# WORKING STUDENTS AND THE CLOCK: HOW LEARNING MOTIVATION SHAPES ACADEMIC PROCRASTINATION

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**ABSTRACT**
This study aims to determine the influence of learning motivation and self-regulation on the academic procrastination of students working at X Karawang University. The population in this study of students working at Universitas X Karawang was 3,306 and the sample determination was 344 using the Issac and Michael formula with an error rate of 5%, the sampling used was *a non-probability sampling* method by applying *accidental sampling techniques*. This study uses three psychological measurement tools: *Academic Procrastination Scale* (APS), *Motivated Strategies for Learning Questionnaire* (MSLQ), and *Short Self-Regulation Questionnaire* (SSRQ), this research method uses quantitative methods. *Try-out,* validity and realism test, data analysis using assumption tests, namely normality tests and linearity tests, and hypothesis tests, namely t-tests, f tests, multiple linear regression analysis and determination coefficients, data processing is carried out through *the Statistical Package for the Social Sciences* (SPSS) application for Windows version 29.0. The results of multiple linear regression analysis suggest that the data is normally distributed ($p = 0.095 > 0.05$) and show a linear relationship between independent and dependent variables. The results of the hypothesis test revealed a significant negative influence of learning motivation on academic procrastination, Ha was accepted while H0 was rejected. The results of the second hypothesis test indicated that there was no effect of self-regulation on academic procrastination, so H0 was accepted. The results of the third hypothesis test, with a significance value of 0.002 (<0.05), indicate that learning motivation and self-regulation have a significant effect on academic procrastination, thus, the hypothesis is accepted.

**Keywords:** Working Students; Learning Motivation; Academic Procrastination; Self-Regulation.

## INTRODUCTION

Education is an institution that teaches knowledge comprehensively and also makes individuals have broad insights (Wulandari et al., 2021). The purpose of education is the process of change in the cognitive, affective, and psychomotor aspects of a person or group and efforts to mature humans through teaching and training efforts (Kulsum, 2021). To become an independent, creative, strong and valuable individual is not easy, there are many stages that need to be passed. Djamarah (in Burhan & Herman, 2020) stated that doing academic assignments is an obligation that needs to be passed by both students and students while exploring knowledge at formal educational institutions.

Students are in the midst of transitioning to the adult phase, in this episode students are responsible for their development and life as they become adults (Yazidsyah & Harahap, 2023). Students are not only busy with academic problems but there are also those who carry out activities outside of their academic duties in a sustainable and productive manner, one of which is by working (Indriyani & Handayani, 2018). Dudija (in Orpina & Prahara, 2019) defines working students as individuals who are studying at the university level and actively running a business or working to earn income so that they can be enjoyed by the student. Time is a limited resource, the amount of time students spend working, so little time is available for other opportunities, it can be estimated that the average student who works uses 20-34 hours (Barnhardt et al, 2019). As a result, many jobs are delayed, both in terms of academics, namely studying and doing assignments and non-academic work (Saputra & Prahara, 2020). Muyana (in Handayani et al., 2021) said that deliberately postponing desired academic activities even though individuals know that procrastination can have a negative impact called academic procrastination behavior.

The phenomenon of studying while working has become a very common thing today, we can see from several universities that open classes for employees. Working students are individuals

who have the ability and opportunity to study in higher education and also have two work activities outside of college hours to meet their physical needs and social needs (Utami, 2020). Students who study while working must be able to manage their time well, if they cannot divide their time properly, it will be difficult to do the tasks that are their responsibility (Mardelina & Muhson., 2017).

Academic life is lived by working students who consider something important and fun so that they have high academic enthusiasm, but for working students who consider the academic world as something unpleasant, academic activities will torture them and tend to be late when collecting assignments and only want to learn when facing exams (Wati, 2021). A tendency to procrastinate academically-related activities is called academic procrastination

McCloskey argues that academic procrastination is a behavior that tends to believe that oneself can work under pressure, is easily distracted by other things or other people, cannot manage time, does not have initiative and is lazy so that it causes oneself to delay or slow down activities and behaviors related to lectures. An individual who delays a planned task is referred to as a procrastinator, a procrastinator understands the task at hand and acknowledges the possibility of good benefits, but deliberately and often chooses to delay it (Simamora & Nababan, 2021). Academic procrastination is an inappropriate time management strategy characterized by an unwillingness to do work or activities, especially considered difficult or unpleasant (Margareta & Wahyudin, 2019). (in Indrianingrum , 2020)

This academic procrastination includes various aspects, McCloskey and Scielzo (2015) explain six aspects that make up the phenomenon of academic procrastination. The first aspect has to do with a person's psychological confidence. This aspect also explains whether a particular individual experiences greater challenges while studying immediately before the exam. The second aspect is susceptible to outside interference. A person who tends to be distracted and tends to engage in more enjoyable activities often exhibits academic procrastination. The third aspect includes social factors, including friends and family. The fourth aspect is related to time management skills, namely students' failure to manage time effectively. The fifth aspect is the lack of initiative or motivation to carry out responsibilities on time. The sixth aspect is laziness, which is characterized by the tendency of students to avoid assignments despite having the ability to complete them. Academic procrastination is recognized to have a detrimental effect in the future on academic performance if it continues.

Academic procrastination has an impact on students, namely, 1) affective domains such as anxiety, anxiety, fear, regret, stress, uncontrolled emotions, panic, crying and sadness; 2) the cognitive realm such as always remembering unfinished tasks and assessing themselves as having failed; 3) behavior such as being lazy to do other tasks, being late to enter, late collecting tasks and being in a hurry; 4) physical such as fatigue, difficulty sleeping, laziness of eating, dizziness, heart palpitations and pain, academics such as delayed work, decreased grades, accumulated tasks; 5) morals such as cheating; 6) interpersonal such as getting bad judgments from others, not being nice to the lecturer and being scolded by the lecturer; 7) positive impacts such as feeling calm and challenged temporarily. (Aviani & Primanita, 2020)

Pre-research conducted by the researcher on students who work with a total of 15 people in October 2024 by distributing a questionnaire containing aspects of academic procrastination at X Karawang University, that 80% of working students answered that they were doing assignments close to the deadline because it was easier to do. In addition to the phenomenon that occurs based on pre-research results, the first aspect of the psychological belief of 80% of students often believes that working under the pressure of time limits increases productivity. The second aspect of students is 70% easily distracted, other activities such as social media and social activities are the main reasons for task procrastination. In the third aspect of social factors, students are 20% more focused on social relationships and often prioritize interaction with friends over academic tasks. The fourth

aspect of time management skills 80% of students have difficulty managing their time due to lack of planning or priorities. The fifth aspect of insufficient internal drive is reduced motivation, students are 60% less likely to take the initiative to complete on time. The sixth aspect is laziness even though they are able to complete assignments, 20% of students postpone work due to laziness or unsupportive life habits, such as lack of energy and enthusiasm.

The results of interviews and observations conducted in March 2025 with 5 students who work in different faculties, are that academic procrastination carried out by students more often do assignments closer to the time of collecting assignments, students also more often postpone their assignments and go to play or do other activities, students also tend to postpone assignments because they see their friends who have not done assignments, Students also tend to postpone their assignments due to the inability to manage their time, especially students who are working, and finally students postpone assignments due to laziness about the course so that they postpone assignments or choose someone else to do their assignments. The high burden of lecture assignments often causes students to reduce their concentration in completing assignments on time, so many of them tend to delay completion, which is known as procrastination in the academic context. In addition, students who work often face various obstacles in achieving their academic success, these obstacles include difficulties in dividing time, which leads to obstacles in completing lecture assignments, this condition finally encourages students to delay starting or completing their academic assignments (Wulandari & Khumaidatul Umaroh, 2020) (Wardani et al., 2019) .

Based on pre-research, there are characteristics of academic procrastination, namely the necessary motivation. Motivation is a process that explains the intensity, direction, and persistence of efforts to achieve a goal, motivation is the primary motivation for individual goals, ambitions, and objectives, motivation can come intrinsically, regardless of external forces, or it can be brought about by enthusiasm or triggers from others, if a person is motivated to engage in a learning activity, that motivation will change the course of the stages culminating in the achievement of the goal, If an individual does not have the motivation for an activity, it adversely affects the effort or process of achieving a goal. In addition, motivation is one of the predictors of the emergence of academic procrastination, the relationship between motivation and academic procrastination is that the stronger a person's motivation to learn, the lower the individual's tendency to do academic procrastination. (Manurung, 2017) (Rohma et al., 2024)

Pintrich et al., (2014) define learning motivation as increased cognitive effort during teaching and the use of strategies that facilitate the learning process, including planning, organizing, formulating questions about the subject matter, assessing material comprehension, and integrating new information with previously acquired knowledge. Brophy argues that learning motivation is the tendency of students to perceive academic activities as more significant and seek to take advantage of them, as well as characterize learning motivation as a common feature or unique circumstance, asserting that learning motivation encompasses students' cognitive efforts and goes beyond the acquisition of knowledge, including the application of successful learning procedures, the paraphrasing of phrases in their own words, and the elaboration of basic concepts, learning motivation is not only arouse students' interest and appreciation of their study values, but also provide direction on how to interact with the material. (in Yunas et al., 2018)

According to Pintrich and Groot, identify three components of learning motivation, the (in Mendari & Kewal, 2015) *self-efficacy* component refers to the individual's belief that he is able to do a task, the *Intrinsic Value* component, the drive to do something requires an intrinsic drive, which comes from within the individual, this drive is in the form of a feeling of pleasure with the lecture material, a pleasant classroom atmosphere, and challenging tasks given by the lecturer, so that it can be improving ability, *the Test Anxiety* component, the third component is the level of

anxiety of an individual, this component is an affective component such as students' reactions and emotions in this case in the form of students' anxiety over exams and assignments.

Procrastination is a type of anti-motivation that is associated with low self-regulation, self-control, and *self-esteem* and is associated with high anxiety and stress (Klassen, et al., 2009). In addition to learning motivation, one of the factors that can affect academic procrastination is self-regulation, self-regulation is the ability to control one's own behavior, self-regulation is where a person constantly brings up his behavior, feelings, and thoughts to achieve the goals he has (Hendrianur, 2015).

Brown defines self-regulation as an individual's skill set to prepare, focus, and monitor their nature in response to change. Individuals will be faced with various possibilities and changes in achieving goals. In his research defines self-regulation as the ability of individuals to achieve their goals by controlling impulses and setting goals for themselves, the ability to self-regulate in a person will facilitate behavior that leads to his goals. ( in Neal & Carey, 2005) Neal and Carey (2005)

Neal and Carey (2005) mentioned that there are two components or aspects that form self-regulation. These two aspects are relevant to be a unidimensional component. The following are the aspects of self-regulation according to Neal and Carey (2005): a. *Impulse Control* impulse control is the extent to which an individual is able to control the impulses that hinder his or her goals, b. *Goal Setting* is an individual process in determining goals for himself which will be shown in behavior in achieving these goals.

Zimmerman identified three factors in the development of self-regulation. Initially, individual elements were categorized into three groups, among others, personal knowledge, both varied and adequate will help individuals in self-regulation. Metacognition capacity, especially at a higher level, will further facilitate the implementation of self-regulation in individuals. Achieving goals that are increasingly difficult increases the likelihood of a person implementing self-regulation. Second, behavior is related to how individuals regulate their own abilities, the individual's capacity to regulate activities will not in a direct way increase their self-regulation, third, the environment in question is an environment that can facilitate or inhibit the individual's capacity to regulate himself. ( in Ariyani, 2022)

Students work at Universitas X Karawang which has aspects components such as *the Self Efficacy* component, *the Intrinsic Value component, the* High Test Anxiety *component* related to learning motivation, as well as the influence of aspects of self-regulation such as *Impulse Control*, *Goal Setting* will have low academic procrastination behavior. On the other hand, if the student who works has aspects components such as *Self Efficacy*, *Intrinsic Value component, low* Test Anxiety *component* related to learning motivation, and the influence of aspects of self-regulation such as *Impulse Control*, *Goal Setting* low, will have high academic procrastination behavior, so they have low motivation to learn and self-regulation. In line with the research conducted previously by Salamah (2023) with the title The Influence of Learning Motivation on Student Procrastination at SMK Pati Unus Karangawen analysis of the research hypothesis, namely there is an influence between learning motivation and procrastination. The higher the learning motivation, the lower the student procrastinator, and vice versa, the lower the learning motivation, the higher the procrastination.and research conducted by research conducted by the Depok Pharmacy Vocational School, it can be concluded that self-regulation with academic procrastination also has a significant influence. The minus sign indicates the direction of the relationship that is not in the same direction. This means that the higher the self-regulation, the lower the academic procrastination. And vice versa, the lower the self-regulation, the higher the academic procrastination. Atfilah (2021)

The hypotheses in this study are: Ha1 : There is a significant influence between simultaneous learning motivation on the academic procrastination of students working at Universitas X

Karawang. Ha2 : There is a significant influence between self-regulation on the academic procrastination of students working at Universitas X Karawang. Ha3 : There is a significant influence between learning motivation and self-regulation on the academic procrastination of students working at Universitas X Karawang. Based on existing phenomena and hypotheses, this study focuses on the effect of learning motivation on academic procrastination, the effect of self-regulation on academic procrastination, and the effect of simultaneous learning motivation and self-regulation on academic procrastination behavior. Therefore, the researcher intends to examine these three variables in students who work while studying at X Karawang University.

## METHOD

This study uses a quantitative research method. Quantitative methods are research methods whose analysis is based on numerical data which is then processed by statistical methods. The results obtained were the significance of group differences or the significance of the relationship between the variables studied (Azwar, 2017). The research design used is causality research. According to Azwar (2017), causality research allows researchers to conclude whether there is a causal (cause-effect) relationship between independent variables (influencing) and dependent variables (influencing). The variables studied in this study are the influence of learning motivation and self-regulation on academic procrastination. The variables in this study are: 1. Dependent variable (Y): Academic procrastination; 2. Independent variable (X1) : Learning Motivation; 3. Independent variable (X2): Self-regulation.

The research population consists of subjects who aim to generalize the results of the research (Azwar, 2017). The target group must have different common characteristics that distinguish it from other groups. The research population consists of 3,306 students who work registered at Universitas X Karawang. The sample is part of the subject's population. Each part of the population is a sample, regardless of whether it reflects the characteristics of the population as a whole or not (Azwar, 2017). The samples in this study were collected according to the parameters of the Isaac and Michael formula, including an error rate of 5% and a confidence level of 95%. The equations proposed by Isaac and Michael show that the sample size for this study included 344 people out of a total population of 3,306. The sampling method used is *non-probability sampling*. Sugiyono (2023) emphasized that *non-probability sampling* is a method that does not offer similar selection possibilities for all members of the population to be included in the sample. The sampling method used is *accidental sampling*. The sampling method depends on the needs of the researcher, especially people who can be used as samples if they are considered appropriate as data sources (Sugiyono, 2023).

The instrument used by the researcher is, the *Academic Procrastination Scale* McCloskey (2011) is adapted into Indonesian by and adapted by the researcher. This measurement instrument has 25 statements that describe the characteristics of an academic procrastinator, there are examples of items, namely "I postponed my academic assignment until the last minute of collection", "I realized that I waited until the day before the deadline for collection to start working on the assignment", the scale used is a likert model with four types of choices ("1. strongly disagree"- "4. Strongly Agree"), the results of the Indrianingrum (2020) *try-out test* on the academic procrastination scale, which consisted of 25 items, yielded 21 valid items with an average result range of 0.082-0.812 and a reliability coefficient of 0.929. MSLQ (*the Motivated Strategies for Learning Questionnaire*), which was created by Pintrich and Groot (1990) and then adapted into Indonesian by and adapted by the researcher, consists of 20 statements, there are examples of items such as "I believe I can do everything better than other students in the class", "I am confident that I can understand the ideas of the material presented in class", The scale used is a Likert model with five types of options ("1. Very Low"- "5. Very High"), the results of the From

and Kewal (2015) *try-out* test The learning motivation scale consisting of 20 items resulted in 17 valid items with an average result range of 0.151-0.815 and a reliability coefficient of 0.911. *Short Self Regulation Questionnaire* (SSRQ), adapted into Indonesian by Kusumawardhani (2022) and adapted by researchers. The scale consists of 21 items, there are examples of items such as "I usually monitor my progress in achieving goals", "I usually only need one mistake to make me learn", the scale used is a likert model with five types of choices ("1. strongly disagree"- "5. Strongly Agree"), the results of the (Neal & Carey, 2005) *self-regulation scale try-out* test, which contained 21 statements, yielded 20 valid items with an average yield range of 0.271-0.785 and a reliability coefficient of 0.912. Data from valid items from the three variables will be used as research data.

This research procedure consists of three stages, namely first, the researcher looks for relevant theories related to the three research variables from various sources. The next stage of the research begins by conducting a trial to test the validity and reliability of the instrument to be used. This research trial was carried out on 44 student respondents who worked. Next, the researcher processed the data to determine the validity and reliability as well as the selection of the instrument items. Finally, based on the results of the trial, a questionnaire was obtained that will be used to collect further data. The next stage is the data collection process. Data collection was carried out by distributing questionnaires to 344 students working at X Karawang University. After all the data is obtained, *scoring* and data input are carried out for data processing, assumption test, t test, f test, multiple linear regression test, and determination coefficient test. Data processing is carried out in two stages through *the Statistical Package for the Social Sciences* (SPSS) application for Windows version 29.0. to obtain a reliability value and continued with the SPSS application version 29.0 to conduct an assumption test, namely a normality and linearity test, the next step is to perform a multiple linear regression hypothesis test using a statistical test.

## RESULTS AND DISCUSSION

The number of samples for this study is 344 students, consisting of 197 males and 147 females, with an age range of 18-39 years. The majority of respondents came from the class of 2023 (174 people), followed by the class of 2024 (95 people) and the class of 2022 (46 people). Respondents represented various study programs, including psychology (79), accounting (42), management (36), industrial engineering (29), mechanical engineering (26), informatics engineering (24), PGSD and law (23), information systems (21), Islamic religious education and PPKN (14) and finally pharmacy totaling 13 people. The results of the research conducted on 344 students who work at X Karawang University.

### Normality Test

The normality test was carried out to find out whether the regression model produced between X variables such as learning motivation and self-regulation, with Y variables such as academic procrastination had a normal residual value or not. A good regression model has normal residual values. The normality test carried out in this study used the Kolmogoro-Smirnov test with the help of SPSS version 29. The residual value can be said to be normally distributed if the significance value is >0.05, and vice versa if the residual value is said to be not normally distributed if the significance value is <0.05.

Table 1 One-Sample Kolmogorov-Smirnov Test

| One-Sample Kolmogorov-Smirnov Test | |
|---|---|
| | Unstandardized Residual |
| N | 344 |
| Test Statistic | ,045 |
| Asymp. Sig. (2-tailed)[c] | ,095 |

The results of the normality test in table 2 of the variables of academic procrastination, learning motivation, and self-regulation have a significance value (p) of 0.095 and a value of α=0.05, this result shows that this study has normal distribution data and the assumption of normality is fulfilled because the p> value is α.

Table 2 Demographic Data

| No. | Demografi | Kriteria | Frekuensi | Persentase |
|---|---|---|---|---|
| **1.** | Jenis Kelamin | Laki-laki | 197 | 57,1% |
| | | Perempuan | 147 | 42,9% |
| **2.** | Usia | 18 | 2 | 0,6% |
| | | 19 | 5 | 1,4% |
| | | 20 | 13 | 3,8% |
| | | 21 | 28 | 8,1% |
| | | 22 | 25 | 7,2% |
| | | 23 | 111 | 32,5% |
| | | 24 | 87 | 25,2% |
| | | 25 | 45 | 13% |
| | | 26 | 21 | 6,1% |
| | | 27 | 3 | 0,9% |
| | | 28 | 1 | 0,3% |
| | | 38 | 2 | 0,6% |
| | | 39 | 1 | 0,3% |
| **3.** | Angkatan | 2021 | 29 | 8,4% |
| | | 2022 | 46 | 13,3% |
| | | 2023 | 174 | 50,7% |
| | | 2024 | 95 | 27,5% |
| **4.** | Jurusan | Akutansi | 42 | 12,2% |
| | | Farmasi | 13 | 3,8% |
| | | Hukum | 23 | 6,7% |
| | | Manajemen | 36 | 10,4% |
| | | Pendidikan Agama Islam | 14 | 4,1% |
| | | Pgsd | 23 | 6,4% |
| | | Ppkn | 14 | 4,1% |
| | | Psikologi | 79 | 19,1% |
| | | Sistem Informasi | 21 | 6,1% |
| | | Teknik Informatika | 24 | 7% |
| | | Teknik Industri | 29 | 8,4% |
| | | Teknik Mesin | 26 | 7,5% |

**Linearity Test**

The linearity test is used to determine the pattern of relationships between independent variables and dependent variables. This test is usually carried out as a requirement before carrying out correlation analysis or linear regression (Setiawan, 2018). To determine linearity, it can be known by looking at the *value of Sig.deviation form linearity* >0.05 which means that there is a linear relationship between free and bound variables, and vice versa if the value of *Sig.deviation form linearity* <0.05 then there is no linear relationship between free variables and bound variables. The results of the linearity test in this study can be seen in table 3:

**Table 3 Linearity Test**

| | Sig. | Conclusion |
|---|---|---|
| Academic procrastination-learning motivation | .075 | Linear |
| Academic procrastination-self-regulation | .154 | Linear |

Based on Table 3, the *Sig. Deviation from Linearity* value for academic procrastination–learning motivation is 0.075 and for academic procrastination–self-regulation is 0.154. Because both > 0.05, the relationship between the free and bound variables is linear.

**Hypothesis Test**

This study intends to test the hypothesis that states whether there is an influence of learning motivation and self-regulation on academic procrastination. The hypothesis test used in this study using multiple regression analysis is used to predict the state (up and down) of bound (dependent) variables when the value of the free variable increases or decreases. This analysis is used because in the study there are two independent variables, namely (X1): learning motivation, (X2): self-regulation, and one dependent variable (bound), namely (Y) academic procrastination, because in this study there are 2 independent variables, so a partial test (T test), a simultaneous test (F test), multiple regression analysis and coefficient determination were carried out. (Scott, 2023)

**T Test**

To determine whether the regression coefficient on the variables of learning motivation and self-regulation is statistically significant in relation to academic procrastination, a T-test is used. The T-test was performed by comparing the significant value of each t calculated for an independent variable with a significance level of 0.05 ($p<0.05$) (Ghozali, 2018). Table 4 shows the results of the T-test:

**Table 4 T-Test, Multiple Regression, and R Square**

| Models | B | t | *R Square* | *Sig.* |
|---|---|---|---|---|
| *(constant)* | 62.542 | 14,347 | ,416 | <,001 |
| Learning Motivation | -,144 | -3,274 | | ,001 |
| Self-Regulation | ,078 | 1,465 | | ,144 |

a. Dependent Variable: academic procrastination.

b. Predictors: (constant), self-regulation, learning motivation.

Table 4 can be explained that there is a calculated t value for the learning motivation variable of -3.274 with a significance level of 0.001, the results show that there is a significant negative influence between the learning motivation variables on academic procrastination has the meaning that when learning motivation at Universitas X Karawang increases, academic procrastination

actions will decrease. The t-value for the self-regulation variable was 1.465 with a significance level of 0.144, the results showed that the self-regulation variable had no effect on the academic procrastination variable because the significance level was 0.144 > 0.05.

**Test F**

The F test is used to determine independent variables, namely learning motivation and self-regulation simultaneously or together, which affect dependent variables such as academic procrastination or not. The results of the F test can be seen in table 5:

**Table 5 Test F**

| Models | F | Sig. |
|---|---|---|
| Regression | 6.600 | .002 |
| Residual | | |
| Total | | |

Based on the results of the regression analysis shown in Table 5 which has an F count of 6,600 and a significance value of 0.002 which is smaller than 0.05, it can be stated that academic procrastination is influenced by self-regulation and simultaneous learning motivation among students working at Universitas X Karawang. According to these results, an alternative hypothesis is accepted. The multiple linear equation model is as follows:

**Y= 62.542+-0.144 x1+0.078 x2**

The multiple linear equation model above can be seen that the constant value of the academic procrastination variable is 62,542, if the academic procrastination and self-regulation variables are 0, then the influence of the free variable on the bound variable is 65,542. The value of the regression coefficient for learning motivation is -0.144, which can be interpreted that if there is an increase of 1 unit in the learning motivation variable and other variables are assumed to be zero, then academic procrastination will decrease by -0.144. The value of the self-regulation regression coefficient of 0.078 can be interpreted that if there is an increase of 1 units in the self-regulation variable and other variables are assumed to be zero, then academic procrastination will increase by 0.078.

The description of the multiple linear equation model can be concluded that if the variables of learning motivation and self-regulation change, then the academic procrastination of students working at Universitas X Karawang also changes. The regression coefficient on the variables of negative learning motivation and positive self-regulation, this shows that the change in learning motivation that occurs is not in the same direction while self-regulation is positive, that is, if learning motivation increases, academic procrastination will decrease and vice versa, while if self-regulation increases, academic procrastination will increase, and vice versa.

The results of the study among working X University students found a linear correlation (p = 0.075) between academic procrastination and learning motivation. The description shows that learning motivation can be considered as one of the important factors that can affect academic procrastination in students who work at Universitas X Karawang. The results of the analysis showed a significance value of <0.05 that learning motivation is an influential driving factor for students who work at Universitas X Karawang to avoid academic procrastination behavior. In McCloskey's (2011) view, highly motivated people show enthusiasm when fulfilling academic responsibilities and tend to avoid procrastination, while those with low motivation are often late

in collecting, executing, and completing assignments, students want academic success but they face obstacles that if seen as too scary and prolonged, can reduce their enthusiasm for learning and leads to a reluctance to complete academic obligations, thus encouraging academic procrastination behavior.

Another variable that can affect academic procrastination in students who work at Universitas X Karawang is self-regulation. The results of the study have shown that self-regulation does not have an effect on academic procrastination. The researcher obtained the results of the study with a significance value of self-regulation >0.05 the results showed that self-regulation could not affect the academic procrastination of students who worked in accordance with the research conducted by Tiarannisa and Adetya (2024) The results of the correlation test showed that there was a very weak negative relationship between the two variables, with a significance calculation value of the two variables of 0.664, then it can be stated that there was a very weak negative relationship between the two variables. academic procrastination with self-regulation, but Ha was rejected. In addition, this study is in line with that of finding no relationship between self-regulation and academic procrastination, this is shown by a significance value of 0.237 >0.05 which is caused by individual differences that can affect the way a person regulates himself. Sedyawati (2021)

The results of the analysis of the hypothesis test of the F test, namely learning motivation and self-regulation, together significantly affect academic procrastination in students working at Buana Perjuangan Karawang University. In line with research conducted by (Rachmawati, 2018) found that there is a relationship between learning motivation and academic procrastination. The research conducted by (April, 2022) the results of the analysis of the first hypothesis test was proven using the F test, namely learning motivation and self-regulation together significantly affect academic procrastination in students working at University X Jakarta.

The amount of influence contributed by the variables of learning motivation (X1) and self-regulation (X2) to the variable of academic procrastination (Y) which appears in the coefficient value of determination or $R^2$ of 0.416, shows that the contribution of the variables of learning motivation and self-regulation to academic procrastination is 41.6% and 58.4% is influenced by other contributing variables that are not studied by the researcher, namely, self-control, *self-esteem* and are associated with high levels of anxiety and stress (Klassen, et al., 2009).

## CONCLUSION

Based on the results of a study on 344 students working at Universitas X Karawang, it was concluded that learning motivation has a negative and significant effect on academic procrastination, so that the higher the student's motivation to learn, the lower the tendency to procrastinate academic tasks. In contrast, self-regulation did not have a significant effect on academic procrastination, indicating that self-regulation ability did not directly determine procrastination behavior. The regression model used met the assumptions of linearity and normality, with the contribution of learning motivation and self-regulation variables to academic procrastination of 41.6%, while the remaining 58.4% were influenced by other factors such as self-control, *self-esteem*, anxiety, and stress. These findings recommend that working students increase their motivation to learn and manage self-regulation to reduce procrastination behavior. In addition, further research is recommended to examine other variables that have not been studied, such as self-control, *self-esteem*, as well as psychological factors related to anxiety and stress.

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