

THE ANALYSIS OF RELATIONSHIP BETWEEN STUDENTS ACADEMIC PROCRASTINATION BEHAVIOR AND STUDENTS LEARNING MOTIVATION

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Abstrak: Motivasi belajar memiliki peranan penting dalam membangkitkan semangat dan inisiatif siswa untuk belajar. Siswa memiliki waktu yang sibuk, dan kurangnya inisiatif menyebabkan perilaku menunda belajar, sehingga adanya motivasi belajar dapat mengurangi terjadinya perilaku prokrastinasi akademik. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara perilaku prokrastinasi akademik siswa dengan motivasi belajar. Pendekatan korelasional digunakan dalam penelitian ini. Sebanyak 300 siswa dilibatkan dalam pengambilan sampel yang dilakukan dengan menggunakan teknik purposive sampling. Alat yang digunakan adalah angket motivasi belajar, angket prokrastinasi akademik, dan lembar pedoman wawancara. Dengan menggunakan metode korelasi product moment, pengumpulan data dievaluasi. Temuan menunjukkan koefisien korelasi (r_{xy}) sebesar -0,659 dengan tingkat signifikansi 0,000, menunjukkan hubungan negatif yang signifikan antara perilaku prokrastinasi akademik siswa dan motivasi belajar mereka. Hal ini menunjukkan bahwa kedua variabel memiliki hubungan yang kuat dengan kategori. Kata kunci: siswa, motivasi belajar, prokrastinasi akademik, korelasional

Abstract: Motivation to learn has an important role in arousing students' enthusiasm and initiative to learn. Students have a busy time, and a lack of initiative leads to delaying learning behavior, so that the existence of learning motivation can reduce the occurrence of academic procrastination behavior. The purpose of this study is to ascertain the connection between students' academic procrastinating behavior and learning motivation. The correlational approach is employed in this investigation. A total of 300 students were included in the sampling, which was done using a purposive sampling technique. A learning motivation questionnaire, an academic procrastination questionnaire, and an interview guide sheet were the tools employed. Utilizing the product moment correlation method, data collection was evaluated. The findings revealed a correlation coefficient (r_{xy}) of -0.659 with a significance level of 0.000, indicating a significant negative relationship between students' academic procrastination behavior and their learning motivation. This indicates that the two variables have a strong relationship with the category.

Keywords: students, learning motivation, academic procrastination, correlational

Introduction

Humans are one of God's creatures, created with perfection and equipped with the potential of reason. As stated by previous researcher, human reason can be developed through education. Humans will receive knowledge and norms for life. Through education, individuals will develop their independence, including individual independence in learning. Learning is defined as a process carried out to acquire knowledge accompanied by changes in behaviour that are permanent. A student tends to have his own way of thinking, so he is expected to be able to organize and position himself properly, like a student who has the obligation and responsibility to complete all subjects studied while at school properly, in this case specifically in chemistry (Anshory & Utami, 2018). Therefore, a student is expected to have encouragement for independence in learning. As stated by previous researcher, a student who is independent in learning can easily make

decisions, be responsible, and learn independently. Independent learning requires awareness and initiative from the perpetrator in managing study time so that they can study effectively and have strong learning motivation.

Strong learning motivation must exist in every individual and is an important thing that must be instilled in students. Motivation to learn has a role in arousing the enthusiasm and pleasure of students in learning activities, both from within and with encouragement from outside. The level of a student's learning motivation can be seen from the factors that influence it, both internal and external. This is in line with previous researcher, who argues that the existence of intrinsic and extrinsic motivation in a person will optimize his ability to achieve learning goals (Abidin et al., 2023). One of the factors causing procrastination is self-initiative. If students ignore their own initiative or lack self-initiative in learning chemistry and choose to postpone academic work, then academic procrastination behaviour will occur (Wisudawati & Kirana, 2022). Therefore, students need a big boost for themselves in independent learning, especially for high school students who have a learning level that is relatively more difficult than the previous level (Abidin et al., 2023).

The need for practicum in the laboratory is relatively high, causing students who study chemistry to have lesson hours that tend to be denser than other subjects. Practical activities continue even though the implementation of learning is carried out online or offline (Emda, 2017). However, when the alternative method took place, practicums that should have been carried out in the laboratory became practicums that were carried out at home (Syah, 2014). Practicums at home are carried out both virtually and individually (home experiments), so students still need more time to carry out learning activities with additional practicum report assignments afterwards. Dense academic activity accompanied by academic assignments and non-academic activities (OSIS, extracurricular), which can cause students to be overwhelmed, or the emergence of some unexpected activities that can attract students' attention, thereby disrupting their learning activities and triggering academic procrastination behaviour (Hamu et al., 2022).

Academic procrastination behaviour is behaviour that occurs when students procrastinate their academic work, such as delaying completing tasks related to academic grades. The academic tasks that students have tend to be of many types, such as doing homework (PR), compiling reports, studying for exams, administrative tasks, and the like (McCloskey, 2011). This academic procrastination includes negative behaviours that can waste a lot of time that should be used for academic activities. Procrastinators become less than optimal in doing and completing assignments and studying for exams because a lot of time is wasted, and procrastinators will be in a hurry when carrying out their academic activities because the academic assignment is approaching the submission deadline (Merlin et al., 2022). This academic procrastination behaviour can be carried out by people of all ages, especially students (Sulakhudin, 2019). This behaviour is realized by students who lack initiative in learning and choose to postpone submitting their academic assignments until the deadline. This statement is supported by the results of interviews conducted with one of the teachers via telephone; he stated that not a few students were late in submitting assignments, and even some students did not complete their assignments, even though according to him, the assignments given could only be counted once a month. He also stated that this situation was getting worse as long as the learning process was carried out online, from being late in submitting to not doing assignments (Novirson & Lubis, 2020).

The statement from the results of the interview is a form of realization of the idea put forward by previous researcher, that active and passive students participate in academic activities depending on how strong their motivation is for learning; the stronger the motivation, the stronger the participation. Vice versa, the weaker the motivation of students, the weaker their participation in academic activities, which can lead to academic procrastination behaviour. Based on this, the role of students is very important to increase their motivation to learn (Nugraha, 2020). Therefore, high learning motivation is needed in students because, by forming and increasing student motivation in learning with certain efforts, it is hoped that it can minimize the occurrence of academic procrastination behaviour. Research on learning motivation and academic procrastination that has been conducted by previous According to a school-based researcher, academic procrastinating behaviour and academic motivation have a significant inverse relationship. Similar studies carried out by earlier researchers at other institutions revealed a strong inverse association between academic procrastination and accomplishment motivation (Pratiwi & Laksmiwati, 2016). However, a prior researcher also examined 87 samples of level II nursing students and found no connection between learning motivation and procrastination in the classroom. The difference in the results of this study raises curiosity about the relationship between the two variables, more specifically for chemistry subjects.

Method

This study uses a correlational research method. The research approach used in this study is quantitative. The flow of this research goes through three stages, the planning stage, the implementation stage, and the completion stage. Preliminary studies and literature to test the validity and reliability of the instrument are carried out at the planning stage. The preliminary study was carried out by conducting a school survey, which was used as a population for the initial research needs. Literature study of several supporting references to obtain indicators of learning motivation and academic procrastination. Indicators from the literature study are used for the preparation of research instruments. The research instruments were questionnaires and interview guidelines. The instruments that have been compiled were tested for content validity by expert lecturers and construct validity by student populations outside the sample. The research implementation phase was carried out by collecting data and obtaining findings. Data collection used a learning motivation questionnaire and an academic procrastination questionnaire. The questionnaire distributed was in the form of a Google Form link. After that, interviews with students were also conducted to obtain supporting data from the questionnaire. The final stage, the completion stage, is data analysis to draw conclusions. The findings of the data obtained were carried out through data analysis. Data analysis with descriptive analysis, prerequisite tests, and hypothesis tests. Prerequisite tests include the normality test, homogeneity test, and linearity test. The hypothesis test used is a correlation test. The results obtained in the data analysis are used for the process of drawing conclusions. Determining the subject of this study using the nonprobability sampling technique with the sampling method using the purposive sampling technique. The study was conducted in eight science classes. The sample to be taken for this research is 300 students.

Findings and Discussion

The research hypothesis is that there is a significant negative relationship between learning motivation and students' academic procrastination behaviour in chemistry subjects. The hypothesis is written in the statistical hypothesis H₁, which contains "There is a significant negative relationship between learning motivation and students' academic procrastination behaviour in chemistry subjects". This negative relationship hypothesis can be seen from the correlation coefficient value obtained from the results of the product moment correlation test using SPSS. The product-moment correlation test is a hypothesis test carried out in this study. The results of the correlation test between learning motivation and academic procrastination using IBM SPSS 25 showed a correlation coefficient (r_{xy}) of -0.659 with a significance value of 0.000. The significance level used in this study was 5%, namely 0.05. The basis for the decision to draw conclusions is that if $r\text{-count} > r\text{-table}$, then H₀ is rejected and H₁ is accepted; if $r\text{-count} < r\text{-table}$, then H₁ is rejected and H₀ is accepted. The results of the correlation test showed that $r\text{-count} > r\text{-table}$, $0.659 > 0.1239$, so H₀ was rejected and H₁ was accepted. The basis for decision-making is also reviewed for significance at < 0.05 , and then H₁ is accepted. The significance value in this study shows a value of 0.000, then $0.000 < 0.05$, so it can be concluded that there is a significant negative relationship between learning motivation and students' academic procrastination behaviour.

Based on the results of the descriptive statistical analysis, the highest percentage score on student learning motivation is in the high category (50%). The average value of students' learning motivation is 78.14, as it is known that the average value of this learning motivation is in the score interval 61–80 with a high category. The percentage value of students' academic procrastination was 47.8%, with 120 students in the medium category. The moderate category is in the value interval of 41–60. The average value of academic procrastination carried out by students obtained a result of 55.01, which is also in the medium category. It can be concluded that students have learning motivation at a high level and academic procrastination behaviour at a medium level. This category indicates that students have high learning motivation but are still not fully encouraged to study chemistry optimally. According to the results obtained during the interview, overall, they get encouragement to learn, both from within themselves and from friends, parents, and teachers when they feel lazy while studying. However, it is still hampered by things that do not encourage students to learn. These include the noisy atmosphere in the student learning environment, ideals that are considered not related to the subject matter, and learning that is considered less attractive to students. Appreciation given by friends, parents, and teachers also provides encouragement for students because appreciation makes them feel happy and proud of themselves, so learning becomes more focused and fun.

The results of interviews with six out of 12 students indicate that they feel confident that learning is important to achieving their aspirations and future expectations. The purpose of the learning process makes them more enthusiastic about learning. One of the activities carried out by students is studying material before going to bed three times a week to achieve future goals. This shows that with the learning motivation possessed by students, the academic procrastination behaviour that is carried out will also be reduced. The

results of an interview with one of the students who were still not sure about their future hopes and aspirations related to chemistry or not showed that the student felt happy studying chemistry because of his interest in the contents of skincare products, so that he was comfortable with having passion and desire and that he was self-motivated to study chemistry. The results of the interviews stated that 8 students liked learning activities during practicum and 4 other students liked learning activities when these students liked the material they were learning. Likewise, when students like the material being studied, they will be motivated and diligent about learning it. Practicum and study conducted in a conducive chemistry learning environment also provide students with comfort and focus in learning so that they will listen to the teacher well. However, in this study, it was also found that students were still lazy to study when the material being studied was considered "difficult" for them and when they received assignments, such as a practicum report assignment. As it is known, the need for laboratories in lessons is relatively high, so there are more and more report assignments after doing practicum in the laboratory. However, if the student's perception is negative, then the student will show dislike, be unpleasant, useless, or unimportant, so that he will do other activities that he thinks are more fun. Therefore, it is necessary to increase student learning motivation to reduce laziness, which causes academic procrastination behaviour.

Student procrastination behaviour is in the medium category. This indicates that the level of academic procrastination behaviour that is carried out is not completely delaying assignments on purpose, but sometimes unexpected events or activities occur that can affect students when studying or working on chemistry assignments. The results of an interview with one of the students stated that when they wanted to study or do assignments at home, they sometimes asked for help to look after their younger siblings, so that they felt disturbed and, in the end, had to postpone studying or doing assignments. When getting distracted from activities or other things while doing assignments, students will feel distracted from doing the tasks being carried out. As the results of the interviews show, most students experience attention problems when studying or doing assignments, such as invitations to play with friends (online games), chat with friends, extracurriculars, or school activity meetings.

As it is known, apart from activities, social factors such as friends and family members also play a role in decreasing or increasing academic procrastination behaviour by students. This study shows that invitations from friends to play, chat, and other activities affect their chemistry learning activities and trigger academic procrastination behaviour. Likewise, support and appreciation from family can increase enthusiasm for learning. In addition to social factors, it is also known that the factors that influence the concentration of students' attention on themselves can originate within themselves, such as a lack of interest in learning, a lack of initiative, a lack of motivation, and others. Laziness is one of the obstacles to learning that comes from within the student. The results of the interviews stated that students felt lazy when studying chemistry, lazy when making practicum report assignments, and lazy when they felt the material tended to be difficult to understand. To reduce laziness among students, strong self-initiative is needed. However, in addition to reducing self-initiative, students can increase academic procrastination. This is in accordance with the results of the interviews, showing that overall students did not get self-initiative to learn chemistry but rather encouragement from teachers and schools that required them to learn.

The results of the study also show that most students have quite busy activities such as student council and extracurricular activities, which can cause fatigue and trigger academic procrastination behaviour. Therefore, students need strong learning motivation and good time management to minimize the occurrence of academic procrastination. However, the results of the interviews showed that overall, students allocated time to study one night before the chemistry lesson started, even just reading the material before the lesson started. Confidence in students who are able to study at the last minute can make students sure to postpone learning or doing assignments. As it is known, the students' beliefs are accompanied by the belief and thinking that they can learn overnight, causing academic procrastination to occur the night before class. As it is known, this academic procrastination behaviour can occur because procrastinators deliberately procrastinate with clear goals, such as obtaining accurate information, and procrastinators deliberately procrastinate without any purpose, so what happens is only delaying and rushing at the end of time. Procrastination, which is carried out without any purpose, can have a negative psychological impact if it is continuously carried out. As a result, there will be worry, panic, dizziness, nausea, low self-esteem, and so on. The occurrence of this procrastination behaviour is indeed difficult to avoid; this procrastination behaviour is very interesting and can be done by anyone. However, the level of academic procrastination carried out by students is still moderate. According to the results of the descriptive analysis of indicators of academic procrastination, attention disorder contributes the most to students' academic procrastination behaviour, with an average score of 59.28. Other indicators such as psychological belief in ability have a score of 59.44, social factors 55.73, time management

skills 57.47, self-initiative 50.32, and laziness 51.17. Each indicator of academic procrastination is at an interval of 41–60, which is at a moderate level.

The results of the linear regression test performed on each indicator show a downward graph, indicating that there is a negative linear relationship between each indicator of learning motivation and each indicator of academic procrastination behaviour. Therefore, efforts to reduce academic procrastination can be carried out by encouraging learning through indicators of learning motivation. One of them is giving appreciation to students. The results of the descriptive analysis stated that appreciation for learning made the greatest contribution to students' learning motivation, with an average score of 86.55 in the very high category. Other indicators of learning motivation, such as indicators of desire and desire to succeed, are in the high category with a score of 73.87; encouragement and need for learning are 78.82 in the high category; hopes and aspirations for the future are 85.83 in the very high category; learning activities are interesting at 75.45 in the high category; and a conducive learning environment is 72.20 in the high category.

Conclusion

Students have solid academic and non-academic activities, so they should be able to balance all the activities they have. However, in reality, the phenomenon of students procrastinating academic work, such as academic assignments, practicum reports, homework, term papers, and so on, tends to occur frequently. According to the findings of the hypothesis testing that was conducted, the correlation coefficient (r_{xy}) is -0.659, indicating that there is a strong negative association between students' academic procrastinating behaviour and their learning motivation. The negative value obtained from the product moment correlation test results in this study suggests that there is an inverse association between academic procrastinating behaviour and learning motivation. When kids are motivated to learn, they are less likely to put off doing their homework. Vice versa, when students' learning motivation is low, their academic procrastination behaviour is high.

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