ABSTRAK

Erina, Sandra. 2022. *Hubungan Antara Self-Esteem Dan Self-Efficacy Terhadap Prokrastinasi Akademik Mahasiswa FPP Unipa Surabaya Angkatan 2020.* Program Studi Bimbingan dan Konseling. Fakultas Pedagogi dan Psikologi. Universitas PGRI Adi Buana Surabaya. Pembimbing Dr. Cindy Asli Pravesti, S.Pd., M.Pd.

Kata Kunci: *Self-Esteem, Self-Efficacy,* Prokrastinasi Akademik

Penelitian ini bertujuan mengetahui hubungan antara *self-esteem* dan *self-efficacy* dengan perilaku prokrastinasi Mahasiswa Universitas PGRI Adi Buana Surabaya Angkatan 2020. Jenis penelitian pada penelitian ini adalah penelitian kuantitatif. Adapun desain penelitian kuantitatif yang digunakan adalah desain korelasional yang bertujuan untuk memprediksi nilai-nilai dan model pengaruh hubungan antar variabel. metode pengumpulan data pada penelitian ini adalah dengan menggunakan tiga instrumen skala. Adapun sampel penelitian ini mengambil taraf 25% dari populasi ialah 117 Mahasiswa. Teknik analisis data menggunakan analisis deskriptif dan analisis regresi berganda dengan uji prasyarat analisis meliputi uji normalitas, uji heteroskedatisitas dan uji multikolinieritas. Analisis data menggunakan bantuan program *SPSS 25.0 for windows*.

Hasil penelitian menunjukkan bahwa hubungan antara *self-efficacy* dan *self-esteem* memiliki pengaruh yang negatif dan tidak signifikan yaitu -0,045 dan 0,659. Terdapat pengaruh yang positif dan signifikan antara *self-esteem* dengan prokrastinasi akademik, yaitu 0,260 dan 0,000. Terdapat pengaruh yang positif dan signifikan antara *self-efficacy* dengan prokrastinasi akademik, yaitu 0.248 dan 0,000. Terdapat pengaruh simultan antara *self-esteem* dan *self-efficacy* terhadap prokrastinasi akademik secara positif dan signifikan, dimana nilai F_{hitung} sebesar 13.413 > nilai F_{tabel} pada taraf signifikansi 5% yaitu 3,08 dan signifikansi 0,000 > 0,05, yang artinya variabel *Self-Esteem* dan *Self-Efficacy* berpengaruh terhadap prokrastinasi akademik. *Self-efficacy* dan *self-esteem* menyumbang sebesar 19,0% pengaruh terhadap perilaku prokrastinasi akademik mahasiswa.

ABSTRACT

Erina, Sandra. 2022. *The Relationship Between Self-Esteem and Self-Efficacy on Academic Procrastination of FPP Unipa Surabaya Students Batch 2020. Guidance and Counseling Study Program. Faculty of Pedagogy and Psychology. PGRI Adi Buana University, Surabaya. Advisor* Dr. Cindy Asli Pravesti, S.Pd., M.Pd.

Keywords: ***Self-Esteem, Self-Efficacy, Academic Procrastination***

This study aims to determine the relationship between self-esteem and self-efficacy with the procrastination behavior of PGRI Adi Buana University students, Surabaya Batch 2020. The type of research in this study is quantitative research. The quantitative research design used is a correlational design which aims to predict values and model the influence of the relationship between variables. data collection method in this research is to use three scale instruments. The sample of this study took a level of 25% of the population, namely 117 students. The data analysis technique used descriptive analysis and multiple regression analysis with analysis prerequisite tests including normality test, heteroscedasticity test and multicollinearity test. Data analysis using SPSS 25.0 for windows program.

The results showed that the relationship between self-efficacy and self-esteem had a negative and not significant relationship, namely -0,045 and 0.659. There is a positive and significant relationship between self-esteem and academic procrastination, namely 0.260 and 0.000. There is a positive and significant relationship between self-efficacy and academic procrastination, namely 0.248 and 0.000. There is a simultaneous relationship between self-esteem and self-efficacy on academic procrastination in a positive and significant way, where the F_{count} value is 13,413 > F_{table} value at the 5% significance level, which is 3.08 and the significance is 0.000 > 0.05, which means the Self-Esteem variable and Self-Efficacy has an effect on academic procrastination. Self-Efficacy And Self-Esteem accounted for 19.0% influence on students' academic procrastination behavior