The Correlation Between Social Supportand Self-Regulation toward Academic Procrastination in Students of Universitas Muhammadiyah Purwokerto

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ARTICLE INFO	ABSTRACT
	Students as subjects of education in higher education cannot be separated from the obligation to do lecture assignments given by lecturers. Students are also required to be able to adjust, regulate and control themselves, including when dealing with busy lecture activities and difficult college assignments. However, many of the students they met tended to use the time they had for just doing entertainment activities instead of having to read lecture material or do assignments. The classic problem that still exists in the world of education, including in universities, is that there are still frequent occurrences of academic procrastination by students. To determine the relationship between social support and self-regulation with academic procrastination in undergraduate nursing students at Muhammadiyah University, Purwokerto. This study used a quantitative descriptive method with a cross sectional approach. The sampling technique used is simple random sampling with a sample of 74 respondents according to the inclusion and exclusion criteria. Statistical analysis using the Pearson correlation test. The results showed that most of the respondents were 20 years old as many as 37 respondents (50%). Gender is mostly female with 48 respondents (64.9%). With a very satisfactory GPA as many as 49 respondents (66.2%). The results of the correlation test on the social support variable obtained a p value of 0.000 and self-regulation of 0.000 which is smaller than = 0.05, meaning Ho is rejected and Ha is accepted so that it can be it can be concluded that there is a relationship between social support and self-regulation with academic procrastination in undergraduate nursing students at Muhammadiyah University of Purwokerto. There is a relationship between social support and self-regulation with academic procrastination in undergraduate nursing students at Muhammadiyah University of Purwokerto.

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1. INTRODUCTION

Education plays an important role in improving the quality of human resources, because the education system will produce human resources that are in accordance with the development needs of a nation. An equitable and decent quality of education will make a developing and large country. One of the places where education is given formally is a university. Universities as educational institutions are required to produce quality graduates and have skills in their respective fields. Students as subjects of education in higher education cannot be separated from the obligation to do lecture assignments given by lecturers. In general, in collecting these assignments, the lecturer gives a certain time limit. However, in reality, many students cannot finish in the allotted time. The learning process at the university level requires students to be more independent and disciplined in their time and learning process. This is different from when they were

still sitting at the lower secondary school level. Students are also required to be able to adjust, regulate and control themselves, including when dealing with busy lecture activities and difficult college assignments. However, many of the students they met tended to use the time they had for just doing entertainment activities rather than having to read lecture material or do assignments.[1]

The classic problem that still exists in the world of education, including in universities, is that there are still frequent occurrences of academic procrastination by students. This is in accordance with the statement of a number of experts that academic procrastination is a common phenomenon that occurs in college students for decades. [2]

The phenomenon of delays in completing tasks is often found in the field. Among them are using the SKS method (overnight speeding system) in facing exams, waiting until the last moment to do something, always looking for reasons not to immediately do an assignment, realizing that having to do a task is important but instead doing other activities that are considered more important. fun. [3] The behavior of delaying work is a disgraceful behavior because it wastes the time favors that have been given by the owner of Allah's time, as the words of the Prophet in HR. Bukhari: It means "two favors that are often wasted by humans are health and free time".

2. METHOD

This study uses quantitative methods. The sampling technique used is simple random sampling and the Pearson correlation test with a sample of 74 respondents who fit the inclusion and exclusion criteria, conducted at the Faculty of Health, University of Muhammadiyah Purwokerto. The distribution of the questionnaire in this study used google form with a time of 1 week.

3. RESULTS AND DISCUSSION
a) Univariat

Characteristics of Respondents

Table 1 Characteristics of respondents include gender, age and GPA as follows:

No	Variable	Frequency	%
1	**Gander**		
	Male	26	35,1
	Female	48	64,9
	Total	74	100
2	**Age**		
	19 years	3	4,1
	20 years	37	50,0
	21 years	30	40,5
	22 years	3	4,1
	24 years	1	1,4
	Total	74	100
3	**GPA**		
	Satisfactory (2,75-2,99)	2	2,7
	Very Satisfactory(3,00-3,50)	49	66,2
	Cumlaude (3,51-4,00)	23	31,1
	Quanty	74	100

Based on the table shows that most of the respondents aged 20 years as many as 37 respondents (50%). Gender is mostly female with 48 respondents (64.9%). The cumulative GPA as many as 49 (66.2) respondents the results are very satisfactory.

b) Bivariat

Overview of social support, self-regulation and academic procrastination
Table 2 description of the variables.

Variabel	N	Mean	Std.deviasi	min	Max
Social support	74	36,1081	6,98446	21	50
Regulation	74	53,8108	11,13882	21	72
Procrastination	74	53,1892	10,76737	27	75

Based on table 2, it shows that the social support variable has an average value of 36.1081, the median value of 36.5. And for the self-regulation variable has an average value of 53.8108, the median value is 54, the academic procrastination variable has an average value of 53.1892 with a median value of 10.76737.

The relationship between social support and academic procrastination
Table 3 cross tabulation of the relationship between social support and academic procrastination.

Variabel	Koefesien korelasi	P value
Academic procrastination social support	0,688	0,000

Based on table 3 shows that the correlation test obtained a p-value of 0.000 (<0.05), meaning that there is a relationship between social support and academic procrastination. And the degree of relationship is 0.688 which means the correlation is strong.

The relationship of self-regulation with academic procrastination.
Table 4 cross tabulation of the relationship between self-regulation and academic procrastination.

Variabel	Koefesien korelasi	P value
Academic procrastination self-regulation	0,785	0,000

Based on table 4 shows that the correlation test obtained a p-value of 0.000 (<0.05), meaning that there is a relationship between self-regulation and academic procrastination. And the degree of relationship is 0.785 which means the correlation is strong.

a. Gender

Based on the characteristics of the respondents, it was found that most of the respondents were women 48 (64.9%). This shows that the number of undergraduate nursing students as a whole is predominantly female compared to the number of males. As the academic data of female undergraduate nursing students as many as 617 students out of a total of 928 students. This is as the results of research by Saraswati stated that the number of female sexes was 7.1% of the 11% percentage of women more than men, where women had better performance than men.

Gender raises a number of differences in several aspects such as physical growth, brain development and speech ability. The memory center (hippocampus) in the female brain is larger than the male brain. Differences in male and female brains will certainly have an impact on learning. That generally girls from childhood to adulthood show better abilities, girls usually start speaking earlier, tend to have more vocabulary, get high achievements, do assignments, read and write better than boys, therefore, it can be concluded that gender can affect a person in doing procrastination. [5]

 b. Age

While the characteristics of the age of the results showed that the average student was 20-21 years old. At this age, the age range for undergraduate students belongs to the age where the age is in the early adult phase which is a transitional phase between adolescence and adulthood or can be called the developmental stage. One of the developmental aspects faced by students as early adulthood is cognitive development describing efficiency in obtaining new information, changing from seeking knowledge. Second, socio-emotional development describes the individual's social relationship with his environment. [6]

Previous research according to (M. & D. E. Balkis) states that the age of 20-25 and above is the age of early adulthood which is usually the age at which a person sits on the lecture bench or is called a student. The age at which a person is able to take responsibility for himself and so on. [6]

c. grade point

The GPA (Cumulative Achievement Index) mostly found that the 2018 semester 5 undergraduate nursing students were quite good with the majority of respondents having a satisfactory predicate (3.00-3.50). This is in accordance with the academic policy in every academic process to take courses that will be taken in the next semester with a minimum score of 2.75. So that some student expressions that the measure of student success can be seen from the value obtained. These values can be seen from the Grade Point Average (GPA) achieved every semester. When students can't reach the standard value that has been set, they will get consequences.

1. Description of the distribution of social support, self-regulation and academic procrastination.

a. Social support

The results showed that the average value of the respondents' social support was 36.1081 with a minimum score of 21 and a maximum score of 50. These results indicate that in general students get good social support due to the average value of the social support. above the median value.

In accordance with Friedman'stheory that family support is an attitude, action and family acceptance of family members in the form of informational support, assessment support and instrumental support and emotional support. [12]

This social support is very important because it will affect a more positive mind towards a difficult situation. The social support that students get will affect their way of solving problems. A high level of social support will affect students to motivate themselves in completing anything. Without social support, students will experience stress. Social support is psychological and emotional comfort provided to individuals by family, friends and colleagues and others. [10]

b. self-regulation

The results showed that the average score obtained from self-regulation was 53.8108 with a minimum score of 21 and a maximum score of 72. These results indicate that in general students are categorized in moderate regulation. These results were obtained by most students in terms of self-regulation, this is due to various factors, such as internal factors and external factors. Internal factors are usually from individual knowledge, level of metacognitive ability, life goals to be achieved and behavior. While external factors include the stimulus and the surrounding environment. [3]

Someone who has a good self-regulation strategy will be able to control his behavior in learning. Individuals with good self-regulation strategies will apply cognitive processes, namely by planning the things they will achieve, how to achieve them along with the learning strategies that will be used. A person with good self-regulation does not only carry out cognitive processes, but also carries out everything that has been planned and evaluates the performance of the plan. Finally, individuals with good self-regulation will evaluate themselves in relation to the achievement of the goals set. [11]

c. Academic procrastination

The results showed that the average score obtained from self-regulation was 53.1892 with a minimum score of 27 and a maximum score of 75. These results indicate that most students have moderate academic procrastination or lead to high procrastination. According to Ferarri, someone who does academic procrastination can be seen from several observable characteristics, including delays in starting and completing a task, delays in doing assignments, time gaps between plans and actual performance, and doing fun activities. [3]

Procrastination occurs when a passive individual has no intention of delaying a job or task and is unable to make a decision or perform a task as quickly as planned. Doubts about getting satisfactory results, self-doubt, and feelings of helplessness increase the likelihood of failure and create feelings of anxiety and indecision, which lead to procrastination. Individuals who are involved in procrastination need mutual attention, whereas individuals who are actively procrastinating are able to make decisions and focus more on a task. They tend to deliberately delay task execution and become more motivated when facing task deadlines. [10] Academic procrastination also often has bad consequences, initially serving as an emotional strategy for dealing with unpleasant emotions triggered by a task, this decision makes it difficult to get task deadlines closer. The degree of academic procrastination can affect students' academic life satisfaction. Academic life satisfaction is the expected satisfaction in one's life at school. [6]

2. The relationship between social support and academic procrastination in students of the University of Muhammadiyah Purwokerto.

Based on the results of the study, it shows that there is a negative relationship between social support and academic procrastination behavior. This can be seen from the results of the data analysis used for the Pearson

correlation test where the correlation coefficient value shows a value of 0.688 with a significant value of 0.000. This is because p < 0.05 which indicates that there is a significant negative relationship between social support and academic procrastination in 5th semester undergraduate nursing students.

It can be seen that students admit that individuals who have good social support are expected to be able to improve achievement in the academic process, but in this study it was found that good social support does not necessarily decrease academic procrastination. From the results of the questionnaire concluded that students actually have good social support but procrastination tends to increase. The cause of this is external factors that influence such as the environment that shapes students or poor peer support. Conversely, if you do not get good social support, academic procrastination will increase in the academic process. Could concluded that social support plays a major role in the occurrence of academic procrastination in students. The social support or motivation given by family, friends, the lecture environment given to students creates a sense of being valued, needed, and feeling emotionally calm. And parental support is the main social support received by students because parents are the people who play the most role when students are in trouble so it is likely that parents provide assistance when they are having difficulties.

3. The relationship between self-regulation and academic procrastination in students of the University of Muhammadiyah Purwokerto.

Based on the results of the study, it shows that there is a relationship between self-regulation and academic procrastination in 5th semester nursing students of the Faculty of Health Sciences. This can be seen from the results of the data analysis used for the Pearson correlation test where the correlation coefficient value shows a value of 0.785 with a significant value of 0.000. This is because p < 0.01 which indicates that there is a negative relationship between self-regulation and academic procrastination at 5th semester undergraduate nursing student.

It can be concluded that the higher self-regulation or self-regulation by students, the lower the academic procrastination carried out by students, the lower the self-regulation or self-regulation, the higher the level of academic procrastination. If the individual cannot regulate or control the situation and environment he faces, he will feel anxious, causing delays or laziness in the academic field. And if self-regulation is good and controlled by individuals, the level of procrastination in students will decrease. As a result of Low control over this behavior will cause a person to delay starting or completing tasks that should be completed immediately, otherwise a student who has good behavior will be able to complete his academic tasks as soon as possible properly and maximally without delaying to complete them. . So it can be assumed that a person's level of academic procrastination towards various academic tasks is low. With the cooperation between high self-regulation accompanied by a low level of procrastination (delay) on a task, it will result in a good improvement in the process of implementing the learning process for a student. Students who cannot control themselves will be at risk for the academic process.

Research shows that students with high self-regulation tend not to block their needs, have an inner interest in doing a task on their own and try harder to do the assigned tasks [9]. Regulation students can direct individuals, rather than relying on professors, parents, and generally the outside world, to personally start working and leading these efforts [8]. Student academic regulation is one of the factors that influence academic engagement. Can That being said, perhaps this is why procrastination is considered a regulation student failure. Time management is a powerful factor in mediating between procrastination and self-regulation.

Academic self-efficacy and academic success were other predictors of procrastination in this study. This finding shows that when academic success and academic self-regulation increase, students' procrastination level tends to decrease. This finding is in line with previous findings that high academic procrastination is associated with poor academic performance. This is a clockwise interaction. Students who are more organized and determine their own motivation are less likely to procrastinate. [7]

4. CONSLUSION

Most of the respondents are 20-21 years old and female and have a satisfactory GPA on average. Respondents have good social support and self-regulation so that academic procrastination is low. There is a negative relationship between social support and academic procrastination in undergraduate nursing students at the Faculty of Health, University of Muhammadiyah Purwokerto. There is a negative relationship between self-regulation and academic procrastination in students of the health sciences faculty of the University of Muhammadiyah Purwokerto

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