

Emotion Regulation: Potential Mediators of the Relationship Between Muraqabah and Academic Procrastination

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Abstract

Academic procrastination is a common problem in the world of education that harms students' educational activities. Muraqabah is considered to positively influence self-regulation, where emotion regulation is one of self-regulation' forms. Previous research has revealed that one of the efforts to overcome academic procrastination is to enhance the ability to regulate emotions. Excellent emotion regulation can change aversion emotions to reduce procrastination. This study investigates the relationship between academic procrastination, muraqabah, and emotion regulation. In addition, it also examines the role of emotion regulation as a mediator in the relationship between muraqabah and academic procrastination in Junior High School Students. Quantitative data were collected by distributing adaptation of the academic procrastination scale (APS), muraqabah questionnaire, and emotion regulation questionnaire (ERQ-CA). Participants in quantitative research were 201 students. This study showed a significant correlation in each pair of variables, and emotion regulation was found to significantly mediate the relationship between muraqabah and academic procrastination in junior high school students.

Keywords

academic procrastination;
academic procrastination;
muraqabah, emotion regulation;
junior high school students'
students



I. Introduction

Procrastination is a problem commonly ever experienced by all students from time to time from various types of levels of education in various countries. In the world of education delay called procrastination academic, is a trending behavior irrational for postponing start or postponing solution tasks academics (Sen'ecal, Julien, & Guay, 2003)? StudyMode, a company edtech from the United States in 2014 did a survey and shown in the related "Student Psyche Report" procrastination by 1300 students' school medium top and college high, 87% of them disclose that they to do later procrastination as much as 45% impact negative to score them.

Case procrastination academics that involve middle school students already many happened in Indonesia. Junita, et al. (2014) do a study with amount participant 36 students in class VIII SMP Negeri 3 Taman Pemalang as many as 60.88% procrastination incoming academic to in category medium. Next Titu, et al (2020) in research on students in class VII SMP Kristoforus I, get results that 6% did procrastination academic category high, 46% do procrastination academic category moderate, and 42% of students including to in category low in To do procrastination academic. During the COVID -19 pandemic, Rahmadhani (2021) did a study on 227 junior high school students in the city of Padang and showed results that 38.8% did procrastination academic category high, 57.7% did procrastination academic category moderate, and 3.5% did procrastination academic

category low. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

On the other hand, procrastination is one form of strategy carried out to resolve the problem related to negative emotions and *moods*. Research conducted by Case Western Reserve University (2000) revealed that: that student to do procrastination academics in the form of play or to do activity her favorite for repair their learning *mood*. In other words, procrastination carried out is as a strategy to resolve inconveniences caused when work tasks academic, such as bored, anxiety, or no belief in self. According to Pychyl (2020), a psychologist from Carleton University revealed that though procrastination could effectively could distract a moment on inconveniences or saturation on tasks owned academics, procrastination will trigger feeling regret or disappointment in the end is trigger frustrated and *stress* early. A number of studies before expressed by Eckert, et al. (2016) that emotion negative is an important antecedent to behavior procrastination. Besides that, procrastination academics also correlate with depression, thinking irrational, and being remorseful. Naturally, behavior procrastination academic appears consequence existence of supporting factors. A number of factor reason for procrastination academic expressed by McCloskey (2011) consists of: six factors, including trust psychological ability, distraction, factor social skills arrange a time, initiative personal, and laziness. So, then that, it's important for identity capable variables prevent a student from procrastination academics who can increase the severity problems emotional.

Factor protective other influential to procrastination academic is *psychological hardiness* and religious strategies (Nasab & Aria, 2015). Both of them are the same have correlation significant negative to procrastination academic. *Muraqabah* has the root of *raqaba* which means to supervise, to observe, to pay attention to with full understanding. According to Imam Al Ghazali (2016) *muraqabah* is a confidence that Allah SWT always supervise his actions that produce effort for guard self and watch lust self as well as direct heart to Allah SWT who will produce charity deed in accordance with Allah's rules. Draft this *muraqabah* give influence positive to regulation self, includes behavior, feelings, and thoughts (Sayin, 2015). One form of regulation self is regulation emotions. According to Bytamar, et al. (2020) procrastination academic has correlation significant positive with regulation emotions. Regulation emotion have role important in the life that can help individual for adapt to change in life and also problems life other. In context in research this, then regulation emotion could used as one Skills in help student face challenges in field academic.

Research conducted by Eckert, et al. (2016) about upgrade ability regulation emotion as effort in resolve procrastination, show results that ability regulation good emotions could tolerate and change emotion aversion for reduce procrastination. Research conducted by Extremera & Rey (2015) also shows that that regulatory level emotions that have individual have great influence normal in happiness. So that could understand possibility middle school students who do procrastination academic especially those in the category tall, have ability regulation low emotions.

Based on background the back that has been described above, it is important for give attention to variables that affect procrastination academic. jam will test correlation Among *muraqabah* and procrastination academic in students' school medium first, researcher guess that regulation emotions that have connection with procrastination academic have role as a relationship mediator *muraqabah* and procrastination academic in students' school medium first.

II. Research Method

2.1 Participants

Amount participants involved in study this are 201 people who come from from three school Islam private sector in Jakarta and Depok. Participants (N = 100) consisted of over 47.8% of student's male and 52.2 % of student's girl, with range ages 12 – 16 years.

2.2 Procedure and Measurement

Participants chosen use technique *purposive sampling*, which is technique taking the sample where the researcher look for suitable sample with characteristics subject desired research. By Specific characteristics the are: 1) Students who attend SMPIT Insan Independent, PB Sudirman Islamic Middle School, and Nurul Fikri Middle School which is the third one school this have spiritual activity programs for students; 2) not student inclusion.

Agreement ethics obtained before to do research. Furthermore, given questionnaire in the form of *e-form* using Google Form. Questionnaire consist on introduction, *informed consent*, instruction general, and tool items measuring

In measurement variable procrastination academic used adaptation from The *Academic Procrastination Scale* (APS) developed by McCloskey (2011) consists of: over 25 items. APS compiled based on six factor reason procrastination academic that is, trust psychological about ability, distraction, factor social skills arrange time, initiative personal, and laziness. Choice the answer given show level suitability subject with the statement submitted. Scale 1 indicates "very not " match " to a scale of 5 indicates "very appropriate ". Final result from trial questionnaire this generates 19 valid items with coefficient reliability 0.7 which indicates score high reliability from statements in questionnaire for measure procrastination academic.

In measurement variable *muraqabah* used adaptation from Muraqabah Questionnaire developed by Susanty (2018). Questionnaire this consist top 20 items that measure *muraqabah* on three dimensions deed human, that is obedience, disobedience, and other things permissible. Questionnaire form is in the form of *self-report* consisting of on statements that are not complete and follow with four choice graded answers. Final result from trial questionnaire this generate 18 valid items with coefficient reliability 0.7 which indicates score high reliability from statements in questionnaire for measure *muraqabah*.

In measurement variable regulation emotion used adaptation from *The Emotion Regulation Questionnaire for Children and Adolescent* (ERQ-CA) developed by Gullone & Taffe (2011) consists of top 10 items that measure two forms of regulatory strategy emotion namely, *cognitive reappraisal* and *expressive suppression*. ERQ-CA is Gross & John (2003)'s adaptation of ERQ focused on for used by children and teenagers ages 10-18 years. Final result from trial questionnaire this generate 10 valid items with coefficient reliability 0.7 which indicates score high reliability from statements in questionnaire for measure regulation emotions.

2.3 Data Analysis

Data obtained from whole collected questionnaire will processed by quantitative with using the SPSS program (*Statistical Package for Social Science*) . Data analysis techniques to be used used in study this are :

1. Statistics descriptive

This technique used for see an overview of the data obtained in the form of average grade , standard deviation , value drink and max from every variable . In study this , technique statistics descriptive used for see description state variable that is procrastination academic , *muraqabah* , and regulation emotions . Besides that technique analysis descriptive will also conducted for see description demographic from participant research .

2. Analysis Correlation

Analysis correlation conducted for see connection between variable , how much strong connection that and how the direction . In study this will tested relationship on variable independent that is *muraqabah* and variables dependent that is procrastination academic . Result used for show proof to the hypothesis that has been formulated .

3. Analysis Mediation

Analysis mediation conducted for test the researcher 's model apply in see dynamics connection Among *muraqabah* and regulation emotion in influence procrastination academic junior high school students . Data analysis will using PROCESS V4.1 developed by Hayes (2013).

III. Result and Discussion

3.1 Results

Following this is results from analysis statistics descriptive variables research.

Table 1. Statistics Descriptive Variable Study

Variable	Range	Minimum	Maximum	mean	median	Mode	SD
Procrastination Academic	53	27	80	54.34	54	52	9.66
Muraqabah	33	28	61	45.09	45	49	5.83
Regulation Emotion	24	24	48	37.79	38	44	5.13

On variable procrastination academic, the range owned by the respondent by whole is 53, with minimum score of 27 to with score the maximum is 80. The *mean* which is respondent 's average score is of 53.34, with score middle or median of 54, and the highest score frequency or mode by 52. Standard deviation or estimated mean deviation score respondent is of 9.66.

Next on the variable *muraqabah* results analysis show that the range owned by the respondent by whole is 33, with minimum score of 28 to with score the maximum is 61. The *mean* which is respondent 's average score is of 45.09, with score middle or median of 45, and the highest score frequency or mode of 49. Standard deviation or estimated mean deviation score respondent is of 5.83.

Then the last one is variable regulation emotion, where is the range owned by the respondent by whole is 24, with minimum score of 24 to with score maximum is 48. The *mean* which is respondent 's average score is of 37.79, median of 38, and mode of 44. Standard deviation or estimated mean deviation score respondent is of 5.13.

Next is see connection *muraqabah* with procrastination academic . Researcher use technique analysis *pearson correlation* for knowing there is or whether or not connection Among variable *muraqabah* and procrastination academic. Following this is correlation test results .

Table 2. Correlation Test Results Variable Study

Variable			r
<i>Muraqabah</i> and Emotion	Regulation		.201**
Regulation Emotions and Procrastination Academic			-.164*
<i>Muraqabah</i> and Procrastination Academic			-.142*

* $p < 0.05$

** $p < 0.01$

Based on the table above , can interpreted that there is correlation worth significant positive Among variable *muraqabah* and regulation emotion with $r = 0.201$ ($p < 0.01$). With thereby hypothesis I is accepted . Existence positive and significant correlation in pairs variable the is means the more tall score *muraqabah* so will the more high score _ regulation emotions. Next for variable regulation emotion found correlated negative by significant with procrastination academic with $r = -0.164$ ($p < 0.05$). With thereby could concluded that hypothesis II is accepted . Next for variable *muraqabah* found correlated negative by significant with procrastination academic with $r = -0.142$ ($p < 0.05$). With thereby hypothesis III is accepted . Existence correlation significant negative in the pair variable regulation emotions and procrastination academic as well as couple variable *muraqabah* and procrastination academic means the more tall score one variable so will followed drop score variable others too.

Stage final data analysis on research this is analysis mediation for see is regulation emotion is a mediator in connection Among *muraqabah* and procrastination academic . Analysis mediation used is use method Hayes (2013) mediation test statistic with using SPSS version 25.0 and PROCESS macro model number 4 (four), namely the mediation model simple. In Thing this *muraqabah* is variable free , regulation emotion is mediator variables , and procrastination academic is variable tied .

The first step to take is see connection Among *muraqabah* and regulation emotion for get lane a. After that is see connection Among regulation emotion with procrastination academic for could get lane b. This path a and path b used for test effect no direct (*indirect effect*) through mediator variable . Then step next is see connection Among *muraqabah* with procrastination academic after control variable regulation emotion for get path c' or effect direct (*direct effect*) . After track direct and not direct obtained , researcher will see total effect (*total effect*) between *muraqabah* and procrastination academic or what is called as lane c.

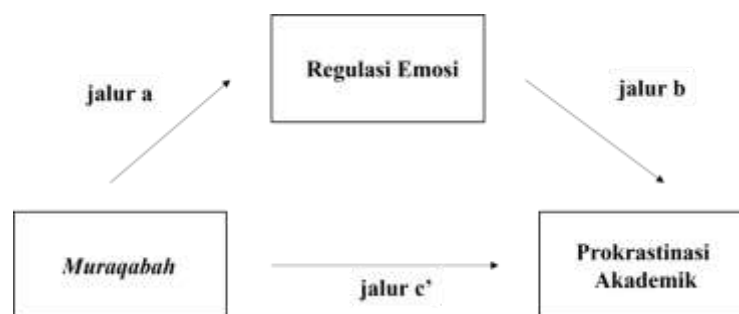


Figure 1. Direct and Indirect Path Direct between Variable Study

Effect mediation from regulation emotion to *muraqabah* and procrastination academic obtained from multiplication Among effect from *muraqabah* against regulation emotion (path a) and regulation emotion to procrastination academic (path b), Then obtained coefficient effect no direct of -.0471. Next is see the confidence interval of results *bootstrap* that is BootLLCI is -0.1075 and BootULCI is -0.0039. Based on results the found that range Among BootLCI and BootULCI no pass value 0 which means could concluded that at the level of 95% confidence, regulation emotion gives effect significant mediation. Then for nature mediation, mediation full occur when variable free no has affected significant to variable bound when controlled mediator variable. In Thing this is with see coefficient c'. Based on results calculation statistics, the value of c' is not significant ($p < 0.05$) so that could say that nature from variable regulation emotion is mediation full meaning that *muraqabah* no capable influence by significant trend procrastination academic without through role regulation emotion as a mediator.

Table 3. Coefficient Mediation Model Results Standard Simple

Mediator (M)	Effect of IV on M (a)	Effect of M on DV (b)	Effect direct (c')	Effect no direct (axb)	Effect no direct 95% CI	Effect no effect (c)
Regulation Emotion	.1765*	-.2670*	-.1880	-.0471*	-.1075 to -.0039	-.2352*

IV = *muraqabah* ; DV = procrastination academic

* $p < 0.05$

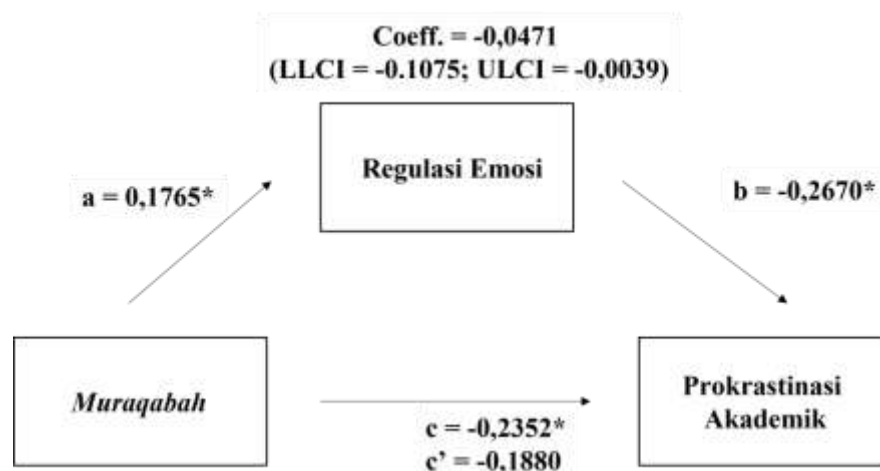


Figure 2. Estimation Path Coefficient Between Variable

3.2 Discussion

Study this aim for see connection Among variable study as well as see influence regulation emotion as a mediator in connection *muraqabah* and procrastination academics in junior high school students. Result of study this show that *muraqabah* have valuable correlation significant positive with regulation emotions. Reinforced by results the findings of Rachel & Gundanna (2018), Vishkin, et al. (2019), Angelia, et al. (2020) that religiosity have connection to regulation That emotion expand exploration that one aspect religiosity, in Thing this is *muraqabah* is one variable that has connection unidirectional with regulation emotions. Next found that regulation emotion has valuable correlation negative by significant to procrastination academic. This result consistent with research findings

previously related connection negative Among regulation emotions and procrastination academics (Irawan & Widyastuti, 2022). Eckert, et al. (2016) suggest that regulation emotion is one potential predictor to procrastination academic and with practice regulation emotion expected capable lower-level procrastination academic. Next, found that *muraqabah* has valuable correlation negative with procrastination academic by significant. That thing expand study that religiosity is one factor protective to procrastination academic like previous research conducted by Nasab & Aria (2015). *Muraqabah* can trained with get closer self to Allah SWT with perform obligatory worship and also sunnah worship, practice score from *Asmaul husna*, and also with contemplating as well as remembering Allah SWT through its creation. With exercise done that, *muraqabah* will fertilized with good and deliver man for could arrange himself, always obey in operate commandments of Allah SWT (Susanty, 2018). So that *muraqabah* can bring to habits deep good life everyday, for example is no postpone pray, run fast with the best, honestly in act, and also not procrastinate job. *Muraqabah* Muslim will have shame and push for always obey to Allah SWT and stay away from all actions that are not liked him. So, from that, *muraqabah* can make individual, in context this is middle school students for avoid from behavior procrastination academic. *Muraqabah* can Becomes mechanism regulation effective and best self, because energy positive the originated from self on faith and love Dear to Allah SWT (Rahman, 2014).

On the analysis of the mediation model simple found that regulation emotion mediate connection Among *muraqabah* and procrastination academic. Research results this contribute to exploration antecedent procrastination academic. So are regulations emotion as a mediator. As found in research previously (Eckert, et al., 2016) that regulation emotion plays a role as a mediator of regulatory strategies emotions and procrastination academic. Same concept used in study this is with use *muraqabah*.

IV. Conclusion

Proof that existence valuable relationship negatives by significant Among *muraqabah* and procrastination academic as well as regulation emotions and procrastination academic performance in junior high school students shows that planting score religious, one of them *muraqabah* as well Skills regulation emotion expected could grow awareness self for student complete tasks academic school. Besides that, there is valuable relationship positive by significant Among *muraqabah* and regulation emotion give exploration antecedent procrastination academic.

Besides *muraqabah*, factor protective procrastination academic other is regulation emotions. Regulation emotions at play as a relationship mediator *muraqabah* and procrastination academics in junior high school students. Implication practical from study this is for Islamic junior high schools develop programs that integrate planting Skills regulation emotion as one effort for resolve procrastination academic.

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