

***Effectiveness Of Self-Regulated Learning Training  
In Reducing Student Academic Procrastination  
(Studies in SMPN "X" in West Jakarta )***

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**ABSTRACT**

*This study is based on a phenomenon that occurs in a class IX student of SMPN X in West Jakarta. Students showing academic procrastination behavior. Other behaviors students have a low learning motivation, often doing homework (PR) in school and are less able to manage his time well, so students more activities than learning to play. This study aims to examine the training of self-regulated learning is effective in reducing students' academic procrastination. Training self-regulated learning that has several strategies, namely goal setting and planning, time management, self-monitoring, self-motivation, and concentration. This study used an experimental method with techniques pretest-posttest control group desugn. Participants in this research were 14 students divided into two groups, namely 7 students in the experimental group and seven other students in the control group. The experimental group will be trained in self-regulated learning, while the control group received no training self-regulated learning. This study aims to examine the training of self-regulated learning is effective in reducing students' academic procrastination. Self-regulated learning refers to the thoughts, feelings, and behaviors that are controlled indiviu to maximize self-learning. Measurements in this study using statistical analysis in the form of different test mean by Independent-Sample T Test. The measured data through the gain score on the pretest and posttest student academic procrastination. Results show that ( $p = 0.002 < 0.05$ ), there is a difference in the two groups. Thus, self-regulated learning training is effective in reducing students' academic procrastination SMPN X in West Jakarta.*

*Keywords: Self-Regulated Learning, Academic Procrastination.*