



Jurnal Pendidikan Agama Kristen (JUPAK)

Vol. 3 No. 1 (Desember 2022) p. 50 - 62

Jurnal Pendidikan Agama Kristen (JUPAK)

e-ISSN 2774-3861

<https://ejurnal.sttkadesiyogyakarta.ac.id/index.php/jupak>

p-ISSN 2774-6399



<https://doi.org/10.52489/jupak.v3i1.102>

Correlation Of Self-Regulation And Learning Habits With Student's Thesis Writing Skills

Jinorid E. L Misa¹⁾, Agustinus M. D. Maniyeni²⁾, Maglon F. Banamtuan³⁾

1)* Program Studi Pendidikan Agama Kristen, IAKN Kupang, machonope@gmail.com

Recommended Citation

Turabian 8th edition (full note)

Jinorid E.L.Misa, Agustinus M.D.Amniyeni and Maglon F. Banamtuan, "The Correlation of Self-Regulation and Study Habits With Students' Thesis Writing Skills," Jurnal Pendidikan Agama Kristen (JUPAK) 2, no. 2 (June 1, 2023): 1, accessed June 4, 2023, <https://ejurnal.sttkadesiyogyakarta.ac.id/index.php/jupak/article/view/102>.

American Psychological Association 7th edition

(Misa, Maniyeni & Banamtuan, 2022, p. 1)

Received: 27 June 2022	Accepted: 19 September 2022	Published: 20 December 2022
------------------------	-----------------------------	-----------------------------

This Article is brought to you for free and [open access](#) by Sekolah Tinggi Teologi KADESI Yogyakarta. It has been accepted for inclusion in Christian Perspectives in Education by an authorized editor of Jurnal Pendidikan Agama Kristen (JUPAK).

For more information, please contact juniorichson1995@gmail.com

Abstract

This study aims to determine the correlation between self-regulation and study habits with thesis writing skills of students at the Kupang State Christian Institute. The study used a quantitative approach with the correlational method. The population in this study amounted to 248 people consisting of semester IX students, while the research sample amounted to 71 people who were calculated using the Slovin formula. Data was collected through distributing questionnaires and then continued with carrying out data processing using statistical techniques. Based on the results of the correlation analysis of the three variables, the coefficient price of 0.311 is obtained, it can be said that between the variables X1 and X2 with Y has a significant correlation, then from the analysis results also obtained the coefficient of determination (r-square) of 0.097 or equivalent to 9, 7%. This means that the correlation between self-regulation and study habits with thesis writing skills for students of the State Christian Institute of the State Christian Institute of Kupang is 9.7% and the remaining 90.3% is caused by other factors outside the variables of self-regulation and study habits. . From these results, the researcher can draw the conclusion that the alternative hypothesis (H_a) is accepted.

Keywords: *Self Regulation, Study Habits, Thesis Writing Skills*

INTRODUCTION

The success of a student lies in himself. For that, if he is able to improve self-regulation well then whatever he does will achieve success. Each student must also have study habits and skills in doing things effectively and efficiently so as to help him achieve success. Through various processes, both teaching and learning activities that occur in the classroom, or at home or anywhere, which provide benefits in the form of knowledge that is beneficial to the individual, each individual must be able to manage and regulate every existing process and make himself accustomed to learning. in order to give satisfactory results. According Sawitri & Ariati (2017), the word habit is a way/effort to act and do that has been mastered and has been tested, is the same and more permanent. The word habit also has a meaning as a method/action that is carried out repeatedly, meaning something that is often done by people so that learning must also be something valuable so that it can be done repeatedly so that humans become accustomed to learning (Mickwitz & Suojala, 2020). To obtain a bachelor's degree, each individual is given the opportunity to show his abilities through ongoing learning activities, besides that each student is required to prove their learning outcomes for several years (Mickwitz & Suojala, 2020). To find out the results or achievements, then all final year students are required to compile a scientific paper called a thesis. If they are able to regulate themselves well, then the results they get will automatically be proud of themselves and the people who have helped and even motivated them (Nainggolan et al., 2022). Therefore, in the end, society will judge students who are the

output of a university through existing thesis or achievements, and it is the thesis that will show their struggle during their education (Andayani & Karyanta, 2011).

According to Ghufron (2014) said that self-regulation in learning is one of the actions or desires inherent in the individual to do something in determining goals and organizing an effort to be able to achieve goals, manage or regulate oneself in the cognitive domain, manage time, and carry out management of the social and physical environment. Therefore, an individual must be able to control himself in learning well and he must also be able to regulate his behavior, thoughts and feelings effectively in order to achieve a goal (Kamgar & Jadidi, 2016; Ristiono et al., 2022). For this reason, it can be concluded that self-management in learning is a series of self-control actions in learning that include aspects of metacognition, emotion, and motivation as well as behavior to carry out a learning process optimally. Everyone is able to self-regulate well in learning so he will be able to control, organize, and plan and can evaluate himself against a predetermined goal. A student who completes his studies for approximately four years, it can be said that the student is able to complete his studies on time (Hudaifah, 2020). But there are also students who turn out to be unable to complete their studies on time or experience delays (delaying the completion of the thesis), due to the various obstacles they experience, one example is not attending lectures in class effectively, and not do the task correctly so that it affects their learning outcomes/ achievements (Safari & Hejazi, 2017). Therefore, as a student he should be able to organize and control himself in order to achieve a goal well. However, if you don't organize and control yourself well, you can't achieve a goal well (Lubis et al., 2019). Therefore, self-regulation and study habits as well as writing skills are needed to achieve these goals (Natonis et al., 2022).

Looking from another point of view, self-regulation is a very important point in determining the behavior of each individual. Self-regulation is a human effort to manage oneself in an activity by involving motivation, emotion and metacognition (Meusen-Beekman et al., 2016). Self-management is not a mental skill (psychological) or academic skill but about how a person regulates and even changes his behavior in an activity. This means that the individual is not able to effectively adapt himself to the surrounding environment as long as he has not been able to carry out self-control properly and correctly (Jati, 2002).

At the time of writing the final project, every student must find difficulties that make them unable to complete the thesis (Ursia et al., 2013). There are students who view thesis

writing as a very heavy burden for them to carry out, there are also those who think that writing scientific papers only adds to their busyness so that they feel that it is not too important to complete their studies in order to obtain a bachelor's degree. Coupled with the lack of source or reference books caused by the current situation, namely the COVID-19 pandemic which has an impact on students, where students cannot reach the library to find source books to help them find new understanding or knowledge due to government regulations, namely Restrictions. Implementation of Community Activities so that students can only access the internet to search for journals related to the topic of discussion. Besides that, Library, Ipusnas, and so on so that they are not able to access it to gain new knowledge, besides that also because of the lack of finance (economic conditions) that affect every student in buying quotas (packages/data) to be used in accessing the internet, thus making students experience difficulties. when looking for sources/references of knowledge (Fidalgo & Torrance, 2017). The things mentioned above can unsettle students and make students think that compiling scientific papers is very difficult, even because students don't read them enough to enrich their vocabulary and sentences which cause students to feel incapable and less skilled in writing so that they are carried away to experience stress (Jackson & Park, 2020).

In accordance with initial observations made by researchers on several final year students majoring in Christian Religious Education class of 2017 who were compiling a proposal/thesis, the student said that they had difficulties in writing due to the lack of source/reference books due to the COVID-19 pandemic. so that it is difficult for students to reach the the Kupang State Christian Institutelibrary offline, and the regional library is difficult for students to access, besides that students also do not understand how to use electronic learning resources, for example: free e-books, free e-libraries, e-PusNas, Google Scholar and students are not able to access the internet to find articles, books and journals due to the increasingly crisis economy, and revisions that are not understood by students, some say that the title or topic of the proposal they are working on is changed continuously, resulting in every student The final stage is experiencing stress and some even take drugs and anti-depressant drugs without a doctor's prescription and so on (Oladejo, 2012).

Based on the explanation above, the researcher is interested in conducting this research so that every final semester student can manage themselves and have good writing skills so that they do not experience stress to a higher point. Then the title can be formulated, namely

"Correlation of Self-Regulation and Study Habits with Thesis Writing Skills of Students of the Kupang State Christian Institute."

METHOD

This study uses the correlation method (Correlation Research), namely the correlation technique that connects three variables, namely the Self-Regulatory variable (X1), Study Habits (X2) and Thesis Writing Skills variable (Y) (Abdullah, 2015). The correlation technique is a research technique which involves the act of collecting data in order to determine whether there is a correlation/relationship between two or more variables.

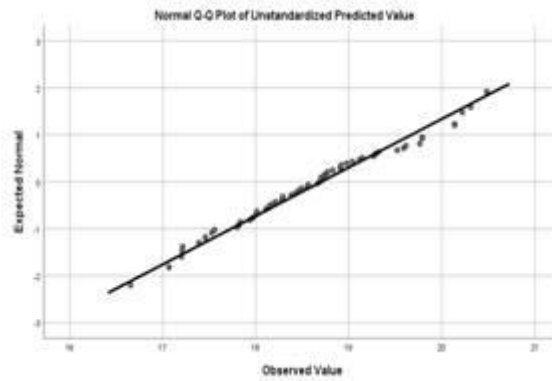
The method used in this research is a quantitative approach, which is a systematic scientific research on the parts and phenomena and their relationships. According to Suliyanto (2017), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, analysis the data are quantitative/statistical with the aim of testing the established hypothesis (Sugiyono, 2013). The population is 248 students, while the sample is 71 people. This study aims to determine the correlation between self-regulation and study habits with thesis writing skills of students at the Kupang State Christian Institute. The study used a quantitative approach with the correlational method.

RESULT AND DISCUSSION

Research Results

Normality test

Normality test is a test or measurement of data whether it has a normal distribution or not. The significance level is 0.05 with an error of 5% with the test criteria, namely if the probability value > 0.05 then the data is normally distributed and if the probability value is < 0.05 then the data is not normally distributed. To find out the normality test for each variable in this study, a Q-Plot approach was used using the IBM SPSS Statistics 26 software, the following output was obtained:



Tabel. 1. Tes Of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Unstandardized Predicted Value	.074	71	.200*	.974	71	.140

From table 1 of the test of normality above, it is known that the Kolmogorov-Smirnova value with a significant value of $0.200 > 0.05$ means that the data is said to be normally distributed.

Linearity Test

The linearity test aims to determine whether two or more variables have a significant linear relationship or not. Because a good correlation is when there is a linear relationship between the independent variable and the dependent variable. The linearity test is known if two variables are said to have a linear relationship if the value of sig. on linearity < 0.05 or if sig. at deviation from linearity > 0.05 . The significance value is $0.860 > 0.05$ with a linear dependent variable or by comparing the calculated F value ($0.677 < F$ table (1.684)) with a sig level of 5%. Thus, it can be concluded that the independent variable has a linear relationship with the dependent variable, so the regression analysis can proceed to parametric statistics.

Hypothesis testing

Hypothesis testing in this study uses analysis of variance (ANOVA) and correlation analysis between variables X1 with Y, X2 with Y and X1, X2 with Y with statistical

decision-making criteria, namely accepting H_a if $F_{count} > F_{table}$ or rejecting H_a if $F_{count} < F_{table}$ with a confidence level of 0.05.

The coefficient between Self-Regulation (X_1) and Thesis Writing Skills (Y) is 0.301, where in social research if the coefficient is 0.301, it is classified as having a correlation, although the correlation is low, but it can be said that there is a correlation (Ulfah, 2010), correlation coefficient is a measure of the strength of a linear relationship between two or more variables. A value close to 1 indicates a positive direction between variables.

The coefficient between Self-Regulation (X_2) and Thesis Writing Skills (Y) is 0.308, where in social research if the coefficient is 0.308, it is classified as having a correlation, although the correlation is low, but it can be said that there is a correlation. According to Setyowatik (2012) the correlation coefficient is a measure of the strength of a linear relationship between two or more variables. A value close to 1 indicates a positive direction between variables.

The coefficient between Self-Regulation and Study Habits (X_1 and X_2) and Thesis Writing Skills (Y) is 0.311, where in social research if the coefficient is 0.311, it is classified as having a correlation, although the correlation is low but it can be said that there is a correlation. According to Ulfah (2010), the correlation coefficient is a measure of the strength of a linear relationship between two or more variables. A value close to 1 indicates a positive direction between variables. Therefore, researchers can draw the conclusion that there is a correlation or relationship between the dependent variable and the independent variable. If the price is consulted with table r , for $N = 71$ the value of r_{table} for the significance level of 5% is 0.237. Then from the results of the analysis also obtained the value of the coefficient of determination (r -square) of 0.097 or equal to 9.7%. This means that the relationship between self-regulation and study habits with thesis writing skills of IAKN Kupang students is 9.7% and the remaining 90.3% is caused by other factors outside the variables of self-regulation and study habits.

Discussion

The research was carried out within the scope of the Kupang State Christian Institute of Religion, with the target population being all students of the 2017 Christian Religious Education Study Program, starting from class A to class J who were randomly selected so as to produce a sample or research respondent of 71 people who determined using Slovin's

formula. This study was conducted to determine the significance of the correlation or relationship between self-regulation and study habits with thesis writing skills of students at the Kupang State Christian Institute. The results of the normality test in this study were tested using IBM SPSS Statistics points 26 through the Kolmogorov - Smirnov test, the results obtained were 0.200. These results indicate that the test value of Kolmogorov – Smirnov has a significance level greater than 0.05 so it can be concluded that this study is normally distributed. Then the researchers conducted a linearity test so that a significance result of $0.860 > 0.05$ was obtained with the calculated $F (0.677) < F \text{ table } (1.684)$ with a sig level of 5%, thus, it can be said that there is a linear correlation/relationship between self-regulation and study habits with thesis writing skills for students of the Kupang State Christian Institute.

Based on the results of multiple linear regression tests conducted on the three variables based on the problem formulation and research hypotheses, there is a significant correlation/relationship, where the test results show that between self-regulation and thesis writing skills can be obtained a constant value of 26,489 with sig. 0.198. From these results, the researcher can draw the conclusion that there is a significant correlation/relationship between self-regulation and thesis writing skills for students of the Kupang State Christian Institute. The researcher also tested the second hypothesis or problem formulation, namely the correlation between study habits and thesis writing skills, so that a constant value of 27,379 with sig. 0.197. From these results, the researcher can draw the conclusion that there is a significant correlation/relationship between study habits and thesis writing skills for students of the Kupang State Christian Institute. Finally, the researcher tested the third hypothesis or the third problem formulation, namely the correlation between self-regulation and study habits with thesis writing skills, so it can be obtained a constant value of 26,469 with a sig level of 0.196, it can be said that self-regulation with thesis writing skills for Institute students The Christian religion of Kupang has a correlation/relationship. From the test results above, it can be seen in the correlation analysis of the three variables with a coefficient price of 0.311 where in social research if 0,311, it can be said that there is a significant correlation/relationship so that researchers can draw the conclusion that between self-regulation and study habits with thesis writing skills for students of the Kupang State Christian Institute there is a significant correlation/relationship. Based on each test result that has been described by the researcher above, it can be concluded that the alternative hypothesis (H_a) that has been proposed by the researcher can be accepted with the concept

that there is a significant correlation/relationship between self-regulation and study habits with thesis writing skills of students of the Kupang State Christian Institute.

From the results of the above tests that have been carried out, the researcher can conclude that good self-regulation must be owned by everyone with the aim that he is able to regulate, manage and control himself when carrying out an activity and he too can achieve the goals he has determined. In this research there is a uniqueness contained. The uniqueness is that the final student who is writing a thesis must have high self-regulation, which is very necessary because every student who is already at that point of course experiences boredom, is overwhelmed and some even experiences stress when writing or writing a thesis. Therefore, as a highly intellectual student, skill in writing so that the writing can attract the attention of others when reading it. The research was carried out within the scope of the Kupang State Christian Institute of Religion, with the target population being all students of the 2017 Christian Religious Education Study Program, starting from class A to class J who were randomly selected so as to produce a sample or research respondent of 71 people who determined using Slovin's formula. This study was conducted to determine the significance of the correlation or relationship between self-regulation and study habits with thesis writing skills of students at the Kupang State Christian Institute. The results of the normality test in this study were tested using IBM SPSS Statistics points 26 through the test Kolmogorov – Smirnov, then the results obtained are 0.200. These results indicate that the Kolmogorov – Smirnov test value has a significance level greater than 0.05 so it can be concluded that this study is normally distributed. Then the researchers conducted a linearity test so that a significance result of $0.860 > 0.05$ was obtained with the calculated $F (0.677) < F \text{ table} (1.684)$ with a sig level of 5%, thus, it can be said that there is a linear correlation/relationship between self-regulation and study habits with thesis writing skills for students of the Kupang State Christian Institute.

Based on the results of multiple linear regression tests conducted on the three variables based on the problem formulation and research hypotheses, there is a significant correlation/relationship, where the test results show that between self-regulation and thesis writing skills can be obtained a constant value of 26,489 with sig. 0.198. From these results, the researcher can draw the conclusion that there is a significant correlation/relationship between self-regulation and thesis writing skills for students of the Kupang State Christian Institute. The researcher also tested the second hypothesis or problem formulation, namely

the correlation between study habits and thesis writing skills, so that a constant value of 27,379 with sig. 0.197. From these results, the researcher can draw the conclusion that there is a significant correlation/relationship between study habits and thesis writing skills for students of the Kupang State Christian Institute. Finally, the researcher tested the third hypothesis or the third problem formulation, namely the correlation between self-regulation and study habits with thesis writing skills, so it can be obtained a constant value of 26,469 with a sig level of 0.196, it can be said that self-regulation with thesis writing skills for Institute students The Christian religion of Kupang has a correlation/relationship. From the test results above, it can be seen in the correlation analysis of the three variables with a coefficient price of 0.311 where in social research if 0, 311, it can be said that there is a significant correlation/relationship so that researchers can draw the conclusion that between self-regulation and study habits with thesis writing skills for students of the Kupang State Christian Institute there is a significant correlation/relationship. Based on each test result that has been described by the researcher above, it can be concluded that the alternative hypothesis (H_a) that has been proposed by the researcher can be accepted with the concept that there is a significant correlation/relationship between self-regulation and study habits with thesis writing skills of students of the Kupang State Christian Institute.

From the results of the above tests that have been carried out, the researcher can conclude that good self-regulation must be owned by everyone with the aim that he is able to regulate, manage and control himself when carrying out an activity and he too can achieve the goals he has determined. In this research there is a uniqueness contained. The uniqueness is that the final student who is writing a thesis must have high self-regulation, which is very necessary because every student who is already at that point of course experiences boredom, is overwhelmed and some even experiences stress when writing or writing a thesis. Therefore, as a highly intellectual student, skill in writing so that the writing can attract the attention of others when reading it.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

During the lecture (learning) process, each student is expected to be more active in self-regulation, get used to learning and have skills so that when writing a thesis or scientific work, he is able to do it. For the campus, it is expected to improve the facilities and quality of education, because with the increase in the quality of education, the intelligence, habits and skills possessed by students will also increase and in that way every student will have good

study habits and more importantly, they will pay more attention to self-regulation during study and activity. The researcher hopes that this research can be a reference source but not the main reference source. The researcher hopes that further research can be carried out by other researchers so that male and female self-regulation can be sought in order to find out which one is able to maintain self-regulation when writing a thesis.

CONCLUSION

Variable X1 (self-regulation) with variable Y (skill writing thesis) has a correlation/relationship which can be seen from the coefficient value, which is 26, 489 with sig level. 0.024 proved that the X1 variable with the Y variable has a significant relationship. Variable X2 (study habits) with variable Y (skill writing thesis) has a correlation which can be seen from the coefficient value, namely 27, 379 with a sig level. 0.025 proved that the X2 variable with the Y variable has a significant relationship. Variables X1 and X2 (self-regulation and study habits) with variable Y (thesis writing skills) have a correlation which can be seen from the coefficient value, namely $Y = 26,469$, $X1 = 0.069$, $X2 = -0.174$, with a sig. 0.196 proved that the variables X1 and X2 with the Y variable had a significant relationship. Based on the results above, it can be concluded that there is a correlation/relationship between self-regulation and thesis writing skills for students of the Kupang State Christian Institute.

BIODATA



Jinorid E.L.Misa adalah alumni pada Program studi Pendidikan Agama Kristen, Jurusan Pendidikan Agama Kristen, Fakultas Keguruan dan Ilmu Pendidikan Kristen, Institut Agama Kristen Negeri Kupang. Penulis dapat menyelesaikan studinya dengan judul ini sebagai akhir dari mencapai gelas sarjana. Dengan naskah penelitian ini penulis sangat mengharapkan bias jadi panutan bagi mahasiswa lainnya untuk mengembangkan ilmu dengan mempublikasi secara nasional.

Jinorid E.L.Misa

Surel: jinoridmisa@gmail.com



Agustinus M. D. Manuyeni adalah Dosen Institut Agama Kristen Negeri Kupang pada Fakultas Keguruan dan Ilmu Pendidikan Kristen, Jurusan Pendidikan Agama Kristen, Program Studi Pendidikan Agama Kristen. Lebih fokus pada pengembangan teknologi pembelajaran. Melalui naskah ini sangat berharap dapat meningkatkan pengetahuan mahasiswa agar setia menulis dalam penelitian dan pengembangan di dunia teknologi pendidikan tekhususnya dibidang pendidikan agama Kristen.

Agustinus M. D. Maniyeni

Surel: agustmaniyeni@gmail.com



Maglon Ferdinand Banamtuan adalah Dosen Institut Agama Kristen Negeri Kupang. Dia banyak menulis artikel tentang pendidikan agama Kristen, pendidikan di sekolah, serta budaya. Dan sudah dipublikasi di Jurnal Nasional terakreditasi. Melalui tulisannya ia berharap banyak orang yang diberkati dalam hal penambahan pengetahuan atau referensi dalam penelitian dan pengembangan dalam dunia pendidikan.

Maglon Ferdinand Banamtuan

Surel: machonope@gmail.com

REFERENCES

- Abdullah, M. (2015). *Metode penelitian kuantitatif*. idr.uin-antasari.ac.id.
- Fidalgo, R., & Torrance, M. (2017). Developing writing skills through cognitive self-regulation instruction. *Design Principles for Teaching Effective Writing*.
- Ghufron, M. N. (2014). Prokrastinasi akademik mahasiswa ditinjau dari regulasi diri dalam belajar. *QUALITY*.
- Hudaifah, F. (2020). The role of self regulated learning in the covid-19 pandemic era. *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan ...*
- Jackson, D. O., & Park, S. (2020). Self-regulation and personality among L2 writers: Integrating trait, state, and learner perspectives. *Journal of Second Language Writing*.
- Jati, W. (2002). *Hubungan antara Kecerdasan Emosional dengan Kecemasan Penyusunan Skripsi Mahasiswa Fakultas Psikologi Universitas Islam Indonesia Yogyakarta*. dspace.uui.ac.id.
- Kamgar, N., & Jadidi, E. (2016). Exploring the Relationship of Iranian EFL Learners' Critical Thinking and Self-regulation with their Reading Comprehension Ability.

Procedia-Social and Behavioral Sciences.

- Lubis, M. S., Rahimah, A., & Lubis, I. S. (2019). Kemampuan menulis karya tulis ilmiah mahasiswa. In *Padang: CV. Berkah Prima*. osf.io.
- Meusen-Beekman, K. D., Brinke, D. J., & ... (2016). Effects of formative assessments to develop self-regulation among sixth grade students: Results from a randomized controlled intervention. *Studies in Educational*
- Mickwitz, Å., & Suojala, M. (2020). Learner autonomy, self-regulation skills and self-efficacy beliefs—How can students’ academic writing skills be supported? *Language Learning in Higher Education*. <https://doi.org/10.1515/cercles-2020-2026>
- Nainggolan, M., Sukarna, T., Wahyuni, S., Lasut, C. J., & Sirait, J. R. (2022). An explanatory and confirmatory study of Transformative Leadership based on Nehemiah 1-8 among Church Leaders in Batam City. *Pharos Journal of Theology, 1(103(2))*, 161–186. <https://doi.org/10.46222/pharosjot.103.2037>
- Natonis, H. Y., Leobisa, J., Sitopu, R., Udju, A. A. H., & Banamtuan, M. F. (2022). An Analysis of Patterns and Values of Humanist Christian Religious Education. *Pharos Journal of Theology, 104(1)*, 161–186. <https://doi.org/10.46222/pharosjot.1048>
- Oladejo, M. A. (2012). Revisiting Self-Regulation Skills and Distance Learners’ Academic Performance at the University of Ibadan, Nigeria: Planning Implications for Effective Study. *Educational Planning*.
- Ristiono, Y. B., Sirait, J. R., Baskoro, P. K., & Simbolon, M. E. (2022). The Influence of Teacher Personality Quality on the Spiritual Growth of a Congregation. *Pharos Journal of Theology, 1(103(2))*, 161–186. <https://doi.org/10.46222/pharosjot.103.2048>
- Safari, E., & Hejazi, M. (2017). Learning styles and self-regulation: an associational study on high school students in iran. *Mediterranean Journal of Social Sciences*.
- Sawitri, D. R., & Ariati, J. (2017). *Modul Pelatihan Regulasi Diri Untuk Meningkatkan Daya Saing Mahasiswa Universitas Diponegoro (Suatu Langkah Menuju*. eprints.undip.ac.id.
- Setyowatik, E. P. (2012). *Penerapan pendekatan kontekstual untuk meningkatkan keterampilan menulis narasi pada siswa Kelas Iv Sdn I Kismoyoso Ngemplak Boyolali Tahun Pelajaran 2010*. digilib.uns.ac.id.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. digilib.unigres.ac.id.
- Suliyanto, S. E., & MM, S. (2017). *Metode penelitian kuantitatif*. eprints.peradaban.ac.id.
- Ulfah, S. H. (2010). *Efikasi Diri Mahasiswa Yang Bekerja Pada Saat Penyusunan Skripsi*. eprints.ums.ac.id.
- Ursia, N. R., Siaputra, I. B (2013). Prokrastinasi Akademik Dan Self-Control Pada Mahasiswa Skripsi Fakultas Psikologi Universitas Surabaya-Academic Procrastination And Self-Control In Thesis. *Makara Seri Sosial*.