

PENGARUH *SELF-CONTROL* TERHADAP PROKRASTINASI AKADEMIK PADA SISWA KELAS XI DI SMKN 4 BONDOWOSO

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INTISARI

Masa remaja merupakan periode perkembangan yang ditandai dengan perubahan fisik, kognitif, emosional, dan sosial. Siswa Sekolah Menengah Kejuruan (SMK) menghadapi tuntutan akademik yang kompleks karena harus menyeimbangkan pembelajaran teori, praktik, serta persiapan Praktik Kerja Lapangan (PKL). Kondisi tersebut dapat meningkatkan kecenderungan prokrastinasi akademik apabila tidak disertai kemampuan *self-control* yang baik. Penelitian ini bertujuan untuk mengetahui pengaruh *self-control* terhadap prokrastinasi akademik pada siswa kelas XI di SMKN 4 Bondowoso. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausal. Populasi penelitian berjumlah 177 siswa dengan sampel sebanyak 123 siswa yang dipilih menggunakan teknik *quota sampling*. Pengumpulan data dilakukan menggunakan skala *self-control* berdasarkan teori Averill (1973) dan skala prokrastinasi akademik berdasarkan konsep Solomon dan Rothblum (1984). Analisis data menggunakan uji regresi linear sederhana dengan bantuan IBM SPSS Statistics 26. Hasil penelitian menunjukkan bahwa *self-control* memberikan pengaruh sebesar 10% terhadap prokrastinasi akademik, sedangkan 90% dipengaruhi oleh faktor lain di luar penelitian. Koefisien regresi sebesar -0,346 menunjukkan bahwa semakin tinggi *self-control*, semakin rendah prokrastinasi akademik. Dengan demikian, peningkatan kemampuan *self-control* dapat berperan dalam menurunkan kecenderungan prokrastinasi akademik pada siswa kelas XI SMKN 4 Bondowoso.

Kata kunci: *Self-Control*, Prokrastinasi Akademik, Siswa SMK

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**THE EFFECT OF SELF-CONTROL ON ACADEMIC
PROCRASTINATION AMONG ELEVENTH-GRADE STUDENTS AT
SMKN 4 BONDOWOSO**

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ABSTRACT

Adolescence is a developmental period characterized by physical, cognitive, emotional, and social changes. Vocational High School (SMK) students face complex academic demands as they must balance theoretical learning, practical activities, and preparation for the Field Work Practice (PKL) program. These conditions may increase the tendency to engage in academic procrastination when not accompanied by adequate self-control. This study aimed to determine the effect of self-control on academic procrastination among Grade XI students at SMKN 4 Bondowoso. This study employed a quantitative approach with a causal research design. The population consisted of 177 students, with a sample of 123 students selected using a quota sampling technique. Data were collected using a self-control scale based on Averill's (1973) theory and an academic procrastination scale based on the concepts of Solomon and Rothblum (1984). Data were analyzed using simple linear regression with the assistance of IBM SPSS Statistics 26. The results showed that self-control contributed 10% to academic procrastination, while the remaining 90% was influenced by other factors beyond the scope of this study. The regression coefficient of -0.346 indicates that higher levels of self-control are associated with lower levels of academic procrastination. Thus, improving self-control may play a role in reducing the tendency toward academic procrastination among Grade XI students at SMKN 4 Bondowoso.

Keywords: *Self-Control, Academic Procrastination, Vocational High School Students*

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