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THE INFLUENCE OF SELF-REGULATION ON ACADEMIC PROCRASTINATION WITH SOCIAL MEDIA FOMO AS A MODERATOR

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Abstrak

Prokrastinasi akademik merupakan salah satu masalah yang dialami oleh siswa dalam belajar dan sering dikaitkan dengan self-regulation dan FOMO di media sosial yang dapat menjadi faktor penyebabnya. Penelitian ini bertujuan untuk mengetahui pengaruh self regulation terhadap prokrastinasi akademik dengan FOMO di media sosial sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi ex post facto dan analisis Structural Equation Modelling (SEM) untuk menganalisis data. Pengambilan sampel dilakukan dengan menggunakan teknik cluster random sampling, dengan sampel 190 siswa kelas VIII di MTsN 1 Kota Kediri. Hasil penelitian menunjukkan bahwa (1) self regulation berpengaruh terhadap FOMO di media sosial dengan nilai P (0,000) < 0,05 dan nilai β = -0,665; (2) self regulation berpengaruh terhadap prokrastinasi akademik pada mata pelajaran SKI dengan nilai P (0,000) < 0,05 dan nilai β = -0,576; (3) FOMO di media sosial tidak memiliki pengaruh terhadap prokrastinasi akademik dengan nilai P (0,666) > 0,05 dan nilai β = 0,057; (4) self regulation tidak memiliki pengaruh terhadap prokrastinasi akademik pada mata pelajaran SKI dengan FOMO di media sosial sebagai variabel mediasi dengan nilai P (0,667) > 0,05 dan nilai β = -0,199.

Kata Kunci: prokrastinasi akademik, self regulation, FOMO, media sosial

Abstract

Academic procrastination is one of the problems experienced by students in learning and is often associated with self-regulation and FOMO on social media which can be a contributing factor. This study aims to determine the influence of self-regulation on academic procrastination with FOMO on social media as a mediating variable. This study uses a quantitative approach with the ex post facto correlation method and Structural Equation Modeling (SEM) analysis to analyze the data. Sampling was carried out using a cluster random sampling technique, with a sample of 190 eighth grade students at MTsN 1 Kota Kediri. The results of the study show that (1) self-regulation influences FOMO on social media with a P value (0.000) < 0.05 and a β value = -0.665; (2) self-regulation influences academic procrastination in SKI subjects with a P value (0.000) < 0.05 and a β value = -0.576; (3) FOMO on social media has no influences on academic procrastination with a P value (0.666) > 0.05 and a β value = 0.057; and (4) self-regulation has no influences on academic

procrastination in SKI subjects with FOMO on social media as a mediating variable with a P value (0.667) > 0.05 and a β value = -0.199.
Keywords: academic procrastination, self-regulation, FOMO, social media

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INTRODUCTION

The world of education is developing rapidly and the quality of education is essential to produce an innovative and creative generation. Educational goals that have been designed will face challenges. Such challenges can come from students, as they must adhere to the study plan, complete assignments on time, carry out academic tasks with effective time management, and achieve the best results. In reality, many students experience the difference between real actions and plans made. In situations like this, students often procrastinate on studying and completing academic assignments that they have planned. When they should be focusing on their studies, they usually face difficulty starting tasks, using social media too much, or even engaging in other unproductive activities.

Academic procrastination is one of the causes that can hinder the achievement of academic goals. In the field of education, academic procrastination is a problem that often arises from the tendency of students to procrastinate on assignments and seek various justifications for their delays, which ultimately leads to delays in completing academic assignments and a decline in student performance. In SMPN 6 Malang, students have an academic procrastination rate of 15% in the high category, 64% in the medium category, and 21% in the low category (Wardana et al., 2023) and an academic procrastination rate of 10% in the highest category and 46% in the medium category occurred in students of SMPN 3 Yogyakarta (Kuswidyawati & Setyandari, 2023). This shows that academic procrastination is a significant problem faced by students in the academic environment. Based on the findings of researchers in MTsN 1 Kediri City, there are still many students who often procrastinate on assignments, do assignments close to the predetermined deadline, do assignments in a hurry which results in results obtained are not optimal, and collect assignments late from the deadline. This research focuses on the academic procrastination that occurs in the SKI subjects of grade VIII students. Academic procrastination by several studies is linked to FOMO on social media. FOMO is a form of anxiety related to interpersonal interactions.

According to the Dictionary of Cambridge, FOMO is an anxiety condition that occurs when a person is unaware of interesting and encouraging events shared by friends or other individuals on social media (Tanhan et al., 2022). FOMO is often associated with incorrect or excessive use of social media FOMO is often associated with incorrect or excessive use of social media (Alt, 2015) and another dimension of FOMO is the potential related to psychological health and well-being. According to Li and Ye, FOMO can predict absurd procrastination behavior. In this case, FOMO has an impact on decreasing academic activities to the detriment of student learning outcomes. Research (Tannia & Monika, 2022) showed that 15.2% of the

influence of social media use on academic procrastination, with the other 84.8% influenced by other factors.

In addition to FOMO on social media, academic procrastination is also linked to self-regulation, which is the ability to regulate, control, and manage a person's behavior, emotions, and reactions (Feist & Feist, 2008). Research (Mujirohmawati & Khoirunnisa, 2022) shows that students' academic procrastination and self-regulation in learning have a significant negative correlation, in this case, academic procrastination can be reduced according to a person's ability in self-regulation. Research (Zarrin et al., 2020) also explained that academic procrastination can be predicted through self-regulation and there is a negative relationship between the two.

Self-regulation in learning will empower students to set goals, evaluate their progress, and make the necessary modifications to achieve their goals (Santrock, 2008). According to Bandura, self-regulation is the ability to formulate a plan by determining behavior regularly to achieve goals. When a person's thoughts and actions are not influenced by other people or their environment, a person is said to have good self-regulation. That is, a person can manage his anxiety which is influenced by the impulses of others and his environment (Zimmerman, 1989). According to (Przybylski et al., 2013) a person's lack of self-regulation and self-concept contributes to FOMO. There is a relationship between self-regulation and FOMO according to several studies, including research (Sianipar & Kaloeti, 2019) showed a negative and significant correlation between self-regulation and FOMO, the higher a person's self-regulation, the lower the FOMO they experienced, and vice versa. Effectively, self-regulation can affect FOMO by 2.9%. Other research conducted (Zahroh & Sholichah, 2022) showed a 77.1% influence level between self-concept and self-regulation on FOMO among students who use Instagram. In addition, there was a correlation of 0.875 between self-concept and FOMO and a correlation of 0.835 between self-regulation and FOMO. The average subject was in the moderate category in terms of self-concept, self-regulation, and FOMO.

Based on several studies that have been presented, shows that FOMO can be a factor that influences students' academic procrastination, and self-regulation can also influence academic procrastination as well as being a cause of FOMO. It is important to research academic procrastination as it can be one of the components to consider in developing student interventions. In addition, it can provide students with an understanding that good self-regulation is needed to avoid the interference of excessive social media use in the surrounding environment.

METHODS

Research Type

This study uses a quantitative method with the type of Ex Post Facto research (Ibrahim et al., 2018)

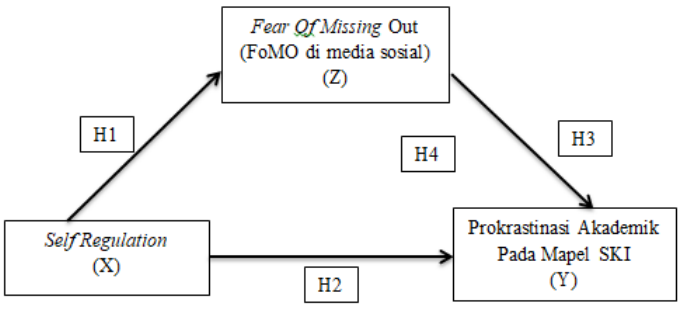

Figure 1. Constellation of Relationships between Variables

Participants

The research sample was 190 grade VIII students in MTsN 1 Kediri City from a population of 361 using cluster random sampling techniques.

Data Analysis Techniques

This study uses an instrument in the form of a closed questionnaire with the Likert scale. Statements are divided into two types, namely positive (favorable) and negative (unfavorable) statements. Each statement has four answer options, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

The data taken includes self-regulation variables that have three indicators, namely self-control ability, planning skills, and self-reflection ability, which is based on the theory of Self-Regulation Learning by Barry J. Zimmerman. The FoMO variable on social media consists of five indicators, namely feelings of worry or anxiety, fear of missing out, social comparison/self-comparison, social media addiction, and postponement of responsibility, which is based on the Self Determination theory of Edward L. Deci and Richard M. Ryan. The academic procrastination variable consists of five indicators, namely academic task procrastination, academic task transfer, lack of planning, deadline approach/delay in completing tasks, and feelings of guilt or stress, which are based on Ferrari's theory and the theory of Temporal Motivation by Piers Steel and Cornelius J. Konig.

The analysis technique used is in the form of SEM (Structural Equation Modelling) analysis with the help of the SPSS Amos 23 application. The steps in SEM analysis include (1) measurement model: Confirmatory Factor Analysis (CFA), consisting of validity test and reliability test, (2) data analysis requirements test, consisting of normality test and outliers evaluation, (3) full model Structural Equation Modeling (SEM) analysis, consisting of model accuracy test (goodness of fit), direct hypothesis test, and indirect hypothesis test.

Theoretical Review

Self-Regulation

Self-regulation is an action planned by an individual that begins with thoughts and feelings to achieve a certain goal. Bandura explained that self-regulation is the ability to make strategies to determine behavior consistently to achieve goals. Self-regulation is one of the important elements in Social Cognitive Theory pioneered by Albert Bandura. Social Cognitive Theory emphasizes the important role of the interaction between personal, behavioral, and environmental factors in the formation and regulation of individual behavior. In this case, the concept of self-regulation states that a person can only control his psychological and behavioral processes before he or she can adapt effectively to his environment (Bandura, 2023). To understand self-regulation, six elements must be considered according to Bandura, namely self-set standards and goals, emotional regulation, self-instruction, self-supervision, self-evaluation, and self-defined contingencies (Feist & Feist, 2008).

Social Cognitive Theory was later developed by Barry J. Zimmerman into Self-Regulated Learning (SRL) Theory. In developing his theoretical concepts, he integrated several important aspects of Bandura's cognitive, and social theory into his framework of how individuals organize and control the learning process. Self-Regulated Learning (SRL) theory is a theoretical framework that explains how individuals actively manage and regulate their learning process. Zimmerman emphasized that self-regulation in the context of learning involves the use of specific strategies that allow students to control their thoughts, behaviors, and emotions to

achieve academic goals. The stages in self-regulation learning are divided into 3 dimensions and each dimension has several indicators, namely (1) forethought (planning), including task analysis and self-motivation beliefs, (2) performance and volitional control (performance), including self-control and self-observation, (3) self-reflection (reflection), including self-judgment and self-reaction (Zimmerman et al., 1996).

3 components in self-regulation are used in learning, namely metacognitive, motivational, and behavioral (Ghufron & S., 2010). According to Zimmerman, self-regulation is an orderly effort to achieve personal goals by exerting thoughts, feelings, and actions (Setiawan, 2022). Self-regulation can be found in many aspects of life, such as in the academic field. Learners who can control themselves have a greater likelihood of achieving academic achievement. The self-control and academic study skills they possess can facilitate learning more easily and increase their motivation (Idris, 2018).

Pervin explains that self-regulation is not only to make plans and behaviors to achieve a goal but also to supervise oneself to avoid things in the environment that can hinder an individual's activities (Pervin et al., 2012). In this case, it involves the ability to control yourself, overcome temptations, and adapt to various situations and problems that arise in daily life. According to Wang, Lee, & Hua quoted by Utami & Aviani explaining that a lack of self-regulation and feelings of pressure lead to dependence on social media (Utami & Aviani, 2021).

Fear of Missing Out (FoMO) on Social Media

The Dictionary of Cambridge defines FOMO as an anxiety condition that occurs when a person is unaware of an interesting and joyful event shared by friends or others on social media platforms. According to Przybylski et al., (2013) , et al, FOMO is a type of anxiety related to interpersonal interactions. When a person sees another person having a pleasant or interesting experience while the person is not participating, feelings of anxiety or worry will arise (Przybylski et al., 2013). FOMO is often associated with excessive use of social media. In addition, FOMO according to Blackwell has proven to be an important predictor of problems related to the use of social media (Gori et al., 2023).

Self Determination Theory (SDT) is a motivational theory developed by Edward L. Deci and Richard M. Ryan that focuses on basic human psychological needs and how the fulfillment or dissatisfaction of those needs affects motivation and well-being. This theory assumes that a person has an intrinsic need that, if met, can increase motivation and well-being intrinsically. The main components focus on 3 basic psychological needs, namely competence, autonomy, and relatedness (Deci & Ryan, 1985). This theory can be used to understand how FOMO on social media may have emerged. Furthermore, Przybylski et al., (2013) stated that FOMO can appear in individuals due to the unfulfillment of basic psychological needs lack of self-regulation and poor self-concept, in addition to being caused by individual curiosity, the need to feel belonging, a sense of competition and showing off, changes in communication culture, the desire to achieve goals, the feeling that they cannot achieve their goals in real life, and increased use of social media (Tanhan et al., 2022). FOMO has a negative impact mainly on the education, social, economic, and psychological of adolescents and young adults. McCoy stated that FOMO often occurs among young students. According to Busch quoted by Alabri, FOMO can have a bad impact on students, including: decreased concentration, reduced face-to-face communication, irregular sleep, delayed responsibilities, decreased student academic activity, and increased stress levels (Alabri, 2022).

Based on Roy Baumeister's Self-Regulation Theory, which focuses on the ability of individuals to control, regulate, and direct behaviors, thoughts, and emotions. An important concept in this theory is Ego Depletion, which states that repeated use of self-control in certain situations/tasks can lead to a reduction in mental resources/strength required for self-control in subsequent situations/tasks (F. Baumeister, 2018). In this context, Baumeister's theory of self-regulation can provide an understanding of how FOMO can mediate and influence an individual's ability to regulate themselves in the face of subsequent situations.

Academic Procrastination

Procrastination is the tendency to postpone things that need to be done or should be done which can result in an inability to start, complete, or even face the tasks and obligations that arise (Burka & Yuen, 2008). Tuckman defines academic procrastination as the tendency to skip, procrastinate, and avoid academic responsibilities (Putri et al., 2022). Factors that can contribute to the emergence of academic procrastination behavior, namely internal factors such as physical and psychological conditions, and external factors such as parenting and environment (Ghufron & S., 2010). According to McCloskey and Scielzo, there are six aspects of academic procrastination, namely psychological beliefs about ability, attention disorders, social factors, time management skills, self-initiative, and laziness (Mccloskey & Scielzo, 2015).

Temporal Motivation Theory (TMT) is a theory that combines the basic concepts of motivation developed by Piers Steel and Cornelius J. Konig. The theory integrates various aspects of motivational theory, cognitive psychology, and behavior to provide a comprehensive framework that can explain procrastination (Steel & König, 2006). Temporal Motivation Theory (TMT) combines concepts from picoeconomics, hope theory, temporal discounting theory, and needs theory. The framework of the theory of temporal motivation (TMT) includes four elements that affect procrastination, namely value, expectancy, temporal proximity, and impulsivity (Steel, 2010).

Temporal Motivation Theory provides an understanding of how a person assesses and manages his or her tasks based on the perception of time and value. In addition, the Temporal Motivation theory integrates aspects of several psychological theories, including psychodynamics, behavioristic, and cognitive-behavioral (Ferrari et al., 1995). Based on these theories, Ferrari explained that procrastination can be seen from various limitations, including (1) procrastination is only defined as procrastination behavior (2) procrastination is defined as a habit or pattern of behavior possessed by a person that leads to trait (trait/tendency) (3) procrastination as a personality trait. Ferrari says that academic procrastination can be assessed and observed through certain indicators, including delays in starting and completing tasks, delays in completing tasks, time gaps between plans and actual performance, and doing more enjoyable activities (Ferrari et al., 1995).

RESULTS AND DISCUSSION

Results

This study involved 190 grade VIII students at MTsN 1 Kediri City consisting of 107 female students (56.3%) and 83 male students (43.6%) with the majority age of 14 years (72.6%). Data presentation based on gender and age categories is available in Table 1 and Table 2.

Table 1. Respondent Data by Gender

Gender	Number (f)	Percentage (%)
Man	83	43,6 %
Woman	107	56,3 %
Total	**190**	**100 %**

Table 2. Respondent Data by Age

Age	Number (f)	Percentage (%)
13 Year	13	6,84 %
14 Year	138	72,6 %
15 Year	39	20,5 %
Total	**190**	**100 %**

In this study, the percentage of self-regulation level in students was 86% in the medium category, the level of FOMO on social media experienced by students was 65%, and the level of academic procrastination in SKI subjects experienced by students was moderate with a percentage of 87%. The presentation of data related to the percentage of respondents' answers is available in Table 3, Table 4, and Table 5.

Table 3. Self Regulation Level Category

Category	Interval Score	Frequency	Percentage
Tall	62 – 82	27	14%
Keep	41 – 61	163	86%
Low	20 – 40	0	0%
Total		**190**	**100%**

Table 4. FoMO Level Categories on Social Media

Category	Interval Score	Frequency	Percentage
Tall	62 – 82	0	0%
Keep	41 – 61	123	65%
Low	20 – 40	67	35%
Total		**190**	**100%**

Table 5. Categorization of Academic Procrastination Levels in Mapel SKI

Category	Interval Score	Frequency	Percentage
Tall	59 – 78	5	3%
Keep	39 – 58	165	87%
Low	19 – 38	20	10%
Total		**190**	**100%**

To test the validity of the content of the instrument, the analysis of Aiken's V index was used from the results of the assessment of the research instrument by expert validators. The results showed that the self-regulation variable had 25 high criteria items, the FOMO variable on social media had 21 high criteria items, and the academic procrastination variable in SKI subjects had as many as 24 items including high criteria. The presentation of data from the validity results of Aiken's V index instruments is available in Table 6, Table 7, and Table 8.

Table 6. Results of the Validity Test of the Content of the Aiken's V Index Self Regulation Variable

Validation Criteria Score	Validation Criteria	Item Items
Indeks Aiken's V ≤ 0,4	Low	-

Indeks Aiken's V 0,4 – 0,8	Keep	17, 19, 22
Indeks Aikne's V > 0,8	Tall	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30
	Total	**Tall = 25 item** **Keep = 5 item**

Table 7. Results of the Validity Test of the Content of the Aiken's V Index Academic Procrastination Variables of Mapel SKI

Validation Criteria Score	Validation Criteria	Item Items
Indeks Aiken's V ≤ 0,4	Low	-
Indeks Aiken's V 0,4 – 0,8	Keep	6, 8, 15, 17, 21, 30
Indeks Aikne's V > 0,8	Tall	1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29
	Total	**Tall = 24 item** **Keep = 6 item**

Table 8. Results of the Validity Test of the Content of the Aiken's V Index FoMO Variable on Social Media

Validation Criteria Score	Validation Criteria	Item Items
Indeks Aiken's V ≤ 0,4	Low	-
Indeks Aiken's V 0,4 – 0,8	Keep	1, 4, 7, 12, 17, 18, 19, 20, 24
Indeks Aikne's V > 0,8	Tall	2, 3, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 21, 22, 23, 25, 26, 27, 28, 29, 30
	Total	**Tall = 21 item** **Keep = 9 item**

From the results of the content validity test, then a construct validity test was carried out using Item-Total Correlation, and the results were obtained on the self-regulation variable had 20 valid items, the FOMO variable on Social Media had 20 valid items, and the academic procrastination variable of the SKI had 19 valid items. The presentation of data from the results of construct validity is available in Table 9, Table, 10, and Table 11.

Table 9. Results of Item-Total Correlation Test of Self Regulation Variables

Validation Criteria Score	Validation Criteria	Item Items
r_{hitung} > 0,279	Valid	1, 2, 4, 5, 6, 8, 11, 12, 13, 15, 17, 19, 20, 23, 24, 25, 26, 28, 29, 30
r_{hitung} < 0,279	Invalid	3, 7, 9, 10, 14, 16, 18, 21, 22, 27
	Total	**Valid = 20 item** **Invalid = 10 item**

Table 10. Results of Item-Total Correlation Test of Academic Procrastination Variables Mapel SKI

Validation Criteria Score	Validation Criteria	Item Items
r_{hitung} > 0,279	Valid	2, 3, 5, 6, 7, 12, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30
r_{hitung} < 0,279	Invalid	1, 4, 8, 9, 10, 11, 13, 15, 18, 27, 28
	Total	**Valid = 19 item** **Invalid = 11 item**

Table 11. Results of the Item-Total Correlation Test of FoMO Variables on Social Media

Validation Criteria Score	Validation Criteria	Item Items
$r_{hitung} > 0{,}279$	Valid	1, 2, 4, 5, 6, 8, 11, 12, 13, 15, 17, 19, 20, 23, 24, 25, 26, 28, 29, 30
$r_{hitung} < 0{,}279$	Invalid	3, 7, 9, 10, 14, 16, 18, 21, 22, 27
	Total	**Valid = 20 item** **Invalid = 10 item**

Then data analysis was carried out using SEM (Structural Equation Modelling). Step (1) Confirmatory Factor Analysis (CFA) test which includes validity test and reliability test.

The CFA validity test was carried out to measure the validity of the instrument through the loading factor value. According to (Hair Jr et al., 2014) The value of the loading factor in the validity of the construct should be ≥ 0.5, and ideally ≥ 0.7.

Table 12. Results of the Self Regulation Variable CFA Validity Test

			Estimate
SR1	<---	Self_Regulation	0,713
SR2	<---	Self_Regulation	0,748
SR3	<---	Self_Regulation	0,318

Table 12 shows that 2 items are declared valid, namely SR1 and SR2 items, because the loading factor value ≥ 0.5, and there is 1 item that is declared invalid in SR3 items.

Table 13. Results of the Validity Test of CFA Academic Procrastination Variables of Mapel SKI

			Estimate
PA1	<---	Prokrastinasi_Akademik	0,793
PA2	<---	Prokrastinasi_Akademik	0,587
PA3	<---	Prokrastinasi_Akademik	0,711
PA4	<---	Prokrastinasi_Akademik	0,752
PA5	<---	Prokrastinasi_Akademik	0,271

Table 13 shows that 4 items are declared valid, namely items PA1, PA2, PA3, and PA4, because the loading factor value ≥ 0.5, and there is 1 item that is declared invalid in item PA5.

Table 14. Results of the Validity Test of the CFA Variable FoMO on Social Media

			Estimate
FO1	<---	FoMO_MediaSosial	0,558
FO2	<---	FoMO_MediaSosial	0,526
FO3	<---	FoMO_MediaSosial	0,617
FO4	<---	FoMO_MediaSosial	0,656
FO5	<---	FoMO_MediaSosial	0,407

Table 14 shows that 4 items are declared valid, namely items FO1, FO2, FO3, and FO4, because the loading factor value ≥ 0.5, and there is 1 item that is declared invalid in item FO5.

Based on the results of the data analysis above, it shows that there are invalid items in each of the research variables. Therefore, to make a good structural model in the SEM analysis, it is necessary to issue these items.

After conducting a CFA validity test and removing invalid items, a reliability test is carried out using the Construct Reliability formula, according to (Hair Jr et al., 2014) The Construct Reliability (CR) value must be ≥ 0.7. From Table 15, the results of the Construct Reliability (CR) value test on the self-regulation variable are 0.701 ≥ 0.7, then the self-regulation instrument is declared reliable. In the FOMO variable on social media, the Construct Reliability (CR) value is 0.684 ≤ 0.7, because the CR value is close to 0.7, the FOMO instrument on social media is

declared reliable, and the academic procrastination variable the Construct Reliability (CR) value is 0.805 ≥ 0.7, then the academic procrastination instrument is declared reliable. The presentation of data from the reliability test results is available in Table 15.

Table 15. Reliability Test Results

VARIABEL	Self Regulation			FoMO di Medsos			Prokrastinasi Akademik		
Indikator	Loading	Loading²	Error	Loading	Loading²	Error	Loading	Loading²	Error
SR1	0,801	0,642	0,358						
SR2	0,665	0,442	0,558						
FO1				0,586	0,343	0,657			
FO2				0,517	0,267	0,733			
FO3				0,687	0,472	0,528			
FO4				0,577	0,333	0,667			
PA1							0,806	0,650	0,350
PA2							0,587	0,345	0,655
PA3							0,702	0,493	0,507
PA4							0,746	0,557	0,443
Sum of Std. Loading	**1,466**			**2,367**			**2,841**		
Sum of Std. Loading²		**1,084**			**1,416**			**2,044**	
Sum of Error			**0,916**			**2,584**			**1,956**
VARIANCE EXTRACT	**0,542**			**0,354**			**0,511**		
CONSTRUCT RELIABILITY	**0,701**			**0,684**			**0,805**		

Based on the results of data analysis in the Confirmatory Factor Analysis (CFA), shows that self-regulation instruments, FOMO on social media, and academic procrastination of SKI subjects are declared to meet the minimum standards of allowable and reliable validity.

Step (2) tests the requirements for data analysis, including the normality test and evaluation of outliers. The normality test is carried out using the Maximum Likelihood estimation method which is adjusted to the SEM analysis technique when the data is normally distributed, if it is not normally distributed, it will use the Asymptotically Distribution-Free estimation method because it allows estimation on the SEM model without assuming normal distribution, this applies to data that is very different from normality (Hair Jr et al., 2014). The data are considered to be normally distributed if the critical ratio (c.r.) in skewness and kurtosis ≤ 2.58. From table 16, the value of the critical ratio (c.r.) skewness in all indicators shows that the data is normally distributed because the value of c.r. skewness ≤ 2.58, only in the FO3 indicator of 3.694 ≥ 2.58. This shows that the univariate distribution of data is declared normal. Meanwhile, in a multivariate manner, the normality test gave a value of 7.861 ≥ 2.58 which means that the distribution of data was abnormal. The presentation of data from the results of the normality test is available in Table 16.

Table 16. Results of Assessment of normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
PA4	4,000	14,000	-,029	-,164	-,099	-,278
PA3	3,000	11,000	-,295	-1,657	,389	1,095
PA2	7,000	19,000	-,025	-,143	,283	,796
PA1	6,000	18,000	-,122	-,687	,081	,227
FO4	5,000	16,000	,085	,480	-,253	-,713
FO3	5,000	20,000	,656	3,694	1,294	3,640
FO2	4,000	13,000	-,249	-1,404	-,001	-,003

FO1	4,000	13,000	,263	1,480	-,038	-,106
SR2	14,000	31,000	,165	,930	,110	,310
SR1	13,000	25,000	-,188	-1,058	-,274	-,770
Multivariate					17,669	7,861

The results of data analysis in the normality test showed that the research data in multivariate was not normally distributed, which shows that the assumption of the Maximum Likelihood estimation method is not met. So another alternative is used to overcome abnormal data by using the Asymptotically Distribution-Free estimation method. The data used in this study was obtained from primary data presented as it is from various respondents' answers, so it was difficult to get data with a perfect normal distribution.

The evaluation of outliers was carried out using the chi-square table and the Mahalanobis distance. In this study, it is known that the chi-square value is 29.58. If each data has a Mahalanobis distance value > 29.58, then the data is a multivariate outlier. The results of data analysis in the outlier evaluation showed that the data considered as outliers were at numbers 110 and 101 because the Mahalanobis distance values were 32.682 and 31.952 > 29.58. In this study, we wanted to provide data that accurately reflected the population, so it was decided not to remove data that was marked as an outlier because there was no specific reason to pull out data that showed an outlier (Ferdinand, 2002).

Step (3) SEM full model analysis which includes model accuracy test (goodness of fit), direct hypothesis test, and indirect hypothesis test. The accuracy test of the model was carried out using the Confirmatory Factor Analysis (CFA) model which has fitted the validity and reliability of the instrument. Figure 1, shows the value of the goodness of fit index that does not meet the cut-off value of 6 indexes. So the SEM structural model I in this study needs to be revised.

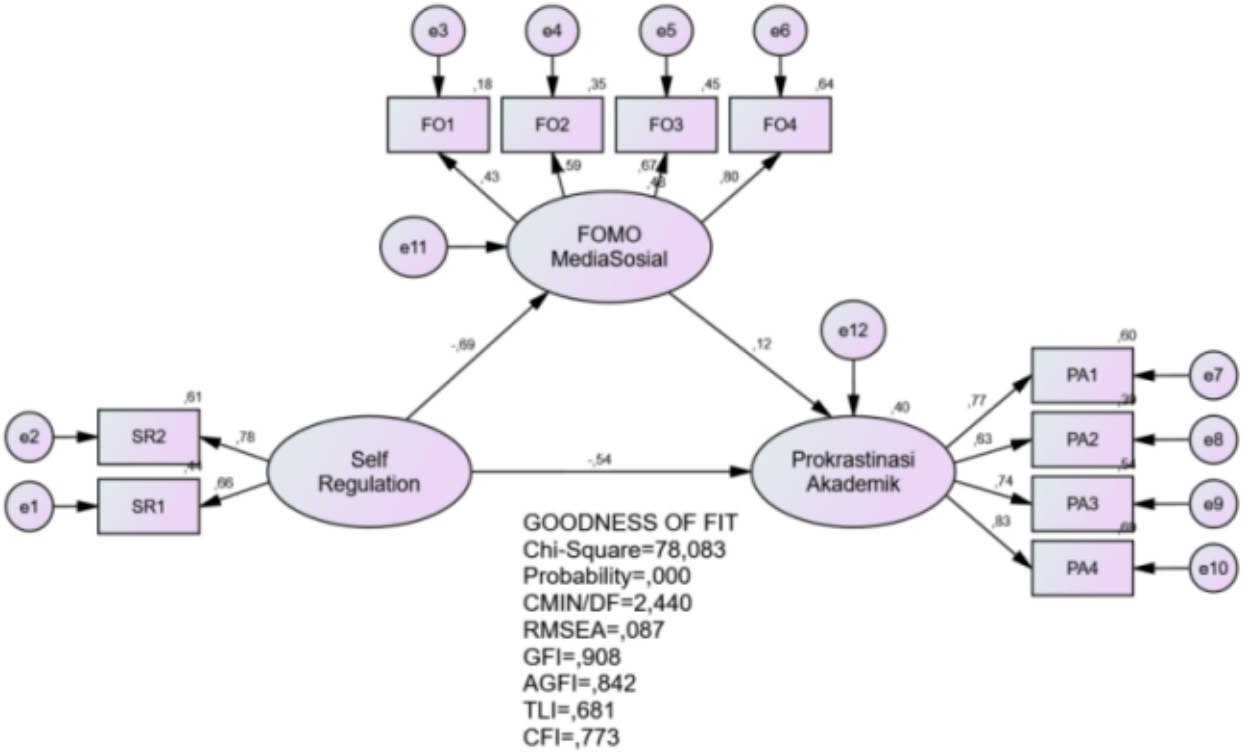

Figure 2. SEM Structural Model I

The researcher revised the 1st structural model by looking at the Modification Indices table contained in the output of SEM AMOS 23. The results of the goodness of fit test after revision can be seen in Figure 2 which shows that 7 indices have met the cut-off value so that the SEM structural model II in this study can be accepted and can be continued for hypothesis testing.

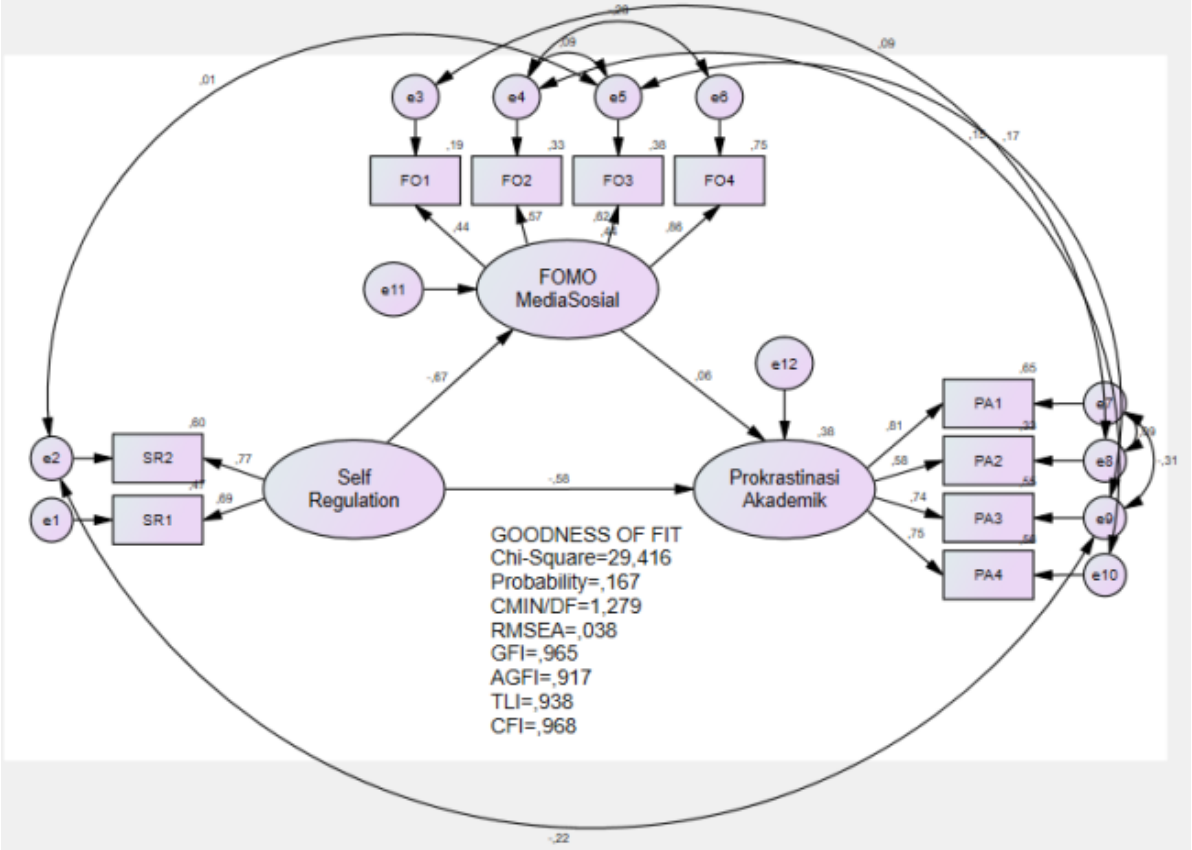

Figure 3. SEM Structural Model II

The direct hypothesis test can be seen from the Beta and P values from the SEM processing results on the output of the Regression Weights table. Table 19 shows the results of the estimation of the SEM structure model among the variables of self-regulation, FOMO on social media, and academic procrastination in SKI subjects.

Table 19. Results of Direct Hypothesis Test of SEM Structural Model

Hypothesis	Line	*β*	S.E	C.R	P	Conclusion
H1	SR → FO	-0,665	0,078	-4,157	0,000	Evident
H2	SR → PA	-0,576	0,149	-4,082	0,000	Evident
H3	FO → PA	0,057	0,285	0,432	0,666	Unproven

Discussion

The Influence of Self-Regulation on Fear of Missing Out (FOMO) on Social Media for Grade VIII MTsN 1 Students in Kediri City

The first hypothesis test obtained the result that self-regulation has a significant effect on FOMO on social media and has a negative influence direction because the P value (0.000) < 0.05

and the β value is -0.665. This shows that the higher the Self-regulation, the lower the level of FOMO on social media students of grade VIII MTsN 1 Kediri City. Self-regulation is one of the important elements in Social Cognitive Theory pioneered by Albert Bandura. Social Cognitive Theory emphasizes the important role of the interaction between personal, behavioral, and environmental factors in the formation and regulation of individual behavior (Bandura, 2023). Bandura explained that the concept of self-regulation is the ability to make plans and set behaviors consistently to achieve a goal (Feist & Feist, 2008). Social Cognitive Theory was later developed by Barry J. Zimmerman into Self-Regulation Learning (SRL) Theory. In developing the concept of this theory integrates several important aspects of Bandura's cognitive social theory into its framework of how individuals organize and control the learning process. Zimmerman emphasized that self-regulation in the context of learning involves the use of specific strategies that allow students to control their thoughts, behaviors, and emotions to achieve academic goals. The stages in self-regulation learning are divided into 3 dimensions, namely forethought (planning), performance and volitional control (performance), and self-reflection (reflection) (Zimmerman et al., 1996).

The level of self-regulation of students in this study is in the medium category of 86%. This indicates that the self-regulation of students is not good, resulting in the level of FOMO on social media that they indirectly experience being less well controlled. Affirmed by Pervin et al., 2012) Self-regulation not only makes actions or strategies to achieve a goal but also monitors oneself to stay away from things or situations in the environment that can hinder an individual's activities. In this case, it involves the ability to control yourself, overcome temptations, and adapt to various situations and problems that arise in daily life. According to Wang, Lee, & Hua quoted (Utami & Aviani, 2021) explained that dependence on social media is caused by a lack of self-regulation and feelings of distress.

The level of FOMO on social media experienced by students was found to be 65% in the medium category. This shows that students use social media less well, thus triggering feelings of worry or anxiety, fear of missing out, comparing themselves to others, and addiction to social media. According to (Przybylski et al., 2013) FOMO can appear in individuals due to the inability to meet basic psychological needs namely relatedness, competence, and autonomy as well as a lack of self-regulation and poor self-concept. It is based on the theory of Self-Determination by Edward L. Deci and Richard M. Ryan, which focuses on basic human psychological needs and how the fulfillment or dissatisfaction of those needs affects motivation and well-being (Deci & Ryan, 1985).

Research (Sianipar & Kaloeti, 2019) In first-year students at the Faculty of Psychology, Diponegoro University, a negative and significant correlation was found between self-regulation and FOMO. This shows that high self-regulation will be able to reduce the level of FOMO experienced. Results (Zahroh & Sholichah, 2022) about the influence of self-concept and self-regulation on FOMO on students through Instagram, shows that self-regulation has a significant influence in a negative direction on FOMO. Therefore, the findings of this study support previous theories and research.

Students have a variety of different strategies for meeting their basic psychological needs and the level of self-regulation they have is also different, so in this case, high self-regulation is very necessary for students to overcome temptations, reduce FOMO on social media, and adapt to various situations, as well as tests that arise in daily life.

The Influence of Self-Regulation on Academic Procrastination in SKI Subjects for Grade VIII MTsN 1 Students Kediri City

The second hypothesis test was obtained that self-regulation had a significant effect on academic procrastination and had a negative influence direction because the P value (0.000) < 0.05 and the β value of -0.576. This explains that the higher the Self-regulation, the lower the level of academic procrastination in the SKI subject of grade VIII MTsN 1 students of Kediri City. Self-regulation is an organized effort to achieve personal goals by exerting thoughts, feelings, and actions (Setiawan, 2022). Self-regulation can be found in many aspects of life, such as in the academic field. Learners who can control themselves have a greater likelihood of achieving academic achievement. The self-control and academic study skills they possess can facilitate learning more easily and increase their motivation (Idris, 2018). Wandler & Imbriale asserts that the ability to self-regulate is one of the keys to student success (Daryanes, 2020).

The academic procrastination of students in SKI subjects reached 87% in the medium category in this study. This indicates that students have several problems such as attention disorders, laziness, inability to understand SKI assignments or materials, and inability to manage poorly controlled time resulting in academic procrastination behavior. All students must complete their academic assignments. They hope to achieve their goals and get good results along with the responsibility to complete their academic assignments on time. However, students need to avoid procrastination behavior so that all tasks and responsibilities can be completed appropriately. To achieve all of this, it is necessary for individuals to actively and independently plan, manage, and direct their learning.

Tuckman defines academic procrastination as the desire to skip, postpone, or stay away from the academic responsibilities that are given (Wahyuni & Putri, 2023)). Furthermore, Piers Steel and Cornelius J. Konig in Temporal Motivation Theory which integrates various aspects of motivation theory, cognitive psychology, and behavior can explain procrastination behavior. Four components in the framework of this theory that can affect procrastination are value, expectancy, proximity to deadlines (temporal proximity), and impulsivity (Steel & König, 2006). This theory provides an understanding of how a person assesses and manages his or her tasks based on the perception of time and value. According to (Mccloskey & Scielzo, 2015) Academic procrastination consists of six elements, including: psychological belief in ability, social factors, attention disorders, ability to manage time, laziness, and self-initiative.

Self-regulation is urgently needed to improve students' academic achievement and reduce the frequency of repeated postponements of learning activities. One of the internal factors that affect academic procrastination is the low level of self-regulation (Usop & Astuti, 2022). In line with the results of this study, (Mujirohmawati & Khoirunnisa, 2022) stated that students who had a high level of self-regulation while studying were more able to reduce academic procrastination than students who had a lower level of self-regulation. Research (Zarrin et al., 2020) It also states that self-regulation is negatively correlated with academic procrastination, and self-regulation can be used to predict academic procrastination.

Thus, the findings of this study support the theory and previous study, that students with higher levels of self-regulation can help control academic procrastination behavior in SKI subjects. The results show that appropriate efforts are needed to help students improve self-regulation to create harmony in every aspect of their lives, especially when facing learning challenges. This action can be done by involving parents, the school, and the surrounding environment.

The Influence of FOMO on Social Media on Academic Procrastination in SKI Subjects for Grade VIII MTsN 1 Students of Kediri City

The third hypothesis test obtained was that the results of FOMO on social media had no significant effect on academic procrastination in SKI subjects and had a positive influence direction because the P value (0.666) > 0.05 and the β value of 0.057. This indicates that the level of FOMO on social media does not affect the level of academic procrastination in the SKI subject of grade VIII students in MTsN 1 Kediri City. Judging from the Dictionary of Cambridge, FOMO is an anxiety condition that occurs when a person is unaware of interesting and joyful events shared by friends or other individuals on social media (Tanhan et al., 2022). FOMO is usually associated with excessive social media use. According to Blackwell, it has proven to be an important predictor of problems related to social media use (Gori et al., 2023).

FOMO has a negative impact mainly on the education, social, economic, and psychological of adolescents and young adults. McCoy stated that FOMO often occurs among young students. FOMO has an impact on the decline in students' academic activity. According to Busch, FOMO can hurt students, including: decreased concentration, reduced face-to-face communication, irregular sleep, delayed responsibility, and increased stress levels (Alabri, 2022). So in this case FOMO has a relationship with academic procrastination, where when a person experiences FOMO, it will have an impact on him to experience academic procrastination. This is in line with research (Usop & Astuti, 2022) which suggests that the level of social media use can affect academic procrastination. Academic procrastination will increase along with the amount of time spent surfing social media that is not related to educational content. Students can be distracted from academic assignments and responsibilities if they use social media too much.

Meanwhile, the results of this study found that FOMO on social media did not influence academic procrastination in SKI subjects. The findings in this study are in line with the research (Wahyuni & Putri, 2023) Regarding the effect of frequent smartphone use on students' academic procrastination behavior, it was found that smartphone use did not affect academic procrastination behavior. Another similar research is the research (I. F. Putri & Dewi, 2023) about the role of FOMO, self-control, and authoritative parenting towards academic procrastination, which shows that FOMO does not influence academic procrastination. However, when used in conjunction with self-control variables and authoritative parenting, FOMO influences academic procrastination.

Based on the description above, it can be seen that FOMO's behavior on social media of grade VIII students at MTsN 1 Kediri City has no impact on academic procrastination in SKI subjects. Academic procrastination in SKI subjects experienced by grade VIII students tends to be influenced by the level of self-regulation. This is in agreement with Wandler and Imbriale, who stated that the ability to control oneself is one of the essential components of student success (Daryanes, 2020), and (Zarrin et al., 2020) their research, explained that self-regulation can predict academic procrastination. In addition, the findings of this study prove that the influence of self-regulation on academic procrastination in SKI subjects is greater than the influence of FOMO on social media on academic procrastination in SKI subjects.

The Influence of Self-Regulation on Academic Procrastination in SKI Subjects with FOMO on Social Media as a Mediation Variable

The fourth hypothesis test is an indirect hypothesis test that uses the Sobel Test with the help of the Sobel test calculator. Figure 4 and Table 20 show the effect of Self-regulation on academic procrastination in SKI subjects with FOMO on social media as a mediating variable,

with a significance level of 5%, it can be known that the P value is 0.841 and the β value is -0.199, because the significance value (P) > 0.05. This shows that Self-regulation has no influence on academic procrastination in SKI subjects with FOMO on social media as a mediating variable. FOMO on social media in this case is unable to mediate the influence of Self-regulation on academic procrastination in the SKI subject of grade VIII students at MTsN 1 Kediri City.

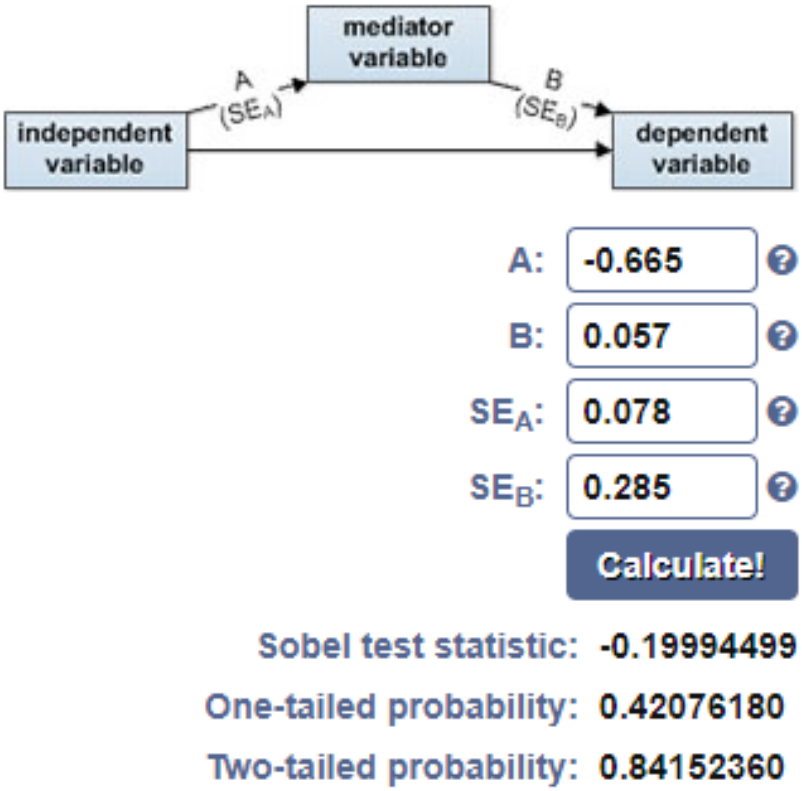

Figure 4. Sobel Test Results

Table 20. Mediation Effect Testing Results

Hypothesis	Line	*Sobel Test*		Conclusion
		t-statistik	P *value*	
H4	SR→FO→PA	-0,199	0,841	Unproven

The level of self-regulation of grade VIII students in this study was 86% in the medium category, the level of FOMO on social media was 65% in the medium category, and the level of academic procrastination in SKI subjects in students was 87% in the medium category. According to (Pervin et al., 2012) Self-regulation includes self-monitoring and making actions and plans to achieve goals, overcome temptations, and adapt to situations and problems faced daily. Lack of self-regulation is also the cause of FOMO (Przybylski et al., 2013).

When viewed from Roy Baumeister's Self-Regulation Theory, focuses on the ability of individuals to control, regulate, and direct behavior, thoughts, and emotions. An important concept in this theory is ego depletion, which states that repeated use of self-control in a particular situation or task can lead to a reduction in mental resources or strength required for self-control in subsequent situations or tasks (Baumeister, 2018). In this context, Baumeister's

theory of self-regulation can provide an understanding of how FOMO can affect an individual's ability to regulate themselves in the face of subsequent situations. FOMO can weaken self-regulation, which in turn increases the tendency for academic procrastination. So when a person has used self-control to overcome FOMO on social media, it will affect self-control which will be used in the next situation to overcome academic procrastination.

The results of the study showed that there was a difference between the results of the study and the theory described. FOMO on social media cannot mediate the influence of self-regulation on academic procrastination in SKI subjects. In this case, FOMO on social media is unable to influence students' ability to self-regulate to face academic procrastination. This can be because academic procrastination in SKI subjects is more likely to be influenced by self-regulation than FOMO on social media, in addition, the magnitude of the influence of self-regulation on the academic procrastination of SKI subjects shows a greater result (-0.576) than the result of the influence of self-regulation on the academic procrastination of SKI subjects through FOMO on Social Media (-0.038).

SUMMARY

Conclusion

This study proves that students' academic procrastination, especially in SKI subjects, can be influenced by the self-regulation owned by students, even though there are other factors such as FOMO on social media as a mediator between the two, self-regulation is still able to influence the high and low academic procrastination of students. This is because academic procrastination in SKI subjects is more likely to be influenced by self-regulation than FOMO on social media, in addition, the magnitude of the influence of self-regulation on the academic procrastination of SKI subjects shows a greater result (-0.576) than the result of the influence of self-regulation on the academic procrastination of SKI subjects through FOMO on Social Media (-0.038).

This research is limited to examining the concept of self-regulation, academic procrastination in SKI subjects, and FOMO on social media in grade VIII students at MTsN 1 Kediri City. Therefore, future research is expected to cover more schools, add to the discussion of the influence of academic procrastination in general on other variables, and improve items on the scale of each variable according to the context of the research so that the research conducted can be optimal. The importance for students to manage self-regulation well and improve it so that it can be used in overcoming and facing various challenges during education to achieve the expected goals, because from the results of the research, the level of self-regulation owned by students is still in the medium category. Although this does not have an impact on academic procrastination behavior when balanced by FOMO behavior on social media, self-regulation is very necessary to minimize academic procrastination and FoMO behavior on social media which may occur due to excessive use of social media. In addition, it seeks to change FOMO's behavior to JOMO (Joy of Missing Out). Teachers, parents, and the surrounding environment need to be involved in improving Self-regulation to create harmony in every aspect of students' lives and try to change FOMO behavior to JOMO (Joy of Missing Out).

Recomendations

For future researchers with the same theme, namely Self-regulation, FoMO on social media, and academic procrastination, they can improve this research by adding discussions that may not have been discussed, and need to improve the items on the scale of each variable according to the research context so that the research conducted can be optimal.

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