

ANALYSIS OF THE LEVEL OF PROCRASTINATION OF FKIP UNISRI STUDENTS

***¹ Linda Dwi Sholikhah, ²Hera Heru Sri Suryanti**

^{*1,2}Universitas Slamet Riyadi Surakarta

Email: ^{*1,2}lindadwisholikhah@gmail.com

Abstract

This research aims to determine the level of student academic procrastination. The research method used is quantitative research using surveys. The survey results showed that from a sample of 109 students, the results were: Low academic procrastination category, namely: 0 students, Medium academic procrastination 98 students (89.90%), High academic procrastination 11 students (10.09%). Based on the survey results, the results showed that the majority of students' level of academic procrastination was in the medium category and some were in the high academic procrastination category. Based on observations, namely: students do assignments at a tight time to submit assignments, and sometimes some students are late in submitting assignments.

Keywords: Academic procrastination, students, FKIP

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat prokastinasi akademik mahasiswa. Metode penelitian yang digunakan yaitu penelitian kuantitatif dengan Survey. Hasil survey diperoleh ahsil bahwa dari sampel 109 mahasiswa diperoleh hasil: Kategori prokastinasi akademik rendah yaitu: 0 Mahasiswa, Prokastinasi akademik Sedang 98 mahasiswa (89,90%), Prokastinasi akademik Tinggi 11 mahasiswa (10,09%). Berdasarkan hasil survey maka diperoleh hasil bahwa tingkat prokastinasi akademik mahasiswa mayoritas pada kategori sedang dan Sebagian pada kategori prokastinasi akademik tinggi. Berdasarkan observasi yaitu: mahasiswa mengerjakan tugas diwaktu-waktu mepet pengumpulan tugas, terkadang beberapa mahasiswa terlambat pengumpulkan tugas.

Kata kunci: Prokastinasi akademik, mahasiswa, fkip

INTRODUCTION

Students are individuals at the highest level of formal education. They have duties and responsibilities to complete all assignments given by lecturers. At this developmental stage, students are in early adulthood, a transitional period from high school to college (Suciati dkk., 2023). Generally, students live in dormitories or boarding houses away from their families. They have flexible time to socialize with their friends. Friends at the student level are very diverse and come from various regions, so they have different lifestyles and cultural backgrounds. Most students live in boarding houses and have

responsibilities regarding their academic assignments (Shintaro & Bhirawa, 2024). However, not all students complete their assignments according to the deadline. The habit of delaying academic tasks is called academic procrastination. Academic procrastination is a phenomenon where individuals delay academic work or assignments that should be completed immediately. This delay is often done intentionally, even though the individuals know it can negatively affect their academic performance. Academic procrastination is a common problem among students and can be caused by various factors, including lack of motivation, poor time management, fear of failure, and the tendency to avoid tasks considered unpleasant or challenging (Sumantri dkk., 2016).

The factors influencing academic procrastination are complex and varied. One major factor is poor time management. Many students struggle to manage their time effectively, often postponing work until the last minute. Additionally, lack of motivation is a significant factor. Students who do not have clear goals or are not interested in certain subjects tend to procrastinate more frequently. Psychological factors also play an essential role in academic procrastination. Fear of failure or perfectionism can make students feel anxious and insecure, leading them to postpone tasks perceived as difficult or challenging. Furthermore, some students may tend to avoid tasks that are unpleasant or boring, opting to engage in other more enjoyable activities, despite knowing that this will negatively impact their academic performance (Smith dkk., 2020).

Academic procrastination not only affects students' academic performance but can also impact their mental well-being. Students who frequently procrastinate tend to experience higher levels of stress, anxiety, and guilt compared to those who complete their tasks on time. This stress and anxiety can negatively affect students' mental and physical health, making it crucial to find effective ways to overcome academic procrastination. Several strategies can be used to combat academic procrastination. One is creating a structured and realistic schedule. Students can make a list of tasks to be completed and set specific deadlines for each task. With an organized schedule, students can manage their time more effectively and avoid procrastination (Cormack dkk., 2020).

Additionally, finding a strong source of motivation is essential. Students need to find compelling reasons to complete their tasks, whether to achieve long-term goals, get good grades, or for personal satisfaction. With clear motivation, students will be more driven to complete their tasks on time. Stress management techniques can also help in overcoming academic procrastination (Wang, 2021). Students can try various relaxation techniques such as meditation, yoga, or exercise to reduce stress and anxiety. By reducing stress levels, students can focus more on their academic tasks and avoid procrastination (Murdiana dkk., 2020).

Social support is also crucial in overcoming academic procrastination. Students can seek support from friends, family, or mentors for encouragement and motivation. Discussing with classmates or joining study groups can also help maintain motivation and accountability (Tao dkk., 2021). By identifying the factors causing academic

procrastination and implementing effective strategies, students can reduce the habit of procrastination and improve their academic performance. It is important to remember that academic procrastination is a common issue and can be addressed with self-awareness and consistent effort (Chen dkk., 2020). Furthermore, the phenomenon of academic procrastination is not only relevant in the context of coursework but can also affect various aspects of student life, including research projects, participation in campus organizations, and career preparation. In the long run, the habit of procrastination can negatively impact career opportunities and professional development (Kassim dkk., 2022).

In facing this challenge, colleges and universities also play an important role. They can provide programs and resources that help students develop time management skills, increase motivation, and manage stress. Workshops, counselling, and academic advising are some examples of services that can be offered to support students in overcoming academic procrastination (Habibi dkk., 2022). Overall, academic procrastination is a complex and multifaceted issue that requires a holistic approach to overcome. By understanding its causes and implementing effective strategies, students can develop better study habits, improve their academic performance, and achieve personal and professional goals (Bäulke & Dresel, 2023).

A change in perspective towards academic tasks and responsibilities can also help. Transforming the perception of assignments from burdensome to opportunities for learning and growth can reduce the tendency to procrastinate. This approach requires efforts to find positive aspects in each task and create a supportive and motivating learning environment. Finally, it is important to remember that academic procrastination is a common phenomenon and does not have to be a source of excessive shame or frustration. With the right support and effective strategies, every student can overcome this habit and achieve better academic success and personal well-being (Börekci, 2022).

Further research on academic procrastination is also essential to develop new and more effective strategies to assist students. Studies examining the psychological, social, and environmental factors contributing to academic procrastination can provide valuable insights that educators, counsellors, and policymakers can use to create better and more supportive programs for students. Additionally, technology can be utilized to combat academic procrastination. Time management apps, digital reminders, and online collaboration platforms can help students organize their tasks, communicate with peers, and maintain motivation. These technologies can provide the necessary tools to tackle the challenges of academic procrastination in the current digital era (Kljajic dkk., 2022; Wirajaya, 2020).

In facing the era of globalization and digitalization, time management skills and the ability to overcome procrastination become increasingly important. The competitive and fast-changing work environment demands individuals who can manage their time effectively and complete tasks on time. Therefore, overcoming academic procrastination

during college is not only crucial for academic success but also for career preparation and long-term success. Thus, efforts to overcome academic procrastination should be a priority for students, educators, and educational institutions. With good collaboration among various parties, it is hoped that students can develop healthy study habits, improve their academic performance, and better prepare themselves to face future challenges (Yan & Zhang, 2022; Zhou dkk., 2022).

Academic procrastination according to Özberk & Kurtça, (2021) reveals that academic procrastination is the failure of students to complete their academic tasks that have been determined by the period due to procrastination and only working when it will be collected. Students have many independent tasks because at the higher education level students are required to be able to develop themselves. Based on the phenomenon that occurred, the researcher surveyed to find out the level of academic procrastination of students at FKIP UNSIRI.

Based on the survey results, it was found that from a sample of 109 students, the results were obtained: Low academic procrastination category, namely: 0 students, moderate academic procrastination 98 students (89.90%), high academic procrastination 11 students (10.09%). Based on the survey results, it was found that the majority of students' academic procrastination level was in the moderate category and some were in the high academic procrastination category. Based on observations, namely: students do assignments at the tightest time for submitting assignments, and sometimes some students are late in submitting assignments.

METHOD

Research methods according to Unaradjan, (2019) research methods are scientific ways to obtain data with specific purposes and uses. This research is quantitative research with a survey method. According to Purwanza, (2022), the Survey method is quantitative research to obtain data that occurs in the past and present, regarding beliefs, characteristics, behaviour, opinions, and variable relationships and to test hypotheses regarding the relationship between sociological and psychological variables derived from samples taken from certain populations. The data collection technique uses a closed questionnaire and the research results can be generalized. The population is FKIP UNISRI students. The sample used in the study was 109 students. Students filled out a closed questionnaire. Based on the results of the analysis, the academic procrastination of students is obtained.

RESULTS AND DISCUSSION

This study uses a psychological scale that is compiled based on indicators from experts. The preparation of the psychological scale refers to Ferrari (Nurjan, 2020). There are 3 aspects, namely: Delaying starting work on academic assignments, delaying the deadline for completing academic assignments and working on assignments past the final deadline. The following is a psychological scale lattice of academic procrastination as follows:

Table. Grid of Student Academic Procrastination Scale

VARIABLE	INDICATOR	DESCRIPTOR	NO ITEM	
			+	-
ACADEMIC PROCRASTINATION	Delaying the start of academic work	1. Delaying starting work on a task.	17,21,26, 19,25,27,	18, 22, 20, 24,
		2. Delaying the start of studying	23, 3, 6, 12,	28, 29, 1, 11,
		3. Delaying the start of recording material summaries	9, 10, 7, 5	4, 8, 2, 15,13
	Postponing the deadline for completing academic assignments	1. Putting off completing schoolwork	30, 16, 14, 34, 32,35,	37, 39, 41, 43, 45, 36
		2. Putting off completing assignments until the final deadline	33, 31 38, 48, 47	40, 44, 42, 46
Working on assignments past the deadline	Late in submitting assignments	51, 62, 60, 52, 63, 53, 50, 55, 58	59, 54, 49, 67, 64, 65, 57, 61, 66, 56	
Total			34 item	33aitem

Table. Criteria for determining categories

CATEGORIES	SCORE	TOTAL NUMBER OF STUDENTS	%
LOW	67-134	0	0
MEDIUM	135-201	98	89,90%
HIGH	202-268	11	10,09%

Based on the results of the survey, it can be seen that the level of student procrastination is a moderate majority, namely 89.90%, and high academic procrastination is 10.09%.

There is no low level of student academic procrastination. The majority are in the medium and partly high categories. Based on the results of previous research the level of academic procrastination of students (Abidin dkk., 2023). The results of research on student academic procrastination at FKIP, Makassar State University, a sample of 230 students obtained the following results: 0 students in the very high category, 25 students in the high category, 84 students in the medium category, 99 in the low category, 22 students in the very low category. Based on the results of this study, the level of academic procrastination of students is low. Student procrastination is carried out by students, namely: watching TV, playing social media, and playing with friends.

Based on research by Kemal dkk., (2023) students experience a lot of academic procrastination. Academic procrastination is detrimental to the student himself and affects academic achievement. In this case, the supervisor plays an active role in helping students

who are struggling with academic procrastination. Based on Akpur, (2020) student academic procrastination is influenced by psychological aspects, namely the gap between students' desires and behaviour. This makes students experience failure in completing their coursework.

Based on the results of research by Tan & Samavedham, (2022) using a sample of 100 students with the results of research delays to start (65%), delays in doing assignments (75%), time gaps between plans and actual performance (82.7%) and doing other activities that are more enjoyable than doing the tasks that must be done (87%). The factors causing student procrastination obtained the following results: internal factors (85%) and external factors (89.5%). This hail shows that students majoring in Guidance and Counseling at, the Faculty of Education, Gorontalo State University have procrastination behaviour and the factors that cause it are (80.7%). Research conducted by Rahimi dkk., (2023) Students who often commit academic procrastination will experience failure in the academic field. Academic procrastination is the behaviour of individuals who like to procrastinate time to do the assignments given by lecturers, resulting in students being lazy and experiencing academic failure. In this problem, the counsellor seeks to guide and motivate students to avoid academic procrastination.

CONCLUSION

Based on observations, namely: students do assignments at the tightest times for collecting assignments, and sometimes some students are late in collecting assignments. Based on the survey results, it was found that from a sample of 109 students, the level of academic procrastination was obtained as follows: Low academic procrastination category, namely: 0 students, moderate academic procrastination 98 students (89.90%), high academic procrastination 11 students (10.09%). Based on the results of the study, counselling techniques are needed to help students overcome the problem of student academic procrastination.

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