

The Effect of *Self Efficacy* on Academic Procrastination Learning in Senior High School X Students

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ABSTRACT

Procrastination is the tendency to delay in starting, carrying out and ending an activity. This research was motivated by the results of interviews and observations conducted by researchers with Counseling Guidance (BK) teachers to 9 high school students from grades 10-12 both majoring in science and social studies. Based on the results of a decrease in low learning achievement, it is known that 73% have experienced academic procrastination and only 27% of students have submitted assignments in a timely manner. The causes of students procrastination itself are caused by several things such as having other activities that are more fun, the assignments given are difficult, fatigue due to helping parents work, the self-confidence of not being able to do the task perfectly, feelings of laziness, fear of being wrong, the presence of other activities such as playing cellphones, watching TV, playing games, and traveling. The purpose of this study was to determine the effect of self-efficacy on academic procrastination in high school students' learning. This research is a quantitative research. Subjects in this study amounted to 76 students. Selection of subjects in this study using non-probability sampling technique. Data collection techniques using a questionnaire and using a Likert scale. Data analysis in this study uses Product Moment correlation with the help of the SPSS program.

Keywords: *self-efficacy* ; procrastination; student

1. INTRODUCTION

Learning is the obligation of students who are currently studying at educational institutions, formal or non-formal (Triyono & Khairi, 2014). Piaget stated that high school students are at the stage of formal operational cognitive development (Papalia et al, 2008:534). This is what Santrock calls the ideal standard of youth (high school students).

There are several academic and non-academic tasks that students must do while studying at school. Cooper & Valentine (2001) said that the assignment given by the teacher aims to make students study diligently, do their assignments well, submit assignments on time and students can divide their time between academic and non-academic activities. However, in practice there are many problems related to the assignments given by the teacher, one of the problems faced is that there are still many students procrastinating doing assignments or academic procrastination (Candra, Wibowo, & Setyowani, 2014). In psychological terms, procrastinating work or taking time to do a task is called procrastination. Ferrari (1995) mentions procrastination related to academic activities or assignments called academic procrastination.). Steel (2007) states that procrastination can occur because it is influenced by *self regulatory failure* (failure in self-regulation), low *self-efficacy*, *self-control*, and irrational beliefs (fear of failure and perfectionism). Of the many factors that influence a person to procrastinate, this research is influenced by *self-efficacy*. *Self-efficacy* refers to an individual's belief that he is capable of carrying out certain tasks or the belief that he can do something successfully in certain situations. Thus it can be seen that *self-efficacy* is not the same as the expectation of results (*outcome expectation*), *self-efficacy* is the expectation of excellence or self-mastery (*personal material expectation*). Meanwhile, the expectation of results is a consideration of the possible consequences that will result from behavior (Bandura, 1997).

The results of interviews with 9 high school students from grades 10-12 students showed that the causes of students procrastinating on assignments were: assignments given were difficult, fatigue due to helping parents work, self-confidence of not being able to do assignments perfectly, feeling lazy, afraid wrong, there are other activities such as often playing *cellphones* , watching TV, playing *games* , and traveling. The causes above are supported by several previous studies which revealed that someone who does academic procrastination does not happen by itself but is caused by external factors and internal factors. External factors according to Munawaroh, Alhadi, & Saputra (2017) are like inviting peers, activities that are more interesting. (Psychyl, Thiboneau, & Blunt, 2000). While internal factors include fatigue (Rumiani, 2006), lack of confidence, fear of failure, and self-efficacy (Burka, & Yuen, 2008). Solomon and Rothblum (1984) also explained that one of the factors that underlies individuals to do academic procrastination is internal factors, which include self-efficacy.

In this study, researchers chose high school students because research on academic procrastination often focuses on students and only a few studies on students (Klassen et al., quoted in Katz, Eilo, & Nevo, 2014). Supported by the results of interviews conducted by researchers with Counseling Guidance (BK) teachers to 9 high school students from grades 10-12 both science and social studies majors based on the results of a decrease in low learning achievement it is known that 73% have done academic procrastination and only 27% of students have submitted assignments in a timely manner.

The reason students do procrastination itself is caused by several things such as having other activities that are more fun (playing with friends, games, watching TV) than doing assignments by 46%, lack of understanding of assignments given by teachers by 15%, use of social media by 11% and feeling lazy by 6%. Based on the elaboration that has been presented above, the researcher wants to conduct research with the title "The Influence of *Self Efficacy* on Academic Procrastination in Learning in High School Students".

2. METHOD

Based on the title above, the research design used is quantitative research. Quantitative research method is research in which the results are presented in the form of a description using numbers and statistics (Ridwan and Lestari, 1999). This study identified the independent variable (X) and the dependent variable (Y). The independent variable of this research is *Self-Efficacy* (X). While the dependent variable in this study is Academic Procrastination (Y). Collecting data in this study using the scale method (questionnaire/questionnaire). This study collected data from secondary sources, using a data collection instrument in the form of a questionnaire (questionnaire). Retrieval of data for the purposes of this study using a *Likert type scale*. Respondents were asked to give their approval or disapproval of several questions which consisted of two categories, namely favorable and unfavorable. This scale consists of four answer choices, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Strongly Disagree (STS). The sampling technique used in this research is *Nonprobability sampling*. *Nonprobability sampling* is a sampling technique that does not provide equal opportunity/opportunity for each element or member of the population to be selected as a sample (Sugiyono, 2019). The sample technique used is *total sampling*. *total sampling* is a sampling technique when all members of the population are used as samples (Sugiyono, 2014). The reason for taking *total sampling* was because the total population was less than 100. So the number of samples in this study were 76 high school students.

The validity of the measurement scale used in this study was obtained through content validity. Azwar (2006: 45) explains that content validity consists of two types, namely face validity and logical validity. However, in this study the researcher only used logical validity because face validity was the lowest type of validity because it was only based on an assessment of the test performance format (Azwar, 1997). To support validity, the researcher used an item selection procedure by examining the characteristics of each item that is part of the measurement scale. Items that do not meet the quality requirements are not included as part of the measurement scale. The method used for item selection in this study is the total item correlation coefficient. As a selection criterion based on total item correlation, the limit $r_{ix} > 0.30$ was used. All items that achieve a correlation coefficient of at least 0.30 discriminating power are considered satisfactory. To estimate the validity of the items in this study, researchers used the help of the *IBM Statistical Program for Social Science (SPSS)*.

Reliability refers to the consistency or trust of the measurement results, which implies the accuracy of the measurement. Reliable measurements will produce scores that cannot be trusted because the differences in scores that occur between individuals are determined more by *error* factors than actual differences (Azwar, 2011: 180). The type of reliability used in this study is the *Alpha test* from *Cronbach* which has provisions based on the magnitude of the reliability coefficient ranging from 0.00 to 1.00. The *Cronbach Alpha test* is usually used as an estimator of the internal consistency reliability of a test score for a sample. *Alpha* reliability is data that is calculated through a form of a scale that is imposed only once on a group of respondents (*Single-trial administration*) (Azwar, 2011).

Then the research data was analyzed to get answers to the existing hypotheses, using descriptive and inferential statistical methods (Azwar, 2011). In this study using simple regression which aims to see how far the dependent variable changes if the value of the independent variable is changed. The entire process of *statistical analysis* used in this study uses tools with the *IBM Statistical Program for Social Science (SPSS) program*.

Before doing simple regression data analysis, assumptions will be tested first. The data used must meet parametric assumptions because it is interval data and meets the assumption test so that it can be analyzed (Sugiyono, 2019). The tests in this study are the normality test and the linearity test. The normality test in the study used the *Kolmogorov Smirnov* technique. The data distribution is said to be normal if the value of $p > 0.05$ otherwise if $p < 0.05$ then the data distribution is not said to be normal (Gunawan, 2018: 56). The normality test was carried out in this study using the *IBM Statistical Program for Social Science (SPSS) tool*. The linearity test is a procedure used to determine whether or not the linear status of a research data distribution. This test was carried out aiming to prove that each independent variable has a linear relationship with the dependent variable. These two variables can be said to have a linear relationship if the linear significance is greater than 0.05 (Widhiarso, 2010:80).

3. RESULTS AND DISCUSSION

A. Academic Procrastination

Procrastination is the tendency to delay in starting, carrying out and ending an activity (Rumiani, 2006). In line with Rumiani, Steel (2007) also said that procrastination is deliberately delaying desired activities even though individuals know that their delaying behavior can have adverse effects.

Based on these theories, it can be concluded that procrastination is a voluntary delay in carrying out activities that produce adverse effects. In contrast to Silver (in Ferrari, et al., 1995) which states that someone who does procrastination does not mean to avoid or does not want to know about the task at hand, but the individual only procrastinates doing it so that it takes up the time needed to complete the task. (Putri, Wiyanti, and Priyatama, 2012). This can be interpreted that procrastination is not always done intentionally and voluntarily.

Aspects of Academic Procrastination

Ferrari, et al., (1995) said that academic procrastination can be manifested in certain indicators that can be measured and observed, namely:

1. Delays in starting or completing tasks
Students who practice procrastination know that the tasks they face must be completed immediately and are useful for themselves, but tend to procrastinate to start working on them.
2. Delay in doing assignments
Students who do procrastination tend to take longer than the time needed in general to do a task
3. Time gap between plan and actual performance
Procrastinator students have difficulty doing something according to a predetermined time limit.
4. Do other activities that are more fun
Procrastinator students tend to deliberately not complete their assignments immediately, but use the time they have to do other activities that are seen as more fun and provide entertainment.

B. Self-Efficacy

According to Bandura (in Jess Feist & Feist, 2010: 212) *self-efficacy* is a person's belief in his ability to exercise some form of control over the person's own functions and events in the environment. Bandura also describes *Self Efficacy* as a determinant of how people feel, think, motivate themselves, and behave (Bandura, 1994:2).

Self-efficacy is one of the most influential aspects of self-knowledge or *self - knowledge* in everyday human life. This is due to *the self-efficacy* that is owned influences individuals in determining the actions to be taken to achieve a goal, including estimates of various events that will be faced. *Self-efficacy* is the belief that one can master a situation and get positive results. Bandura (Santrock, 2007:286) says that *self-efficacy* has a big influence on behavior. Meanwhile, Baron and Byrne define *self-efficacy* as a person's evaluation of his own ability or competence to perform a task, achieve goals, and overcome obstacles. Bandura and Woods explain that *self-efficacy* refers to beliefs in an individual's ability to drive motivation, cognitive abilities, and actions needed to meet the demands of the situation (in Ghufon, 2010: 74).

Self-Efficacy Aspects

According to Bandura (1997), self-efficacy in each individual will differ from one individual to another based on three dimensions. The following are the three dimensions, namely:

a. Level(*levels*)

This dimension relates to the degree of difficulty of the task when the individual feels able to do it. If individuals are faced with tasks that are arranged according to their level of difficulty, individual self-efficacy may be limited to tasks that are easy, moderate, or even include the most difficult tasks, according to the limits of the perceived ability to meet the demands of behavior. needed at each level.

b. Strength __

This dimension relates to the level of strength of individual beliefs or expectations regarding their abilities. Weak hopes are easily shaken by unsupportive experiences.

c. Generalization (*geneality*)

This dimension relates to the broad field of behavior in which individuals feel confident in their abilities. Individuals can feel confident in their abilities. Is it limited to certain activities and situations or to a series of activities and situations that vary (Ghufon, 2010:88).

In Bandura's article (2006: 307-319) entitled *guide for Constructing Self-Efficacy Scales* , it is emphasized that these three dimensions are the most accurate for explaining a person's *self-efficacy* . Based on the description above, it can be concluded that the dimensions that make up *Self Efficacy* are level, strength , and *generality*.

CONCLUSION

This study aims to determine the effect of self-efficacy on academic procrastination in learning in high school students. The research method uses a quantitative approach. The respondents of this study were SMA X students. The results of the research and discussion will be explained after the research is conducted.

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