

ABSTRAK

Cicilia Ratna Triananingsih, 111414253034. Pengaruh *School well-being* dan *Self Regulated Learning* terhadap Prokrastinasi Akademik pada Siswa SMA yang Aktif Menggunakan Handphone. Tesis. Fakultas Psikologi Universitas Airlangga, 2018.

(xvii + 77 halaman, 11lampiran)

Tujuan penelitian ini dilakukan untuk mengetahui pengaruh *school well-being* dan *self regulated learning* terhadap prokrastinasi akademik pada siswa SMA yang aktif menggunakan handphone. Definisi prokrastinasi akademik dalam penelitian ini menggunakan teori dari Ferrari (1995), definisi *school well-being* teori dari Konu & Rimpela (2002) dan, definisi *self regulated learning* dari Zimmerman (1989).

Hipotesis penelitian ini adalah ada pengaruh negatif dan signifikan antara *School well-being* dan *Self Regulated Learning* terhadap Prokrastinasi Akademik pada Siswa SMA yang Aktif Menggunakan Handphone. Metode yang digunakan pada penelitian ini adalah kuantitatif eksplanasi. Populasi penelitian adalah 220 siswa kelas X dengan sampel 102 siswa. Sampel ditentukan dengan teknik *purposive sampling*. Reliabilitas skala prokrastinasi akademik sebesar 0,924, skala *school well-being* sebesar 0,859 dan skala *self regulated learning* sebesar 0,923. Analisis data pada penelitian ini dilakukan dengan teknik regresi berganda dengan menggunakan bantuan program *SPSS 20.0 for windows*.

Berdasarkan hasil analisis data, diperoleh pengaruh *school well-being* dan *self regulated learning* (secara simultan) terhadap prokrastinasi akademik dengan nilai signifikansi sebesar 0,002, nilai R sebesar 0,347 dan R *square* sebesar 0,121. Hal ini menunjukkan bahwa persentase sumbangan pengaruh variabel *school well-being* dan *self regulated learning* secara bersama-sama sebesar 12,1%. Sedangkan 87,9% dipengaruhi atau dijelaskan oleh variabel lain yang tidak digunakan dalam penelitian ini. Variabel *self regulated learning* berpengaruh secara signifikan terhadap prokrastinasi dengan koefisien regresi sebesar -0,321, demikian sebaliknya dengan variabel *school well-being* yang tidak berpengaruh secara signifikan terhadap prokrastinasi dengan nilai signifikansi sebesar 0,066.

Kata kunci: prokrastinasi akademik, *school well-being*, *self regulated learning*

Daftar Pustaka, 27(1973-2016)

ABSTRACT

Cicilia Ratna Triananingsih, 111414253034. The Effects of School Well-being and Self Regulated Learning toward Academic Procrastination of Senior High School Students who use Smartphone Actively. A Thesis. Psychology Faculty of Airlangga University, 2018.

(xvii + 78 pages, 10 attachments)

The purpose of this research is to find out the effects of school well-being and self regulated learning toward academic procrastination of senior high school students who use cellphones actively. In this research, academic procrastination is defined based on the theory proposed by Ferrari (1995), while the definition of school well-being is taken from Konu & Rimpela (2002) and self regulated learning is taken from Zimmerman (1989).

The hypothesis of this research is that there are negative and significant effects between school well-being and self regulated learning toward academic procrastination of senior high school students who use cellphones actively. The method used in this research is quantitative explanation method. The population consists of 220 students of grade X. The sample consists of 102 students of the population chosen based on purposive sampling. The reliability of the academic procrastination scale is 0.924, the school well-being scale is 0.859, and the self regulated learning scale is 0.923. The data of this research is analyzed based on multiple regression technique by using SPSS 20.0 for windows program.

Based on the result of the data analysis, the writer obtained by the influence of school well-being and self regulated learning toward academic procrastination of senior high school students who use cellphones actively with significant value is at 0,002, the R value is at 0,347 and R square is at 0,121. These shows that the variable influence contribution percentage of school well-being and self regulated learning is at 12,1%. While 87,9% were influenced or explained by other variables that are not used in this research. Self regulated learning variable affected procrastination significantly with regression coefficiently -0,321. On the other hand, school well-being variable did not affect procrastination significantly with significance scale of 0,066.

Key words: academic procrastination, school well-being, self regulated learning

Bibliography, 27(1973-2016)