

ABSTRACT

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The role of Self-Regulated Learning and Self-efficacy against Academic Procrastination of Activist Student of Intra-university Organization (Sesilia Monika, M. Psi. & Erik Wijaya, M. Psi.); Psychology Undergraduate [S-1] Study Program, Tarumanagara University, (i-xi; pages 1-50, P1-P4, L1-L41).

Intra-university organizational activist students are faced with various activities ranging from academic to activities within intra-university organizations. The student's busyness can lead to academic procrastination to the student. Procrastination relates to individual failure to self-regulated learning and self-efficacy. This research is intended to determine the role of self-regulated learning and self-efficacy against academic procrastination of intra-university organization activist student. The study involved 314 participants, including 147 men and 167 women. This research uses quantitative research with multiple linear regression method. The result of data analysis shows that there is no role of self-regulated learning toward academic procrastination of intra-university organization activist student. In addition, self-efficacy has a negative role of 17.6% of academic procrastination with $R^2 = 0.176$ $F = 22.134$ with the strength dimension $r = (314) -0.373$, $p < .05$ which plays a significant role.

Keywords: Self-regulated learning, self-efficacy, academic procrastination, intra-university organization activist student.