

**THE RELATIONSHIP BETWEEN SELF-CONTROL AND ACADEMIC
PROCRASTINATION IN HIGH SCHOOL STUDENTS: A STUDY ON
ELEVENTH GRADE STUDENTS**

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ABSTRAK

Studi ini bermaksud guna mengetahui hubungan antara kontrol diri dengan prokrastinasi akademik pada siswa kelas XI SMA Negeri 14 Medan. Dengan jumlah sampel sebanyak 70 orang yang dipilih secara acak dari seluruh siswa kelas 11, populasi riset ini mencakup 350 siswa. Dalam menghimpun datanya, penulis memanfaatkan skala Likert yang berasal dari karya McCloskey mengenai penundaan akademis dan Averill mengenai kontrol diri (khususnya, behavioral, cognitive, serta decisional control). Reliabilitas instrumennya diuji dengan Cronbach's Alpha, dan validitasnya dengan metode Corrected Item-Total Correlation. Data dianalisa dengan memakai pengujian normalitas serta linearitas serta korelasi product moment. Temuan studi membuktikan bahwasanya prokrastinasi akademik berkorelasi negatif secara signifikan dengan kontrol dirinya ($r = -0.257, p = 0.031 < 0.05$). Hal ini mengindikasikan bahwasanya tingkat prokrastinasi akademik siswa berbanding terbalik dengan tingkat kontrol dirinya. Berbagai variabel, termasuk motivasi belajar, efikasi dirinya, lingkungan rumahnya, lingkungan teman sebaya, serta keadaan fisiknya, memengaruhi prokrastinasi akademik senilai 93,4%, dengan kontrol diri menyumbang 6,6%. Temuan ini menegaskan bahwa penguatan kontrol diri perlu dilakukan, namun bukan satu-satunya solusi dalam mengurangi prokrastinasi akademik siswa.

Kata Kunci: Kontrol Diri, Prokrastinasi Akademik, Siswa SMA.

ABSTRACT

The purpose of this study is to determine the relationship between self-control and academic procrastination among 11th-grade students at State High School 14 in Medan. With a sample size of 70 students selected at random from all 11th-grade students, the study population comprised 350 students. To collect the data, the author utilized a Likert scale derived from McCloskey's work on academic procrastination and Averill's work on self-control (specifically, behavioral, cognitive, and decisional control). The instrument's reliability was tested using Cronbach's Alpha, and its validity using the Corrected Item-Total Correlation method. The data were analyzed using normality and linearity tests as well as product-moment correlation. The study's findings demonstrate that academic procrastination is significantly negatively correlated with self-control ($r = -0.257, p = 0.031 < 0.05$). This indicates that students' levels of academic procrastination are inversely proportional to their levels of self-control. Various variables, including learning motivation, self-efficacy, home environment, peer environment, and physical condition, account for 93.4% of the variance in academic procrastination, with self-control contributing 6.6%. These results highlight the importance of developing self-control as part of a broader, multi-faceted approach to reducing academic procrastination among high school students.

Keywords: Self-Control, Academic Procrastination, High School Students.

INTRODUCTION

Education is a fundamental aspect needed by every individual as capital for success in life. Based on Soyomukti (2020), the purpose of education is to enhance and develop students' skills and talents so that they possess a high level of awareness, mental readiness,

and well-developed cognitive abilities. Through education, individuals are prepared to engage with society, build social relationships, and bear responsibilities as individuals and social beings.

One of the levels of education in Indonesia is Senior High School, which aims to develop students' cognitive, affective, and psychomotor abilities. In SMA, there are three levels: grades X, XI, and XII. According to Mubarok (2018), grade XI is a level with a high learning saturation point, often leading to various academic problems, such as difficulty completing assignments on time, experiencing difficulties in exams, and a lack of effective time management.

One of the academic problems often encountered by high school students is academic procrastination. The word "procrastination" literally means "to delay until another day," derived from the Latin word *procrastinare*, where the prefix "pro" means "forward" and the suffix "crastinus" means "belonging to tomorrow." Academic procrastination, according to McCloskey (2012), is the tendency to delay tasks related to classroom learning. Milgram in Gufron & Risnawita (2016) defines procrastination as the tendency to procrastinate on tasks or activities, which can cause delays and disrupt a person's mental condition.

Based on the initial observation at SMA Negeri 14 Medan 11th graders exhibited a significant amount of academic procrastination. Students deliberately procrastinate in completing assignments, preferring to play with gadgets, chat, or sleep instead of finishing their homework. Even when the teacher is absent and assigns homework, many students do not complete it until the next meeting. This phenomenon is reinforced by interviews with homeroom teachers and Guidance and Counseling teachers, who state that procrastination is very common among 11th-grade students. One of the main causes identified is the lack of self-control among students in managing their time and in resisting the temptation of entertainment activities.

High school students who exhibited more self-control were less likely to put off their schoolwork until the last minute, according to earlier study by Chisan and Jannah (2021). A comparable correlation was also discovered by Husna & Suprihatin (2019) at SMA Islam Sultan Agung 1 Semarang. A similar association between self-control and minimal procrastination was discovered by Rahmaniah (2019) in her study of junior high school students.

The correlation between lack of self-control and academic procrastination has been the subject of prior research, most were conducted in schools outside Medan and in different demographic and socio-cultural contexts. This study specifically focuses on 11th-grade students at SMA Negeri 14 Medan, a public school in an urban setting in North Sumatra. The distinct characteristics of this school's student population—in terms of academic pressure, family background, and peer dynamics—emphasize the significance of investigating the validity of the correlation between academic procrastination and lack of self-control in this particular setting. Testing this relationship in a new local context contributes to the accumulation of empirical evidence and provides a more representative picture for educational practitioners in Medan.

According to the description above, the purpose of this study is to ascertain how academic procrastination and self-control relate to 11th-grade students at SMA Negeri 14 Medan. It is anticipated that this study will provide theoretical advances to the field of educational psychology and have practical consequences for parents and schools working to improve students' self-control with the goal of avoiding academic procrastination.

METHODS

To find out how academic procrastination (the dependent variable) relates to self-control (the independent variable), this study used a quantitative approach with a

correlational design. From June 8th to the 13th, 2023, the study took place at SMA Negeri 14 Medan on Jalan Pelajar Timur Ujung Gg. Darmo in the Medan Denai District of Medan City.

Everyone enrolled in the 11th grade at SMA Negeri 14 Medan in the 2022–2023 school year is considered a part of the study population, totaling 350 students, comprising 7 classes in the Science major and 3 classes in the Social Sciences major. Using a basic random sampling procedure, 70 students were chosen for the research sample, which involves random sampling without considering the strata present in the population (Sugiyono, 2016). The sampling was conducted proportionally, with 7 students from each of the 10 classes.

Two tools measuring Likert scale were used to gather data. The components put forth by Averill in Gufron & Risnawita (2016) formed the basis of the Self-Control Scale. These components include: (1) “behavior control, or the capacity to directly manage actions when confronted with unpleasant situations; (2) cognitive control, or the capacity to manage information and interpret situations in a more positive light; and (3) decisional control, or the capacity to choose actions after thorough consideration”. The Academic Procrastination Scale was developed based on the aspects proposed by McCloskey (2012), namely: psychological belief in ability, attention disruption, social factors, personal initiative, time management ability, and laziness. Both scales use four alternative answers: Very Appropriate (VA), Appropriate (A), Inappropriate (IA), and Very Inappropriate (VIA).

Forty students participated in the instrument's testing run to ensure its validity and reliability. Item validity was evaluated using the Corrected Item-Total Correlation technique in the SPSS program. Items were deemed valid if their corrected item-total correlation coefficient (r) was equal to or greater than 0.30. From its original 55-item pool, 44 were determined to be valid on the Self-Control Scale, which has an impressive reliability coefficient of 0.912 according to Cronbach's Alpha. Out of its original 60 questions, 46 were determined to be legitimate on the Academic Procrastination Scale, which demonstrated extremely good reliability according to Cronbach's Alpha (0.937).

The primary data set consisted of 70 students chosen at random. The SPSS program is used for hypothesis testing utilizing the Product Moment correlation technique from Karl Pearson, as well as for assumption tests such as the normality test (Kolmogorov-Smirnov method) and the linearity test (to determine the linear relationship between independent and dependent variables).

FINDINGS AND DISCUSSION

A picture of the distribution of data on academic procrastination and self-control among 11th graders at SMA Negeri 14 Medan was obtained from the descriptive analysis. Table 1 displays the comparison between the empirical mean and the hypothetical mean.

Table 1. Comparison of Hypothetical Mean and Empirical Mean

Variable	Hypothetical Mean	Empirical Mean	Category
Self-Control	82.5	92.16	High
Academic Procrastination	92.5	87.40	Low

Table 1 shows that the 11th graders at SMA Negeri 14 Medan have a high level of self-control, with an empirical mean of 92.16 and a hypothetical mean of 82.5. At the same time, students' academic procrastination level is low, as the empirical mean of academic procrastination is 87.40, which is lower than its hypothetical mean of 92.5.

Assumption Test

The hypothesis test was preceded by an assumption test, which comprises a linearity

test and a normality test. Kolmogorov-Smirnov is the procedure used for the normality test. Data on academic procrastination and self-control both demonstrate normal distributions according to the normality test, which yielded a significance value greater than 0.05. A linear connection between the two variables was confirmed by the linearity test, which indicated a departure from linearity significance value > 0.05 . Thus, the requirements for conducting a Product Moment correlation analysis have been met.

Hypothesis Test

In order to test the hypothesis, researcher used Karl Pearson's product-moment correlation analysis method. Students in eleventh grade are more likely to procrastinate on their schoolwork if they lack self-control, according to the theory. As you can see from Table 2, researcher ran the numbers.

Table 2. Results of the Product Moment Correlation Hypothesis Test

Pearson Correlation (r)	Sig. (p)	Explanation
-0.257	0.031	Significant

Based on the results of the Product Moment correlation analysis, the Pearson correlation coefficient $(r) = -0.257$ with a significance value of $p = 0.031$. Since $p = 0.031 < 0.05$, the research hypothesis is accepted. This indicates that among the 11th graders at SMA Negeri 14 Medan, there is a strong inverse correlation between the two variables of academic procrastination and self-control. The inverse direction of the correlation suggests that students' levels of self-control correlate negatively with their procrastination in the classroom.

With a r^2 value of 0.066, self-control is a significant predictor of academic procrastination to the tune of 6.6%. The remaining 93.4% is affected by variables that were not included for this study. Although the correlation is statistically significant, the strength of the relationship is classified as weak ($r = -0.257$), indicating that self-control alone is not sufficient to fully explain the phenomenon of academic procrastination. This finding should be interpreted carefully: self-control is a meaningful but limited predictor, and other factors play a more dominant role in shaping students' procrastinatory behavior.

Discussion

11th grade at SMA Negeri 14 Medan exhibited a statistically significant inverse correlation between academic procrastination and self-control, according to this study's findings. These results are consistent with the hypothesis put forward by Duckworth et al. (2018), who postulated that self-control is the capacity to manage one's own feelings, ideas, and behaviors so as to refrain from acts that are counterproductive to one's objectives. Students who are very self-controlled are able to resist the want to do things other than their schoolwork, such as playing with electronic devices or conversing with friends.

Self-control examined in this study includes three aspects according to Averill in Gufron & Risnawita (2016): "behavior control, cognitive control, and decisional control". A student's behavior control level is related to how well they are able to govern their activities when confronted with challenging situations or tasks. Students with strong behavior control are able to resist the urge to defer tasks and instead focus their actions toward task completion. Cognitive control allows students to manage information and give a more positive meaning to the tasks they face, thereby reducing feelings of helplessness or boredom that often trigger procrastination. On the other hand, decisional control pertains to the pupils' capacity to make thoughtful action choices, including the decision to complete tasks immediately rather than procrastinating.

This study's results corroborate those of Husna & Suprihatin (2019) at SMA Islam Sultan Agung 1 Semarang and those of Chisan & Jannah (2021), who also discovered a negative correlation between academic procrastination and self-control among high school

students. People who have trouble controlling themselves are more likely to put things off until later, according to research by Endrianto (2014) and Siregar (2018). The fact that these results hold true across various Indonesian school settings provide credence to the idea that self-control is an important indicator of how well pupils do in the classroom.

Theoretically, academic procrastination as a form of deliberate delay (Steel & Klingsieck, 2016) is greatly influenced by an individual's ability to self-regulate. Eleventh-grade students, who are in the phase of middle adolescence, tend to have fluctuating priorities between academic and social activities. Without adequate self-control, students are easily swayed by a less conducive peer environment, as observed in field observations: students preferred to go to the canteen or play with gadgets when the teacher was absent, rather than completing the assigned tasks.

However, the weak correlation ($r = -0.257$) and the small coefficient of determination (6.6%) indicate that self-control explains only a minor portion of the variance in academic procrastination. This finding warrants a critical interpretation: the dominance of the remaining 93.4% suggests that other psychological and environmental factors play a far more substantial role. First, intrinsic learning motivation is a key factor, as students who lack internal drive to learn are more prone to procrastination regardless of their level of self-control (Steel & Klingsieck, 2016). Secondly, there is strong evidence that students' levels of self-efficacy, or confidence in their own abilities to complete academic activities, are correlated with their procrastination. Students who lack self-efficacy are more likely to put off until the last minute the work they think would be too challenging (Ferrari et al., 1995). Third, the family environment, including parenting styles and parental support, contributes to the formation of self-regulated behavior in adolescents. Authoritative parenting, for instance, has been associated with greater academic responsibility and lower procrastination (Gufon & Risnawita, 2016). Fourth, the peer environment exerts strong social pressure on adolescents; peers who model procrastinatory behavior or who frequently invite distraction can undermine even a student's best intentions to complete tasks on time. Finally, physical conditions such as fatigue, illness, or poor sleep quality can reduce cognitive resources available for self-regulation, thereby increasing the likelihood of procrastination. To further understand academic procrastination among high school students, future studies should look at these factors as moderators or mediators.

CONCLUSIONS

The results show that among 11th graders at SMA Negeri 14 Medan, there is a strong inverse correlation ($r = -0.257$, $p = 0.031 < 0.05$) between academic procrastination and self-control. The degree to which students delay their academic work is inversely proportional to their degree of self-control. The level of self-control among the students is categorized as high, while academic procrastination is categorized as low. Self-control contributes an effective 6.6% to academic procrastination. Keep in mind, nevertheless, that the size of the observed association is somewhat modest, meaning that self-control strengthening is necessary but is not the sole solution for reducing academic procrastination. The remaining 93.4% variance is attributed to other factors including learning motivation, self-efficacy, family environment, peer environment, and physical conditions.

The implications of the research findings include: (1) schools need to provide self-control reinforcement programs through guidance and counseling activities; (2) teachers need to implement teaching strategies that enhance student discipline and time management; and (3) it is anticipated that parents contribute to the development of their children's self-control within the context of the home. For future research, it is recommended to add other variables such as self-efficacy, learning motivation, or peer environment as mediator or moderator variables, to expand the sample size, and to gain a better understanding of high

school students' academic procrastination by employing a mixed-methods approach.

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