



Profile of College Students' Academic Self-Control

Riza Noviana Khoirunnisa*, Damajanti Kusuma Dewi, Ira Darmawanti, Yohana Wuri Satwika
Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study analyzes university students' academic self-control profiles in Surabaya City, Indonesia. **Methods:** The survey included the research method with a sample of 517 students. The data collection technique used a student response questionnaire. After that, quantitative descriptions were employed to assess the data and show the study outcomes. **Results:** The findings of the analysis demonstrate that students' academic self-control falls into the high range. Thus, students with good academic self-control will be able to control behavior consciously to choose goals, suppress urges, resist temptations, delay satisfaction, and control and regulate their emotions in academic goals. **Novelty:** The novel mapping of self-control focused on academics among university students makes this study innovative. Since academic procrastination is closely related to academic self-control, this mapping supports lecturers in reducing academic procrastination. Students can fully achieve academic and non-academic aims possible.

INTRODUCTION

Every student faces unique challenges in their academic journey. Balancing coursework, projects, extracurricular activities, and social life can feel tireless. Students with self-control will be ready to behave according to the demands of norms, customs, values sourced from religious teachings, and the needs of the community environment where the individual lives. Within the academic setting, self-control is frequently referred to as academic self-control (Duckworth et al., 2019; Büyük et al., 2020). This term describes a person's capacity to modify their learning behavior to meet educational development objectives. It uses their body, mind, behavior, events, and the outside world as objects and their social norms and self-concept as standards.

Students are in the emerging adulthood development phase, which is in the age range of 18 to 25 years, characterized by unique qualities and developmental challenges. Individuals experience tasks and crises inherent in this phase with various possibilities and opportunities to try new ways of life. They should be able to control themselves against various developmental tasks even though students cannot be fully mature here. Students frequently experience issues unrelated to their tasks when finishing their final tasks, and they still need to give long-term success more thought when managing an academic problem (Cavanagh et al., 2021; Chew & Cerbin, 2021; Shaked & Altarac, 2022; Svartdal et al., 2020). Academic demands in higher education are closely related to optimizing self-management and time (A'yunina & Abdurrohman, 2019).

Academic self-control, which includes stifling cravings, restraining oneself from temptations, postponing fulfillment, and managing and regulating one's emotions about academic goals, is a crucial component of personal self-awareness. Ma et al. (2022) showed that self-control can influence how perceived stress affects academic procrastination in college students.

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