

The Effect of Self-Regulation on Academic Procrastination on Students with Learning Disabilities at School

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Abstract: Academic procrastination is a problem that occurs in students in the school environment. Academic procrastination is closely related to failure in self-regulation (self-regulation). Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented towards achieving personal goals (Park & Sperling, 2012; Zimmerman, 2000). Individuals who have low self-regulation tend to do acts of procrastination, because of the ability to do self-regulation or self-regulation is an important factor influencing the emergence of procrastination behavior in students (Steel, 2007). Students with Learning Disabilities (LD) were found to experience lower levels of regulation than their Non Learning Disabilities (NLD) counterparts due to incorrect theories about self, task, and effort required (Butler, 1996; Pintrich, Anderman, & Klobucar, 1994) and because of difficulty in choosing, implementing, and monitoring appropriate learning strategies.

Keywords: procrastination, self regulation, learning disabilities

INTRODUCTION

Schools have an important role in realizing national education goals through the learning process. Learning activities in schools are the main activities in the educational process, these activities aim to bring students towards a better state. The success or failure of the learning process can be seen from the learning outcomes achieved by students. Student learning outcomes can affect academic success. To support academic success, efforts are needed for students, for example their discipline in terms of their responsibilities while at school, namely in learning activities.

Academic success is an important variable for students. To support academic success, an effort is needed for students, one of which is in terms of their discipline towards their responsibilities at school, namely learning activities. The attitudes and responsibilities that students must have are the responsibility for the duties and obligations of the school. In this case, diligently doing academic assignments is one proof that the student is responsible. Children with learning difficulties certainly have problems at school, one of which is in terms of doing academic assignments. A Learning Difficulty is a type of Special Education Needs, which affects areas of learning, such as reading, writing, spelling, mathematics etc. There are several levels of Learning Difficulties, such as: Specific Learning Difficulty - a particular difficulty in learning to read, write, spell etc.

Academic procrastination is closely related to failure in self-regulation (self-regulation). Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented towards achieving personal goals (Park & Sperling, 2012; Zimmerman, 2000). Individuals who have low self-regulation tend to do acts of procrastination, because of the ability to do self-regulation or self-regulation is an important factor that influences the emergence of procrastination behavior in students (Steel, 2007). self-regulation (self regulation) in poor learning causes students to often delay doing academic assignments. Moreover to

Students With Learning Disabilities (LD) are well acquainted with academic difficulty and failure. It is hardly surprising then that when encountering academic challenge, students with LD exhibit a wide range of maladaptive behaviors related to learned helplessness, including diminished persistence, lower academic expectations, and negative affect (Baird, Scott, Dearing, & Hamill, 2009). Various studies have described the academic barriers these students face in higher education, pinpointing the lack of appropriate academic skills or suitable academic strategies, social and affective difficulties, decreased achievement (Frazier,

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Youngstrom, Glutting, & Watkins, 2007), poorer time management skills, and deficient test taking strategies (Reaser, Prevatt, Petscher, & Proctor, 2007). Further studies determined that LD students reported higher levels of stress and anxiety, lower academic self-efficacy, greater lack of self-confidence and self-doubt, and extreme self-criticism compared to non-LD students (Spark & Lovett, 2009). Several other studies that explored self-efficacy and other social and emotional components in LD students found that college students with and without LD are relatively similar in most social-emotional abilities but differ in stress management abilities and in needs for social support systems (Kariv & Heiman, 2004).

Another study that explored the coping strategies of students with LD indicated that although students without LD were more task orientated and perceived more support than students with LD, students with LD used more emotional coping strategies than non-LD students (Heiman & Kariv, 2004). Very few studies have explored EI in LD students, suggesting that a clear profile has not yet emerged (Reiff, Hatzes, Bramel, & Gibbon, 2001). Most recently, Klassen, Krawchuk, Lynch, and Rajani (2008) published a mixed-methods article reporting two studies that explored the relationships between academic procrastination and self-efficacy for self-regulation in 208 undergraduates with and without LD. Their findings indicated that individuals with LD reported significantly higher levels of procrastination, coupled with lower levels of metacognitive self-regulation and self-efficacy for self-regulation.

METHOD

Literature review research was used in this study with qualitative analysis. Where this research was conducted by examining various relevant sources related to pengaruh regulasi diri dengan prokrastinasi Akademik. After that, juxtaposing it with various theories and results of previous research also provides thought findings that can be used as a reference in further research. In this study collected data from journals and previous research articles that have been published, which are relevant to the focus of this research.

RESULT AND DISCUSSION

Individuals who have self-regulation those who are low tend to commit acts of procrastination, because of their ability to do self-regulation or self-regulation is an important factor that influences the emergence of procrastination behavior in students (Steel, 2007). The same thing was also expressed by Zimmerman (1990), self-regulation is not an academic ability, but rather a way of managing individual learning processes independently through planning, setting and achieving goals. In addition, Fischer (1999) stated that the main problem with procrastination is the inability to estimate the amount of time needed to do the task. Therefore, it takes an active and independent effort to be able to help direct the learning process to the learning objectives to be achieved, which is called self-regulated learning.

Students with LD were found to experience lower levels of self-regulation than their NLD counterparts because of faulty theories about self, task, and effort required (Butler, 1996; Pintrich, Anderman, & Klobucar, 1994) and because of difficulty in choosing, implementing, and monitoring appropriate learning strategies (Butler, 1998). Trainin and Swanson (2005) found that successful students with LD compensated for reading difficulties with increased use of metacognitive learning strategies and higher levels of seeking help. Although several studies have explored differences in self-efficacy and self-regulation of individuals with and without LD, to date no studies have extended this research to include an exploration of delay and LD. A Learning Difficulty is a type of Special Education Needs, which affects areas of learning, such as reading, writing, spelling, mathematics etc. There are several levels of Learning Difficulties, such as: Specific Learning Difficulty - a particular difficulty in learning to read, write, spell etc.

Based on the results of observations of students and interviews with several teachers and homeroom teachers at SMPN 25 Bandung on February 2 at 10.00 WIB in the Teacher Room, students with learning disabilities tend to procrastinate. adapted to their abilities and interests, children who have learning disabilities tend not to be able to read, write, count, and there are even

some students who have not been able to adjust to their friends in class. Students with LD have not been able to regulate themselves properly so that the assignments are difficult

The assignments given by the teacher to students have been adjusted to the students' abilities, but it is not uncommon for these LD students to delay the assignments given by the teacher. By prioritizing more enjoyable tasks such as watching TV first, playing cellphones until late at night, so they forget about schoolwork that should be done. Semi-structured individual interviews, which lasted between 30 and 60 minutes, were conducted face to face with 4 students. The interviewer opened the interview with a brief description of the research project, asked for background information (age, class, schools attended, LD history, etc.), and then asked questions based on the interview protocol shown. open-ended questions developed from the procrastination literature.

Based on the results of observations made on March 11, 2023, he did activities he liked, such as playing gadgets. And if ordered to do assignments, sometimes they don't care and end up crying and throwing tantrums because they don't want to do their assignments, which results in when assignments begin to be collected, they don't bring any homework that the teacher has given them. In addition, not only are there problems in the learning process, but many also have an inability to understand social, family, school, and community rules. Which results in the emergence of a negative view of those who have special needs when they are in the surrounding environment due to the lack of handling of special educators who are competent in their development. Based on the results of observations on 5 and 7 August 2021, children who have special needs in Banding Agung Village are still unable to regulate themselves, and it is also seen that the role of parents has not been fully involved in forming their self-regulation because there is no knowledge of parents how to treatment needed in caring for children with special needs. And the author sees that some parents don't even treat their children like parents who have children with special needs, but only consider their children to be stubborn and lazy because they haven't been able to do certain things, for example in learning without seeing that their children actually need special upbringing and parenting because of the limitations that they have. found in one of the existing special needs children they did not want to do the school assignments given by the teacher, they did not finish them right away and chose to do other activities such as playing and

consequences of delays—covering academic and non-academic results resulting from delays. Participants believed procrastination negatively impacted the quality of their work, hindered their ability to achieve goals, and had an emotional impact, although a minority noted positive effects of procrastination. All participants spoke of examples where procrastination had a negative impact on their academic life, and for the majority of participants, procrastination resulted in poor assignment-related outcomes.

CONCLUSION AND RECOMMENDATIONS

Students with LD were found to experience lower levels of self-regulation than their NLD counterparts because of faulty theories about self, task, and effort required (Butler, 1996; Pintrich, Anderman, & Klobucar, 1994) and because of difficulty in choosing, , implement, and monitor appropriate learning strategies (Butler, 1998).

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