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THE RELATIONSHIP BETWEEN SELF-EFFICACY AND SELF-REGULATED LEARNING AND ACADEMIC PROCRASTINATION IN FINAL-YEAR STUDENTS AT SEMARANG STATE UNIVERSITY

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ABSTRACT
Academic procrastination is a common problem experienced by students, especially during the final assignment or thesis completion stage. This study aims to analyze the relationship between self-efficacy and self-regulated learning with academic procrastination in final year students at Semarang State University. This study used a quantitative approach with a correlational design. The research sample consisted of 293 final year students selected using a purposive sampling technique. Data were collected using a self-efficacy scale, a self-regulated learning scale, and an academic procrastination scale. Data analysis was performed using multiple linear regression. The results of the analysis showed that self-efficacy had a beta coefficient of -0.172 with a significance value of 0.000 ($p < 0.05$). This indicates that self-efficacy has a negative and significant effect on academic procrastination. The self-regulated learning variable has a beta coefficient value of -0.675 with a significance value of 0.000 ($p < 0.05$). Self-regulated learning has a negative and significant effect on academic procrastination and is the most dominant variable in predicting students' academic procrastination. The novelty of this research is that self-regulated learning has a more dominant influence than self-efficacy in predicting academic procrastination among final-year students completing their theses. The results are expected to form the basis for developing guidance and counseling services in higher education institutions to help students manage their learning process more effectively.

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INTRODUCTIONS

Academic procrastination is a common problem among students, particularly during the final project completion stage. Steel (2007) emphasized that academic procrastination refers to an individual's tendency to intentionally delay completing academic tasks despite knowing the negative consequences (Cahyono et al., 2025). This phenomenon is a concern in the context of higher education because it impacts the quality of learning, delays in graduation, and the emergence of psychological problems such as stress and anxiety.

Procrastination in the academic world is common among students (Chotimah et al., 2020). In the context of higher education, students are expected to develop their potential optimally through independent learning, critical thinking skills, and effective self-management (UNESCO, 2022). However, this idealism often clashes with the reality on the ground. The phenomenon of procrastination, avoidance of academic responsibilities, and low productivity is an irony that contradicts the essence of higher education as a process of developing independent individuals with integrity (Wolters & Hussain, 2015).

Academic procrastination is a multifaceted phenomenon influenced by psychological and environmental factors and has the potential to negatively impact academic and career outcomes (Huang et al., 2025). Academic procrastination is the practice of routinely postponing or postponing tasks or obligations, despite awareness of the potential negative consequences (Cheng et al., 2023). Academic procrastination can be identified through several key indicators: (1) a tendency to delay starting tasks, (2) difficulty maintaining focus, (3) a gap between intentions and actions, (4) feelings of guilt or anxiety after procrastination, and (5) feelings of pressure approaching deadlines (Saling et al., 2025). These indicators demonstrate that procrastination is not simply a procrastination behavior but also involves complex cognitive, affective, and self-regulatory aspects, which have implications for decreased academic performance and student psychological well-being (Svartdal et al., 2020).

The negative impact of procrastination is not only seen in decreased academic performance but also in students' psychological and social aspects. Studies show that academic procrastination hinders students' productivity and independence in learning, which is contrary to the goals of higher education (Gayary & Kalita, 2025). Research (Khumaerah et al., 2022) indicates that students with high levels of procrastination experience greater stress, anxiety, and guilt, as well as lower self-regulated learning (SRL). In the long term, this habit reduces productivity and self-confidence, and can even hinder timely graduation (Soumeya et al., 2024).

Based on the synthesis of these empirical findings, it can be concluded that academic procrastination among final-year students is a serious and urgent problem that requires research because it has a multidimensional impact, not only on academic achievement, but also on students' psychological health, learning independence, and social functioning. Academic procrastination is associated with low self-regulated learning, increased stress and anxiety, decreased self-confidence, and has the potential to hinder timely completion of studies, which ultimately contradicts the strategic goal of higher education to produce independent, productive, and adaptive graduates. Therefore, research on academic procrastination is very important to be conducted as a follow-up to researchers' attention to the real phenomena experienced by students in the field.

Based on the results of preliminary studies by means of observation and interviews with students in several faculties (2025), it was found that around 60–70% of students experienced delays in the preparation of their thesis for more than one semester. The results of questionnaires distributed randomly to 30 students from several faculties of UNNES showed that (60%) were classified as low in procrastinating academic tasks, while 20% were in the medium category and 20% in the high category, more complete in Figure 1. Although most have shown discipline, the proportion of students who still procrastinate academic tasks, especially the preparation of their thesis, cannot be ignored. They admitted to having difficulty starting writing, often delaying guidance, and being easily distracted by non-academic activities such as social media and part-time jobs. In line with research (Su et al., 2025) academic procrastination of students occurred up to 90%, with more than 70% of students often delaying tasks such as writing and reading, while more than 40% of students often procrastinate their assignments. And the study (Abood & Al-Adamat, 2025) showed that 65.1% of students had moderate levels of procrastination.

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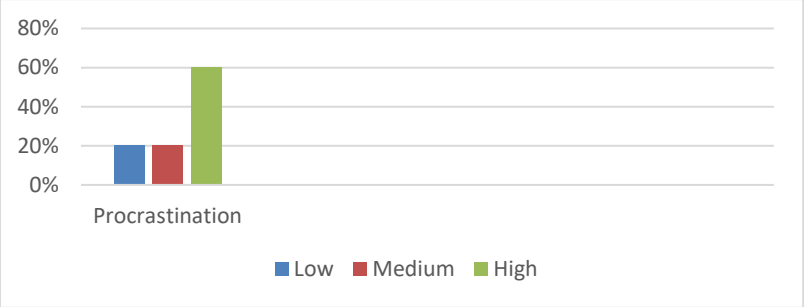

Figure 1. Level of Academic Procrastination of Students (Preliminary Study)

Various studies have attempted to explain the causes of procrastination. One of the main causes is low self-efficacy, which is an individual's belief in their ability to complete tasks and overcome obstacles (Bandura, 1997a). Empirical findings indicate that students with low self-efficacy tend to doubt their abilities, feel unprepared for academic demands, and ultimately choose to procrastinate (Nabila & Nastiti, 2023). Meanwhile, other research in Indonesia shows that self-efficacy contributes only a small amount to the variability of academic procrastination, and even finds no significant relationship in certain contexts. This suggests that the role of self-efficacy in predicting procrastination is not absolute and may depend on the sample context and research methods used (Zannah, 2019) and (Purnomo et al., 2024).

Furthermore, self-regulated learning has also been identified as a key factor influencing procrastination behavior. Self-regulated learning encompasses an individual's ability to actively plan, monitor, and evaluate their own learning process (Panadero, 2017). Students with high SRL are able to set clear learning targets, monitor progress, and reflect on their learning outcomes, thus tending to complete assignments more effectively without procrastination. Conversely, students with low SRL often fail to manage their time and are easily distracted, increasing the tendency for academic procrastination (Wolters & Hussain, 2015). Quantitative research findings indicate a significant negative relationship between SRL and academic procrastination, but most studies have been conducted on more general populations and not on final year students experiencing intense thesis pressure (Nisa' & Laili, 2024).

Although various studies have confirmed a negative relationship between self-efficacy and procrastination, as well as between SRL and academic procrastination, most of these studies are partial, examining each variable separately without examining the simultaneous effects of both on academic procrastination, particularly in the context of final-year students completing their thesis. The existence of studies reporting a small contribution of self-efficacy or an insignificant relationship (e.g., $r = –0.260$; not significant) indicates an empirical inconsistency that needs further explanation (Zannah, 2019). This research gap indicates that there is no clear empirical consensus on how self-efficacy and SRL work together to influence academic procrastination, particularly in complex academic situations such as thesis writing, which involves academic, emotional, and social pressures. Therefore, this study is crucial for exploring the simultaneous relationship between these two predictor variables on student academic procrastination, while also providing a more integrated and contextualized picture of guidance and counseling services in higher education.

From a theoretical perspective, there are still limitations in explaining the interaction between self-efficacy and self-regulated learning (SRL) as a mutually reinforcing motivational system. However, social-cognitive theory (Bandura, 1997) emphasizes that self-efficacy is a primary source of motivation and self-control in learning behavior. Given this context, this study is novelty in simultaneously examining the influence of self-efficacy and self-regulated learning on academic procrastination in final-year students and identifying the most dominant variables predicting this behavior. Thus, this study not only confirms the relationship between these variables but also provides a more comprehensive understanding of the psychological mechanisms underlying academic procrastination in the context of completing a final assignment.

The aims of this study are to: (1) analyze the influence of self-efficacy on academic procrastination, (2) analyze the influence of self-regulated learning on academic procrastination, and (3) analyze the simultaneous influence of self-efficacy and self-regulated learning on academic procrastination in final year students.

METHOD

This study used a quantitative approach with a correlational design to examine the relationship between self-efficacy

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and self-regulated learning with academic procrastination in final-year college students. The correlational design was chosen because this study aimed to test the strength and direction of the relationship between variables without manipulating the treatment (Creswell J. W. & D., 2023).

The population of this study was final-year students at Semarang State University (UNNES) who were writing their theses in the current academic year. The sample was determined using a purposive sampling technique, with the following criteria: active UNNES students, in their final semester, and currently taking or having taken thesis courses. A sample size of 293 students was deemed adequate for multiple regression analysis, in accordance with the minimum sample size requirement based on the number of predictor variables. Final-year students were selected because they are in an academic phase characterized by the demands of completing final assignments, time pressure, and psychological burdens that have the potential to increase the tendency for academic procrastination.

Data collection was conducted using a psychological scale instrument in the form of a questionnaire with a Likert scale. Academic self-efficacy was measured using a self-efficacy scale adapted from Bandura's (1997) self-efficacy theory with a reliability of α=0.795. Self-regulated learning was measured using a scale previously used in local research, developed from Zimmerman's (1986) underlying theory with a reliability of α=0.763. Academic procrastination was measured using the academic procrastination scale derived from Tuckman's (1991) theory with a reliability of α=0.940, which encompasses aspects of task procrastination, task avoidance, and ineffective time management. All instruments were distributed to respondents online or offline, depending on the research context.

Prior to use, the research instrument underwent validity and reliability testing. Validity testing was conducted using the Pearson product-moment correlation technique to determine the degree of correlation between items and the total score. Reliability testing was conducted using Cronbach's Alpha coefficient to ensure the instrument's internal consistency (Azwar, 2018). An instrument is considered reliable if its alpha coefficient is greater than 0.70.

The data analysis technique in this study used multiple linear regression analysis to examine the simultaneous and partial effects of self-efficacy and self-regulated learning on academic procrastination. Prior to the regression analysis, the data were first tested for classical assumptions, including normality, linearity, multicollinearity, and heteroscedasticity to ensure the feasibility of the regression model (Ghozali, 2018). All data analysis was conducted using SPSS statistical software.

RESULT AND DISCUSSIONS

Result

This study used multiple linear regression to analyze the relationship between self-efficacy and self-regulated learning and academic procrastination among final-year students. The results of the regression analysis are presented in Tables 1, 2, and 3.

Table 1. Regression Analysis Summary Model (Spss)

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	0,715	0,511	0,508	5,959

Based on Table 1, the correlation coefficient (R) value of 0.715 indicates that the relationship between self-efficacy and self-regulated learning with academic procrastination is in the strong category. The R Square value of 0.511 indicates that 51.1% of the variation in academic procrastination can be explained by the variables of self-efficacy and self-regulated learning, while the remaining 48.9% is influenced by other variables outside the study.

Table 2. Results of ANOVA Test of Regression Model

Model	Sum of squares	df	Mean Square	F	Sig
Regression	10766,708	2	5383,354	151,593	0,000
Resudial	10298,426	290	35,512	-	-
Total	21065,133	292	-	-	-

Based on the ANOVA test results in Table 2, the F value was 151.593 with a significance level of 0.000 ($p < 0.05$). These results indicate that the regression model used in this study is significant. Thus, self-efficacy and self-regulated learning simultaneously influence academic procrastination in final-year students.

Table 3. Results of Multiple Linear Regression Analysis

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Variabel	B	SE	Beta	t	Sig
Konstanta	144,901	6,903	-	20,992	0,000
Self-efficacy (X1)	-0,484	0,116	-0,172	-4,158	0,000
Self-Regulated Learning (X2)	-1,153	0,071	-0,675	-16,319	0,000

Based on Table 3, the following regression equation is obtained:

$$Y = 144{,}901 - 0{,}484X_1 - 1{,}153X_2$$

The analysis results show that self-efficacy has a beta coefficient of -0.172 with a significance value of 0.000 ($p < 0.05$). This indicates that self-efficacy has a negative and significant effect on academic procrastination. Every one standard deviation increase in self-efficacy results in a 0.172 standard deviation decrease in academic procrastination. This means that the higher a student's self-efficacy, the lower their level of academic procrastination.

Furthermore, the self-regulated learning variable has a beta coefficient value of -0.675 with a significance level of 0.000 ($p < 0.05$). This indicates that self-regulated learning has a negative and significant effect on academic procrastination. Every one standard deviation increase in SRL will result in a decrease of 0.675 standard deviations in academic procrastination.

Discussion

The results of the study indicate that self-efficacy has a negative and significant effect on academic procrastination. This means that the higher a student's self-efficacy, the lower their tendency to procrastinate on completing academic tasks. This finding aligns with Bandura's (2001) Social Cognitive Theory, which states that self-efficacy is an individual's belief in their ability to organize and execute the actions necessary to achieve specific goals. Individuals with high self-efficacy tend to have strong confidence in facing academic challenges, are more persistent in completing tasks, and are able to overcome learning obstacles. Conversely, individuals with low self-efficacy tend to doubt their abilities and are more likely to avoid tasks they perceive as difficult.

These results also align with various empirical studies showing a negative relationship between self-efficacy and academic procrastination. Previous research has shown that students with high levels of self-efficacy tend to be better able to manage academic demands and have a stronger motivation to complete assignments on time (Hanifa & Kusdiyati, 2024). Previous research has shown that procrastination can lead to decreased academic achievement, increased stress, and lower psychological well-being in students (Yuliana et al., 2022). These findings confirm that self-efficacy acts as a protective factor that can reduce the tendency to procrastinate in academic contexts.

Other research also shows that self-efficacy contributes to students' academic behavior, including study persistence, academic motivation, and the ability to face challenging tasks (Sariwulan & Pujiastuti, 2019). Students with high self-efficacy tend to have stronger expectations of success, making them more motivated to immediately begin and complete academic tasks without procrastination.

Furthermore, other research shows that self-efficacy plays a role in minimizing procrastination because individuals who believe in their abilities are more likely to face challenging academic tasks and are less likely to avoid tasks that must be completed (Martono et al., 2023). When students have confidence in their abilities, they are more likely to face academic challenges and are less likely to avoid tasks that must be completed. Thus, the results of this study reinforce previous findings that self-efficacy is a psychological factor that plays a crucial role in reducing academic procrastination. Self-efficacy serves as a source of internal motivation that encourages students to be more confident in completing academic tasks.

The results of this study also found that self-regulated learning had a negative and significant effect on academic procrastination and was the most dominant variable in predicting this behavior. These results indicate that students' ability to self-regulate their learning process plays a crucial role in reducing the tendency to engage in academic procrastination. This finding aligns with the theory developed by Zimmerman (1986), which explains that self-regulation in learning is an active process involving goal planning, monitoring the learning process, and evaluating the results. Students with strong self-regulation skills tend to be able to set clear learning targets, manage their time effectively, and monitor the progress of their academic assignments. This allows students to be more focused in completing assignments, thereby minimizing the tendency to procrastinate.

These results align with previous research showing that self-regulated learning has a negative relationship with

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academic procrastination. Research conducted by Widodo (2023) showed that the higher the self-regulation ability in learning, the lower the tendency for students to engage in academic procrastination (Widodo et al., 2023). These findings indicate that the ability to regulate the learning process is an important factor in overcoming the behavior of procrastinating on academic tasks.

Other research also shows that students who are able to implement self-regulated learning strategies, such as study planning, time management, and monitoring learning progress, tend to have lower levels of academic procrastination (Syahrina & Muarifah, 2023). This suggests that self-regulation skills not only play a role in improving academic achievement but also serve as a self-control mechanism that helps students avoid procrastination.

Students with strong self-regulation skills are able to manage their learning process in a more structured manner, enabling them to complete academic assignments more effectively and on time. Academic procrastination is not simply a matter of willpower, but rather a failure in the self-management system for learning. Therefore, the results of this study strengthen the position of self-regulated learning as a key factor in explaining academic procrastination.

This research makes several important contributions to the development of academic procrastination research. Most previous studies have tended to examine the relationship between self-efficacy and self-regulated learning separately and academic procrastination. For example, previous studies have focused more on the influence of self-efficacy on students' academic procrastination (Hanifa & Kusdiyati, 2024) or the influence of individual SRL on academic procrastination (Sasa et al., 2025).

Unlike these studies, this study integrates these two psychological variables into a single regression analysis model, providing a more comprehensive picture of the psychological factors influencing students' academic procrastination. Furthermore, this study demonstrates that self-regulated learning has a more dominant influence than self-efficacy in predicting academic procrastination in final-year students.

Thus, the novelty of this research lies in the integration of two important constructs in educational psychology, namely self-efficacy and self-regulated learning, in explaining final-year students' academic procrastination and demonstrating that self-regulation in learning is a more dominant factor in predicting such behavior.

CONCLUSION

Based on the data analysis and discussion of the research on the relationship between self-efficacy and self-regulated learning and academic procrastination in final-year students, it can be concluded that self-efficacy and self-regulated learning simultaneously have a significant effect on students' academic procrastination. These results indicate that students' internal psychological factors play a significant role in explaining the tendency to procrastinate on academic tasks.

Partially, self-efficacy was shown to have a significant negative effect on academic procrastination. This finding indicates that the higher a student's belief in their abilities, the lower their tendency to procrastinate on academic tasks. Students with high self-efficacy tend to be more confident in facing academic demands, more persistent in completing assignments, and less likely to avoid tasks they perceive as challenging.

Furthermore, self-regulated learning was also shown to have a significant negative effect on academic procrastination and was the most dominant variable in predicting this behavior. These findings indicate that students' ability to self-regulate their learning process, such as planning learning activities, managing time, monitoring learning progress, and evaluating learning outcomes, plays a crucial role in reducing the tendency for academic procrastination.

This research contributes to enriching the study of academic procrastination by demonstrating that the integration of self-efficacy and self-regulated learning can provide a more comprehensive understanding of the psychological factors influencing procrastination in students.

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