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## The Role of Self-Regulatory Learning, Religiosity, and Parental Social Support with Student Academic Procrastination in Distance Learning

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**Abstract.** *The Covid-19 pandemic has forced all face-to-face learning processes to be replaced by distance learning methods or online. The impact of distance learning is learning difficulties and decreased motivation that affect task submission. In completing coursework, an attitude that likes to procrastinate is called procrastination. This study aims to examine the relationship of self-regulation in learning, religiosity, parental social support and student academic procrastination. This study uses quantitative methods with non-experiments. The sampling technique used is simple random sampling technique and the subject is 408 college students. The measuring instrument in this study was modified with four scales, namely the Motivated Strategies for Learning Questionnaire (MSLQ), Academic Procrastination Scale (APS), The Centrality of Religiosity Scale (CRS), and Parental Social Support Scale. Data analysis used multiple regression method assisted by SPSS program. The results showed that there was a simultaneous relationship between self-regulation in learning, religiosity and parental social support and student academic procrastination in distance learning. F value of 37,585, R of 0.467 with  $p = 0.000$  ( $< 0.05$ ). Academic procrastination is influenced by self-regulation in learning, religiosity and parental social support. The contribution of self-regulation in learning to academic procrastination is 17.4%. The contribution of self-regulation in learning to academic procrastination is 17.4%.*

**Keywords:** *academic procrastination; distance learning; parental social support; religiosity; self-regulation in learning.*

## INTRODUCTION

The coronavirus (COVID-19) emerged in early 2020 and was horrendous worldwide. The virus attacked the world, including the Netherlands, France, Germany, Spain, England, Japan, Brazil, and Indonesia (Wong et al., 2020). The Indonesian government responded to this incident by issuing the Minister of Education and Culture Decree No. 4 of 2020 and the Ministry of Education and Culture No. 15 of 2020. The two notifications include guidelines for implementing education policies and learning at home in an emergency spreading of the virus (Kemendikbud, 2020). This guideline forced all activities in institutions to replace learning methods online. Lectures and assignments given online had a huge impact on students.

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The initial data on 114 students active in distance learning during the pandemic spread across various regions in Indonesia showed that 26 students (31.6%) felt tired, bored, and bored; 40 students (35.1%) felt sad, had difficulties, and did not like distance learning; 9 students (7.9%) lost enthusiasm and motivation, and 29 students (25.4%) felt comfortable and normal. Thus, the impact of distance learning on students includes fatigue, boredom, difficulty, decreased motivation, and enthusiasm.

Effective learning methods are needed to support learning. However, most students can have difficulty managing their study time. Preliminary data found that 94 students (82.5%) agreed if they completed their coursework near the deadline, and 20 students (17.5%) disagreed if they completed their coursework near the deadline. Hence, most students completed their coursework near the deadline.

Online learning creates an intensity of the task, which further causes laziness. The initial data revealed that 53 students did not complete assignments immediately due to internet networks and data issues, 45 students (39.5%) had problems with difficult tasks and felt that the submission time was too short, 13 students (11.4%) were distracted by other activities such as playing social media, watching movies, and doing homework, and 3 students (2.63%) answered others. Hence, the researchers found obstacles to not immediately completing college assignments involving internet networks and data, difficult tasks, dealing with long terms, and other more interesting activities.

This online learning activity leaves various problems, including procrastination (Marantika, 2020; Ningsih et al., 2020). In psychology, a habit that likes to delay, including college assignments, is called procrastination; completing tasks that are late due to preferring other unimportant activities (Steel, 2010). Among students and other adults, academic procrastination often occurs, affecting their ability to complete assignments on time.

Beutel et al. (2016) found that high levels of procrastination occurred at around 14-29 years old. Academic procrastination is threatening because it may hinder students from academic success. If left unchecked, the quality and quantity of learning will decrease and lead to stress (Muyana, 2018). Negative impacts for procrastinators include (1) impacts on oneself, such as low self-esteem and poor academic achievement and grades leading to drop-outs, causing students not to complete studies on time; (2) impacts on campuses, such as the decline in study program accreditation due to academic delays; (3) impacts on the environment, such as mockery from neighbors or family members that can lower students' self-esteem (Asri & Dewi, 2014; Marantika, 2020; Syukur et al., 2020).

Online learning using E-Learning heavily depends on the students themselves. Self-regulation ability in learning by utilizing time effectively focuses on achieving the main and important goals. Academic procrastination is affected by internal and external factors. The internal aspect involves self-regulation, reinforced by previous researchers who proved a significant negative effect between self-regulation in learning and academic procrastination where students had a rxy coefficient (-0.732; -0.53; -0.627; -0.53; -0.558) (-0,732; -0,53; -0,627; -0,53; -0,558) (Alfina, 2014; Saad, 2020; Behrozi dkk., 2013; Fardani, 2018; Ghufro, 2014).

Islam has suggested respecting time, not to mention in the academic field. Students' low faith can be influenced by the social environment, family, and school environment. Therefore, many students procrastinate. Previous research conducted revealed a negative influence between student religiosity and academic procrastination with a rxy coefficient of (-0.690; -0.234; 0.410; -0.466; -0.284) (Akbarnejhad & Ghahari, 2017; Amelia et al., 2019; Basri, 2018; Faujiah et al., 2018; Nasab & Aria, 2015).

An essential social support system during adolescence is from parents. Parental support is related to adolescent academic achievement, self-image, self-esteem, self-confidence, motivation, and mental health. Previous studies found that the correlation between the variables of parental social support on academic procrastination had a coefficient value of  $r$  (-0.450; -0.603; -0.458; -0.173; -0.209) (Anam, 2017; Andarini & Fatma, 2013; Aprianti, 2012; Atfilah, 2021; Dewi & Holillah, 2021).

Based on the distance learning phenomena during the pandemic for students, the researchers have formulated a problem: "Is there a relationship between self-regulation in learning, parental social support, religiosity, and student academic procrastination in distance learning?" Previous studies have independently associated self-regulation variables with academic procrastination, religiosity with academic procrastination, and parental social support with academic procrastination. However, comprehensive research on academic procrastination combined with self-regulation variables in learning, religiosity, and parental social support has not been investigated. Therefore, this study examined the relationship between self-regulation in learning, religiosity, parental social support, and student academic procrastination in distance learning.

**Academic Procrastination.** McCloskey & Scielzo (2015) stated that academic procrastination occurs in students of all ages, from elementary to college students, in achieving certain educational goals or degrees, as an action that tends to delay these activities. Tuckman (1991) defined procrastination as a tendency to delay or even avoid completing tasks or actions that are controlled or carried out by individuals consciously. Ferrari et al. (1995) stated that academic procrastination is completing students' academic tasks in a procrastinating manner, delaying doing the tasks until the last moment. Six aspects of academic procrastination proposed by McCloskey and Scielzo are (1) psychological beliefs about self-efficacy, (2) distraction, (3) social factors, (4) time management, (5) individual initiative, and (6) laziness. Hence, academic procrastination tends to avoid or delay doing and completing academic tasks to get certain educational achievements or degrees.

**Self-Regulation in Learning.** Santrock (2011) defined self-regulation in learning as an active process in which students can regulate, control, and supervise themselves cognitively and behaviorally and be motivated to achieve learning goals. Pintrich (2000) defined self-regulation in learning as an active and constructive process in which students can determine their learning goals and seek to monitor, regulate, and control their cognition, motivation, and behavior limited by the goals and the problems that develop in their environment (Boekaerts et al., 2000). Pintrich et. al. (1991) suggested that self-regulation in learning is formed according to aspects of motivation and learning strategies, where each aspect includes various components: (1) The motivational aspects are the value component, the expectancy component, the affective component; (2) The learning strategy aspects are the cognitive strategy and the resource management strategy. Hence, self-regulation in learning is a student strategy for regulating, controlling, and supervising themselves by involving aspects of feelings, thoughts, and behavior to achieve academic goals.

**Religiosity.** Ancok (2011) cited Stark & Glock's statement explaining that religiosity means obeying religion and personal responsibility that manifests religiosity, including behavior, attitudes, speech, and all aspects of life, following the values adopted by the religion. Paloutzian & Park (2005) cited Zinnbaurer & Pargament, defining religiosity as symbolic forms and behaviors associating humans with the most sacred conditions of existence. Meanwhile, Rahmat (2010) argued that religion has a bond that humans must maintain. The interrelationship of problems stems from a power greater than humans, called supernatural powers, where the five senses cannot reach but significantly impact daily human life. The dimensions of religiosity proposed by Stark & Glock

are divided into five: (1) Dimension of intellectual, (2) Dimension of ideology, (3) Dimension of public practice, (4) Dimension of private practice, (5) Dimension of religious experience. Hence, religiosity is a human relationship with the most sacred conditions (obedience) and human responsibility involving behavior, attitudes, speech, and religious values.

**Parental Social Support.** Parental social support allows children to develop their skills, take the initiative, make decisions with their actions, and be responsible for their actions (Santrock, 2003). Pajares & Schunk (2001) cited Bandura's statement as the encouragement parents give to children to carry out new activities and support their efforts so that children feel capable of their challenges. Meanwhile, Sarafino, & Smith (2011) stated that parental social support is a comfort that parents provide for children physically and psychologically. Social support includes emotional aspects, appreciation, instrumental, and informative.

Parental social support, according to (Glanz et al., 2008) cited House, includes emotional, appreciation, instrumental, and information. Thus, parental social support shows parents' encouragement to their children to do new activities, encourage children's initiatives, and take responsibility for actions or challenges undertaken.

The behavioristic theory believes humans are shaped and determined by their sociocultural environment. All human behavior occurs in the learning process. Behavioristic theory, one of which is a classical learning theory, emphasizes reward or punishment when explaining procrastination behavior. Procrastination arises because someone has never received a reward or punishment for a delay (Ferrari et al., 1995). The surrounding environment also shapes human behavior, for example, the family environment, especially parents. According to Bijou in Ferrari et al. (1995), behavioristic theory occurs during learning. Students procrastinate because they have received punishment for their behavior. Students who successfully delay school assignments will do it again (Ferrari et al., 1995).

Based on previous research studies and theoretical studies described, the proposed hypotheses are (1) There is a negative relationship between self-regulation in learning and student academic procrastination in distance learning, (2) There is a negative relationship between religiosity and student academic procrastination in distance learning, (3) There is a negative relationship between parental social support on academic procrastination in students in distance learning, (4) There is a relationship between self-regulation in learning, religiosity, and parental social support on student academic procrastination in distance learning.

## METHOD

This study used quantitative methods with non-experiments. The target population consisted of all active undergraduate students at Universitas Muhammadiyah Surakarta, with 30,483 students. The probability sampling method and simple random sampling technique determined the sample. The sample calculation implemented the Isaac table with 408. The research instrument passed the validity and reliability test. (1) The validity test used Aiken's V coefficient validity test procedure, which is a technique for calculating content validity based on the results of an expert panel assessment of  $n$  people on an item where items represent the variables to be measured (Kusumastuti et al., 2020). In this study, there were seven raters with a rating scale of 1-5, so the item validity limit could be said to be valid, namely 0.75. After carrying out the expert judgment process with the rater, the items are corrected for items with a validity value below 0.75 according to the rater's suggestion. (2) Reliability test used Cronbach's alpha score.

In this study, there are four scales, (1) The self-regulation scale in learning, a modification of

the MSLQ popularized by Pintrich et al. (1991), used in Siswanto's thesis (2019). The instrument arrangement is adjusted to the aspects described by Pintrich, and the instrument consists of 16 items. Researchers measured validity using Aiken's V, resulting in a validity value between 0.90-0.97. This test showed that the reliability value of Cronbach's alpha was 0.868. (2) Academic procrastination scale, a modification of the Academic Procrastination Scale (APS) used in Bachmid's thesis (2019). This instrument is based on six aspects of academic procrastination described by McCloskey and Scielzo and consists of 15 items. Researchers measured validity using Aiken's V, resulting in a validity value between 0.82-0.93. This test showed that the reliability value was 0.832. (3) The religiosity scale, a modification of the CRS popularized by Huber & Huber (2012) and has been modified by Purnomo & Suryadi (2017). The instrument consists of 15 items. Researchers measured validity using Aiken's V, resulting in a validity value between 0.82-0.93. This test showed that the reliability value of this scale was 0.855. (4) Parental social support scale, a modification of the parental social support scale compiled by Nazilah (2017) from four aspects by House, consists of 12 items. Researchers measured validity using Aiken's V, resulting in a validity value between 0.82-0.93. This test showed that the reliability value was 0.883.

Data was collected online (Google Forms) and distributed to target respondents through social media. Participants agreed to the notification of consent to participate in this study. The data collected was 418, but after adjusting to the criteria of the subject included in the criteria, the subject was 408. Data analysis was carried out using multiple linear regression analysis methods.

## RESULTS AND DISCUSSION

Table 1 shows the results of descriptive statistical processing. This study used a self-regulation scale instrument in learning which includes 16 items. Academic procrastination comprises 15 items, religiosity consists of 15 items, and parental social support contains 12 items. The data was then classified as a description of the research data on the data entered and processed to provide a hypothetical and empirical description.

**Table 1.**  
Research data description

Variable	N	Hypothetic Score				Empirical Score			
		Min	Max	Mean	SD	Min	Max	Mean	SD
Self-regulation in learning	408	16	64	40	8	29	64	48.55	5.663
Academic procrastination	408	15	60	37.5	7.5	18	54	35.88	6.141
Religiosity	408	15	60	37.5	7.5	18	60	52.17	4.667
Parental social support	408	12	48	30	6	14	48	36.49	5.759

Table 1 describes the hypothetical and empirical scores on self-regulation in learning, academic procrastination, religiosity, and parental social support; on the academic procrastination variable, the empirical mean score < hypothetical; the variables of self-regulation in learning, religiosity, and social support of parents have empirical scores > hypothetical.

The data distribution for each variable was categorized based on three categories; low, medium, and high.

**Table 2.**  
Classification of data distribution

Variable	Criteria	Category	Frequency	Percentage
Self-regulation in learning	$X > 45$	Low	28	6.9%
	$31 \leq X \leq 44$	Average	323	79.1%
	$X < 30$	High	52	14%
Academic procrastination	$X > 48$	Low	223	54.7%
	$33 \leq X \leq 47$	Average	184	45.1%
	$X < 32$	High	1	0.2%
Religiosity	$X > 45$	Low	390	95.6%
	$31 \leq X \leq 44$	Average	17	4.2%
	$X < 30$	High	1	0.2%
Parental social support	$X > 36$	Low	244	59.8%
	$25 \leq X \leq 35$	Average	155	38%
	$X < 24$	High	9	2.2%

### Hypothesis Test

The technique used in hypothesis testing was multiple regression to determine between one variable and another in the regression model. The results are as in Table 3.

**Table 3.**  
Multiple regression analysis results

Variable	Correlation Coefficient	R	R Square	F	Significance (P)
SRL+ - R+- PSS+ - AP+	-	0.467	0.218	37.585	0.000
SRL+ - AP+	-0.443	-	-		0.000
R+ - AP+	-0.196	-	-		0.000
PSS+ - AP+	-0.318	-	-		0.000

Note : AP : Academic Procrastination; SRL : Self-Regulation in Learning; R : Religiosity; PSS : Parental Social Support

Table 3 explains that the significant level between self-regulation variables in learning, religiosity, and parental social support with academic procrastination is  $0.000 < 0.05$ , the F-value is 37,585, and the R-value is 0.467. Thus, the independent variables and variables bound in the study are interrelated. While the partial relationship for each variable contains 1) The coefficient of the relationship between self-regulation in learning and academic procrastination is -0.443 with a significance level of  $0.000 < 0.05$ , a negative and significant relationship occurs. 2) The coefficient of the relationship between religiosity and academic procrastination is -0.196 with a significance level of  $0.000 < 0.05$ , then there is a significant relationship, and 3) The coefficient of the relationship between parental social support and academic procrastination is -0.318 with a significance level of  $0.000 < 0.05$ , then there is a negative and significant relationship.

R square in Table 3 is 0.218. R square can also be mentioned as the coefficient of determination, which means 21.8%. Academic procrastination can be explained by the variables of self-regulation in learning, religiosity, and parental social support, then 78.2% is explained by variables outside this study.

### Contribution of the independent variable to the dependent variable

Variable contributions were made to see the contribution of each independent variable and

dependent variable. The value of the relationship of each variable and the coefficient of determination of each variable (b) can be used. The following is the description.

**Table 4.**  
Variable Contribution

Variable	r	b	Variable Contribution
Self-Regulation in Learning	-0.443	-0.392	17.4%
Religiosity	-0.196	0.039	-0.8%
Parental Social Support	-0.318	-0.163	5.2%
Total contribution			218%

The formula calculated that the contribution of the independent variable partially to academic procrastination and self-regulation in learning was 17.4%. Religiosity was -0.8% (0 %). If it shows a negative value, the value is considered 0, or the independent variable is not at all able to explain the variance of the dependent variable, and parental social support was 5.2%. Thus, the biggest factor influencing academic procrastination was learning regulation.

## Discussion

The first minor hypothesis proposed is whether a negative relationship between self-regulation in learning and academic procrastination exists. The results found that the relationship coefficient between self-regulation in education and academic procrastination was -0.443 with a significance level of  $0.000 < 0.05$ , a negative and significant relationship occurred. Previous research proved a meaningful negative relationship between self-regulation in learning and student academic procrastination having a rxy coefficient of (-0.732). The minus sign indicates that the direction of the relationship is not unidirectional, where an increase in self-regulation results in a decrease in academic procrastination and vice versa (Alfina, 2014). The same opinion was stated by Lubis (2018). There was a negative and significant relationship between self-regulation in learning and procrastination. Academic procrastination will be low if self-regulation in learning is high, and vice versa.

Ghufron (2014) found that individuals with low self-regulation are caused by an inability to regulate themselves. Hence, students with deficient self-regulation focus more on momentary pleasures and do not think long about acting without considering the consequences. The COVID-19 pandemic has caused many students to do academic procrastinate. One of them is because the online learning model that makes students' perceptions of not delaying academic assignments is still low. Another reason students do not immediately submit assignments is the learning environment and signal constraints.

In this study, respondents with a high category on the academic procrastination variable were 28 students (6.9%) who were in the high category, 323 students (79.2%) in the medium category, and 57 students (14%) in the low category. The categorization of academic procrastination variables showed that most subjects have a moderate level of academic procrastination. Most undergraduate study program students at Universitas Muhammadiyah Surakarta have moderate academic procrastination. In the variable of self-regulation in learning, respondents were in the high category, with a total of 223 students (54.7%) in the high category, where they had high self-regulation in learning, 184 students (45.1%) in the moderate category. Hence, 184 people had sufficient self-regulation in learning, and those who fell into the low category were 1 student (0.2%), meaning that only 1 student had deficient self-regulation in learning.

The moderate classification accepted by most students in terms of self-regulation in learning is influenced by many factors, such as internal or external factors. Students with high self-regulation in learning do not like to procrastinate or procrastinate because they can independently regulate and control their behavior, guiding their thoughts, motivations, and actions so that the expected goals can be achieved. Students with high self-regulation in learning can do tasks or activities at the specified time by organizing and dividing activities at the right time and in the right proportions according to their priorities and interests (Fitriya & Lukmawati, 2016; Suroso et al., 2021). Students confident in their ability to complete their academic tasks will have a low tendency to engage in academic procrastination (Wardani et al., 2021). The effective contribution of self-regulation in learning on academic procrastination is 17.4% of the 21.8% influence that can be explained in this study.

The second minor hypothesis showed a negative relationship between religiosity and academic procrastination. The results found that the relationship coefficient between religiosity and academic procrastination was -0.196, with a significance level of  $0.000 < 0.05$ . A negative and significant relationship occurred. Thus, the second minor hypothesis was accepted. Similarly, Faujiah et al. (2018) obtained a  $r_{xy}$  of -0.466, indicating a relationship between religiosity and academic procrastination. Other previous research by Basri (2018) also supported the results by showing the value of  $r = -0.410$ , with  $p < 0.01$  being 0.000, where the level of student religiosity greatly affected academic procrastination. A high level of religiosity encourages students' motivation to be serious and use time as effectively as possible. Students will be sincerely motivated to immediately work on and complete all activities that need to be done, in this case, academic assignments. This kind of attitude that students have will also be far away from unpleasant emotions such as feelings of guilt or anxiety. The philosophy of sincerity to complete the task will bring up an attitude of resignation and sincerity after trying to the maximum. Then the next determination of the results is the right of God. Thus, students can avoid irrational thoughts. Nasab & Mohammadi-Aria (2015) found that religious strategies predicted academic procrastination.

In this study, respondents with a high category on the academic procrastination variable were 28 students (6.9%) included in the high category where the students had a high level of academic procrastination, 323 students (79.2%) who belonged to the medium category did academic procrastination on a medium scale, and 57 students (14%) were in a low category had an academic procrastination scale that was in the low category. Most undergraduate students at Universitas Muhammadiyah Surakarta had moderate levels of academic procrastination. The effective contribution of religiosity to academic procrastination was (-0.8%) interpreted as 0%, from 21.8% of the influence explained in this study. Students' academic procrastination was not influenced by religiosity. Stronger factors influenced procrastination, thus making the religiosity factor minimal.

The third minor hypothesis proposed a relationship between parental social support and academic procrastination. This study found that the relationship between parental social support and academic procrastination coefficient was -0.318 with a significance level of  $0.000 < 0.05$ , so there was a negative and significant relationship. Thus, the third minor hypothesis was accepted. Similarly, Panjaitan et al. (2018) revealed an R-value of -0.442, meaning that exit support was significantly negatively related to procrastination. In online learning during the pandemic, students faced the fact that lecturers gave many tasks to test their understanding of the material delivered. On the contrary, students felt bored more often than they understood the material, as proved by excellent social support for students to deal with boredom during online learning.

Social support received can help someone overcome or at least minimize the negative

effects of stress. Of course, different levels of education and types of work influence other factors, including differences in frequency and proximity and the pattern, form, or aspect of social support that parents provide their children during college. In the variable of parental social support, it shows that there are 244 students (59.8%) in the high category, 149 students (36.5%) in the medium category, and 15 students in the low category (3.7%). Most undergraduate students at Universitas Muhammadiyah Surakarta had moderate academic procrastination because the influence of parental social support on undergraduate students was strong. Students with high parental support will view more positively about difficult situations and be more confident in overcoming difficulties in lectures or solving academic problems. Parental social support contributed to academic procrastination, with 5.2% of the 21.8% influence explained in this study. Social support from parents plays an important role in dealing with changes faced by students.

Linear regression analysis showed that the correlation coefficient was 37.585, and the R-value was 0.467 at the Sig level. 0.000. The significance value of  $0.000 < 0.05$  means a relationship existed between self-regulation in learning, religiosity, parental social support, and academic procrastination. The coefficient of determination ( $R^2$ ) is 0.218 or 21.8%. Thus, the fourth major hypothesis was accepted.

There are some limitations in this research conducted. These limitations must be underlined by future researchers or their readers, including: (1) The main limitation of this study is that most samples were from one religion, which greatly limited the generalizability of the results. It is necessary to replicate samples from other religious backgrounds, (2) Strict control when filling out the scale was done because the questionnaires were conducted online, (3) The research sample taken was 408 respondents, only limited to students who were taking distance learning due to time and research personnel limitations. Due to the small sample size, the results should be considered preliminary, (4) The educational level of parents was not included in the study, (5) The weakness of the study was the academic procrastination scale, which did not modify the measuring instrument according to the research context (distance learning).

This study has several limitations, so the researchers provide suggestions for readers and further researchers, including (1) Students should improve their self-regulation in learning to reduce the possibility of academic procrastination, (2) Parents can control and supervise their children, so distance learning far went well, as well as always providing social support to reduce academic procrastination in students in distance learning. In addition, students' openness with their parents needs to be increased through open ways related to various difficulties encountered regarding academic tasks, (3) Further researchers should pay attention to cultural factors in the preparation of the instrument, as well as a more varied, balanced and large sample composition so that the results obtained are perfect, (4) Further researchers will hopefully develop and examine more deeply about the religiosity variable comprehensively along with academic procrastination, (5) Other variables by going through the same topic is recommended for future researchers.

## CONCLUSION

Based on the analysis, self-regulation in learning, religiosity, and parental social support were related to academic procrastination, proved by the p-value = 0.000, the F-value of 37,585, and the r-value of 0.467.

The coefficient of determination in this study was 21.8%, meaning that academic procrastination could be explained by the variables of self-regulation in learning, religiosity, and parental social support. The contribution of the independent variable partially to academic

procrastination was self-regulation in learning by 17.4%, religiosity by (-0.8%), and parental social support by 5.2%. Religiosity was not a strong factor affecting students' academic procrastination levels. The cause of this religiosity variable not having a contribution was that many others were stronger in influencing procrastination. The biggest factor influencing academic procrastination was self-regulation in learning, which was 17.4%.

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