

The Influence of Self-Regulated Learning and Self-Efficacy on Academic Procrastination of Activist Students

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ABSTRACT

Academic procrastination remains a common challenge among university students, particularly those who must balance academic responsibilities with active participation in student organizations. This study aimed to examine the influence of self-regulated learning and self-efficacy on academic procrastination among activist students in the Department of Islamic Education at Universitas Ahmad Dahlan. A quantitative correlational design was employed involving 77 activist students selected through purposive sampling. Data were collected using self-regulated learning, self-efficacy, and academic procrastination scales and analyzed using simple and multiple linear regression with SPSS 25. The results indicated that self-regulated learning had a significant negative effect on academic procrastination ($\beta = -0.612$; $t = -4.166$; $p < 0.001$) and contributed 18.8% of the variance. Self-efficacy also showed a significant negative effect ($\beta = -0.714$; $t = -4.634$; $p < 0.001$), contributing 22.3% of the variance. Simultaneously, self-regulated learning and self-efficacy significantly predicted academic procrastination ($F = 11.935$; $p < 0.001$), explaining 24.4% of the variance. These findings suggest that strengthening students' ability to regulate their learning and enhancing confidence in their academic capabilities may help reduce procrastination tendencies, particularly among students actively involved in organizational activities.

1. INTRODUCTION

A university's role extends beyond knowledge transmission to developing students' academic competence, interpersonal skills, and personal resilience. In pursuing these goals, students face various academic demands, including attending classes, completing assignments, and meeting lecturers' expectations. At the same time, participation in student organizations provides opportunities for students to develop leadership and interpersonal skills through active involvement in co-curricular experiences (Haber-Curran & Pierre, 2023). Although organizational involvement can provide valuable opportunities for personal and social development, it also adds responsibilities that must be managed alongside academic obligations. This situation is particularly relevant for student activists, who are required to balance academic responsibilities with organizational activities and commitments (Harefa & Waruwu, 2025). The combination of academic and organizational demands may increase students' vulnerability to academic procrastination, defined as the unnecessary delay of academic tasks despite the intention or requirement to complete them. Frequent meetings, organizational programs, and other responsibilities may increase students' workload and make it more difficult to complete academic tasks on time (Dinata & Nurcahyo, 2024). Previous research has shown that academic procrastination is also present among students who are actively involved in organizations. Ichsan and Alwi (2023), for example, examined 210 organizationally active students and found a significant relationship between self-regulated learning and academic procrastination. The broader prevalence of procrastination among university students further demonstrates the importance of this issue. Lantang and Jannah (2024) reported that 30% of 230 psychology students demonstrated high to very high levels of academic procrastination, while 42% were in the moderate

category. Persistent procrastination may negatively affect academic performance and is also associated with psychological difficulties such as anxiety and stress (Ghani & Surawan, 2025; Suhadianto & Pratitis, 2019). Thus, academic procrastination among students who simultaneously manage academic and organizational responsibilities warrants further investigation. Self-regulated learning and self-efficacy are two important psychological factors that may help explain students' tendency to engage in academic procrastination. Self-regulated learning refers to students' capacity to actively manage their learning through processes such as planning, goal setting, strategy use, self-monitoring, and behavioral regulation, which support students in directing and evaluating their own learning activities (Zimmerman, 2000). Self-efficacy, in contrast, refers to students' beliefs in their capability to organize and perform the actions required to accomplish academic tasks and achieve desired outcomes (Tian et al., 2024). Students with stronger self-regulated learning may be better equipped to manage their academic activities and reduce unnecessary delays, as previous research has demonstrated a significant effect of self-regulated learning on academic procrastination among university students (Astuti, 2024). Similarly, higher self-efficacy has been consistently associated with lower academic procrastination, indicating that students who are more confident in their academic capabilities are less likely to postpone academic tasks (Purnomo et al., 2024). Therefore, students' ability to regulate their learning and their confidence in completing academic tasks may represent important psychological resources for understanding and reducing academic procrastination.

Nevertheless, previous findings do not provide a consistent explanation of the relative contribution of self-regulated learning and self-efficacy to academic procrastination. Some studies have reported that self-regulated learning significantly reduces academic procrastination, while other findings indicate that self-efficacy plays a stronger or more consistent role (Fajar et al., 2025; Nugroho & Jaryanto, 2024). Recent research has also examined both constructs simultaneously, but primarily among general university populations or specific groups such as final-year students (Pramodhawardhani & Hariyadi, 2026). Moreover, research involving organizationally active students has generally focused on self-regulated learning or other factors rather than examining self-regulated learning and self-efficacy together (Ichsan & Alwi, 2023). These differences indicate that the relationship among self-regulated learning, self-efficacy, and academic procrastination may depend on the characteristics and demands of the population being studied. This issue is particularly important in the context of student activists, whose organizational involvement creates additional demands that must be coordinated with academic responsibilities. Understanding the factors associated with academic procrastination in this population is therefore important for developing more appropriate academic and organizational support strategies. Accordingly, this study aims to examine the influence of self-regulated learning and self-efficacy on academic procrastination among student activists in the Department of Islamic Education at Universitas Ahmad Dahlan. By focusing on this specific population, the study seeks to provide empirical evidence regarding the contribution of students' learning regulation and self-beliefs to academic procrastination and to address the contextual gap in previous research.

2. METHODS

This study employed a quantitative associative design to examine the relationships between self-regulated learning (X1), self-efficacy (X2), and academic procrastination (Y) (Sugiyono, 2022). The study involved students of the Department of Islamic Education at Universitas Ahmad Dahlan who were actively involved in campus organizations. Data were analyzed using simple and multiple linear regression, with t-tests used to examine the partial effects of each independent variable and an F-test to assess their simultaneous effect on academic procrastination. The population consisted of

399 active students from the 2021–2025 cohorts of the Department of Islamic Education at Universitas Ahmad Dahlan. Purposive sampling was used to select students who were members of or held positions in intra-campus organizations, including HMPS PAI, BEM FAI, DPM FAI, IMM FAI, and IMM Buya Hamka (Lenaini, 2021). A total of 77 students met the inclusion criterion, and because the number was below 100, all eligible students were included as respondents (Arikunto, 2017, as cited in Hendrajaya & Leastari, 2022). Data were collected using a Google Forms questionnaire with a four-point Likert scale consisting of favorable and unfavorable statements. A four-point scale was used to eliminate the neutral option and encourage respondents to express a more definite position (Simamora, 2022). The instruments comprised 14 items for self-regulated learning, 12 items for self-efficacy, and 14 items for academic procrastination.

The self-regulated learning instrument was adapted from Wolters' framework and covered three dimensions: metacognition, motivation, and behavior. Its indicators included rehearsal, elaboration, organization, metacognitive self-regulation, mastery and performance self-talk, relevance and situational interest enhancement, self-consequating, environmental structuring, effort regulation, time and study environment management, and help-seeking. The self-efficacy instrument was based on Bandura's theory and consisted of 12 items covering level, strength, and generality, including confidence in completing academic tasks, persistence in facing difficulties, optimism, adaptability, and use of previous experience. Academic procrastination was measured using 14 items adapted from Ferrari's conceptualization, covering four dimensions: delay in initiating or completing tasks, lateness in task completion, discrepancy between intention and behavior, and preference for more enjoyable activities. Data analysis consisted of validity and reliability testing, followed by classical assumption tests for normality, multicollinearity, and heteroscedasticity. Simple and multiple linear regression analyses were then conducted to test the research hypotheses. All statistical analyses were performed using SPSS version 25 for Windows.

3. RESULTS AND DISCUSSION

RESULTS

This section reports the findings obtained from the data analysis, covering (a) validity and reliability testing, (b) respondent demographic characteristics, (c) frequency distribution analysis, (d) classical assumption tests, (e) simple linear regression analysis, and (f) multiple linear regression analysis.

Validity and Reliability Tests

Validity and reliability checks serve as essential steps for confirming that the instruments used are both precise and consistent. The calculations showed that every item measuring self-regulated learning, self-efficacy, and academic procrastination passed the validity threshold, indicated by p-values below 0.05 across all items. Reliability testing likewise produced satisfactory results: all three scales exceeded the standard Cronbach's Alpha cut-off of 0.70, with scores of 0.826 for self-regulated learning, 0.908 for self-efficacy, and 0.913 for academic procrastination.

Respondent Characteristics

Respondents in this study are categorized based on the generation and organization followed in the 2026 period. Their characteristics are presented in the following figure.

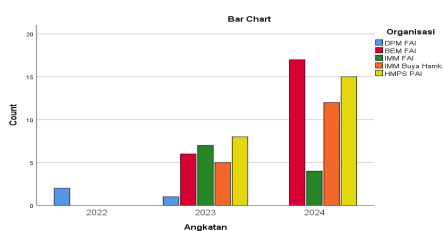


Figure 1. Respondent Composition

Graph Based on Cohort and Organization Followed

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

As shown in Figure 1, the 77 activist students who make up this study's sample are drawn from the Department of Islamic Education at Universitas Ahmad Dahlan and are active in student organizations at both the study-program and faculty levels. By cohort, respondents were distributed as follows: 48 students (62.3%), 27 students (35.1%), 27 students (25.1%), and 2 students (2.6%) from the 2022 class.

Frequency Analysis

A descriptive statistical approach was used to map out the psychological profile of respondents based on the field data collected. Each variable self-regulated learning, self-efficacy, and academic procrastination was sorted into three categories: low, moderate, and high. The proportional distribution for each is illustrated in the figures below.

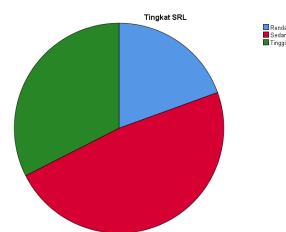


Figure 2. Self-Regulated Learning Level Diagram

As presented in Figure 2, self-regulated learning among the activist students was distributed as follows: 37 students (48%) fell into the moderate category, 25 students (32.5%) into the high category, and 15 students (19.5%) into the low category indicating that a moderate level of self-regulated learning was most common among respondents.

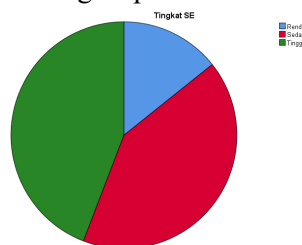


Figure 3. Self-Efficacy Level Diagram

Figure 3 shows the self-efficacy distribution: 34 students (44.2%) scored in the high category, 32 students (41.5%) in the moderate category, and 11 students (14.3%) in the low category, meaning high self-efficacy was the most prevalent level among participants.

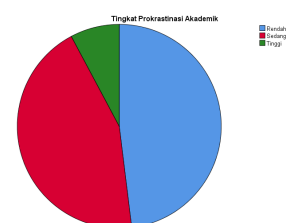


Figure 4. Academic Procrastination Chart

Figure 4 shows that low academic procrastination was the most common category, reported by 37 students (48.1%), followed by the moderate category with 34 students (44.2%) and the high

category with 6 students (7.7%). Most activist students in the sample therefore exhibited a low level of academic procrastination.

Classic Assumption Test

Prior to estimating the regression models, the dataset was checked against the standard diagnostic requirements normality, multicollinearity, and heteroscedasticity. The normality test looked at how the data were distributed, the multicollinearity test checked for excessive correlation among the independent variables, and the heteroscedasticity test verified whether residual variance stayed stable throughout the model. These diagnostics together established whether the data were suitable for regression analysis and the hypothesis tests that followed. Table 1 summarizes the results.

Table 1. Summary of the Classical Assumption Test

Assumption Test	Indicator	Results	Criteria	Remarks	
Normality	Asymp. Sig. (Monte Carlo)	0,109	> 0,05	Normal	
Multikolinearitas	Tolerance	0,514	> 0,10	Not happening	
	LIVE	1,944	< 10	Not happening	
Heteroskedastisitas	Sig. (Glejser)	<i>Self-Regulated Learning</i> <i>Self-Efficacy</i>	0,086 0,138	> 0,05 > 0,05	Not happening

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 1 confirms that all the assumptions required for regression were met: the data followed a normal distribution, showed no sign of problematic correlation among the independent variables, and displayed no heteroscedasticity. With these classical assumptions satisfied, the linear regression approach was considered valid and could proceed to test the hypotheses concerning how self-regulated learning and self-efficacy affect students' level of academic procrastination.

Simple Linear Regression Test Results

Simple linear regression was run separately for each independent variable self-regulated learning and self-efficacy against academic procrastination, to establish the direction, statistical significance, and relative contribution of each predictor. Results appear in the Model Summary, ANOVA, and Coefficients tables below.

Effect of Self-Regulated Learning on Academic Procrastination

Simple linear regression was used to test the effect of self-regulated learning on academic procrastination; the results are summarized in Table 2.

Table 2. Model Summary

Model	R	R Square	Adjusted R Squarere	Std. Error of the Estimate
1	0,434	0,188	0,177	6.58840

a. Predictors: (Constant), Self-Regulated Learning

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 2 shows a determination coefficient (R^2) of 0.188, meaning self-regulated learning (X1) accounts for 18.8% of the variation in academic procrastination (Y), while the remaining 81.2% stems from factors outside this research model. The correlation coefficient ($R = 0.434$) points to a moderate relationship between the two variables. Table 3 then reports the ANOVA results used to check whether this model reaches statistical significance.

Table 3. ANOVA Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	753,359	1	753,359	17,356	0,000
	Residual	3255,524	75	43,407		
	Total	4008.883	76			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Self-Regulated Learning

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 3 reports an F-value of 17.356 at a significance level of 0.000, which falls below the 0.05 cutoff, confirming that the regression model is statistically significant at the 95% confidence level and that self-regulated learning meaningfully influences academic procrastination. Table 4 then details the regression coefficients to clarify the direction and size of this effect.

Table 4. Coefficient

	Model	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig.
1	(Constant)	55,439	6,638		8,351	0,000
	Self-Regulated Learning	-0,612	0,147	-0,434	-4,166	0,000

a. Dependent Variable: Academic Procrastination

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

According to Table 4, self-regulated learning (X1) has a regression coefficient (B) of -0.612 with significance at 0.000 ($p < 0.05$), yielding the equation $Y = 55.539 - 0.612X_1$. Because the coefficient is negative, every one-unit rise in self-regulated learning corresponds to a 0.612-unit drop in academic procrastination. As the significance value sits below 0.05, the first alternative hypothesis (Ha1) is supported, offering empirical evidence that self-regulated learning meaningfully predicts lower academic procrastination among activist students in the Department of Islamic Education at Universitas Ahmad Dahlan.

Effect of Self-Efficacy on Academic Procrastination

A parallel simple linear regression tested the effect of self-efficacy on academic procrastination, with results shown in Table 5.

Table 5. Model Summary

Model	R	R Square	Adjusted R Squarere	Std. Error of the Estimate
1	0,472	0,223	0,212	6.44630

a. Predictors: (Constant), Self-Efficacy

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 5, $R^2 = 0.223$, meaning self-efficacy (X2) explains 22.3% of the variance in academic procrastination (Y), with the remaining 77.7% attributable to variables outside this model. An R value of 0.472 reflects a moderate relationship between self-efficacy and procrastination among the activist student sample. Table 6 presents the accompanying ANOVA test used to assess the model's statistical significance.

Table 6. ANOVA Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	892,277	1	892,277	21,472	0,000
	Residual	3116,606	75	41,555		
	Total	4008.883	76			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Self-Efficacy

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 6's model feasibility test yields $F = 21.472$ at a significance level of 0.000, well under the 0.05 error threshold at a 95% confidence interval, confirming that the regression equation is valid and statistically sound. This empirically supports the claim that self-efficacy has a genuine effect on academic procrastination levels. Table 7 then breaks down the direction and weight of this effect through the regression coefficients.

Table 7. Coefficients

	Model	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig.
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1	(Constant)	56,758	6,258		9.070	0,000
	Self-Efficacy	-0,714	0,154	-0,472	-4,634	0,000

a. Dependent Variable: Academic Procrastination

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 7 places the regression coefficient (B) for self-efficacy (X2) at -0.714, significant at 0.000 ($p < 0.05$), giving the equation $Y = 56.758 - 0.714X_2$. This negative coefficient means each one-unit gain in self-efficacy corresponds to a 0.714-unit reduction in academic procrastination, and since the significance value is under 0.05, the second alternative hypothesis (Ha2) is accepted. Higher self-efficacy, in other words, is significantly tied to lower academic procrastination among the activist students sampled from the Department of Islamic Education at Universitas Ahmad Dahlan.

Multiple Linear Regression Analysis Results

To capture the combined effect of self-regulated learning and self-efficacy on academic procrastination, a multiple linear regression was conducted, aimed at determining how much variance the two predictors explained together. The resulting coefficient of determination (R^2) appears in the Model Summary table below.

Table 8. Model Summary

Model	R	R Square	Adjusted R Squares	Std. Error of the Estimate
1	0,494	0,244	0,212	6.40008

a. Predictors: (Constant), Self-Efficacy, Self-Regulated Learning

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

Table 8 reports $R = 0.494$ and $R^2 = 0.244$, showing that self-regulated learning and self-efficacy jointly account for 24.4% of the variation in academic procrastination, leaving 75.6% explained by factors outside this model. Table 9 presents the F-test used to confirm the significance of this combined regression model.

Table 9. Test F Results (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	977,768	2	488,884	11,935	0,000
Residual	3031,115	74	40,961		
Total	4008,883	76			

Dependent Variable: Academic Procrastination

(Source: Data Processing Results in SPSS version 25, by 2026 researchers)

As Table 9 shows, the simultaneous model produced $F = 11.935$ at $p = 0.000$, well beneath the 0.05 alpha threshold, which validates the model and provides strong support for the joint influence of self-regulated learning and self-efficacy on academic procrastination. This result confirms the third hypothesis (Ha3): together, these two psychological variables act as significant predictors that help curb procrastination tendencies among activist students in the Department of Islamic Education at Universitas Ahmad Dahlan.

DISCUSSION

The relatively low level of academic procrastination observed in this study suggests that active involvement in student organizations does not necessarily result in poor academic task completion. Although student activists face additional organizational responsibilities, their ability to maintain academic commitments may depend on the psychological resources available to them. Previous research involving student activists in Yogyakarta indicates that organizational involvement can be associated with academic procrastination, particularly when prolonged organizational engagement contributes to emotional exhaustion (Peristianto & Widyana, 2025). Thus, organizational activity should not be viewed as an automatic cause of procrastination; rather, its academic consequences may depend on how students manage the demands generated by academic and organizational roles. The significant negative effect of self-regulated learning on academic procrastination indicates that students who are better able to regulate their learning tend to be more capable of managing academic responsibilities without unnecessary delay. Self-regulated learning

involves processes such as planning, monitoring, strategy use, and effort regulation, which enable students to remain engaged with academic tasks even when competing demands are present. Recent research among university students has shown that self-regulated learning strategies, particularly metacognitive regulation, time management, and effort regulation, are important in reducing academic procrastination and supporting academic achievement (Tao et al., 2025). For student activists, these regulatory processes are particularly relevant because academic tasks must be coordinated with organizational schedules, meetings, and program responsibilities. Therefore, self-regulated learning may function not merely as a learning strategy but as a mechanism for prioritizing and coordinating multiple responsibilities.

From the perspective of Islamic education, the regulatory process reflected in self-regulated learning can be interpreted in relation to the value of *muhasabah*, namely self-evaluation and reflection on one's actions. QS. Al-Hashr [59]:18 encourages believers to consider what they have prepared for the future, a principle that has been interpreted in Islamic educational thought as an encouragement toward self-reflection, responsibility, and preparation for future consequences (Balkis et al., 2024). In this context, planning academic activities, monitoring progress, and evaluating learning outcomes can be understood as practices that are compatible with the Islamic value of *muhasabah*. Such an interpretation does not equate *muhasabah* with the psychological construct of self-regulated learning, but rather places the two within a complementary educational framework in which students are encouraged to evaluate their actions and improve their future performance. Self-efficacy also emerged as an important factor associated with lower academic procrastination. Students who believe that they are capable of completing academic tasks are more likely to approach difficult tasks with persistence rather than avoid them. Recent evidence continues to support this mechanism, with higher self-efficacy being associated with lower academic procrastination among university students (Bagus & Hariyanto, 2025). Self-efficacy may therefore be particularly important for student activists because organizational responsibilities can make academic tasks appear more demanding; confidence in one's ability to complete those tasks may reduce the tendency to respond to difficulty through avoidance or delay. From an Islamic education perspective, self-efficacy can be discussed alongside the principles of *ikhtiar* and *tawakkal*, although these concepts should not be treated as identical to the psychological construct of self-efficacy. Self-efficacy concerns perceived personal capability, whereas *ikhtiar* emphasizes human effort and *tawakkal* refers to reliance upon Allah after appropriate effort has been undertaken. Research on Islamic-based counseling has incorporated *ikhtiar* and *tawakkal* into psychological interventions aimed at strengthening self-efficacy, suggesting that personal confidence can be developed together with purposeful effort and spiritual orientation (Faizal & Makmun, 2025). QS. Ali 'Imran [3]:159 also provides a relevant Islamic framework by connecting decision-making and action with reliance upon Allah. Thus, within Islamic education, students can be encouraged to develop confidence in their academic capabilities while maintaining *ikhtiar* and *tawakkal* as complementary principles in responding to academic difficulties.

When self-regulated learning and self-efficacy were examined simultaneously, both variables significantly contributed to academic procrastination, with the model explaining 24.4% of its variance. Rather than suggesting that procrastination can be explained by these two psychological resources alone, this finding indicates that they represent relevant individual resources within a broader system of influences. Recent research similarly demonstrates that self-regulation, self-efficacy, and time-management factors can jointly contribute to differences in academic procrastination among university students (Soumeiya et al., 2024). The remaining unexplained variance in the present study therefore provides an important basis for considering other psychological and contextual factors that may be particularly relevant to student activists. One important group of factors outside the present model involves students' emotional and motivational

conditions. Emotional exhaustion may be particularly relevant for student activists because sustained organizational involvement can consume psychological resources that are also needed for academic activities. Peristianto & Widyana (2025) found that emotional exhaustion mediated the relationship between the duration of organizational involvement and academic procrastination among student activists in Yogyakarta. Procrastination may also emerge when students experience fear of failure or difficulties regulating negative emotions, because delaying a task can temporarily reduce the discomfort associated with confronting a demanding academic responsibility. Duru et al. (2024) found that difficulties in emotion regulation were involved in the relationship between fear of failure and academic procrastination, while Balkis et al. (2024) showed that fear of failure mediated the association between irrational academic beliefs and procrastination among undergraduates. These findings suggest that even students with adequate learning-regulation skills may remain vulnerable to procrastination when emotional strain or fear of failure becomes sufficiently strong.

Beyond individual psychological conditions, contextual factors may also shape academic procrastination. Social support is one such factor because supportive relationships can provide students with emotional and motivational resources when facing academic demands. Miller et al. (2024), for example, found that perceived social support was relevant to procrastination among undergraduate students, particularly in relation to intolerance of uncertainty. Chen et al. (2025) likewise found that social support was negatively associated with academic procrastination, with intrinsic learning motivation and academic self-efficacy helping explain this relationship. For student activists, social support may come not only from family and friends but also from lecturers and organizational peers who can help students coordinate competing responsibilities. Consequently, an academic environment that provides appropriate guidance and organizational structures may reduce the risk that organizational commitments become overwhelming. Taken together, the findings indicate that academic procrastination among student activists should be understood as the result of an interaction between individual psychological resources and contextual demands rather than as a simple consequence of poor time management or weak academic discipline. Self-regulated learning and self-efficacy provide important personal resources, but emotional exhaustion, fear of failure, social support, and organizational demands may also influence whether students are able to translate these resources into consistent academic behavior (Peristianto & Widyana, 2025). From the perspective of Islamic education, this interaction can be interpreted through the values of *amanah*, *muhasabah*, *ikhtiar*, *tawakkal*, and *ta'awun*, which emphasize responsibility, self-evaluation, purposeful effort, reliance upon Allah, and cooperation in goodness. The principle of *ta'awun* is grounded in QS. Al-Ma'idah [5]:2 and has been discussed as a relevant value for Islamic education management (Desmawati & Damayanti, 2026). Therefore, interventions to reduce procrastination among student activists should not focus solely on individual training in self-regulated learning and self-efficacy, but should also involve supportive academic and organizational environments that help students distribute responsibilities, manage emotional demands, and maintain their commitment to academic obligations.

4. CONCLUSION

This study shows that self-regulated learning and self-efficacy contribute to lower academic procrastination among activist students in the Department of Islamic Education at Universitas Ahmad Dahlan. These psychological resources help students regulate their learning, manage academic responsibilities, and remain confident when facing academic demands alongside organizational activities. However, other factors, including academic stress, emotional exhaustion, social support, and organizational workload, may also contribute to procrastination. Practically, the Department of Islamic Education can provide regular academic mentoring and time-management support for student

activists, particularly for those experiencing difficulties in balancing academic and organizational responsibilities. Student organizations can support this effort by adjusting meeting and program schedules to the academic calendar, avoiding unnecessary activities during examination periods, and distributing organizational responsibilities more evenly. These strategies can help students remain active in organizations without compromising their academic responsibilities. Future research should examine additional psychological and contextual factors, such as academic stress, burnout, social support, self-control, motivation, and organizational involvement. From the perspective of Islamic education, future interventions may also integrate values of *amanah*, *muhasabah*, *ikhtiar*, and *tawakkal* to encourage students to manage their academic and organizational responsibilities responsibly

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