



ACADEMIC PROCRASTINATION OF STUDENTS

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Abstract: The process of college education differs from educational institutions in secondary schools or primary schools because the subject matter given to students is broader than the subject matter provided at secondary schools or elementary schools. Students must also learn to prepare themselves not only to do their work but also in facing exams. Students often procrastinate on assignments given by lecturers for a period of a week. Most students will do their work when the allotted time is getting closer. The actual tasks can be completed faster than the deadline it is not done immediately because they feel that if done faster or with the Overnight Speeding System "SKS" will not affect the results of the assessment. Lecturers will not give rewards for tasks that are completed faster. So that other activities or jobs that are less important (watching television or cinema, hanging out, playing games with peers) actually take precedence because it gives more self satisfaction. This study aims to determine the academic procrastination of students in doing assignments. The research used is quantitative research using survey methods of 40 students. The results of research conducted by researchers found that the level of academic procrastination of Islamic Guidance Counseling Department students is low.

Introduction

Students is an academic at the college will always be faced with a task that is both academic and non-academic. The academic nature of a student is inseparable from the assignments given by each lecturer in each subject. The large burden of college assignments given to students makes students do academic procrastination. According to Prayitno (2002: 62), one of the determinants of student success in higher education is the extent to which students are able to complete the assignments given by lecturers well and on time.

The term procrastination was first coined by Brown & H. Oltman in 1967 this term is rooted in another language procratinase which means to delay until the next day Milgram (1991) states that procrastination is done solely to complete tasks optimally. However, the delay does not make the task even better, it leads to a delay that is not useful.

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day. Milgram (1991) states that procrastination is carried out only to complete tasks optimally. However, the delay does not make the task even better, it leads to a delay that is not useful.

Some experts interpret the procrastination negatively and pessimistically, considering it as a permanent and indestructible disorder, but only reduced to normal limits. On the other hand, some experts have higher optimism by considering procrastination as a deviation that can be easily overcome through changes in behavior, thinking (cognitive), and motivation (Prawitasari, 2012). So, Procrastination is a tendency to delay in starting, implementing and ending an activity.

Ferrari, et al and Stell (Kartadinata & Sia, 2008) say that as a delay behavior, academic procrastination can be manifested in certain indicators that can be measured and he dies, these characteristics include:

- a. Perceived time, someone who tends to procrastination is people - those who fail to keep deadlines. They are oriented toward the present and do not consider the future. Procrastinator knows that the task he is facing must be completed immediately, but procrastinator procrastinates to do it or postpone completing it if he has already started the work. This results in the individual failing to predict the time needed to do the task;
- b. Intention action. Gap between desire and action This difference between desire and actual action is manifested in the failure of students to do academic work even though the student has the desire to do it. This is also related to the time gap between the plan and actual performance. Procrastinator has difficulty doing something according to the deadline. a student may have planned to start doing his assignment at a time that he has set himself, but when the time has come he does not also do something according to what he has planned so as to cause delays or even failure to complete the task adequately.
- c. Emotional distress, the feeling of anxiety when doing procrastination. Procrastination will bring uncomfortable feelings to the culprit, the negative consequences caused by triggering anxiety in the perpetrators of procrastination. At first the students calmed down because they felt that there was still plenty of time. without feeling the time is almost up, this makes them feel anxious because they have not completed the task.

Procrastination is the result of a combination of mistrust of his ability to do a task, an inability to delay pleasure, and blame something outside of himself for the abuses that he does (Bandura & Tuckman in Wattimena, 2013). According to Steel there are four main invoices that support procrastination behavior, namely:

- a. Phenology of procrastination, is the intended action gap, mood, and performance of people who do procrastination initially did not intend to delay. He had the intention to complete the task, but then he postponed it. A person avoids anxiety

and improves performance by procrastinating; by procrastinating they can expel all physical and cognitive abilities when the deadline approaches;

- b. Characteristics of the task, the time of reward and punishment, Samuel Johnson (Wattimena, 2013) argues that temporal proximity as a natural cause of procrastination. Procrastination will decrease when the task gets closer (temporal proximity);
- c. Individual differences, Steel examines personality types, namely Neuroticism, Extraversion, Agreeableness, Openness to experience, and Conscientiousness. The type of openness to experience does not correlate with procrastination, whereas agreeableness has a negative correlation with procrastination. Personality type Conscientiousness is the strongest negative predictor of procrastination behavior. The impulsiveness component of the extraversion personality type is also believed to play a role in procrastination behavior. From the literature study conducted by several researchers, it was concluded that neuroticism is the main source of procrastination. Researchers believe that people procrastinate on assignments because they are avigorous or stressful, and people who often experience stressful experiences will procrastinate more. However, Steel found a weak correlation between neuroticism and procrastination, except self efficacy had a strong negative correlation with procrastination;
- d. Demographics, the emergence of procrastination behavior in the population is not only caused by personality traits, research has estimated the demographic factors of procrastination. Procrastination should decrease when someone becomes older and has learned from experience.

The fother actors that influence the behavior of procrastination is rationalization. Tuckman (Wattimena, 2013) conducted research on cognitive support for procrastination behavior in the form of rationalization. Rationalization is a thought that helps procrastinators to make a logical delay. Such thoughts are wishfull thinking, namely procrastinators expecting positive results from dysfunctional behaviors, such as those that show

According to Ferrari (Ghufron, 2003) states, procrastination is disturbing in two ways.

First, Internal Factors. Factors that influence individuals to make procrastination, include: a. Natural conditions, consisting of the child's sex, age, and birth order. Eldest children tend to be more cared for, protected, helped, especially parents who are inexperienced. The youngest child tends to be spoiled, especially if the difference is quite far from his sister; b. Physical conditions and health conditions, affecting the emergence of academic procrastination. According to Ferrari (Ghufron, 2003), the level of intelligence does not affect procrastination even though procrastination is often caused by beliefs; c. Psychological conditions, personality owned by individuals also influence

the emergence of procrastination behavior, for example the relationship of social abilities and anxiety levels in social relations, Milgram (Ghufron, 2003).

Second; External Factors. External factors that contribute to the tendency of the emergence of academic procrastination in a person are parenting, family environment, community and school. According to Milgram (Ghufron, 2003), the condition of a lenient environment, ie an environment that is tolerant of procrastination affects the level of one's procrastination rather than an environment that is full of supervision. From the internal factors described above it can be seen that there are three factors that influence the procrastination that is often carried out by individuals, namely natural conditions, physical conditions, and psychological conditions. When an individual always performs procrastination continuously, it can be seen what exactly causes him to procrastinate, whether due to natural conditions, physical conditions or psychological conditions. In addition to internal factors there are also external factors which occur due to environmental conditions that are lenient and cause individuals to think that procrastination is a common and normal thing to do.

Academic procrastination can occur in students. Students, almost every time have to do or complete their academic assignments. This is what can lead to academic procrastination. So, it can be seen that students have a big risk to postpone their lecture assignments. In fact, there are students who cannot divide their time well and have difficulty in carrying out tasks that have become their responsibility. As a result, many of the tasks he was supposed to be working on were delayed, both in terms of learning, and in doing assignments.

Ferrari, et al., (1995) state that as a behavior delay, academic procrastination can be manifested in certain aspects and indicators that can be measured and observed certain characteristics in the form of:

- a. There is a delay in completing the assignment of lectures;
- b. Requires a long time in doing the task. Students sometimes spend the time they have to prepare themselves excessively, or do things that are not needed in completing an assignment, without taking into account the limitations of the time they have. Sometimes these actions result in a person not being able to complete his task adequately. Inaction, in the sense of a person's slow work in carrying out a task can be a major feature in academic procrastination;
- c. The time gap between the plan and actual performance. A procrastinator has difficulty doing something according to a predetermined time limit. A procrastinator often experiences delays in meeting predetermined deadlines, both by others and plans that he has set himself. Someone might have planned to start working on a task at a long time rather than the time required in general to do a task. A procrastinator spends the time he has to prepare themselves excessively, as well as doing things that are not needed in completing a task, without taking into account the limitations of time they have. Sometimes these actions result in a person

not being able to complete his task adequately. Inaction, in the sense of a person's slow work in carrying out a task can be a major feature in academic procrastination;

- d. Do other activities that are more fun than doing the task that must be done. A procrastinator intentionally does not immediately do his work, but uses the time he has to do other activities that are considered more fun and bring entertainment, such as reading, watching, talking with friends or family, traveling, listening to music you like, and so on, thus taking up the time he has to do the work he has to complete.

Students who cannot divide their time well will have difficulty in doing all the things that have become their responsibility. As a result, a lot of work that he was supposed to do was delayed, both in terms of learning, and doing assignments (Muzaki, S. Arumsari, 2014).

Sometimes students have planned to start working on a task at the time that procrastination is the failure of a person to do a task in the form of procrastinating starting or completing assignments intentionally and repeatedly so as to hamper completion of the task in a limited period of time. According to Solomon and Rothblum (2005) types of academic tasks that are usually postponed include the following:

- a. Writing, is a delay in carrying out activities related to writing assignments. For example writing papers, reports, or other writing assignments that are take home.
- b. Studying for exams is a delay in studying for exams, for example UTS (Midterm Examinations) and UAS (Midterm and End Semester Exams), or weekly tests, until the final graduation exam (thesis examination).
- c. Reading, there is a delay to read books or references related to mandatory academic tasks.
- d. Administrative performance, delays in copying notes, filling in attendance lists in class, and practicum attendance lists.
- e. Attending academic meetings/participating in class learning, is a delay or delay in attending lessons, practicums and other meetings.
- f. Overall academic performance, is a delay in doing or completing academic tasks as a whole. It was concluded that the procrastinator was said to be someone who tended to procrastinate his duties or work / duties.

The disadvantage that can be caused by the attitude of academic procrastination is the incomplete completion of the task, because of being pursued by a deadline. Raises anxiety throughout the work period, so the number of errors is high because individuals work in the least amount of time (Damri, Engkizar, & Anwar, 2017). In addition to the task collection schedule, the level of difficulty of the task is also a determining factor for the emergence of the procrastination phenomenon. The results of research conducted by Janssen and Carton (1999) state that there is a relationship between difficult tasks and procrastination behavior carried out by students ($p < 0.1$). Assignments that are

considered difficult by students tend to be postponed more, while assignments that are considered easy tend to be done first (Ursia, Siaputra, & Sutanto, 2013). So, the research that the researchers are doing aims to find out the academic procrastination of students.

Method

This study aims to provide a deeper descriptive explanation of academic procrastination among students. The subjects used in this study were 40 students majoring in Islamic counseling guidance. The method used is a quantitative method. Quantitative methods in the form of surveys. The data source is the Islamic Guidance and Counseling State Islamic University of Imam Bonjol Padang students, as many as 40 students, who are willing to fill out the questionnaire, which are uploaded through the google form application. The questionnaire is a data collection technique using a method that is giving a set of written statements to the respondent to be answered by the respondent (Sugiyono, 2015).

This research instrument contains aspects of student academic procrastination. The time of this implementation starts in early January 2020 until mid- April 2020. The data analysis technique is done by using descriptive statistics, using a percentage formula. After being classified, the next diagram is drawn in a circle diagram of the data obtained from respondents, analyzed and then conclusions drawn.

Result and Discussion

Academic procrastination can happen easily to anyone, including students. Procrastination will also occur in the campus environment. The attitude of students in learning will be determined by several factors, both external and internal factors. Academic procrastination can interfere with the activities of the learning process, this impacts students not optimally in utilizing the available time. Another factor that makes students tend to do academic procrastination is that irrational thoughts are not well-timed, and students tend to do things that are more fun than learning. Therefore, problems experienced by students related to high academic procrastination require the help of counselors.

Based on the research data obtained several aspects of important questions raised by respondents in knowing the academic procrastination of students. Can be seen in the following figure 1:

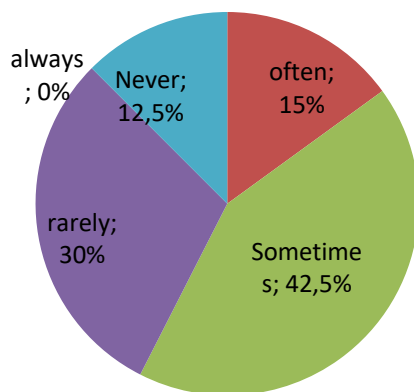


Figure 1. Postponing lecture assignments given by lecturers because they do not have material / books about the lecture material

Research data illustrates that as many as 40 students as survey objects stated “postponing lecture assignments given by lecturers because they do not have material / books about the lecture material”, from the statement as many as 17 people (42,5%) stated sometimes, and 12 people (30%) chose rarely. There is not a single student (0%) who postpones lectures given by lecturers because they do not have material / books about the lecture material. This revealed that students sometimes (42,5%) students postponed lecture assignments given by lecturers because they did not have material / books about the lecture material.

Delaying college assignments will make students feel uneasy and uncomfortable. Lecture assignments given by lecturers actually aim to train students to think critically. The consequence of academic procrastination is to increase anxiety in facing exams, failure to meet deadline for assignment, poor writing skills, lower grades, and poor preparation when facing exams (DeBruin and Rudnick, 2007).

On the other hand there are students who can do the lecture given by the lecturer if the assignment is not understood can also be seen in the following picture.

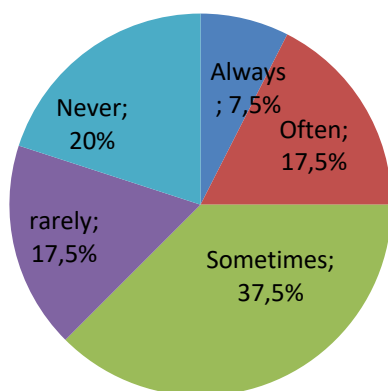


Figure 2 . Can not do the lecture given by the lecturer if the task is not understood

Based on statements that have been submitted to respondents as many as 40 students as survey objects stating “Can not do the lecture given by the lecturer if the task is not understood”. From the statement 20% or around 8 students said they never did.

This revealed that among students of Islamic counseling guidance about 20% of students could work on lecture assignments given by lecturers if the assignment was not understood.

Students often face tasks that are not understood so that t ersebut comes a sense of lazy to do it. The feeling of laziness comes from the psychological condition he is experiencing and encourages him to avoid the tasks that should be done. Although some students find it difficult to do their work , there are some students who are still trying to do it . In addition, when someone wants to do a task, they will have plans when the task is done can be seen in Figure 3 below:

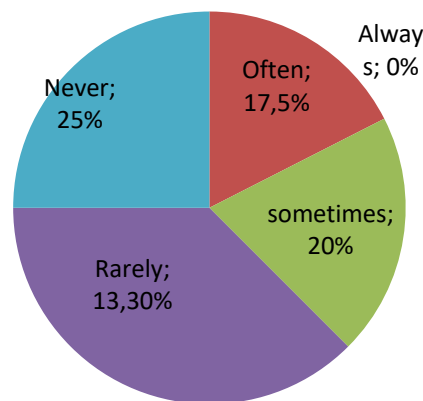


Figure 3. The plan to collect assignments today failed because they could not manage study time

Obtaining data based on the pie chart stating “The plan to collect assignments today failed because they could not manage study time”, as many as 25% or 10 students chose the statement never. There are 17,5% who stated often. This can be interpreted that as many as 10 students stated “never” when students want to plan to collect assignments today failed because they could not manage study time.

This ability to manage time appropriately is not possessed by all students supported by the opinion of Djamarah (2002) suggesting that many students complain that they cannot divide the time when to start and do something so that the time that should be useful can be wasted. The tendency not to immediately start working on college assignments is an indication of delaying behavior and negligence in managing time and is an important factor that causes individuals to delay in doing and completing assignments.

The given task should be done in one day to be delayed several days. This is because of the bad habits of getting started. In addition, the number of assignments owned by students caused the respondent to be sluggish in doing their work, so they were reluctant to start doing the assignment. It can be seen that students can manage their study time (Saman, 2017) . When doing an assignment, students should focus on doing it and avoid other things that can be disturbed that can be seen in the following picture:

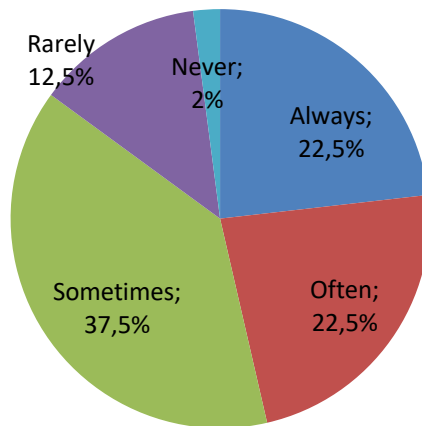


Figure 4. While working on assignments, students avoid other activities that slow down the completion of the task, such as watching television, playing online games, traveling and so on.

Based on the data acquisition as much as 22.5% or as many as 9 people choose statements always and as many as 9 people also stated frequently. This can be interpreted that 18 students prefer to complete assignments because it is more important than watching television, playing online games, traveling and so on. This can also be noted in Figure 5 below:

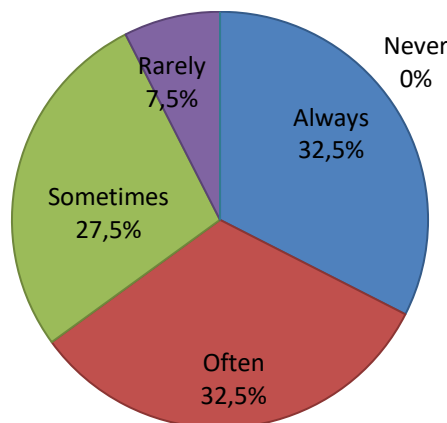


Figure 5. Doing a fun activity after college assignments have been completed

In the results of the research data it can be seen that the statement of students doing fun activities after college assignments have been completed as many as 32,5% or 13 people always choose and 13 people also choose often. So, it can be seen that as many as 32,5% of students often do fun activities after college assignments have been completed. So, it can be concluded that students prioritize doing assignments first rather than doing things that are fun.

Conclusion

Based on the data obtained by the researchers, it can be concluded that the Islamic Guidance and Counseling students of the Da'wah Faculty and Communication Studies State Islamic University of Imam Bonjol Padang have low academic procrastination. Procrastination behavior is low because most students have full concern to be able to complete college assignments.

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