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The Impact of Self-Regulated Learning and Interpersonal Communication on Academic Procrastination Among Higher Education Students

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Abstract:

This study aims to examine the influence of self-regulated learning and interpersonal communication on academic procrastination. Academic procrastination is a behavioral tendency of students to delay academic tasks, which can negatively affect learning outcomes and graduation rates. This research used a quantitative approach with a correlational design. The population consisted of 205 active students, selected through proportional random sampling. Data were collected using a Likert-scale questionnaire and analyzed through multiple linear regression using SPSS. The results revealed that self-regulated learning has a negative and significant effect on academic procrastination with a regression coefficient of –0.180 and a significance value of 0.005 (<0.05). Meanwhile, interpersonal communication shows a negative but not significant effect on academic procrastination with a regression coefficient of –0.140 and a significance value of 0.130 (>0.05). Simultaneously, both variables contributed to the reduction of academic procrastination with a significant F-test result. These findings indicate that students with higher self-regulated learning tend to demonstrate lower procrastination behavior, while interpersonal communication, although negatively related, does not play a dominant role. The study concludes that strengthening students' self-regulated learning abilities is essential to minimize academic procrastination within higher education environments.

Key Words: *Self-Regulated Learning, Interpersonal Communication, Academic Procrastination*

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INTRODUCTION

In the modern era, the ability to manage time, set goals, and complete tasks efficiently has become an essential life skill, not only for academic success but also for overall well-being (Mannan & Sulhani, 2024). However, procrastination has emerged as a widespread behavioral problem that extends beyond educational contexts into workplaces and everyday life (Alfaridli et al., 2024). It represents the voluntary delay of important tasks despite awareness of the potential negative outcomes (Safuan et al., 2024). This issue is particularly concerning in societies that demand high productivity and self-discipline. According to psychological studies, chronic procrastination is associated with

increased stress, anxiety, and reduced life satisfaction, which can ultimately impair both personal and social functioning (Fatmasari et al., 2025). The significance of addressing procrastination lies in its long-term effects on individual performance, institutional outcomes, and national productivity (Mundiri et al., 2025). Therefore, studying the underlying causes of procrastination—especially within academic environments where habits are formed—provides valuable insights into developing interventions that promote efficiency, emotional regulation, and mental health across broader societal levels.

Among university students, academic procrastination has become one of the most persistent behavioral challenges (Hefniy et al., 2025). This problem manifests when students intentionally postpone academic responsibilities, such as assignments, exam preparation, or research projects, even when they understand the detrimental consequences (Fanani & Hidayah, 2024). Several factors contribute to this issue, including poor time management, lack of intrinsic motivation, fear of failure, and the overwhelming presence of digital distractions (Khosi'in et al, 2024). In an age dominated by social media and online entertainment, maintaining focus on academic tasks becomes increasingly difficult. As a result, procrastination leads not only to reduced academic performance but also to psychological distress and feelings of guilt or inadequacy. Educational institutions struggle to find effective strategies to help students overcome these patterns, as conventional academic systems often emphasize performance rather than self-regulation. Consequently, understanding the roots of procrastination from both psychological and social perspectives is critical in helping students cultivate habits that support long-term learning and academic achievement.

In higher education settings, procrastination continues to increase, especially among students facing rigorous coursework and multiple responsibilities. For instance, observations within universities reveal that many students begin assignments close to deadlines, cram for examinations, and frequently express regret over wasted time. In the Faculty of Economics and Business at Universitas Negeri Padang, similar patterns have been observed, where students struggle to balance academic expectations with part-time work and social commitments. The growing integration of digital technology, while beneficial for accessing resources, also serves as a major source of distraction. Notifications, social media interactions, and online entertainment compete for students' attention, reducing their ability to engage in sustained academic focus. These real-world challenges highlight the importance of investigating both personal and contextual influences on procrastination. By analyzing these factors within a specific academic environment, educators and policymakers can design more effective programs to improve students' learning discipline, emotional regulation, and overall academic success.

Extensive research has examined various predictors of academic procrastination, with particular attention to self-regulated learning (SRL) as a key

internal determinant of academic behavior. Grounded in Bandura's social-cognitive theory, SRL encompasses goal setting, self-monitoring, and self-reflection, which enable learners to control their motivation and performance. Previous studies, such as Alzahrani et al. (2022), identified SRL as an essential mediator between the learning environment and academic achievement, suggesting that students with stronger self-regulation skills are less likely to procrastinate. Similarly, Nurhayati (2023) found that self-regulated learning negatively influences procrastination among students in religious-based institutions, demonstrating that internal control mechanisms play a crucial role in resisting delays. However, despite these findings, most studies have focused primarily on cognitive and motivational factors, paying limited attention to the broader social context that shapes students' learning behaviors. This gap highlights the need to integrate both individual and interpersonal variables in understanding procrastination comprehensively.

Beyond individual self-regulation, social interactions also contribute significantly to academic behavior. Interpersonal communication, particularly between students and lecturers, functions as an external factor that supports engagement and reduces procrastinatory tendencies. Rahmi and Safitri (2022) revealed that psychological capital interacts with self-regulated learning to minimize procrastination but overlooked the influence of communication as a vital social dimension. Meanwhile, Hidayah (2023) demonstrated that effective communication between parents and children significantly reduces procrastination, emphasizing the regulatory role of social relationships. However, limited empirical evidence exists regarding the impact of lecturer–student communication on university students' procrastination levels. Previous studies tend to isolate internal factors from social interactions, creating a fragmented understanding of behavioral regulation. Addressing this gap is crucial, as communication not only facilitates feedback and support but also strengthens students' motivation, accountability, and emotional stability, all of which are essential in combating procrastination effectively.

The novelty of this study lies in its integrated approach that combines both internal and external dimensions of behavior—self-regulated learning and interpersonal communication—to explain academic procrastination. Unlike prior research that examined these variables separately, this study conceptualizes them as interconnected factors influencing students' learning discipline. By focusing on students in the Faculty of Economics and Business at Universitas Negeri Padang, the research provides contextual insights relevant to contemporary higher education settings, where digital distractions and performance pressures are high. Furthermore, it extends previous findings by situating procrastination within a social-cognitive framework that acknowledges communication as a catalyst for self-regulation. This integrated model advances the theoretical understanding of how psychological and interpersonal mechanisms jointly shape students' academic behavior. Therefore, the study

contributes not only to academic literature but also to practical efforts in designing interventions that foster collaborative learning environments and promote sustained academic engagement.

Despite growing interest in academic procrastination, existing research has yet to fully clarify how internal self-regulatory skills interact with external communication dynamics to influence students' academic behavior. This study addresses the following central problem: How do self-regulated learning and interpersonal communication affect academic procrastination among students at Universitas Negeri Padang? Based on theoretical reasoning, it is assumed that higher levels of SRL reduce procrastination by promoting goal setting, time management, and self-monitoring. Similarly, effective interpersonal communication between lecturers and students is expected to decrease procrastination by providing social support and constructive feedback. The combined influence of these factors is hypothesized to create a learning environment that encourages responsibility and reduces avoidance tendencies. By examining these relationships, this study aims to fill existing theoretical gaps while offering practical insights for educators seeking to enhance students' motivation and productivity.

This research argues that understanding procrastination requires a holistic view that considers both internal psychological regulation and external social communication. The interaction between self-regulated learning and interpersonal communication forms a comprehensive behavioral model that reflects how students adapt to academic demands. The findings are expected to contribute theoretically by expanding Bandura's social-cognitive framework to include communicative dimensions, and practically by informing educational institutions on how to design interventions that strengthen self-regulation through supportive communication. Furthermore, this study emphasizes that reducing procrastination is not solely the responsibility of students but also a collective effort involving lecturers, peers, and institutional culture. By highlighting these interrelated factors, the research aspires to improve learning outcomes, foster healthier academic habits, and cultivate a more proactive and communicative academic community capable of addressing the growing challenge of procrastination in higher education.

RESEARCH METHOD

This research employed a quantitative approach with a correlational design to determine the influence of self-regulated learning and interpersonal communication on academic procrastination. The quantitative method was chosen because it allows statistical testing of relationships between variables and provides measurable evidence to support hypotheses.

The population in this study consisted of all active students of the Faculty of Economics and Business, Universitas Negeri Padang, during the 2024 academic year. Based on institutional records, the total population was 205

students. Considering the manageable population size, the research used a proportional random sampling technique, ensuring that each department within the faculty was proportionally represented. Thus, the sample size was 205 respondents, which met the minimum requirement for multiple regression analysis.

The data collection technique used was a questionnaire distributed through Google Forms, containing Likert-scale statements for each variable. The self-regulated learning (X_1) scale was adapted from Zimmerman's theory (1989) covering planning, self-monitoring, and reflection dimensions. The interpersonal communication (X_2) scale referred to DeVito's (2013) model, consisting of openness, empathy, supportiveness, and equality. The academic procrastination (Y) scale was adapted from Solomon and Rothblum (1984), encompassing delay tendencies in academic tasks such as assignments, reports, and examinations. Each item used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Prior to data analysis, validity and reliability tests were conducted to ensure the quality of the measurement instruments. Validity was assessed through item-total correlation, while reliability was measured using Cronbach's Alpha, with all variables showing coefficients above 0.70, indicating acceptable internal consistency.

The data analysis technique consisted of two stages. The first stage involved classical assumption tests—normality, multicollinearity, and heteroscedasticity—to confirm the suitability of the regression model. The second stage used multiple linear regression analysis to determine the simultaneous and partial effects of the independent variables (self-regulated learning and interpersonal communication) on the dependent variable (academic procrastination). The significance of each regression coefficient was tested using t-tests (partial effects) and F-tests (simultaneous effects) at a 5% significance level. Additionally, the coefficient of determination (R^2) was used to assess the proportion of variance in academic procrastination explained by the two predictors. All statistical analyses were performed using SPSS version 25.0, and the results were interpreted based on both statistical outputs and theoretical relevance to self-regulated learning and interpersonal communication frameworks.

RESULT AND DISCUSSION

Result

Based on the results of data processing using SPSS version 25.0, several statistical analyses were conducted to test the research hypotheses. Prior to regression testing, a classical assumption test was carried out to ensure that the data met the requirements for linear regression analysis. The results of the normality test indicated that the residuals were normally distributed. The tolerance value and Variance Inflation Factor (VIF) for both independent

variables were 0.267 and 3.749, respectively, indicating no multicollinearity. Furthermore, the scatterplot showed random residual distribution, confirming the absence of heteroscedasticity.

Table 1. multiple linear regression analysis

Variable	Unstandardized Coefficients (B)	Std. Error	Beta	t	Sig.
Constant	51,079	1,903	–	26,843	0
Self-Regulated Learning (X_1)	-0,18	0,063	-0,337	-2,857	0,005
Interpersonal Communication (X_2)	-0,14	0,092	-0,179	-1,518	0,13

The regression equation obtained is as follows:

$Y = 51.079 – 0.180X_1 – 0.140X_2$

The results show that the constant value (51.079) indicates that if self-regulated learning (X_1) and interpersonal communication (X_2) are equal to zero, the academic procrastination level will remain at 51.079.

The coefficient for self-regulated learning (X_1) is –0.180 with a significance value of 0.005 (< 0.05). This indicates that self-regulated learning has a negative and significant effect on academic procrastination. Every one-point increase in self-regulated learning reduces academic procrastination by 0.180 points.

Meanwhile, the coefficient for interpersonal communication (X_2) is –0.140 with a significance value of 0.130 (> 0.05), meaning that interpersonal communication has a negative but not significant effect on academic procrastination.

The results of the F-test show that both variables together have a significant effect on academic procrastination with a significance value < 0.05, indicating that the model is statistically fit. The coefficient of determination (R^2) obtained was 0.254, meaning that 25.4% of the variation in academic procrastination can be explained by self-regulated learning and interpersonal communication, while the remaining 74.6% is influenced by other factors not examined in this study.

Discussion

The findings of this study provide empirical evidence regarding the influence of self-regulated learning and interpersonal communication on academic procrastination among students of the Faculty of Economics and Business at Universitas Negeri Padang. Based on the results of multiple linear regression analysis, the regression equation obtained was $Y = 51.079 – 0.180X_1 – 0.140X_2$, where Y represents academic procrastination, X_1 is self-regulated learning, and X_2 is interpersonal communication. The equation indicates that both independent variables have negative coefficients, suggesting that increases in self-regulated learning and interpersonal communication are associated with

decreases in academic procrastination. However, the degree and significance of these influences differ for each variable.

The results show that self-regulated learning (SRL) has a regression coefficient of –0.180 with a significance value of 0.005 (< 0.05). This means that SRL has a negative and significant effect on academic procrastination. In practical terms, every one-point increase in students' self-regulated learning scores leads to a 0.180-point decrease in their academic procrastination levels. This finding aligns with theoretical expectations based on Bandura's (1986) social-cognitive theory, which asserts that self-regulation enables individuals to plan, monitor, and evaluate their learning processes effectively. Students with strong SRL skills tend to manage their time efficiently, set realistic goals, and maintain motivation to complete tasks on time, thereby reducing the tendency to procrastinate.

These findings also support previous empirical studies. Alzahrani et al. (2022) demonstrated that SRL acts as a mediator between learning environments and academic achievement, reinforcing the notion that effective self-management minimizes avoidance behaviors. Similarly, Nurhayati (2023) found that students in religious-based institutions who possessed higher SRL levels exhibited significantly lower procrastination tendencies. The consistency between this study and earlier research strengthens the argument that SRL is a critical internal factor in controlling academic behavior.

From a psychological standpoint, self-regulated learners are better equipped to manage emotional states such as anxiety or fear of failure—two common precursors of procrastination (Veronica & Zaini, 2024). They employ adaptive learning strategies such as self-monitoring, self-reinforcement, and cognitive restructuring to stay focused on academic goals (Gojali et al., 2024). Consequently, when faced with academic challenges, they are more likely to adopt proactive problem-solving approaches rather than avoidance or delay. This implies that interventions designed to enhance SRL—such as goal-setting workshops, reflective journals, and time-management training—can be effective in reducing procrastination among university students.

The second independent variable, interpersonal communication, yielded a regression coefficient of –0.140 with a significance value of 0.130 (> 0.05). Although the direction of the relationship is negative—indicating that better communication tends to reduce procrastination—the effect is not statistically significant. This suggests that while interpersonal communication may contribute to reducing procrastinatory behavior, its influence is weaker and less consistent compared to self-regulated learning.

Several factors may explain the non-significant relationship observed in this study. First, the nature of interpersonal communication between lecturers and students may not always directly impact students' day-to-day learning behaviors. While effective communication can provide emotional support and academic guidance, it does not automatically translate into consistent self-discipline or motivation to act. Second, in the digital age, much of students'

communication with lecturers occurs online through learning platforms or messaging applications, which may lack the personal engagement and immediacy necessary to produce meaningful behavioral change.

Nevertheless, this finding should not be interpreted as dismissing the importance of communication. Previous research by Rahmi and Safitri (2022) emphasized that psychological capital interacts with SRL to minimize procrastination, suggesting that interpersonal relationships may exert indirect effects when combined with other psychological constructs. Similarly, Hidayah (2023) found that parental communication significantly affected students' procrastination, implying that the strength and quality of communication—rather than its mere presence—determine its influence. Therefore, it is possible that in this study, the interpersonal communication experienced by students was not sufficiently strong, consistent, or emotionally supportive to create a statistically significant effect.

The results of the F-test indicate that the two variables jointly have a significant effect on academic procrastination, with a significance value less than 0.05. This means that when considered together, self-regulated learning and interpersonal communication contribute meaningfully to explaining the variation in students' procrastination levels. The coefficient of determination (R^2) was 0.254, signifying that approximately 25.4% of the variance in academic procrastination can be explained by the combination of these two factors, while the remaining 74.6% is influenced by other variables not included in this study, such as self-efficacy, academic motivation, emotional intelligence, or environmental stressors.

The joint significance of the model confirms the conceptual assumption that both internal and external dimensions interact in shaping academic behavior. Self-regulated learning provides the internal cognitive and motivational framework for managing tasks, whereas interpersonal communication represents the social context that supports or inhibits those processes. When these two dimensions operate synergistically—strong SRL skills reinforced by effective lecturer-student communication—students are more likely to maintain discipline, seek feedback, and adhere to deadlines.

The findings of this study have several theoretical and practical implications. Theoretically, they reaffirm that procrastination is a multifactorial behavior influenced by the dynamic interplay between self-regulatory capacities and social contexts. Although interpersonal communication did not show a significant direct effect, its potential indirect influence through motivational or emotional pathways should be considered in future research. Moreover, the moderate R^2 value indicates that while SRL and communication are important, they are not the sole determinants of procrastination—suggesting the necessity of integrating additional psychological and contextual factors into predictive models.

From a practical perspective, educational institutions should prioritize developing students' self-regulated learning skills through structured programs and teaching methods that encourage autonomy and reflection. Lecturers can play an active role by providing scaffolding, continuous feedback, and opportunities for self-assessment. Simultaneously, institutions should foster a culture of open and supportive communication, ensuring that students feel comfortable seeking guidance without fear of judgment. Enhancing both internal and external support systems can create a more conducive environment for reducing procrastination.

Although the study contributes valuable insights, several limitations must be acknowledged. The non-significant result for interpersonal communication may stem from measurement limitations, such as the use of self-report questionnaires that capture perception rather than the actual quality of interaction (Rozy & Badriyah, 2025). Additionally, the cross-sectional design restricts causal inference, meaning that the relationships observed cannot be definitively interpreted as cause and effect (Aisyah & Utamimah, 2025). Future studies should employ longitudinal or experimental designs to explore how changes in communication and SRL over time influence procrastination. Including mediating variables such as academic motivation, self-efficacy, or emotional regulation could also yield a more comprehensive understanding (Sain et al., 2024).

In summary, the study confirms that self-regulated learning has a significant and negative effect on academic procrastination, highlighting the importance of self-management and internal motivation in academic success. Interpersonal communication, although negatively related to procrastination, does not exhibit a statistically significant effect, implying that its role may be indirect or context-dependent. Together, both factors explain a moderate portion of the variance in procrastination, reinforcing the idea that academic behavior arises from the interaction of individual and social dimensions. Enhancing self-regulation while maintaining effective communication channels within educational settings may thus represent a balanced strategy for minimizing procrastinatory behavior and promoting academic discipline among university students.

CONCLUSION

This study concludes that self-regulated learning plays a significant role in reducing academic procrastination among students of the Faculty of Economics and Business, Universitas Negeri Padang. Students who possess the ability to plan, monitor, and evaluate their learning activities are less likely to delay academic tasks, indicating that strong self-regulation fosters responsibility and discipline in academic performance. The findings confirm that self-regulated learning has a negative and significant influence on academic procrastination, proving its essential contribution as an internal

psychological factor that governs students' study behavior.

In contrast, interpersonal communication shows a negative but insignificant effect on academic procrastination. This suggests that communication between students and lecturers or peers alone is insufficient to directly alter procrastination tendencies unless accompanied by personal self-regulation. Interpersonal communication might support motivation and emotional balance but does not substantially determine whether students complete their academic tasks on time.

Overall, the results emphasize that the reduction of academic procrastination depends primarily on strengthening students' internal regulation abilities rather than relying solely on external social interactions. Therefore, educators and institutions are encouraged to design learning programs that enhance self-regulated learning—such as reflective assignments, time management training, and self-evaluation activities—while still maintaining supportive communication environments.

Future research may explore other contributing variables, such as academic stress, learning motivation, and self-efficacy, or employ mixed methods to capture a deeper understanding of the psychological and social dynamics underlying academic procrastination in higher education settings.

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