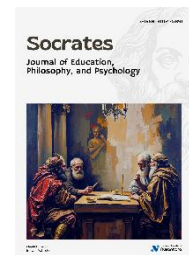




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The Relationship Between Emotion Regulation and Academic Procrastination Among Students at SMPN X Bekasi City

Tri Mutia Chusnul Khotimah¹, Nurwahyuni Nasir², Hema Dayita³

¹Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia

²Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia

³Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia

Corresponding Author: Nurwahyuni.nasir@dsn.ubharajaya.ac.id²

Abstract: Academic procrastination is a tendency to delay completing academic tasks that is commonly found among junior high school students and may negatively affect academic performance. One psychological factor that is associated with academic procrastination is emotion regulation. This study aimed to examine the relationship between emotion regulation and academic procrastination among students at SMPN 40 Kota Bekasi. This study employed a quantitative approach with a correlational design. The participants consisted of 301 seventh- and eighth-grade students selected using convenience sampling. Data were collected using an emotion regulation scale and an academic procrastination scale. Data were analyzed using the Spearman Rank correlation test. The results revealed a significant negative relationship between emotion regulation and academic procrastination ($r = -0.135$; $p = 0.019$). These findings indicate that students with better emotion regulation tend to exhibit lower levels of academic procrastination. However, the correlation was relatively weak, suggesting that academic procrastination is also influenced by other psychological and environmental factors beyond emotion regulation. This study concludes that emotion regulation is significantly associated with academic procrastination among junior high school students at SMPN 40 Kota Bekasi.

Keywords: Emotion Regulation, Academic Procrastination, Junior High School Students

INTRODUCTION

Academic procrastination is widely recognized as one of the most common academic problems experienced by students and has attracted considerable attention in educational psychology because of its adverse effects on academic achievement and psychological well-being. Junior high school students are particularly vulnerable to academic procrastination because they must manage increasing academic responsibilities while simultaneously adapting to the physical, cognitive, emotional, and social changes that occur during early adolescence. During this developmental stage, students are expected to become more independent in managing their learning activities; however, many still experience difficulties in balancing academic demands with their developing self-regulatory abilities (Dolongseda et al., 2025).

Academic procrastination refers to the intentional delay in initiating or completing academic tasks despite expecting that the delay will result in negative consequences (Ferrari et al., 1995). This behavior is characterized by postponing the initiation of academic tasks, delaying the completion of assignments, failing to follow planned schedules, and engaging in more enjoyable activities instead of fulfilling academic responsibilities. Steel (2007) argued that academic procrastination reflects a failure of self-regulation rather than merely poor time management, suggesting that students' inability to regulate their thoughts, emotions, and behaviors contributes substantially to procrastination.

The consequences of academic procrastination extend beyond delayed task completion. Bytamar et al. (2020) reported that students who frequently procrastinate tend to demonstrate lower academic achievement and experience higher levels of academic stress. Goroshit & Hen (2021) found that academic procrastination was negatively associated with students' learning motivation and academic engagement. Furthermore, González-Brignardello et al. (2023) showed that persistent academic procrastination may impair students' psychological well-being and overall academic functioning. These findings indicate that academic procrastination should be considered not only an academic issue but also a psychological concern that deserves greater attention.

Academic procrastination remains a common issue among junior high school students in Indonesia. Previous studies have consistently shown that academic procrastination is still prevalent despite variations in its severity across different schools. Fauziah et al. (2023) reported that 60.53% of students at SMPN 6 Karawang Barat exhibited moderate levels of academic procrastination. Similarly, Amalda (2025) found that 74% of seventh-grade students at SMPN 1 Padaherang demonstrated low levels of academic procrastination, whereas approximately 26% exhibited moderate to high levels. In addition, Satrio & Supriatna (2024) reported that 75% of students at a junior high school in Bekasi City displayed academic procrastination behaviors. Although the prevalence and intensity of academic procrastination differed across these studies, the findings consistently indicate that academic procrastination remains a persistent educational issue among junior high school students in Indonesia. These findings emphasize the importance of identifying psychological factors that may contribute to academic procrastination, including emotion regulation.

Emotion regulation has been identified as one of the psychological factors associated with academic procrastination. Gross (2015) defined emotion regulation as the processes through which individuals influence the emotions they experience, when these emotions occur, and how they are experienced and expressed. Students with effective emotion regulation are generally better able to manage negative emotions, such as anxiety, frustration, disappointment, and fear of failure, allowing them to remain focused on completing academic responsibilities despite experiencing emotional challenges.

From a theoretical perspective, emotion regulation is closely related to academic procrastination because students often delay academic tasks as a way of avoiding unpleasant emotional experiences. Academic assignments that are perceived as difficult, demanding, or stressful may evoke emotions such as anxiety, frustration, boredom, or fear of failure. When students are unable to regulate these emotions effectively, they may delay completing these tasks to obtain temporary emotional relief. Conversely, students with better emotion regulation are more likely to cope with academic pressure adaptively, enabling them to remain focused on completing their academic responsibilities rather than avoiding them.

Previous studies have generally supported the relationship between emotion regulation and academic procrastination. Winahyu et al. (2021) found a significant negative relationship between emotion regulation and academic procrastination among junior high school students. Similarly, Kanwar (2023) reported that students who experienced greater difficulties in regulating their emotions were more likely to engage in academic procrastination. However, Muti'ah et al. (2024) found only a very weak relationship between the two variables, suggesting that academic

procrastination may also be influenced by other factors, such as learning motivation, self-efficacy, academic stress, and environmental conditions.

Although previous studies have demonstrated that emotion regulation is associated with academic procrastination, several gaps remain. First, empirical studies involving junior high school students are still relatively limited, particularly those conducted in Bekasi City. Second, previous findings have not been entirely consistent, with some studies reporting a significant negative relationship, whereas others have reported only a weak association between emotion regulation and academic procrastination. These inconsistencies indicate the need for further investigation.

Accordingly, this study aimed to determine whether there is a significant relationship between emotion regulation and academic procrastination among students at SMPN 40 Kota Bekasi. Based on the theoretical framework and findings of previous studies, it was hypothesized that emotion regulation would be negatively associated with academic procrastination, such that students with higher levels of emotion regulation would demonstrate lower levels academic procrastination.

METHOD

This study employed a quantitative approach with a correlational research design to examine the relationship between emotion regulation and academic procrastination among students at SMPN 40 Kota Bekasi. The study population consisted of all 1,220 students enrolled at SMPN 40 Kota Bekasi during the 2025/2026 academic year. A total of 301 seventh- and eighth-grade students participated in the study. Participants were selected using a nonprobability sampling technique with a convenience sampling method based on the accessibility and availability of eligible respondents during the data collection period. Ninth-grade students were excluded because they had completed their regular school activities at the time the study was conducted. Data were collected at SMPN 40 Kota Bekasi on June 2–3, 2026, after obtaining permission from the school. The questionnaires were administered in paper-based format, and prior to data collection, participants were informed about the purpose of the study, the procedures for completing the questionnaire, and the confidentiality of their responses.

Emotion regulation was measured using the Emotion Regulation Questionnaire (ERQ) developed by Gross & John (2003). The instrument was adapted from the Indonesian version translated by Radde et al. (2021) and further modified to suit the characteristics of junior high school students without altering the dimensions or meanings of the original items. The scale consisted of 10 items measuring two dimensions: cognitive reappraisal and expressive suppression. Academic procrastination was measured using a modified version of the scale developed by Ayu et al. (2025) based on the theory proposed by Ferrari et al. (1995). The instrument consisted of 21 items measuring four aspects: delaying the initiation and completion of tasks, delays in completing tasks, discrepancies between intended and actual performance, and preference for engaging in more enjoyable activities. Both instruments employed a five-point Likert scale.

Before being administered in the main study, both instruments were pilot-tested on 30 junior high school students with characteristics similar to those of the study participants. Subsequently, validity and reliability testing were conducted to ensure the accuracy and consistency of the instruments. Item validity was assessed using the corrected item-total correlation technique with a minimum criterion of ≥ 0.30 , whereas reliability was evaluated using Cronbach's Alpha with a minimum acceptable value of ≥ 0.70 . Data were analyzed using correlation analysis to examine the relationship between emotion regulation and academic procrastination. Prior to hypothesis testing, assumption tests were conducted, including the Kolmogorov-Smirnov test for normality and the linearity test. If the assumptions of normality and linearity were met, hypothesis testing was performed using the Pearson Product Moment correlation. Otherwise, the Spearman Rank correlation test was used as a nonparametric alternative. All statistical analyses were conducted using JASP with a significance level of 0.05.

RESULTS AND DISCUSSION

Results

This study involved 301 students from Grades VII and VIII of SMPN 40 Bekasi City as respondents. Before testing the research hypothesis, the validity and reliability of the research instruments were evaluated.

Tabel 1. Validity and Reliability of the Research Instruments

Variable	Number of Items	Valid Items	Invalid Items	Cronbach's Alpha	Interpretation
Emotion Regulation	10	10	0	0.851	Reliable
Academic Procrastination	21	21	0	0.942	Reliable

Based on Table 1, the validity test results showed that all items on both research instruments met the validity criteria and were retained for further analysis. The emotion regulation scale consisted of 10 valid items with no invalid items, while the academic procrastination scale consisted of 21 valid items with no items excluded. The reliability analysis yielded a Cronbach's alpha coefficient of 0.851 for the emotion regulation scale and 0.942 for the academic procrastination scale. These findings indicate that both instruments demonstrated good internal consistency and were therefore considered reliable and appropriate for use in this study.

Tabel 2. Descriptive Statistics of the Research Variables

Variable	Mean	Median	SD
Emotion Regulation	35.85	36.00	5.34
Academic Procrastination	50.09	50.00	11.69

Based on Table 2, the emotion regulation variable had a mean score of 35.85, a median of 36.00, and a standard deviation of 5.34. Meanwhile, the academic procrastination variable had a mean score of 50.09, a median of 50.00, and a standard deviation of 11.69. These descriptive statistics provide a general overview of the distribution of scores for both research variables prior to further analysis.

Tabel 3. Categorization of Emotion Regulation

Category	Frequency	Percentage (%)
Low	5	2%
Moderate	161	53%
High	135	45%
Total	301	100%

Based on Table 3, most participants were categorized as having a moderate level of emotion regulation (53%), followed by those with a high level of emotion regulation (45%). Only 2% of the participants were classified as having a low level of emotion regulation. These findings indicate that the majority of participants demonstrated a moderate level of emotion regulation.

Tabel 4. Categorization of Academic Procrastination

Category	Frequency	Percentage (%)
Low	136	45%
Moderate	161	54%
High	4	1%
Total	301	100%

Based on Table 4, most participants were categorized as having a moderate level of academic procrastination (54%), followed by those with a low level of academic procrastination (45%). Only 1% of the participants were classified as having a high level of academic procrastination. These findings indicate that the majority of participants demonstrated a moderate level of academic procrastination.

Tabel 5. Assumption Test Results

	Normality (Kolmogorov-Smirnov)	Linearity
Emotion Regulation	0.347	0.015
Academic Procrastination	0.743	
Interpretation	Normal Distribution	Non-linear relationship

Based on Table 5, the Kolmogorov–Smirnov test indicated that the academic procrastination variable ($p = 0.743$) and the emotion regulation variable ($p = 0.347$) were normally distributed, as both significance values exceeded 0.05. However, the linearity test showed a significance value of 0.015 ($p < 0.05$), indicating that the relationship between emotion regulation and academic procrastination was not linear. Therefore, the assumption of linearity was not met, and the research hypothesis was tested using Spearman's Rank Correlation.

Tabel 6. Spearman's Rank Correlation Analysis

	Spearman's rho Correlation Test
Correlation Coefficient	-0.135
p-value	0.019

Based on Table 6, the Spearman's Rank Correlation analysis revealed a correlation coefficient of -0.135 with a significance value of 0.019 ($p < 0.05$). These results indicate a statistically significant negative correlation between emotion regulation and academic procrastination. Thus, the research hypothesis was accepted, indicating that students with higher levels of emotion regulation tended to report lower levels of academic procrastination. However, the correlation coefficient indicates that the relationship between the two variables was weak.

Discussion

The findings of this study indicate a significant negative relationship between emotion regulation and academic procrastination among students at SMPN 40 Kota Bekasi. The Spearman Rank correlation analysis yielded a correlation coefficient of -0.135 with a significance value of 0.019 ($p < 0.05$), indicating that students with better emotion regulation tended to exhibit lower levels of academic procrastination. Conversely, students with poorer emotion regulation were more likely to postpone completing academic tasks.

These findings suggest that the ability to regulate emotions plays an important role in helping students cope with academic demands. Students who are able to manage negative emotions, such as anxiety, frustration, boredom, or fear of failure, are more likely to remain focused on completing academic tasks rather than avoiding them through procrastination. This finding is consistent with the theory proposed by Gross & John (2003), which states that individuals who effectively regulate their emotions are better able to manage stressful situations and respond adaptively. It also supports Ferrari et al. (1995), who argued that academic procrastination often serves as a strategy to avoid unpleasant emotional experiences associated with academic tasks.

The present findings are consistent with previous studies. Winahyu et al. (2021) reported that students with better emotion regulation tended to demonstrate lower levels of academic

procrastination. Similarly, Satrio & Supriatna (2024) found that improvements in emotion regulation were associated with reduced academic procrastination among junior high school students. These findings reinforce the importance of emotion regulation as a psychological factor associated with students' academic behavior.

Although the relationship between emotion regulation and academic procrastination was statistically significant, the correlation coefficient indicated a weak relationship ($r = -0.135$). This finding suggests that emotion regulation is associated with academic procrastination but is not the only factor influencing students' procrastination behavior. Similar findings were reported by Muti'ah et al. (2024), who also found a very weak negative relationship between the two variables. According to Steel (2007), academic procrastination is influenced by various psychological factors, including self-efficacy, need for achievement, distractibility, self-control, and organization. Therefore, the weak correlation observed in this study indicates that emotion regulation contributes to academic procrastination, although its role is relatively limited compared with other contributing factors.

The descriptive findings showed that most participants demonstrated moderate levels of emotion regulation (53%) and moderate levels of academic procrastination (54%). These findings indicate that although students generally possess adequate emotion regulation abilities, these abilities may not yet be sufficiently developed to consistently cope with academic pressures. Considering that the participants were early adolescents, whose emotional regulation abilities are still developing, they may remain vulnerable to distractions and emotional challenges that contribute to academic procrastination. These findings highlight the importance of strengthening students' emotion regulation skills as one of the strategies to reduce academic procrastination.

CONCLUSION

This study aimed to examine the relationship between emotion regulation and academic procrastination among students at SMPN 40 Kota Bekasi. The findings revealed a significant negative relationship between emotion regulation and academic procrastination. These results indicate that students with better emotion regulation tend to exhibit lower levels of academic procrastination. However, the strength of the relationship was relatively weak, suggesting that academic procrastination is influenced not only by emotion regulation but also by various other psychological and environmental factors.

This study contributes to the field of educational psychology by providing additional empirical evidence regarding the relationship between emotion regulation and academic procrastination among junior high school students, a population that has received relatively limited attention in previous research. The findings also highlight the importance of strengthening students' emotion regulation as one of the factors that may help reduce academic procrastination. Future studies are encouraged to involve more diverse participants and examine other factors that may influence academic procrastination in order to provide a more comprehensive understanding of this behavior.

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