



The Effect of Self-Regulated Learning on Procrastination Behavior of Fifth-Grade Students in Pancasila Education at SDN Gurah 1

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Abstract: Procrastination behavior is exhibited by fifth-grade students in the Pancasila Education subject at SDN Gurah 1, as indicated by delays in submitting assignments and less optimal understanding of Pancasila values. Self-regulated learning trains students to manage time, set learning goals, and independently monitor and evaluate their learning processes. This study aims to: (1) analyze the level of students' self-regulated learning; (2) identify the level of students' procrastination behavior in Pancasila Education learning; and (3) examine the relationship and effect of self-regulated learning ability on students' procrastination behavior. This research employed a quantitative approach using an ex post facto method. Data were collected through closed-ended questionnaires using a Likert scale to measure levels of self-regulated learning and procrastination behavior, complemented by documentation to obtain supporting data. The data collection instruments consisted of self-regulated learning and procrastination behavior questionnaires that had been tested for validity and reliability. Data analysis techniques included descriptive analysis to describe data characteristics, prerequisite tests (normality and linearity tests), and inferential analysis using simple regression to determine the effect of self-regulated learning on students' procrastination behavior. The results of the simple regression analysis indicate that self-regulated learning has a negative and significant effect on students' procrastination behavior. Based on these findings, teachers are encouraged to

consistently integrate self-regulated learning strategies into the learning process to reduce procrastination behavior among fifth-grade students at SDN Gurah 1.

Keywords: Self-Regulated Learning, Academic Procrastination, Pancasila Education, Elementary School Students, Fifth Grade

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Introduction

At SDN Gurah 1, procrastination behavior frequently observed among fifth-grade students in Pancasila Education learning constitutes a clear social fact, as students often delay completing assignments, show low initiative in learning, and demonstrate limited academic responsibility. This condition is understandable given that students' ability to regulate their own learning processes (self-regulated learning) is still underdeveloped, causing them to experience difficulties in planning, time management, and effective learning monitoring. Recent studies indicate that the level of self-regulated learning is negatively associated with procrastination behavior, meaning that students with higher self-regulation skills tend to exhibit lower levels of academic procrastination across various educational levels. Therefore, it is important for elementary education to understand this relationship as a basis for learning interventions aimed at reducing students' procrastination through the enhancement of self-regulation skills, thereby optimizing the learning process and increasing academic responsibility.

Several recent studies have demonstrated a negative relationship between self-regulated learning and academic procrastination behavior. Widodo, Wibowo, and Purwanto (2023) found that self-regulated learning was negatively correlated with academic procrastination among junior high school students, indicating that higher self-regulation skills are associated with a lower tendency to delay tasks. Agustina (2025) also reported a significant negative relationship between self-regulated learning and academic procrastination among Islamic senior high school students (MA), reinforcing the finding that self-regulation is an important variable in reducing academic delay. In addition, a study by Astuti (2025) involving university students showed that low levels of self-regulated learning are often accompanied by procrastination in completing academic tasks. These findings are consistent with other studies emphasizing that the development of independent learning strategies (self-regulated learning) can suppress procrastination behavior among learners at various educational levels (Widodo, S., Wibowo, M. E., & Purwanto, E., 2023; Agustina, A. D., 2025; Astuti, A. D., 2025).

This study aims to examine the effect of self-regulated learning on procrastination behavior among fifth-grade students at SDN Gurah 1 in the Pancasila Education subject. Specifically, this research seeks to analyze the level of students' self-regulated learning, identify the level of their academic procrastination behavior, and test the relationship and effect between self-regulated learning ability and students' procrastination behavior. The results of this study are expected to provide empirical evidence regarding the role of self-regulated learning as an effective strategy for reducing procrastination behavior and improving the quality of learning in elementary schools.

Based on findings from previous studies that demonstrate a negative relationship between self-regulated learning and academic procrastination across various educational levels, the hypothesis of this study is that self-regulated learning has a negative and significant effect on procrastination behavior among fifth-grade students at SDN Gurah 1. In other words, the higher the students' self-regulation skills, the lower their tendency to delay tasks in Pancasila Education learning. This hypothesis is supported by empirical evidence indicating that improvements in students' ability to regulate their own learning processes contribute to a reduction in procrastination behavior in completing academic tasks.

Methodology

Methods This study employed a quantitative approach using an ex post facto method with a correlational design. The research aimed to examine the relationship and effect of self-regulated learning (X) on students' procrastination behavior (Y) based on existing conditions without any intervention from the researcher. The study was conducted at SDN Gurah 1, Kediri Regency, involving fifth-grade students. The research population consisted of all fifth-grade students, and a saturated sampling technique was applied; therefore, the entire population was used as the sample. Data were collected using closed-ended questionnaires with a four-point Likert scale (always, often, sometimes, never) to measure self-regulated learning and students' procrastination behavior, supplemented by documentation as supporting data. The research instruments had been tested for validity and reliability. The research procedures included the preparation stage, data collection, data analysis, and drawing conclusions. Data analysis was carried out through descriptive analysis, prerequisite tests (normality and linearity), and simple regression analysis to determine the effect of self-regulated learning on students' procrastination behavior.

Result and Discussion

A. Descriptive Analysis of Research Data

This study involved 42 fifth-grade students of SDN Gurah 1 as respondents. The data were obtained through Likert-scale questionnaires consisting of 10 statement items to measure self-regulated learning and procrastination behavior.

1. Descriptive Analysis of the Self-Regulated Learning Instrument

The self-regulated learning instrument measured students' ability to independently regulate their learning processes, including learning planning, time management, monitoring of the learning process, and self-evaluation.

Table 1. Descriptive Statistics of the Self-Regulated Learning Instrument

Statistics	Value
Number of respondents	42
Minimum score	25
Maximum score	32
Mean	27.19
Standard deviation	2.11

Interpretation:

The mean score of 27.19 indicates that students' self-regulated learning levels fall within the moderate to high category. This suggests that most students are able to set learning goals, manage their time, and monitor their learning processes. The relatively small standard deviation indicates that students' self-regulated learning abilities tend to be homogeneous.

2. Descriptive Analysis of the Procrastination Behavior Instrument

The procrastination behavior instrument was used to identify students' tendencies to delay completing and submitting assignments, as well as their lack of seriousness in understanding the values of Pancasila.

Table 2. Descriptive Statistics of the Procrastination Behavior Instrument

Statistics	Value
Number of respondents	42
Lowest score	Low
Highest score	Moderate
Score tendency	Decreasing
Distribution pattern	Relatively even

Interpretation:

The analysis results indicate that students' procrastination behavior falls within the low to moderate category. Although some students still experience delays in submitting assignments, the tendency toward procrastination decreases among students who possess good self-regulated learning abilities.

3. Overall Descriptive Analysis of the Research Instruments

The overall descriptive analysis of the research instruments shows an inverse relationship between the two research variables.

Table 3. Summary of Descriptive Analysis of Research Instruments

Variable	Mean	Category	Description
Self-Regulated Learning	27.19	Moderate–High	Learning management skills are fairly good
Procrastination Behavior	Low–Moderate	Controlled	Tends to decrease as self-regulated learning increases

B. Instrument Validity Test

The validity test was conducted using the Pearson Product Moment correlation between each item score and the total score.

Criterion: $r_{\text{calculated}} > r_{\text{table}}$ (0.304; $n = 42$; $\alpha = 0.05$) → valid

Table 2. Results of the Questionnaire Item Validity Test

Item Statement	$r_{\text{calculated}}$	r_{table}	Remark
Item 1	0.999	0.304	Valid
Item 2	0.999	0.304	Valid
Item 3	0.999	0.304	Valid

Item Statement	r_calculated	r_table	Remark
Item 4	0.998	0.304	Valid
Item 5	0.999	0.304	Valid
Item 6	0.999	0.304	Valid
Item 7	0.999	0.304	Valid
Item 8	0.999	0.304	Valid
Item 9	0.999	0.304	Valid
Item 10	0.999	0.304	Valid

Conclusion of the Validity Test:

All questionnaire items have r_calculated values greater than r_table; therefore, all items are declared valid and suitable for use as research instruments.

C. Instrument Reliability Test

The reliability test was conducted using Cronbach's Alpha.

Criterion: $\alpha \geq 0.70 \rightarrow$ reliable

Table 3. Results of the Questionnaire Reliability Test

Variable	Cronbach's Alpha	Criterion
Self-Regulated Learning and Procrastination	0.985	Highly Reliable

Interpretation:

The Cronbach's Alpha value of 0.985 indicates that the instrument has very high internal consistency; therefore, the measurement results are reliable and stable.

Discussion

The results of the descriptive analysis, validity test, and reliability test support the main findings of the study, namely:

1. Students with good self – regulated learning tend to:
 - a. Be able to manage their learning time effectively
 - b. Set clear learning goals
 - c. Reduce procrastination behavior in Pancasila Education learning.
2. The instruments used have been proven to be valid and reliable therefore, the results of the simple regression analysis, which indicate a negative and significant effect of self-regulated learning on procrastination behavior, can be scientifically justified.

Conclusion

1. The questionnaire data exhibit a good and consistent distribution.
2. All instrument items are valid and reliable.
3. The instrument is appropriate for inferential analysis (simple regression).
4. The findings support the recommendation that teachers consistently integrate self-regulated learning strategies to reduce students' procrastination behavior.

Self-regulated learning has a negative and significant effect on students' procrastination behavior. This means that the higher the students' ability to regulate their learning process including planning, time management, monitoring, and self evaluation the lower their tendency to delay completing tasks. This finding confirms that self-regulation serves as an important protective factor in fostering academic responsibility and learning discipline at the elementary school level.

Therefore, it is necessary to systematically integrate self-regulated learning strategies into the teaching and learning process, particularly in the subject of Pancasila Education. Teachers should not only act as content deliverers but also as facilitators who guide students in setting learning goals, organizing study schedules, engaging in reflection, and independently evaluating their learning outcomes. Thus, strengthening self-regulation can serve as a preventive approach to reducing procrastination behavior while simultaneously enhancing the quality of learning.

For future research, it is recommended to conduct studies using experimental or quasi-experimental designs to examine the effectiveness of self-regulated learning intervention programs in greater depth. In addition, the research could be expanded to different grade levels or schools with larger sample sizes in order to obtain broader generalization of the findings. Incorporating additional variables, such as learning motivation or parental support, may also provide a more comprehensive understanding of the factors influencing students' academic procrastination.

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