

Received: Agustus 2023

Accepted: September 2023

Published: Oktober 2023

The Influence Of Self-Control On The Academic Procrastination Behavior Of Al-Khoiriyah Islamic Middle School Students Living In Islamic Boarding Schools

Nailis Sa'adah, Citra Ayu Kumala Sari

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: nailissaadah1609@gmail.com, citraayukumalasari@gmail.com

Abstrak

Sebagai sebuah lembaga pendidikan, pelaksanaan seluruh kegiatan-kegiatan yang diadakan pesantren tidak jauh dari ajaran agama islam. Siswa yang memilih bermukim di pesantren mengalami apa yang dinamakan perilaku prokrastinasi akademik. Prokrastinasi akademik merupakan suatu bentuk penundaan yang dilakukan umumnya pada bidang akademik seperti tugas di sekolah maupun tugas dalam kursus belajar sehingga dapat dikatakan sebagai prokrastinasi akademik. Prokrastinasi akademik ini disebabkan lemahnya kontrol diri siswa. Tujuan penelitian ini untuk mengetahui bagaimana pengaruh kontrol diri siswa terhadap perilaku prokrastinasi siswa SMP Islam Al-Khoiriyah dengan kata lain, penelitian ini ingin mengetahui variabel kontrol diri merupakan variabel yang berperan positif atau negatif yang mempengaruhi prokrastinasi akademik. Jenis penelitian ini kausal komparatif. Populasi penelitian ini yaitu 122 siswa, Adapun purposive sampling dijadikan teknik untuk pengambilan sampel pada penelitian ini, dengan kriteria siswa SMP yang bermukim di pesantren, dengan jumlah 66 siswa. Sedangkan skala kontrol diri dan skala prokrastinasi akademik digunakan sebagai metode pengumpulan data, untuk uji hipotesisnya menggunakan uji regresi sederhana. Dari pengolahan data di dapatkan hasil signifikan sebesar $0,000 < 0,05$, dengan koefisien regresi sebesar $-0,342$ dan nilai $r = 0,378$. Sama dengan 37,8% sedangkan 61,5% dipengaruhi oleh variabel lain. Sehingga hasil penelitian ini menunjukkan kontrol diri berperan signifikan dan memiliki pengaruh negatif pada perilaku prokrastinasi akademik siswa SMP Islam Al- Khoiriyah yang bermukim dipondok pesantren.

Kata Kunci: Kontrol diri, Prokrastinasi Akademik, Siswa, Sekolah, Perilaku

Abstract

As an educational institution, implementing all activities held by Islamic boarding schools is close to the teachings of the Islamic religion. Students who choose to live in Islamic boarding schools experience what is called academic procrastination behavior. Academic procrastination is a form of procrastination generally carried out in academic areas, such as assignments at school or

assignments in study courses so it can be academic procrastination. Students' weak self-control causes academic procrastination. This research aims to determine how students' self-control influences the procrastination behavior of students at Al-Khoiriyah Islamic Middle School. In other words, this research wants to know whether the self-control variable is a variable that plays a positive or negative role in influencing academic procrastination. This type of research is causal-comparative. The population of this study was 122 students. Purposive sampling was used as a sampling technique in this study, with the criteria being junior high school students living in Islamic boarding schools, with a total of 66 students. Meanwhile, the self-control and academic procrastination scales were used as data collection methods to test the hypothesis using a simple regression test. From data processing, significant results were obtained at $0.000 < 0.05$, with a regression coefficient of -0.342 and a value = 0.378. Equal to 37.8%, while other variables influence 61.5%. So, the results of this research show that self-control plays a significant role and negatively influences the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools.

Keywords: Self-control, Academic Procrastination, Students, School, Behavior

Introduction

As an educational institution, implementing all activities held by Islamic boarding schools is close to the teachings of the Islamic religion. From these educational institutions, educators, preachers, ulama, and kyai are used as the backbone (teachers) to spread the religion of Islam¹. Students who study at Islamic boarding schools are usually known as santri. Santri is an individual or student studying and deepening the teachings of the Islamic religion at an Islamic boarding school.². There are several names for students studying at Islamic boarding schools, namely: a). A resident student, or what is usually called a permanent student, is an individual who resides (lives in an Islamic boarding school) and studies at that Islamic boarding school.³. b). A non-resident santri, or what is usually called a kalong santri, is an individual who only participates in studying

the Koran at an Islamic boarding school and does not reside at the Islamic boarding school (returns home). Apart from that, Kalong students are also students who live not far from the Islamic boarding school area⁴. In general, the age of students is in the early age range of 12/13 to 18/19 years of age, which in this age range is categorized in the adolescent development period.⁵

Adolescence is a period of transition and development from children to adults, in which several changes will occur in an individual, including biological, cognitive, and socio-emotional changes that an individual has, starting from the age range of 10 to 22 years⁶. Adolescence is also a very flexible period, where individuals are easily influenced by the surrounding environment, both from within and outside.⁷ According to Santrock, teenagers, in their cognitive development, are often faced with decision-

making situations.⁸ Steinberg stated that peers can increase the risk for adolescents when making a decision.⁹ From the projected population distribution in 2015, it is known that the number of people aged between 10 and 19 years is 44,556,900 people, which, if calculated as a percentage, results in around 17.44% of the total population of Indonesia.¹⁰ With a large population of teenagers, teenagers need more attention from their families, especially their parents. Ghufroon and Risnawati stated that the family environment, especially parents, is one of the determining factors in a person's self-control ability. The ability to control oneself develops with age.¹¹

According to Calhoun and Acocella, there are two reasons why individuals must control themselves continuously.¹² First, an individual who lives in a group must control his behavior in fulfilling his desires so that it does not disturb other individuals. Second, society constantly pushes itself to build better standards for itself. According to Hurlock, self-control in an individual is closely related to controlling emotions and impulses within that individual.¹³ According to Averill, self-control is called personal control, which includes three things, namely the individual's ability to control behavior, the ability to process unwanted information by interpreting, assessing, or connecting events in a cognitive framework in order to reduce

pressure as a form of psychological adaptation, and the ability to choose. Moreover, determine appropriate and confident actions.¹⁴

Savira and Suharsono stated that students with low self-control tend to prioritize other activities or activities compared to doing their schoolwork.¹⁵ Apart from that, individuals with low self-control prefer to choose risks and break several applicable rules without thinking about the long term.¹⁶ According to Ghufroon and Risnawati, several factors influence self-control: internal and external. (a). Internal factors are factors within the individual, then age is an internal factor influencing self-control. (b) External factors are factors from outside the individual; the family environment is an external factor that plays a role in self-control¹⁷.

To minimize the bad influence children receive from outside, some parents will decide to enroll their children in a school or educational institution that collaborates with an Islamic boarding school that provides two educational pathways. As in the Al-Khoiriyah Islamic boarding school, which has implemented two educational pathways, namely: a). formal special education consisting of formal academic education, and b). Special religious education consists of studying the Yellow Book and lessons

focused on Islamic religious teachings. Teenagers in secondary school and also become students at Islamic boarding schools face greater demands than those who are only students at formal schools. Students living in Islamic boarding schools must carry out two different activities within 1 x 24 hours.

These activities make it difficult for students to manage their time, so it is not uncommon for students to delay completing assignments in the academic field. The term procrastination in the field of psychology or work is called procrastination. Tuckman stated that procrastination is still classified as a self-regulation problem where individuals who carry out procrastination tend to avoid and even postpone activities under the control of other people.¹⁸ This form of procrastination is generally carried out in the academic field, such as assignments at school or assignments in study courses, so that it can be academic procrastination.¹⁹ Ferrari mentioned indications of a procrastination attitude, namely, delaying tasks, being late in doing tasks, a gap between performance plans and their implementation, and preferring other enjoyable activities.²⁰ Individuals with academic procrastination do not intend to avoid responsibility for their tasks, but they tend to procrastinate in doing them.

According to Tuckman, procrastination has three aspects: (a) Tending to procrastinate when doing something. (b) Avoiding something he does not like or something that is considered uncomfortable for him. (c) Tends to blame other people for his suffering; this is because a procrastinator tends to blame other parties for the consequences of postponing tasks or activities that have been carried out²¹. According to Ferrari, around 25% to 75% of students have reported that procrastination is a problem that often occurs in the academic sphere.²² This explanation is by research conducted by Zuraida, where the results show a significant influence of academic procrastination on learning achievement, meaning that students who behave with high levels of academic procrastination will tend to have low learning achievement.²³ Apart from affecting learning achievement, academic procrastination also has negative consequences for students, including cheating behavior. This problem is due to the results of research by Khairat et al., where students with high procrastination tend to cheat.²⁴

Academic procrastination can occur due to several factors. According to Ghufon and Risnawati, academic procrastination is influenced by two factors, namely internal and external.²⁵ Internal factors within the individual that influence procrastination

include physical and psychological conditions. Furthermore, external factors outside the individual can influence procrastination, such as parental care and a positive environment. According to Muhid's research, some aspects can influence an individual, resulting in the individual tending to carry out academic procrastination, namely: (a). low self-control, self-consciousness, (b). Low self-esteem, (c). Self-efficacy, and (d)²⁶. Social anxiety. This correlates with the results of Mubaroq's research that there is a significant negative influence between the self-control variable on the academic procrastination variable with a contribution of the self-control variable of 30.2% on the academic procrastination variable.²⁷. Afriyeni stated that there is a significant negative relationship between the self-efficacy variable and the academic procrastination variable, meaning that if students have confidence in their ability to carry out or carry out their academic assignments, they will not procrastinate in carrying out assignments that are their responsibility.²⁸. Apart from research on self-efficacy variables with academic procrastination variables, researchers found previous research that stated that self-regulation has a significant negative influence on academic procrastination, meaning that if students have high self-regulation, then their academic procrastination behavior is low and vice versa.²⁹. Based on the results of the

research description above, procrastination has a significant effect on students.

From an interview with one of the Al-Khoiriyah Islamic Middle School teachers, it is known that several students delay doing assignments, are often late when submitting assignments, and often ask for more time to submit academic assignments. Then, the researchers interviewed Al-Khoiriyah Islamic Middle School students living in Islamic boarding schools. From these interviews, it was found that students often procrastinate doing academic assignments because students feel lazy when they have to do their academic assignments, students prefer to gather with their friends and avoid their academic assignments, and students often blame their friends if they are punished for not doing it. Apart from Doing their academic assignments, students also stated that they had difficulty dividing their time between working on assignments and other activities. Judging from the data from interviews with one of the teachers and several students of Al-Khoiriyah Islamic Middle School who live in Islamic boarding schools, it can be concluded that students at Al-Khoiriyah Islamic Middle School, especially those who live in Islamic boarding schools, tend towards academic procrastination behavior. According to Safiinatunnajah and Fikry, one of the factors to reduce procrastination is self-control³⁰.

When self-control is maximized, an individual will not fall into negative things, including education.³¹ Based on this explanation, empirical research is needed to prove that self-control is a variable that influences academic procrastination. Thus, the title of this research is "The Influence of Self-Control on the Academic Procrastination Behavior of Al-Khoiriyah Islamic Middle School Students." The hypothesis in this research is "Self-control has a significant influence on the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students." This means that the higher the student's self-control, the lower the academic procrastination behavior. The results of this research can provide ideas for thinking in psychology and be used as a reference in further research.

Method

Researchers chose a quantitative approach with causal-comparative research. The population in this study was all students at Al-Khoiriyah Islamic Middle School, a total of 122 students. The sampling technique used is purposive sampling, so the subjects used as samples must have certain criteria. The subject criteria in this research were Al-Khoiriyah Islamic Middle School students who lived in Islamic boarding schools. From these criteria, 66 subjects who

met the criteria were obtained and would be used as research samples.

Data collection in the study was taken using a Likert scale, which has five answer categories, namely, Very Suitable (SS), Suitable (S), Neutral (N), Not Suitable (TS), and Very Unsuitable (STS). The scale was then tested for validity and reliability. The validity test in this research used Aiken V by submitting the scale to a panel of 5 expert judges or experts in psychology to assess its relevance. To test the reliability of the research, the Alpha Chornbach measurement technique was chosen with the help of SPSS 16.0. Averill put forward the aspect of self-control as the basis for compiling a self-control scale. Moreover, the preparation of the procrastination scale is based on aspects of academic procrastination proposed by Tuckman. The results of the validity of using the V account with 5 Expert Judges or experts in the field of psychology obtained the following results:

The results of the validity test using Aiken V on the self-control variable item showed that 39 items were declared valid (>0.80), and one item was declared invalid or an item that was <0.08 , namely, Item 24. Meanwhile, for the academic procrastination variable, The results obtained were that 39 items were declared valid (>0.80), and one item was declared invalid or an item that was

<0.08, namely Item 8. Items declared valid on the self-control variable and the procrastination variable could be used in the initial trial or Out stage, carried out on Bahyanul Azhar Islamic Middle School students who lived in the Islamic boarding school as many as 30 students. After carrying out the Try Out, a reliability test was conducted using the SPSS 16.0 application. The results obtained are presented in table 1:

Table 1. Recapitulation of Reliability Test Results

Variabel	Chornbach's Alpha		Batas Reliabilitas	Keterangan
Kontrol Diri	0,911	>	0,7	Reliabel
Prokrastinasi Akademik	0,905	>	0,7	Reliabel

Recapitulating in Table 1, it is known that the values for the self-control variable and the academic procrastination variable are > 0.7. So, it can be interpreted that the two research variables are declared reliable. The discriminatory power test in this research was carried out in two rounds until the item was declared valid. In this study, an item is declared valid if it has a discriminatory power above 0.25. The discriminating power test results show that one item is declared invalid on the self-control variable or an item with a discriminating power < 0.25, namely item number 18. Moreover, three items are invalid on the academic procrastination variable or

have a discriminating power < 0.25, namely in items 5, 19, and 38. Invalid items from these two variables were deleted and not used in the research. So, on the self-control scale, there are 38 items with a Cronbach's Alpha value of 0.911. As for the academic procrastination scale, there are 36 items with a Cronbach's Alpha value of 0.905.

Statistical analysis for hypothesis testing uses simple linear regression analysis. To test the classical assumptions, researchers used the normality, linearity, and heteroscedasticity tests. Moreover, to test the hypothesis, researchers used statistical calculations with the help of SPSS. 16.0 for Windows.

Results

Class category and gender form the basis of student demographic data. The student demographic table can be seen in Table 1 as follows:

Table 2. Student Demographic Data

Kelas	Jenis Kelamin		Total
	Laki-laki	Perempuan	
7	13	12	25
8	11	14	25
9	8	8	16
Total	32	34	66

The demographic table above shows a table which contains the number of students. The number of students in class 7 is around 25, consisting of 13 male and 12

Kategori Berdasarkan Empirik			
Kontrol Diri		Prokrastinasi Akademik	

female students. Class 8 has 11 male students and 14 female students, with 25 class 8 students. Moreover, the number of students in class 9 is 16, consisting of 8 male and eight female students. The total number of students from grades 7 to 9 is 66 students.

Based on hypothesis data and empirical data in the form of mean, minimum, maximum, and standard deviation of two variables with 66 participants. This data can be seen in Table 2.

Table 3. Hypothetical Data and Empirical Data

Variabel	N	Data Hipotetik				Data Empiris			
		Skor				Skor			
		Mean	Min	Max	SD	Mean	Min	Max	SD
Kontrol Diri	66	114	38	190	25	117	80	140	16
Prokrastinasi Akademik	66	108	36	180	24	93	80	121	9

To see the differences in categories of variable scores, the researcher conducted a categorical analysis on each variable, namely the self-control variable and the academic procrastination variable. This analysis was to see the self-control and academic procrastination categories in Al-Khoiriyah Islamic Middle School students totaling 66 (N=66). The results of this category analysis are in Table 3 and Table 4.

Table 3. Categorization Guidelines

Kategori	Rumus
Rendah	$X < M - 1SD$
Sedang	$M - 1SD \leq M + 1SD$
Tinggi	$M + 1SD \leq X$

Tabel 4. Categorization of Self-Control and Academic Procrastination

Kategori Berdasarkan Hipotetik							
Kontrol Diri				Prokrastinasi Akademik			
Kategori	Rumus	F	%	Kategori	Rumus	F	%
Rendah	$X \leq 88,7$	5	7,6%	Rendah	$X \leq 84$	7	10,6%
Sedang	$88,7 < X \leq 139,9$	60	90,9%	Sedang	$84 < X \leq 132$	59	89,4%
Tinggi	$139,9 < X \leq$	1	1,5%	Tinggi	$132 < X \leq$	0	0%

Based on Table 4, it is known that in the self-control variable, there are five students with a percentage of 7.6% who have low self-control, 60 students with a percentage of 90.9% who have moderate self-control, and one student with a percentage of 1.5% who has self-control tall. In the table above, the researcher also explains the results of categorizing the academic procrastination variable. In the table, it is known that there are seven students with a percentage of 10.6% who have low academic procrastination, 59 students with a percentage of 89.4% who have moderate academic procrastination, and 0 students with a percentage of 0% or no students who have the high category.

Table 5. Categorization of Self-Control and Academic Procrastination

Kategori Berdasarkan Empirik							
Kontrol Diri				Prokrastinasi Akademik			
Kategori	Rumus	F	%	Kategori	Rumus	F	%
Rendah	$X \leq 101$	10	15,2%	Rendah	$X \leq 84$	7	10,3%
Sedang	$101 < X \leq 133$	45	68,2%	Sedang	$84 < X \leq 102$	51	75,0%
Tinggi	$133 < X \leq$	11	16,7%	Tinggi	$102 < X \leq$	8	11,8%

Based on the table above, it is known that in the self-control variable, there are ten students with a percentage of 15.2% who have low self-control, 45 students with a percentage of 68.2% who have moderate self-control, and 11 students with a percentage of 16.7% who have high self-control. In the table above, the researcher also explains the results of categorizing the academic procrastination variable. In this table, it is known that there are seven students with a percentage of 10.3% who have low academic procrastination, 51 students with a percentage of 75.0% who have moderate academic procrastination, and eight students with a percentage of 11.8% who have high academic procrastination.

Next, a normality test was carried out in this research using a test with the help of SPSS. 16.0. The results of this normality test can be seen in Table 5 below:

Table 6. Normality Test Results

	Unstandardized Residual
Kolmogorov-Smirnov	.406

In the standard Kolmogorov-Smirnov normality test, the coefficient is $P > 0.05$. Based on Table 5, it is known that the significance value for the residual is 0.406 ($P > 0.05$). From these data, it can be interpreted that the data is normally distributed. After the normality test was

carried out, it was continued with the linearity test. The results of the linearity test can be seen in Table 6 below:

Table 7. Linearity Test

ANOVA Table					
	Sum of Square	Df	Mean Square	F	Sig.
Deviation From Linearity	2112.804	35	60.366	1.820	.051

The linearity test table above shows that the self-control and academic procrastination variables obtained a Deviation From the Linearity value of $0.051 > 0.05$. So, there is a linear relationship between self-control and academic procrastination variables. After getting the linearity test results, the researcher carried out a heteroscedasticity test. The results of the heteroscedasticity test can be seen in Figure 1 below:

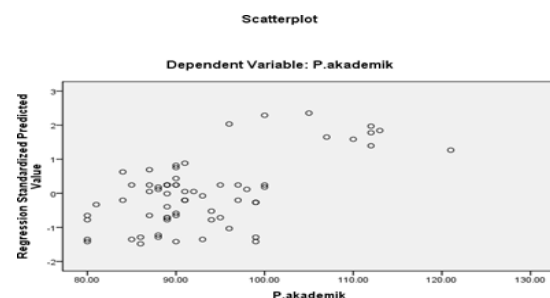


Figure 1. Scatterplot Image

Based on Figure 1 above shows a Scatterplot graph of the dependent variable, namely (Academic Procrastination). The Scatterplot graph above shows that the points are spread above and below the

number 0 on the Y-axis, so it can be concluded that this research model does not contain heteroscedasticity. For further testing, researchers conducted a simple linear regression hypothesis test to determine whether self-control influenced academic procrastination. The results of the hypothesis test can be seen in Table 7 as follows:

Table 8. Hypothesis Testing
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	132.962	6.475		20.535	.000
K.diri	-.342	.055	-.615	-6.233	.000

a. Dependent Variable: P.akademik

From the hypothesis test in Table 8, the constant value of the self-control variable is 132,962. Based on the regression coefficient of the self-control variable, a value of -0.342 was obtained. This data obtained a simple linear regression equation $Y = 132.962 \beta + (-0.342 X)$. Meanwhile, for regression analysis, the Sig value was known. 0.000 is marked with $p < 0.05$, so the null hypothesis is rejected in this study, and the alternative hypothesis is accepted. In conclusion, there is a significant influence between self-control and academic procrastination in Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools. Next, you can see the results of the deterministic coefficient test in Table 8 as follows:

Table 8. Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615 ^a	.378	.368	6.93097

a. Predictors: (Constant), K.diri

From the table above, the calculation results obtained are $R = 0.615$ and $R^2 = 0.378$. Based on these results, it is known that self-control plays a role in academic procrastination at 37.8%, while 61.5% is influenced by other variables not included in this research. So, self-control plays a significant role and hurts the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools.

Discussion

If you look at Table 4, there are three categories in the empirical column. It is known that the subjects in this research were 66 students. Of the total subjects (66 students), there were seven students, with a percentage of 10.3%, who had low academic procrastination, 51 students, with a percentage of 75.0%, who had moderate academic procrastination, and eight students, with a percentage of 11.8% who had high academic procrastination. From the description of the data mentioned, the

subjects of this research have academic procrastination behavior, which is in the moderate category. This can be seen from the results of categorizing academic procrastination behavior, which states that the academic procrastination behavior of all the subjects of this research falls into the moderate category. This means that all students have experienced procrastination in their academic activities. Students who procrastinate in the academic field will have the possibility that these students will continue to do the same thing repeatedly. This is the theory put forward by Solomon and Rothblum. Procrastination is a behavior that delays important tasks repeatedly, causing discomfort. Procrastination in the academic field is procrastination carried out in the academic sphere, such as postponing school assignments or other things related to school activities. According to Solomon and Rothblum, procrastination in the academic sphere is delaying academic tasks such as homework, studying in preparation for exams, or other academic tasks such as writing papers.³²

The calculation results in this study were $R = 0.615$ and $r = 0.378$. Based on these results, it is known that self-control plays a role in academic procrastination at 37.8%. Research conducted by Tresnawati and Naqiyah confirms this; the research results show a negative relationship between

academic procrastination and self-control.³³ This is by research conducted by Purwanti and Lestari, which states that the higher the self-control, the lower the academic procrastination, so it can be interpreted that if there is an increase in the value of self-control, there will be a decrease in the value of academic procrastination.³⁴ This is very consistent with the results in this study, namely that there were 68.2% in the moderate category for the self-control variable and 11.8% of students in the high academic procrastination category.

A student with good self-control is able to control himself and carry out evaluations before deciding to act, directing all his actions to positive things. According to Goldfried and Marbaum, the self is the ability to organize, guide, and direct forms of behavior in a positive direction.³⁵ Self-control is a variable that influences the academic procrastination variable. According to research by Muhid, some aspects can influence an individual, resulting in the individual tending to carry out academic procrastination, namely: (a). low self-control, self-consciousness, (b). Low self-esteem, (c). Self-efficacy, and (d). Social anxiety³⁶.

Based on the research results on 66 students, there were 10 students with a percentage of 15.2% who had low self-control, 45 students with a percentage of

68.2% who had moderate self-control, and 11 students with a percentage of 16.7% who had high self-control. From these results, it is known that most subjects have moderate self-control, with a percentage gain of 68.2%, so it can be interpreted that individuals can control themselves and their actions. However, this cannot be said to be ideal because there are still ten students with a percentage of 15.2% who have low self-control.

According to Ghufon and Risnawati, self-control is an individual's sensitivity to the situation within oneself and the surrounding environment.³⁷ According to the theory put forward by Dariyo, people with high self-control can adapt to the environment and produce positive actions.³⁸ Students who live in Islamic boarding schools receive much pressure from the academic environment. This is caused by the pressure of following all the book lessons from the boarding school and attending lessons at formal schools. Therefore, quite a few students living in Islamic boarding schools procrastinate. This explanation is supported by Bui's statement, which states that procrastination occurs due to pressure from the environment; the stronger the pressure a person receives, the person will experience laziness, which results in procrastination.³⁹

Research from Husna and Suprihatin shows that self-control and academic procrastination are correlated⁴⁰. This research explains the influence between self-control on academic procrastination behavior and the results of self-control providing an effective contribution of 12.6% to academic procrastination, while other variables influence 87.4%. As in this research, ten students still had self-control, with a percentage of 15.2%. Meanwhile, 0.378 or 37.8% of self-control plays a role in academic procrastination, while the remaining 61.5% is influenced by other variables not included in this research. So, it can be concluded that self-control plays a significant role and hurts the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools.

Based on the hypothesis test results, self-control significantly negatively affects academic procrastination behavior in Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools. By obtaining the Sig. $0.000 < 5\%$ error level = 0.05 with a constant value of β 132.962 and an academic procrastination regression coefficient of -0.342. Aisy and Sugiyo confirmed this; their research hypothesized a significant negative influence between self-control and students' academic procrastination.⁴¹ Based on the theory expressed by Ghufon and Risnawati,

academic procrastination is a delay in carrying out formal academic tasks such as school assignments.⁴² In this study, there were ten students with a percentage of 15.2% with low self-control, and other students could be interpreted as having the ability to control themselves.

With the value of the contribution of self-control to academic procrastination behavior, the result was 37.8%, while 61.5% was influenced by other variables not included in this research. Many factors influence academic procrastination behavior, such as internal and external factors. According to Ghufroon and Risnawati, several factors influence academic procrastination: internal (physical and psychological conditions) and external (environment and family).⁴³ Apart from that, according to Briordy, the amount of a person's motivation can also influence negative procrastination.⁴⁴ According to Green, another aspect that can influence procrastination tendencies is low self-control.⁴⁵

Academic procrastination behavior or activities in the academic field can be studied in general and using an Islamic religious perspective. In the Islamic religion, religious people are not recommended to postpone behavior that should be carried out immediately because no one can guarantee whether we can carry out the work or

activities that we postpone tomorrow or in the future. This is in line with the hadith of Rasulullah SAW, which means: "Use five things before five other things come; "Use your youth before your old age, your life before your death, your free time before your busy time, your healthy time before your sick time, and your rich time before your poor time." (HR Hakim).

The hadith of Rasulullah SAW, above, contains a message that we should not engage in the behavior of procrastinating work because we cannot guarantee whether we will still be allowed to do the pending work tomorrow. Apart from that, no one can guarantee whether tomorrow we will be given health, pleasure, and free time to do work because time keeps ticking from second to minute, minute to hour, and so on. However, sometimes, many people are less than grateful for the blessings of the creator Allah SWT. As in HR Bukhori, Rasulullah SAW said: "two blessings that are often forgotten by humans are health and free time."

The above hadith means that many people often neglect to be grateful for the blessings of health and free time that have been given to them, and it is not uncommon for people to waste and postpone work even though they have free time and prefer to do less important things. Important in his life.

The prohibition of procrastinating or procrastinating behavior is general, but Islam also prohibits postponing behavior and forgetting about free time. This happens because procrastination or procrastination behavior is classified as behavior that can be self-defeating if done continuously. According to Akinsola and Tella, procrastination is a form of avoidance in completing tasks.⁴⁶ All of this can negatively affect the learning process and achievement and can even impact learning achievement. This explanation is to what Ramadhan and Winarta stated in their research, that academic procrastination significantly negatively influences learning achievement.

⁴⁷.

Conclusion

This research examines whether self-control influences the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools. This study showed the influence of self-control on the academic procrastination behavior of Al-Khoiriyah Islamic Middle School students who live in Islamic boarding schools. Students with high self-control will have lower academic procrastination behavior and vice versa.

References

Afriyeni, N. "Hubungan Antara Efikasi Diri

Dengan Prokrastinasi Akademik Pada Siswa Kelas XI SMA Negeri 9 Padang." *Jurnal Antropologi: Isu-Isu Sosial Budaya* 16, no. 2 (2014).

Aisy, D F, and S Sugiyo. "Pengaruh Kontrol Diri Terhadap Prokrastinasi Akademik Siswa Kelas XI SMA N 1 Kedungwuni." *Konseling Edukasi: Journal of Guidance And Counseling* 5, no. 2 (2021): 157–177.

Ardina, P R A, and D K Wulan. "Pengaruh Regulasi Diri Terhadap Prokrastinasi Akademik Pada Siswa SMA." *Perspektif Ilmu Pendidikan* 30, no. 2 (2016): 67–76.

Aroma, I S, and D R Suminar. "Hubungan Antara Tingkat Kontrol Diri Dengan Kecenderungan Perilaku Kenakalan Remaja." *Jurnal Psikologi Pendidikan Dan Perkembangan* 1, no. 2 (2012): 1–6.

Atiyah, Kanzul, Abd. Mughni, Nur Ainiyah. "HUBUNGAN ANTARA REGULASI DIRI DENGAN PENYESUAIAN DIRI REMAJA." *Jurnal Komunikasi Dan Konseling Islam* 2, no. 2 (2020). <https://journal.ibrahimy.ac.id/index.php/maddah/article/view/844/803>.

B.P.S., and N H Bui. "Proyeksi Penduduk Indonesia 2010-2035. Badan Pusat Statistik: Jakarta;2013." *The Journal of Social Psychology* 147, no. 3 (2010): 197–209.

- Bui, Ngoc H. "Effect of Evaluation Threat on Procrastination Behavior." *Http://Dx.Doi.Org/10.3200/SOCP.147.3.197-209* 147, no. 3 (June 1, 2010): 197–209.
<https://doi.org/10.3200/SOCP.147.3.197-209>.
- Dariyo, A. *Psikologi Perkembangan Remaja*. Jakarta: Ghalia Indonesia, 2004.
- Dhofier, Zamakhsari. *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai Dan Visinya Mengenai Masa Depan Indonesia*. Lp3Es, 2011.
- Fikriyati, Umi Najikhah, and Muhamad Najib Azca. "Dawr Al-Mar'ah Fī Usrat Al-Salafīyah Al-Jihādīyah Fī Fard Al-Indibāt 'Alá Jism Al-Abnā.'" *Studia Islamika*, 2019.
<https://doi.org/10.15408/sdi.v26i1.6836>.
- Ghufron, M N, and S Rini Risnawita. "Teori-Teori Psikologi, Yogyakarta." *Ar-Ruʿz Media*, 2010.
- Gunarsa, S D. *Psikologi Perkembangan Anak Dan Remaja*. Jakarta: BPK GunungMulia, 2010.
- Haryanto, H, S Weda, and N Nashruddin. "Politeness Principle and Its Implication in EFL Classroom in Indonesia." *XLinguage" EuropeanScientific Language Journal"* 11, no. 4 (2018): 90–112.
- Hidayat, Mansur. "Model Komunikasi Kyai Dengan Santri Di Pesantren." *Jurnal ASPIKOM* 2, no. 6 (February 2017): 385–95.
<https://doi.org/10.24329/ASPIKOM.V2I6.89>.
- Husna, F, and T Suprihatin. *Hubungan Antara Kontrol Diri Dengan Prokrastinasi Akademik Pada Siswa Sma Islam Sultan Agung 1 Semarang*. Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU) Klaster Humanoira, 2021.
- Khairat, U, Y Maputra, and IF Rahmi. "Pengaruh Prokrastinasi Akademik Terhadap Perilaku Menyontek Pada Siswi SMA Di Pesantren X." *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang*, 2017.
- Mubaroq, M G. *Hubungan Antara Kontrol Diri Dengan Prokrastinasi Dalam Menghafal Al-Qur'an Padasiswa Sma Ma'had Tahfizhul Qur'an Ablus Shuffah Balikpapan*. Naskah Publikasi Program Studi Psikologi, 2019.
- Muhid, A. "Hubungan Antara Self-Control Dan Self-Efficacy Dengan Kecenderungan Perilaku Prokrastinasi Akademik Mahasiswa Fakultas Dakwah IAIN Sunan Ampel Surabaya." *Jurnal*

- Ilmu Dakwah* 18, no. 1 (2010).
- Munawaroh, M L, S Alhadi, and W N E Saputra. "Tingkat Prokrastinasi Akademik Siswa Sekolah Menengah Pertama Muhammadiyah 9 Yogyakarta." *Jurnal Kajian Bimbingan Dan Konseling* 2, no. 1 (2017): 26–31.
- Nafi, Muhammad Dian. *Praksis Pembelajaran Pesantren*. Yogyakarta: LKis Pelangi Aksara, 2007.
- Purwanti, M, and S Lestari. "Pengaruh Kontrol Diri Terhadap Prokrastinasi Akademik Peserta Didik Kelas X SMA Negeri 1 Sungai Ambawang." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 5, no. 8 (2016).
- Ramadhan, R P, and H Winata. "Prokrastinasi Akademik Menurunkan Prestasi Belajar Siswa." *Jurnal Pendidikan Manajemen Perkantoran (JPManper)* 1, no. 1 (2016): 154–159.
- Safinatunnajah, R, and Z Fikry. "Hubungan Antara Kontrol Diri Dengan Prokrastinasi Akademik Pada Siswa Pengguna Media Sosial." *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): 228–332.
- Santrock, J. W. *Life Span Development: Perkembangan Masa Hidup Jilid I*. Jakarta: Penerbit Erlangga, 2012.
- . *Life Span Development: Perkembangan Masa Hidup Jilid II*. Jakarta: Penerbit Erlangga, 2012.
- Savira, F, and Y Suharsono. "Self-Regulated Learning (SRL) Dengan Prokrastinasi Akademik Pada Siswa Akselerasi." *Jurnal Ilmiah Psikologi Terapan* 1, no. 1 (2013): 66–75.
- Suparman. *Dinamika Psikologi Pendidikan Islam*. Yogyakarta: Wade Grup, 2020.
- Sutriyono, S, R Riyani, and B E Prasetya. "Perbedaan Prokrastinasi Akademik Dalam Menyelesaikan Skripsi Pada Mahasiswa Fakultas Psikologi UKSW Berdasarkan Tipe Kepribadian A Dan B." *Satya Widya* 28, no. 2 (2012): 127–136.
- Tresnawati, I W, and N Naqiyah. "Hubungan Antara Kontrol Diri Dan perilaku Asertif Dengan Prokrastinasi Akademik Peserta Didik Kelas Ix SMP Negeri 34 Surabaya." *Jurnal Bimbingan Dan Konseling Universitas Negeri Surabaya* 11, no. 1 (2020): 25–34.
- Zuraida, Z. "Hubungan Prokrastinasi Akademik Dengan Prestasi Belajar Pada Mahasiswa Fakultas Psikologi Universitas Potensi Utama." *Jurnal Psikologi Kognisi* 2, no. 1 (2019): 30–41.

Endnotes

¹ Fikriyati and Azca, “Dawr Al-Mar’ah Fī Uṣrat Al-Salafīyah Al-Jihādīyah Fī Fard Al-Indibāt ‘Alá Jism Al-Abnā.”

² Hidayat, “Model Komunikasi Kyai Dengan Santri Di Pesantren.”

³ Nafi, *Praksis Pembelajaran Pesantren*.

⁴ Dhofier, *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai Dan Visinya Mengenai Masa Depan Indonesia*.

⁵ Atiyah, Kanzul, Abd. Mughni, “HUBUNGAN ANTARA REGULASI DIRI DENGAN PENYESUAIAN DIRI REMAJA.”

⁶ Santrock, *Life Span Development : Perkembangan Masa Hidup Jilid I*.

⁷ Gunarsa, *Psikologi Perkembangan Anak Dan Remaja*.

⁸ Santrock, *Life Span Development : Perkembangan Masa Hidup Jilid I*.

⁹ Santrock, *Life Span Development : Perkembangan Masa Hidup Jilid II*.

¹⁰ B.P.S. and Bui, “Proyeksi Penduduk Indonesia 2010-2035. Badan Pusat Statistik: Jakarta;2013.”

¹¹ Ghufiron and Risnawita, “Teori-Teori Psikologi, Yogyakarta.”

¹² Ghufiron and Risnawita.

¹³ Ghufiron and Risnawita.

¹⁴ Ghufiron and Risnawita.

¹⁵ Savira and Suharsono, “Self-Regulated Learning (SRL) Dengan Prokrastnasi Akademik Pada Siswa Akselerasi.”

¹⁶ Aroma and Suminar, “Hubungan Antara Tingkat Kontrol Diri Dengan Kecenderungan Perilaku Kenakalan Remaja.”

¹⁷ Ghufiron and Risnawita, “Teori-Teori Psikologi, Yogyakarta.”

¹⁸ Sutriyono, Riyani, and Prasetya, “Perbedaan Prokrastinasi Akademik Dalam Menyelesaikan Skripsi Pada Mahasiswa Fakultas Psikologi UKSW Berdasarkan Tipe Kepribadian A Dan B.”

¹⁹ Ghufiron and Risnawita, “Teori-Teori Psikologi, Yogyakarta.”

²⁰ Ghufiron and Risnawita.

²¹ Sutriyono, Riyani, and Prasetya, “Perbedaan Prokrastinasi Akademik Dalam Menyelesaikan Skripsi Pada Mahasiswa Fakultas Psikologi UKSW Berdasarkan Tipe Kepribadian A Dan B.”

²² Munawaroh, Alhadi, and Saputra, “Tingkat Prokrastinasi Akademik Siswa Sekolah Menengah Pertama Muhammadiyah 9 Yogyakarta.”

²³ Zuraida, “Hubungan Prokrastinasi Akademik Dengan Prestasi Belajar Pada Mahasiswa Fakultas Psikologi Universitas Potensi Utama.”

²⁴ Khairat, Maputra, and Rahmi, “Pengaruh Prokrastinasi Akademik Terhadap Perilaku Menyontek Pada Siswi SMA Di Pesantren X.”

²⁵ Ghufiron and Risnawita, “Teori-Teori Psikologi, Yogyakarta.”

²⁶ Muhid, “Hubungan Antara Self-Control Dan Self-Efficacy Dengan Kecenderungan Perilaku Prokrastinasi Akademik Mahasiswa Fakultas Dakwah IAIN Sunan Ampel Surabaya.”

²⁷ Mubaroq, *Hubungan Antara Kontrol Diri Dengan Prokrastinasi Dalam Menghafal Al-Qur’an Padasiswa Sma Ma’had Tahfizhul Qur’an Ablus Shuffah Balikpapan*.

²⁸ Afriyeni, “Hubungan Antara Efikasi Diri Dengan Prokrastinasi Akademik Pada Siswa Kelas XI SMA Negeri 9 Padang.”

²⁹ Ardina and Wulan, “Pengaruh Regulasi Diri Terhadap Prokrastinasi Akademik Pada Siswa SMA.”

³⁰ Safiinatunnajah and Fikry, “Hubungan Antara Kontrol Diri Dengan Prokrastinasi Akademik Pada Siswa Pengguna Media Sosial.”

³¹ Haryanto, Weda, and Nashruddin, “Politeness Principle and Its Implication in EFL Classroom in Indonesia.”

³² Suparman, *Dinamika Psikologi Pendidikan Islam*.

³³ Tresnawati and Naqiyah, “Hubungan Antara Kontrol Diri dan perilaku Asertif Dengan Prokrastinasi Akademik Peserta Didik Kelas Ix SMP Negeri 34 Surabaya.”

³⁴ Purwanti and Lestari, “Pengaruh Kontrol Diri Terhadap Prokrastinasi Akademik Peserta Didik Kelas X SMA Negeri 1 Sungai Ambawang.”

³⁵ Ghufroon and Risnawita, "Teori-Teori Psikologi, Yogyakarta."

³⁶ Muhid, "Hubungan Antara Self-Control Dan Self-Efficacy Dengan Kecenderungan Perilaku Prokrastinasi Akademik Mahasiswa Fakultas Dakwah IAIN Sunan Ampel Surabaya."

³⁷ Ghufroon and Risnawita, "Teori-Teori Psikologi, Yogyakarta."

³⁸ Dariyo, *Psikologi Perkembangan Remaja*.

³⁹ Bui, "Effect of Evaluation Threat on Procrastination Behavior."

⁴⁰ Husna and Suprihatin, *Hubungan Antara Kontrol Diri Dengan Prokrastinasi Akademik Pada Siswa Sma Islam Sultan Agung 1 Semarang*.

⁴¹ Aisy and Sugiyo, "Pengaruh Kontrol Diri Terhadap Prokrastinasi Akademik Siswa Kelas XI SMA N 1 Kedungwuni."

⁴² Ghufroon and Risnawita, "Teori-Teori Psikologi, Yogyakarta."

⁴³ Ghufroon and Risnawita.

⁴⁴ Ghufroon and Risnawita.

⁴⁵ Ghufroon and Risnawita.

⁴⁶ Suparman, *Dinamika Psikologi Pendidikan Islam*.

⁴⁷ Ramadhan and Winata, "Prokrastinasi Akademik Menurunkan Prestasi Belajar Siswa."