



SELF CONTROL AND PARENTING STYLE OF ACADEMIC PROCRASTINATION IN VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

This research is a quantitative research with a correlational design. Research with this correlational design involves collecting data to identify the level of correlation between two or more variables (Santoso & Madiistriyanto, 2021). Research by type correlational quantitative which aims to test how big the relationship between research variables is by using multiple regression analysis techniques to test the relationship of two independent variables to one dependent variable (Siregar, 2014). The population in this study were all students in class X and XI of SMKN 3 Padang for the 2022/2023 academic year with a total of 804 students. While the sampling in research using techniques proportional Stratified Random Sampling, This technique is used for random and stratified sampling of members of the population. The sampling process begins with identifying the population based on class groups using the Slovin formula (Joseph 2013) so that as many as 267 students from class X and XI were found as samples in this study. From this study, it can be concluded that self-control and parenting style of students at SMKN 3 Padang are high, while student academic procrastination is moderate. The results of the correlation coefficient analysis using multiple regression techniques show that there is a relationship between self-control and academic procrastination of 36.7%, while there is no correlation between self-control and academic procrastination. the relationship between parenting style and students' academic procrastination with a value of 0.14%. Therefore it can be seen that students' academic procrastination is only influenced by self-control. Students with low self-control will have high academic procrastination behavior, while students with high self-control will tend to have low academic procrastination.

Keywords: *Self Control, Parenting Style, Academic Procrastination*

1. INTRODUCTION

In learning activities at school, students will not be separated from having to complete academic assignments (Dewinta & Prasetiawan, 2022), but in completing academic assignments students tend to experience problems such as delays in completing assignments which cause assignments to not be collected in a timely manner (Reswita, 2019; Syifa, 2020). This phenomenon is indicated by the habit of students spending hours watching videos, playing with friends, playing games and students prefer to do non-academic activities that are not useful. (Munawaroh, Alhadi & Saputra, 2017; Bro Hello, 2022). Some students delay due to time constraints (Wangid, 2019). Delay in completing academic assignments is called academic procrastination (Riyadah, Astuti & Yuline 2018; Hidayati & Aulia, 2019; Rozzaqyah, 2021). Milgram (1987) explained that procrastination is behavior that involves an element of delay either in starting or completing tasks, delays in doing tasks involve something that is perceived by procrastinators as important tasks that must be done (such as school assignments).

The phenomenon of academic procrastination from year to year seems endless, this has been proven through several studies such as the research conducted by Utaminingsih & Setyabudi (2012) in high school students "43.70% of students found procrastination in academics, research Anisa (2018) found 32.84% of high school students procrastinated academics, research Syahrin & Ardi (2020) it was found that 51.5% of high school students procrastinated

academics and research Kartikasari, Marjohan & Hariko (2022) found 76% of high school students do academic procrastination. Based on the results of the study it can be concluded that students at school tend to experience academic procrastination. This latest research is more focused on research samples of high school students, but there is still little research that examines academic procrastination in vocational students.

Research conducted by Deddi (2016) with the title "the effect of self-regulated learning on academic procrastination in students of SMAN 9 Kota Padang". Study Artanti (2019) with the title "The effect of self-control on academic procrastination of class XI students of SMA Negeri 1 Gombang", further research Hafni (2023) with the title "relationship between self-regulation and academic procrastination in class xi students at SMA Panca Budi Medan" Based on these studies, research has not yet been found on the relationship between self-control and parenting style and academic procrastination in SMK students. As for the purpose of this study was to find out whether self-control and parenting style have a relationship with academic procrastination in vocational students. The results of the identification of this research are expected to be able to describe the level of student academic procrastination, the level of student self-control and the level of parental parenting style as well as an overview of the relationship between self-control and parental parenting style with academic procrastination of students at SMKN 3 Padang.

2. IMPLEMENTATION METHOD

This research is a quantitative research with a correlational design. Research with this correlational design involves collecting data to identify the level of correlation between two or more variables (Santoso & Madiistriyanto, 2021). Research by type correlational quantitative which aims to test how big the relationship between research variables is by using multiple regression analysis techniques to test the relationship of two independent variables to one dependent variable (Siregar, 2014)

The population in this study were all students in class X and XI of SMKN 3 Padang for the 2022/2023 academic year with a total of 804 students. While the sampling in research using techniques proportional Stratified Random Sampling, This technique is used for random and stratified sampling of members of the population. The sampling process begins with identifying the population based on class groups using the Slovin formula (Joseph 2013) so that as many as 267 students from class X and XI were found as samples in this study.

This study uses self-control research instruments, parenting style research instruments and academic procrastination research instruments for vocational high school students, in the self-control instrument there are 27 items with reliability (α) 0.8, parenting style instruments there are 28 items with reliability (α) 0.8 and procrastination instruments academic there are 30 items with reliability (α) 0.9. In addition, the researcher also tested the hypothesis using multiple regression and SPSS 20. Before testing the hypothesis, the researcher tested the requirements analysis using the normality test, linearity test and multicollinearity as follows:

Table 1 Normality Test Results of Self Control, Parenting Style and Student Academic Procrastination

Asymp variable. Sig	Signification
Self Control	0.704
Parenting Style	0.910
Academic Procrastination	0.771



Table 2 Linearity Test Results of Self Control, Parenting Style and Student Academic Procrastination

Variable	f	Significance
X1Y	153.425	0.000
X2Y	8.842	0.003

Table 3 Multicollinearity Test Results of Self Control, Parenting Style and Student Academic Procrastination

VIF	Tolerance	Variable
(Constant)		
Self Control(X1)	.995	1.005
Parenting Style (X2)	.995	1.005

3. RESULTS

After testing the requirements analysis, it was found that all scores for each variable met the requirements to test the hypothesis using multiple linear regression. as follows:

Table 4 Self Control Double Regression Table with Academic Procrastination Test t

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
(Constant)	98,760	5,682	17,380	,000	
self control	-.683	.055	-.608	-12.468	.000

a. Dependent Variable: academic procrastination

The results of the multiple regression of the self-control variable with academic procrastination in the table above shows that the t-count is 12,468 > t-table 1.97, with a sig value of 0.000 < 0.05. This means that self-control has a negative and significant relationship with students' academic procrastination. So that it can be concluded that H0 is rejected and Ha is accepted, which means that there is a relationship between self-control and student academic procrastination

Table 5 Multiple Regression Parenting Styles with Academic Procrastination Test t

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
(Constant)	98,760	5,682	17,380	,000	
Style parenting	.043	.063	-.033	.681	.000
Parent					

a. Dependent Variable: academic procrastination

The results of multiple regression on parenting style variables with academic procrastination in the table above show that the t count is 0.681 > t table 1.97, with a sig value of 0.497 > 0.05. This means that parenting style has a positive relationship with students' academic procrastination. So that it can be concluded that H1 is rejected and H0 is accepted, which means that there is no relationship between parenting style and students' academic procrastination.

Table 6 Self Control Regression Coefficient and Parenting Style with Academic Procrastination

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	0.607	0.369	0.364	7,727

Based on the table above, it can be seen that the value of R = 0.607 indicates that there is a strong relationship between self-control and parenting style.) can explain the variable Y (student academic procrastination) of 36.9% and 63.1% influenced by other variables. Standard error

estimate = 7,727 which indicates a linear regression error, the smaller this number, the better the regression equation

Model	Sum Of Squares	df	Mean Square	F	Sig.
Regression	9282.291	2	4641.145	77.741	.000b
Residual	15880.275	266	59.700		
Total	25162566	268			

- a. Dependent Variable: academic procrastination
 b. Predictors: (Constant), parenting style, self control

The results of multiple regression on self-control variables and parenting style with academic procrastination in table 4.15 above show that the Fcount is 77,741 > Ftable 3.03, with a sig value of 0.000 > 0.05. This means that self control and parenting style simultaneously have a relationship with academic procrastination with the meaning that H0 is rejected and H1 is accepted because self control and parenting style simultaneously have a relationship with academic procrastination

4. DISCUSSION

Based on the results of data analysis, it was found that the correlation coefficient was 0.613. The coefficient of determination (R Square) of self control and parenting style with student academic procrastination is 0.376, meaning that there is an effect of self control and parenting style on student academic procrastination of 37.6%. This reveals that self-control and parenting style together have a positive relationship to student academic procrastination. Academic procrastination is a procrastinating behavior in doing and completing academic assignments performed by students. The tendency to delay starting or completing academic assignments because they only choose to do other activities that are not useful, so that task completion is hampered and tasks can never be completed on time (Ferrari inGhufron & Risnawati, 2016)). Solomon & Rothblum (1984)states procrastination is a behavior of deliberately delaying academic assignments. beyond the predetermined time limit, academic procrastination behavior is influenced by several factors including self-control and parenting style. Self control is a self-control ability in regulating behavior to perform an action that is believed to lead to positive behavior.

Based on the results of data analysis, it shows that self-control of SMKN 3 Padang students is in the high category with a total percentage of 58%, while the R value is 0.606 which indicates the correlation coefficient of self-control with student academic procrastination. The R Square value of 0.367 means that self-control affects academic procrastination by 36.7% Sig. (2-tailed) of 0.000 < 0.005 (α). This means that self-control has a significant relationship to student academic procrastination. Furthermore, the results of data analysis on the parenting style of students at SMKN 3 Padang are in the high category with a total percentage of 56% and an R value of 0.120 which shows the correlation coefficient between parenting style and students' academic procrastination. R Square value of 0.014. Sig. Value (2-tailed) of 0, 050 < 0.005 (α). This means that parenting style does not have a significant relationship with students' academic procrastination

This means that parenting style is not the only factor influencing students' academic procrastination behavior at school. As explained by Ferrari, Johnson & McCown (1995) that academic procrastination is influenced by various factors both internal and external factors, internal factors such as: physical condition and health for example someone who is experiencing fatigue so that they do not have the power to work, and psychological conditions, namely individual personality that can lead to academic procrastination behavior, for example: a person's lack of



ability to control himself and low confidence in his abilities. While external factors are factors that come from outside the individual that can influence academic procrastination behavior including environmental conditions. Because an environment that is low in supervision will tend to lead to academic procrastination behavior rather than an environment full of supervision (Damri, 2018).

In line with the above, the research conducted by Ramdhani (2013) stated that the results of the study showed that there was no effect of parenting style on the academic procrastination of students of SMP Negeri 2 Anggana, because parenting is not the only factor that influences academic procrastination, but several factors that can influence students to do academic procrastination such as internal factors that come from within the individual which include fatigue (physical fatigue), irrational beliefs, personality traits, motivation and deadlines and external factors or factors that come from outside the student's self which influences the emergence of academic procrastination behavior such as environmental conditions (Ghufron & Risnawati 2010). All of these factors can eventually lead to procrastination behavior in students.

In the correlation coefficient test on self-control and parenting style with student academic procrastination, an R value of 0.613 was found, indicating a multiple regression coefficient between self-control and parenting style on student academic procrastination. Meanwhile, the R Square value is 0.376, which means that self-control and parenting styles affect students' academic procrastination by 37.6%. The probability value (Sig. F Change) is $0.000 < 0.005$ (α). This means that self-control and parenting style have a significant relationship with students' academic procrastination. It can be seen that academic procrastination is only influenced by self-control, because students with low self-control tend to do academic procrastination, in line with research conducted by Basic (2019) there is a negative and significant relationship between self-control and student academic procrastination, meaning that students with low self-control will have high academic procrastination behavior, but conversely students with high self-control tend to have low academic procrastination behavior, furthermore based on research results Aisy & Sugiyo (2021) shows that self-control and students' academic procrastination have a significant relationship. Therefore it can be seen that self-control can affect students' academic procrastination behavior.

Based on the description above, it can be concluded that there is a relationship between self-control and student academic procrastination, meaning that the higher the student's self-control, the lower the student's academic procrastination behavior, while there is no relationship between parenting style and academic procrastination in class X and XI students, meaning Academic procrastination is not only influenced by parenting style factors, but there are other factors that can affect students' academic procrastination behavior such as physical fatigue, personality traits, and an environment that is low on supervision. This finding can be implicated in guidance and counseling services such as content mastery services, through content mastery services provided by counseling teachers to students. Students are given material skills in managing time, especially study time so that students are able to work on and complete assignments properly, optimally and assignments can be collected on time (Syahrin, Yendi & Taufik, 2019) This is in line with the results of the research conducted Junita, Sugiharto & Awalya (2014) which shows that there is a decrease in academic procrastination through content mastery services, with t count = $13.638 > t$ table = 2.032 , so it can be concluded that academic procrastination can be reduced through content mastery services. Therefore, it is hoped that counseling teachers in schools can further intensify content mastery services to students as an alternative strategy to help students reduce academic procrastination.

5. CONCLUSION

From this study, it can be concluded that self-control and parenting style of students at SMKN 3 Padang are high, while student academic procrastination is moderate. The results of the correlation coefficient analysis using multiple regression techniques show that there is a relationship between self-control and academic procrastination of 36.7%, while there is no correlation between self-control and academic procrastination. the relationship between parenting style and students' academic procrastination with a value of 0.14%. Therefore it can be seen that students' academic procrastination is only influenced by self-control. Students with low self-control will have high academic procrastination behavior, while students with high self-control will tend to have low academic procrastination.

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