The Relationship of Self-Regulation with Academic Procrastination Behavior on the Final Semester Students of Psychology Faculty, Medan Area University (UMA), Medan, Indonesia

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Abstract: The term of procrastinating behavior is often called Procrastination. Procrastination comes from procrastinate which can be interpreted as a delay to do until the next time or day. A person who performs procrastination can be said to be one of the inefficient behaviors in the use of time tendency not to start a job while facing a task. There is a significant negative relationship between self-regulation with procrastination behavior of final project completion at Faculty of Psychology, Medan Area University in 2012, the higher self-regulation then procrastination behavior of final work completion will be low and the lower self-regulation hence procrastination behavior of workmanship will be higher. The effective contribution of self-regulation on UMA psychology faculty students of 2012 toward the appearance of procrastination behavior of final project in this research is 19,7%. With the remaining 80.3% records are other factors that could lead to the appearance of procrastination final behavior as well.

Keywords: self-regulation; procrastination behavior; psychology

I. INTRODUCTION

In education field, there are always difficulties faced by students such as adjusting to the campus environment, stacking of course assignments, semester exams and moreover when they are in the final semester, they will face the task of research proposal or thesis. The source of problems that always triggers the occurrence of problems in the college can be caused from within the individual as well, such as learning motivation, physical condition and so forth. When it is traced from the beginning of admission until the end of semester, the researcher observed that the academic value of the students will be higher than the value in the last semester could be influenced one of the habits of procrastinating academic tasks by the students. Surely if the tasks have been delayed, it will affect the value of the student due to the work which is not maximal and the reduction of the value of the lecturer concerned because it does not collect the tasks on time.

The term of procrastinating behavior is often called Procrastination. Procrastination comes from procrastinate which can be interpreted as a delay to do until the next time or day, Ferrari (in Rahmadani 2008). Procrastination can be regarded as a delay or procrastination tendency, starting a job, but procrastination can also be said to be an avoidance of duties caused by not being happy with the task and fear of failing to do the task. Procrastination is identical with the form of laziness and delays. Everyone, whether young or old, unemployed or anyone, can be a procrastinator because procrastination does not discriminate on any ground.

A person who performs procrastination can be said to be one of the inefficient behaviors in the use of time tendency not to start a job while facing a task. According to Boice (in Fibranti, 2009), procrastination tends to wait for a miracle, hoping for a great inspiration without doing something.

According to Ferrari and Morales (2007) academic procrastination has a negative impact on students, i.e the amount of time wasted without producing something useful. Another disadvantage resulting from the procrastination behavior according to Solomon (in Khairudin, 2007) is an the unfinished task, or resolved but the result is not maximal, because of the deadline. The consequences of procrastination of duties become dormant, even when it is settled, it will be not maximized. This condition is what makes many students especially the last semester students often postpone the work, especially doing the task finally, they tend to wait time, the right mood to be done so that their final task is not ready on time due to the behavior of procrastination. This delay also results in someone losing the opportunity and opportunity that will come.

II. THEORETICAL FRAMEWORK

2.1 Definition of Student

A student is a person who is in the process of studying or learning and is enrolled in a form of higher education consisting of academic, polytechnic, high school, institute and university, Hartaji (in Dinda, 2010). In *Kamus Bahasa Indonesia* (KBI), students are defined as people who study in Higher Education (Kamus Bahasa Indonesia Online, kbbi.web.id) According Siswoyo (in Khairudin, 2007) students can be defined as individuals who are studying at the college level, whether public or private or other institutions at the same level with universities. Students are considered to have high intellectual level, intelligence in thinking and planning in action. Thinking critically and acting quickly and appropriately is a trait that tends to stick to each student, which is a complementary principle. Based on the above description, it can be concluded that student is a person who is running education at university level, high school, and polytechnic, both in public and private education.

2.2 Character of Students' Development

Just as the transition from primary school to junior secondary school which involves change and possible stress, so does the transition from high school to university. In many ways, there are similar changes in the two transitions. This transition involves moving toward a larger and less private school structure, such as interaction with peer groups from more diverse areas and increased attention to achievement and assessment (Santrock 2002). Colleges can be a time of intellectual discovery and personal growth. Students change when responding to a curriculum that offers new insights and ways of thinking such as; against other students who differ in matters of values and views, on different student cultures from culture in general, and to faculty members who provide new models. The choice of college may represent the pursuit of the passionate desire or the beginning of the future career, Papalia et al (in Rahmadani, 2008). The characteristics of late teenager or late adolescence (age 18 to 21 years) can be seen in the developmental tasks (Gunarsa, 2001).

a) Accepting his physical condition; physiological and organic changes that were so great in previous years; in the late teenager it is calmer. The physical structure and appearance are settled and must be accepted as they are. Disappointment because of certain physical conditions is no longer bothering and gradually begins to accept the situation.

b) Obtaining emotional freedom; late adolescence is in the process of breaking away from the emotional dependence of the person who is close to his/her life (parent). The emotional life that previously dominated his attitude and actions began to be integrated with other functions so that it is more stable and more controllable. He is able to express his opinions and feelings with an attitude which is appropriate to his environment and his emotional freedom.

c) Being able to mingle; he began to develop the ability to establish a social relationship with either peers or other people with different levels of social maturity. He is able to adjust and demonstrate the ability to socialize in the maturity level in accordance with existing social norms.

d) Finding models for identification; in the process toward personal maturity, identification figures are often an important factor, without identification the figures , it will arise a blurring of the model to be emulated and providing guidance on how to behave and act in the best way possible.

e) Knowing and accepting the self abilities; understanding and an objective assessment of the state of self begins to foster. Deficiencies and failures that are sourced in the state of ability does not interfere any longer with the functioning of personality and inhibit the achievement to be achieved.

f) Strengthening self-mastery on the basis of the values and norms scales; the personal value that was once the norm in doing something shifted toward adjustment to the norm outside of itself. Either it is related to social values or moral values. Personal value is sometimes tailored to the general (positive) values prevailing in the environment.

g) Leaving reactions and modes of infantile adjustment; teenagers began to be abandoned and in front of it stretched the adult world to be entered. Psychic dependence begins to be abandoned and he is able to take care of and decide on his own. It can be said that this is the period of preparation to the next stage of development of young adulthood.

When this teenager time has been completed, the next period is the level of maturity. As a developmental phase, someone has already his own style and personality shape. According to Langeveld (in Kuntjojo, 2010) the characteristics of one's maturity include;

a) Can stand alone in his life. He does not always ask for help from others and if there is any help from others he is in charge of completing the tasks of life,

b) Being responsible for real nature is primarily moral.

c) Has constructive traits to the society in which he is located.

2.3 Definition of Procrastination

Procrastination comes from the word procrastinate, *pro* means the forward movement and *crastinus* means belonging to tomorrow, so procrastination is a human behavior that often procrastinates both task and work and the perpetrator is called procrastinator. Etymologically procrastination is a mechanism to overcome anxiety related to how to start or complete a job and in making decisions.

According to Ryan and Deci (In Rakes and Dunn, 2010) "Procrastination is actually the opposite of motivation-lack of intention of willingness to take action". Procrastination is the "opposite" of motivation, lacking the desire to take action. Procrastination can be said to be a delay or procrastination, starting a job, but procrastination can also be said to be an avoidance of the task caused by the unhappy feelings of the task and the fear of failing to do the task (Ghufron, 2003). Another opinion of procrastination is to avoid activity without reason, Balkis and Duru (in evita, 2014). From the opinion of the experts above, it can be concluded that procrastination is a delay or procrastination tendency to start a job.

2.4 Definition of Self-Regulation

Self regulation comes from the word self which means *self* and *regulation* which means setting, so self regulation is self-regulation. According to Bandura (in Rozanna 2008) self-regulation refers to the ability to use one's own knowledge of appropriate behavior and use that ability to achieve goals. Baumister et al (in Evita, 2014) say that self-regulation is a process of personality that is important in individuals to try to control their thoughts, feelings, drives and desires. It is usually conceptualized by involving control, direction, and correction of one's own actions in the process toward or away from the goal. According to Shuck and Zimmerman (in Scott et al., 1998) Self regulation describes how individuals take deliberate control on their thoughts and actions in order to achieve goals and responds to environmental demands. The meaning of self regulation can be described how individuals deliberately exercise control in mind and action to achieve goals and respond depending on the demands surrounding their environment. From some definitions above can be concluded that self regulation is the ability of individuals to control the feelings, thoughts, and actions to achieve certain goals.

III. RESEARCH METHODS

3.1 Population, Sample, and Sampling Technique

a. Population and Sample

The population in this study is the Psychology Students of Universitas Medan Area who take the course of Seminar, academic year 2012 with the total of 243 students. In accordance with the above theory, the researcher used 25%. So the number of samples is 60 students of academic year 2012.

b. Sampling Technique

The sampling technique of the research is purposive sampling technique. Purposive sampling is a deliberate intake technique according to the required sample requirements. This is in line with the opinion of Sugiyono (1997) that purposive sampling is the technique of sampling with certain considerations (characteristics). In simple language purposive sampling is a deliberate sampling action in accordance with the ketenutan (properties, characteristics, criteria, and characteristics) of the sample. The sample characteristics that have been determined are:

• Active as a UMA Psychology student with academic year 2012
• Total to 60 students
• In the final task

3.2 Data Collection Method

The method used by the researcher in collecting data is quantitative. Through spreading the questionnaire. The questionnaire according to Arikunto (2006) is a written statement that is used to obtain information from the respondent in the sense of a report about the person or thing he knows. This research uses a questionnaire according to the research variables, namely Procrastination Questionnaires and self regulation each with 25 and 26 statements made with Likert scale options. The Likert scale according to Neolaka (2014) is used to measure attitudes, opinions, perceptions of a person or group of people against social phenomena with a choice of answers (*strongly agree, agree, disagree, strongly disagree*). The Proctratination scale is based on self-regulation aspects and then prepared practical statement statements that represent each indicator. Self-regulatory scales are also structured based on self-regulation aspects and then prepared practical statement statements that represent each indicator. For the favorable items, the highest value is in the strongly agree option (ss) = 4, agree (s) = 3, disagree (ts) = 2, strongly disagree (sts) = 1, while for unfavorable item, the options are strongly disagree (sts) = 4, disagree (ts) = 3, agree (s) = 2, and strongly agree (st) worth = 1.

3.3 Validity and Reliability
Validity

Validity is how far the measuring instrument accurately measures as what should measure, Arikunto (2006). A measuring instrument is said to be valid or accurate when it can measure what it actually has to be measured to be meticulous if it has a meticulous ability to measure what it should measure. In this research, the validity test scale is using the product moment analysis technique of coarse numeric formula from Pearson that is to find correlation coefficient between each item with total score, Arikunto (2006), where the formula is as follows"

$$rxy = \frac{\sum xy - \frac{(\sum x - \sum y)}{N}}{\sqrt{\left\{\sum_x 2 - \frac{(\sum X)2}{N}\right\}\left\{\sum_y 2 - \frac{(\sum y)2}{N}\right\}}}$$

Note:
Rxy   = correlation coefficient between Xand Y variables
XY   = sum of the multiplication product of each X with each Y
X   = total score of all subjects per item
Y   = total score of item on the subject
X2   = sum of X score squares
Y2   = sum of Y squares
N   = number of subjects
And if it is necessary to reduce the excess weight Part Whole technique is used.
b. **Reliability**
The concept of the reliability of the measuring tool is to find out and to know the extent to which measurement results can be trusted. It can be said reliable if in several times the measurement of the same subject obtained results that are relatively similar to the reliability of this study using the coefficient of cronbach alpa.

3.4 Data Analysis Method

The data analysis method used in this research is Product Moment correlation technique. The reason is to see the correlation of both variables. But before the data are analyzed with correlation techniques, then first the assumption of research is tested through Normality test is to find out whether the distribution of research data of each variable has spread normally. Linearity test is to find out how big the relationship between self-regulation variables with procrastination variables.

3.5 Research Preparation

Before the research is conducted, firstly some preparations related to the administration of research are conducted, namely permit from the Faculty of Psychology, Universitas Medan Area. The steps taken are by formally contacting the Psychology Faculty of UMA to issue a Data Collection Permit in order to conduct research in the faculty and the Reply Letters Have Been Researching on the campus that the campus has seen that researchers have done research on campus of Psychology Faculty of UMA to. The preparation of the research measuring tool is to compile the items question two variables each of its aspects. Begin by looking for aspects of procrastination (Perceived Time, Intention-action, Emotional distress, Perceived ability). Then make the indicator and compile them into a procrastination scale statement in the form of positive (favorable) and negative (unfavorable). The answer options uses likert scale with the options strongly agree (ss), agree (s), disagree (ts), strongly disagree (sts). Likewise, the self-regulation variable begins by looking for aspects of self-regulation (Metacognition, Motivation, and Behavior). Then make the indicator and compile them into a scale statement in the form of positive (favorable) and negative (unfavorable). The answer options uses the Likert scale with the options strongly agree (ss), agree (s), disagree (ts), strongly disagree (sts). To score the answer options for positive statements SS = 4, S = 3, TS = 2, STS = 1 and score for negative statements SS = 1, S = 2, TS = 3, STS = 4.

Table. 1Distribution of Statement Items of Academic Procrastination Variable before Trials

Aspect	Indicator	Favorable	Unfavorable	Total
1.Perceived Time	a. Time Orientation	1, 10, 24	6, 16, 13	6
2.Intention Action	a. Time Management	2, 17, 25	7, 11, 20	6
3.Emotional Distress	a. Negative Emotions	3, 12, 28	8, 18, 26, 29	7
4.Perceived Ability	a. Confidence on self ability	4, 14, 19	9, 21, 23, 31	7
	b. Experience Failure	5, 15, 22	27, 30, 32	6
Number of Statements		**15**	**17**	**32**

Table. 2 Distribution of Statement Items of Self Regulation Variable before Trials

Aspect	Indicator	Favorable	Unfavorable	Total
1.Mercognition	a. Determining Objectives	1, 6, 18	8, 10, 31	6
	b.Self Monitoring	2, 9, 11	19, 22	5
2. Motivation	a. Drive	12, 23, 32	3,7,13	6
	b. Competence	4,14,25,27	20,24,29	7
3. Behavior	a. Make use/create environment to be conducive	15, 26, 21, 27	5, 17, 28, 30	8
Number of Statements		**17**	**15**	**32**

After conducting the try out the scale of Self Regulation variable and Academic Procrastination Scale, then statistical analysis is conducted that is test Reliability and Validity of items that have been prepared before, using the application statistics SPSS 18 for Windows. It is said that the items are reliable if rix > 0.300 and said the items are weak if the rix < 0.300.

Table. 3 Distribution of Statement Items of Academic Procrastination Variable after Trials

Aspect	Indicator	Number of Item				Total
		Favorable		Unfavorable		
		Valid	Invalid	Valid	Invalid	
1.Perceived Time	a. Time Orientation	1, 10, 24	-	6, 16	13	6
2.Intention Action	a. Time Management	2, 17, 25	-	7, 11	20	6
3.Emotional Distress	a. Negative Emotions	3, 12,	28	8, 18, 26	29	7
4.Perceived Ability	a. Confidence on self ability	4, 14, 19	-	9, 21	23,31	7
	b. Experience Failure	5, 15, 22	-	30, 32	27	6
Number of Statements		**14**	**1**	**11**	**6**	**32**

From the above table, it can be known after the reliability and validity test for academic procrastination variable, it is obtained the results of reliable items above rix > 0.300 which the items are number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 24, 25, 26, 30, 32 totaled 25 items. While the weak item rix < 0.300 is the item numbers 13, 20, 23, 27, 28, 29, 31 which totaled the invalid is 7 items.

Table. 4 Distribution of Statement Items of Self Regulation Variable after Trials

Aspect	Indicator	Number of Item				Total
		Favorable		Unfavorable		
		Valid	Invalid	Valid	Invalid	
1.Mercognition	a. Determining Objectives	1, 6, 18	-	8, 31	10	6
	b.Self Monitoring	2, 9, 11	-	19, 22	-	5
2. Motivation	a. Drive	12, 23, 32	-	3,7	13	6
	b. Competence	4,14,25	27	24,29	20	7
3. Behavior	a. Make use/create environment to be conducive	15, 21, 27	26	5, 17, 28	30	8
Number of Statements		**15**	**2**	**11**	**4**	**32**

From the above table, it can be known after the reliability and validity test for self regulation variables, it is obtained the results of reliable items above rix > 0.300 which are the item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 11 , 12, 14, 15, 16, 17, 18, 19, 21, 22,23 24, 25, 28, 29, 31, 32 totaled 26 items. While the weak item rix < 0.300 is the item number 10, 13, 20, 26, 27, 30 which totaled the invalid is 6 items.

3.6 Implementation of Research

The research was conducted on the final semester students and was doing the final task of academic year 2012 of Psychology Faculty, Universitas Medan Area. Prior to conducting the research, the researcher has conducted previous surveys on the faculty of Psychology in accordance with the research phenomenon. The researcher used a scale measurement in the study, the researcher spread the TryOut scale on Wednesday, August 3, 2016 at the Faculty of Psychology, Universitas Medan Area with a total of 30 students. Before the respondents fill, the scale is divided into two scales they are the scale of academic procrastination variable and self-regulation variable. The researcher provides important information that must be considered in filling the scale associated with identity data, age, and student status. After completing the information, the researcher asks

the respondent to inquire what he or she does not understand related to the filling of the scale. After that the scaling is done and the scale paper is distributed to the respondent. The calculated time required for each respondent in answering the questions on a scale of each 32 questions is about 15 minutes. Once the TryOut data has been obtained, on August 5 to 6 the researcher scored each of the distributed answers in Ms. Excel 2007, after which statistical tests were performed using the SPSS 18 for Windows application to see the Realibility and Validity test to determine which items of the two variables were killed. After knowing which items of the questions of both variables are invalid, the researcher then rearranges the question of the selected question into a new scale to be distributed to the respondent and this is an actual study. On the 9th and 10th of August 2016, the researcher conducted the research by disseminating the two Scales to the students of Psychology Faculty of Universitas Medan Area before the respondent did the filling on the scale, the researcher did the same thing as Try Out implementation that is giving information related to the way of filling, etc, then a scale on 60 students of psychology is filled.

On August 11, 2016 the researcher scored and inputted the data into Ms. Excel 2007. The data that has been tabulated in the form of Ms Excel 2007 is then referred to as the master data of the study, where the dependent variable (Y) is Academic Procrastination, while the independent variable (X) is Self Regulation. Then the statistical test is conducted by using SPSS application to see the correlation of the two variables with the stages tested the normality test, liniearity test and Product Moment test.

3.7 Data Analysis and Testing Techniques

The data analysis technique used in this research is correlation of r Product Moment from Pearson. This is conducted in accordance with the research title and the identification of the variable, where r Product Moment is used to analyze the relationship of one independent variable that is Self Regulation and the dependent variable is Academic Procrastination. Before the data are analyzed, the assumption test for variables, namely self regulation and academic procrastination variables, including distribution normality test, homogeneity test, relationship linearity test. Testing assumptions and data analysis are conducted by using SPSS 18 for Windows.

a. Assumption Test
a1. Normality test

The purpose of the test of this distribution normality is to prove that the dissemination of the research data becomes the central attention after spreading based on the principle of the normal curve. The normality of distribution test in the analysis is by using the normality of distribution test of the research data by using Kolmogorov-Smirnov Godness of fit test technique. Based on the analysis, it is known that self regulation and Academic Procratination follow the normal distribution distributed in accordance with the principle of normal curve. As a criterion when $p > 0.05$ then it means that the distribution follows the normal distribution.

Table. 5 Summary of Test Results of Distribution Normality

Variable	Mean	SD	K-S	P ($p>0,05$)	Description
Self Regulation	55,62	5.295	0,680	0,744	Normal
Academic Procratination	71,50	6.396	1.106	0,173	Normal

Note:
Mean   : Average value
SD   : Deviation Standard
K-S   : Kolmogorov-Smirnov Coefficient
P   : Opportunities for errors

The result of normality test shows that the score of Kolmogorov-Smirnov of Self Regulation variable is equal to 0,680 with $p = 0,744$ ($p > 0,05$) which means Self Regulation variable has a normal distributed data. The Academic Procratination variable also has a normal data distribution with a Kolmogorov-Smirnov score of 1,106 with $p = 0.173$ ($p > 0.05$) which means that this variable has normal distributed data. The results of the normality test of the research data can be seen in the appendix.

a2. Homogeneity Test

Homogeneity test is used to see or be a reference to determine the variants of the same research or not. With the condition if the significance value > 0.05 then it is said that the variant of the population is the same. Here are the results of the homogeneity of research through statistical applications.

Table. 6 Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
1.613	17	41	.105

From the table, it can be seen that the significance > 0.05. ie 0.105 > 0.05. This means that homogeneity test the population used is homogeneous.

a3. Relationship Linearity Test

Relationship linearity test is intended to determine the degree of relationship of independent variable to the dependent variable. It means whether Self Regulation can increase Academic Procrastination which in other sense increases or decreases X axis value (Self Regulation) along with the increasing or decreasing value of Y axis (Academic Procrastination). Based on the linearity test, it can be seen whether independent variables and dependent variables can or canot be analyzed correlationally. The result of the analysis shows that the independent variable (Self Regulation) has a linear relationship to the dependent variable (Academic Procrastination). As a criterion when $p < 0.05$ then it is expressed to have a linear relationship. The relationship can be seen in the following table:

Table. 7 Summary of Relationship Linearity Test Results

Correlational	F different	P different	Description
X-Y	14.803	0,000	Linear

Note:
X   : Self Regulation
Y   : Academic Procrastination
F   : Linearity Coefficient
Q   : Proportion of Alpha correction opportunities for Linearity coefficents

The linearity test of the relationship between Self Regulation and Academic Procrastination variables resulted F = 14.803 with a significance value p = 0,000 (p <0,05) indicating that there is a linear correlation between the variables of Regulation Regulation with Academic Procrastination. The results of linearity test in this study is using regression analysis, the results of variable linearity test are listed in the appendix.

3.8 Calculation Results of Product Moment Correlation

Based on the calculation of Product Moment r correlation, it is known that there is a significant positive correlation between self regulation and academic procrasititation on the students of Psychology Faculty, UMA i.e. (rxy = -0, -444 with p = 0,000; p <0,05). This means that the higher the self regulation is then the Procrastination Behavior on the students is lower, and vice versa if the self regulation is low then the behavior of the students' academic procrastination is higher. The table below is the result of the calculation of the coefficient of determination research.

Table. 8 Summary of Product Moment Correlation Analysis

Variable	Coeeficient (r_{xy})	Koef. Det (r^2)	P	BE%	Desc
X-Y	-0,444	0,197	0,000	19,7%	S

Note:
X   : Self Regulation
Y   : Academic Procrastination
rxy   : Coefficient of relationship between X and Y
r ^ 2   : The coefficient of determinant X against Y
P   : Opportunities for errors
BE%   : The effective contribution weight of X to Y in percent
Desc   : very significant at 1% significance level or p <0,010

In table 8, it can be seen that the coefficient of determination of the relationship between the independent variable X with the dependent variable Y is equal to r ^ 2 = 0.197. The number of 0.197 means that in this study Self Regulation contributed 19.7% to Academic Procrastination Behavior. The rest of 80.3% can be explained by other factors that cannot be revealed in the study, summarizing the statistical calculations can be seen in table 9 below:

Table. 9 Parental Statistics

Variable	Mean	Deviation Standard	N
X	55.62	5.295	60
Y	71.50	6.393	60

3.9 Calculation Result of Hypothetical Mean and Empirical Mean
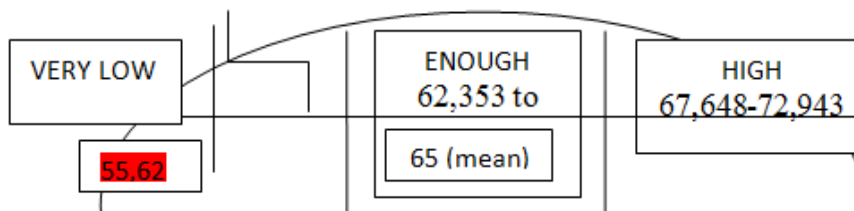**a. Hypothetical Mean**

In this study, the number of items used in expressing Self Regulation variables is as many as 26 items in the form of Likert scale in four answer choices, the hypothetical mean for Self Regulation variable is = {(26 × 1) + (26 × 4)} : 2 = 130: 2 = 65. As for the Academic Procrastination variable, the hypothetical mean is = {(25 × 1) + (25 × 4)}: 2 = 125: 2 = 62.5.

b. Empirical Mean

In result of the data processing, the Empirical Mean of self regulation variable is equal to 55.62 whereas the empirical mean for Academic Procrastination Variable is equal to 71.50.

c. Criteria

In an effort to know the condition of relationship between Self Regulation with Academic Procrastination, it needs to be compared between the mean value or the empirical mean with hypothetical mean by paying attention on the amount of deviation standard or SD from each variable. For Self Regulation variable the deviation standard or SD value is 5,295 and for Academic Procrastination variable is 6,393. For self-regulation variable, the hypothetical mean of 65 is obtained with the meaning of the middle value is said to be self/moderate self-regulation ranging from 65- (1 / 2.Sd) to 65+ (1 / 2xSd) to 65- (1 / 2x5,295) = 62,353 to 65+ (1 / 2x5,295) to 65+ (1 / 2x5,295) = 67,647 Then the limit is said to be "moderate" in self-regulation ranging from 62,353 to 67,647 to obtain higher criterion by adding boundary value the end of moderate category/enough + 1 elementary school becomes 67,648 + 5,295 = 72,943 it is said "high" category if it shows the number 67,648 until 72,943 and to get low criterion by way of lower limit of moderate/enough-1SD criteria become 62,352-5,295 = 57,057 it is said category "low" if the value of 62.353 to 57.057. As for the criteria "Very Low" under 57.056. After calculated it was obtained the value of empirical mean of 55.62. This indicates that the value of 55.62 is low, so the criteria for students' self regulation in this study are in the "Very Low" category. The results can be proved by the Self Regulation Chart below:

For Academic Procrastination Variable, there is a hypothetical mean of 62,5 with the mean value of medium/moderate procrastination ranging from 62,5- (1/2.Sd) to 62,5+ (1/2xSd) to 62,5- (1/2x6,393) = 59,304 to 62,5+ (1/2x6,393) to 62,5+ (1/2x6,393) = 65,696 The limit is said to be "moderate/moderate" Academic Procrastination range from 59,304 to 65,696 to get the higher criterion by adding medium/moderate category end limit value to 65,697 + 6,393 = 72,090 it is said to be "high" category if it shows the number 65,697 to 72,090 and to get low criterion by means of lower limit of medium/enough -1SD to 59.303-6,393 = 52,910 then said the category "low" if the maximum value 52,910-59,303. After the calculation was found the value of empirical mean of 71.50. This shows that the value of 71.50 is in the area of 65.697 to 72.090, so the criteria for Academic Procrastination of students in this study are in the "High" category. The results can be proved by the Academic Procrastination Chart below:
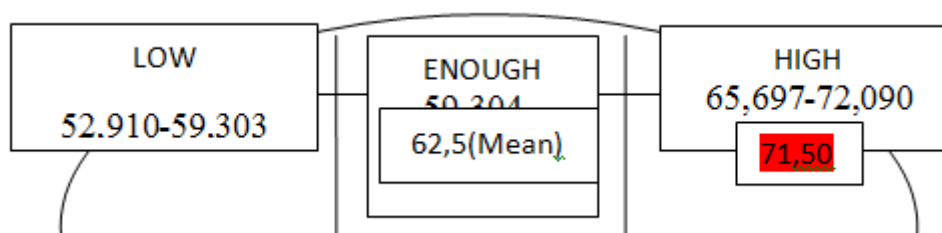
Table. 10 Calculation Result of Hypothetical and Empirical Average Values

No.	Variable	Mean hypothetical	Empirical	SD (Deviation Standard)	Description
1.	Self Regulation	65	55.62	5.295	Very Low
2.	Academic Procrastination	62,5	71.50	6.393	High

IV. DISCUSSION

Based on the calculation of correlation r Product Moment, it is known that there is a negative relationship between self-regulation with academic procrastination on the students of psychology faculty at UMA (rxy = -0.444 with p = 0,000; p <0.005). This means that the lower the self regulation is, the higher the academic procrastination. And conversely, if the self-regulation is high then the academic procrastination is lower. This shows that the initial hypothesis is "accepted".

In general, the academic procrastination can be influenced by many things. One of them is self regulation. On the students of Psychology Faculty of UMA self regulation is one of the factors that shape the behavior of academic procrastination, especially procrastination in the final project. This is in accordance with the opinion of Steel (in Burka and Yuan, 1983) said that the factors that can lead to tendency of procrastination behavior one of them is self regulation, the better the final semester students set themselves to complete the final task then the procrastination behavior will be smaller for occur and vice versa. In addition to the above factors similar things expressed by Jansen and Cartoon in (Nela et al, 2013) say that the factors that often cause procrastination one of them is self-efficacy. A student who is working on the final task if he does not have confidence in his own ability and feel able to complete all stages of final project work will trigger the delay of the work of the final task that resulted in the final project procrastination, as well as vice versa.Through the results of data analysis that has been obtained, the contribution of self-regulation factor in the final semester students at the Psychology Faculty of Universitas Medan Area academic year 2012 in affecting the behavior of procrastination final workmanship of 19.7% with the determinant coefficient (r2) of 0.197. This shows that there are still 80.3% more other factors that resulted in the emergence of procrastination behavior of final project work on students. Other factors that can influence the appearance of procrastination behavior are parenting style factors, low environmental conditions on the supervision, Ferrari (in Evita 2014).

Judging from the results of data analysis, if categorized in general into the criteria then self-regulation of university faculty psychology faculty students who are working on the final project of 2012 academic year including into the class self regulation "very low" with empirical value is in the range of criteria "Very Low" < 57,058 that is 55,62 while procrastination behavior of final assignment of university faculty of psychology student of field area which is doing final project of 2012 academic year including into "high" group with empirical value is in the range of 65,696 -72,942 which is 71,50.

V. CONCLUSION

There is a significant negative relationship between self-regulation with procrastination behavior of final project completion at Faculty of Psychology, Universitas Medan Area academic year 2012, the higher self-regulation then procrastination behavior of final work completion will be low and the lower self-regulation hence procrastination behavior of workmanship will be higher. The effective contribution of self-regulation on UMA psychology faculty students of 2012 toward the appearance of procrastination behavior of final project in this research is 19,7%. With the remaining 80.3% records are other factors that could lead to the appearance of procrastination final behavior as well. The level of Self Regulation on the students of Psychology Faculty of Universitas Medan Area is classified *Very Low*. The level of Procrastination Final task of the students of Psychology Faculty of Universitas Medan Area is classified as *High*.

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