

Academic Procrastination of Guidance and Counseling Students

Yenni Rizal¹, Kamaruzzaman², Uray Herlina³, Melina Lestari⁴

¹ Institut Keguruan Dan Ilmu Pendidikan PGRI Pontianak, Indonesia; rizalyenni@yahoo.co.id

² Institut Keguruan Dan Ilmu Pendidikan PGRI Pontianak, Indonesia; oranecorby@gmail.com

³ Institut Keguruan Dan Ilmu Pendidikan PGRI Pontianak, Indonesia; ainauray@yahoo.co.id

⁴ Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia; melinalestari83@gmail.com

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ABSTRACT

This study aims to determine the level of student academic procrastination after the COVID-19 pandemic. This research uses a quantitative approach with a descriptive method. The participants involved in this study were 150 students of the Guidance and Counseling study program at the 2021 Academic Year of the 2021 PGRI Pontianak Teachers' Training College. The sampling technique used was saturated sampling because it used the entire population as a sample. The data collection tool used in this study was the modified Tucman scale of academic procrastination scale. The descriptive data analysis used divided the number of participants in each interpretation category (ni) by the total number of participants (n) and then the results were multiplied by 100. The results of this study indicate that, in general, the description of the level of academic procrastination of students of the Guidance and Counseling Study Program IKIP PGRI Pontianak category "High" is 68%. The level of procrastination from each aspect: 1) delays in starting and completing tasks are included in the "High" category. 2) delays in doing assignments are included in the "High" category. 3) the time gap between the plan and the actual performance, including the "Moderate" category. 4) doing fun activities is included in the "High" category. The results of this study can be used as a reference for tertiary institutions in order to improve tutoring services for students to reduce the level of academic procrastination.

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Corresponding Author:

Yenni Rizal

Institut Keguruan Dan Ilmu Pendidikan PGRI Pontianak, Indonesia; rizalyenni@yahoo.co.id

1. INTRODUCTION

Students must have the ability to manage coursework and time management skills, therefore they are able to determine work priorities. Assignments that are done at the end of time have a negative impact on the quality of the work. There are many problems with student learning behavior, one of which is the habit of doing assignments at the end of time, which has an impact on the grades they get. The habit of delaying work for various reasons is known as procrastination. Students carrying out their

activities often procrastinate, either intentionally or unintentionally, but this does not always have a negative effect (Corkin et al., 2011; Rosário et al., 2009). Procrastination can be divided into two types, namely, logical procrastination and illogical procrastination. Logical procrastination is carried out with relevant reasons because it is the result of cognitive consideration on decisions, while procrastination is carried out without any cognitive considerations and with intentional elements without irrelevant reasons, which is called procrastination. Illogical, which has an impact on lazy behavior in a person. that procrastination is carried out by someone without a certain time limit, even though the person actually knows what he wants to do but doesn't do it (Andreou, 2007).

Academic procrastination is a problem that often occurs in students. This occurs when the task given is understandable but the student fails to carry out the activity in completing the task at a predetermined time. Many things are the causes of procrastination; changes in the learning system are one of the causes (Hidayati et al., 2019). The problem of procrastination has the potential to reduce learning outcomes with symptoms of being late in starting assignments, not showing their abilities optimally. Academic procrastination both partially and simultaneously has a significant effect on learning outcomes (Fritzsche et al., 2003; Ramadhan & Winata, 2016). Even procrastination can cause emotional problems for students (Dewitte & Schouwenburg, 2002).

Academic procrastination by students is estimated to occur up to 70% or is categorized as very high (Rosário et al., 2009; Saman, 2017). Despite the fact that the pandemic has changed the current learning system and is a factor causing academic procrastination in students, this phenomenon has existed before. Procrastination occurred during the course of the lectures, not only during the pandemic but also occurred even before the pandemic occurred and was increasingly exacerbated during the transition from the pandemic to the new normal.

Thus, when offline learning began to be implemented during the transition from the pandemic to the new normal period, students tended to procrastinate academically and replace it with internet activities such as social media or online games for hours on end; academic procrastination had a negative impact on academic activity or performance (Balkis, 2013; Balkis & Duru, 2017; Kurniawan, 2017). This was done without any underlying logical reasons, just because there was a feeling of wanting to postpone all assignments and academic activities. It is difficult to motivate students to start learning activities, and they divert themselves by carrying out hedonistic activities through social media, which unknowingly lead to ineffective time losses.

In the Guidance and Counselling study programme at IKIP PGRI Pontianak, students frequently experience the negative consequences of procrastination. These include failure to complete assignments and late submission of assignments, lack of preparation for learning, inadequate understanding of the material during class presentations and exams, resulting in low scores. Additionally, only a small number of students are able to complete their final assignment (thesis) within the given timeframe, while the majority exceed the specified study period. Procrastination leads to significant emotional and social consequences that strengthen sentiments of personal inadequacy (Rosário et al., 2009). In light of the preceding explanation, researchers are keen on determining the extent of academic procrastination among students enrolled in the Guidance and Counselling Study Programme at IKIP PGRI Pontianak for the 2021 academic year.

2. METHODS

This study uses a quantitative approach with descriptive methods to determine the value of student academic procrastination variables without comparing or connecting with other variables (Sigiyono, 2012). The participants involved in this study were 150 students of the Guidance and Counseling study program at the Pontianak PGRI IKIP for the 2021 academic year.

The research sample was drawn using a saturated sampling technique, in which the entire population was used as a sample (Sugiyono, 2010). The sampling technique used is saturated sampling because it uses the entire population as a sample.

The data collection tool used in this study was a modified academic procrastination scale from the Tucman scale in the form of a Likert scale. The instrument used consisted of 23 items, by developing aspects of procrastination namely: 1) Delays in starting and completing tasks; 2) Delay in doing assignments; 3) Time gap between plan and actual performance, and 4) Do activities that are more enjoyable. The analysis used in processing the research data is by dividing the number of participants in each category of interpretation (n_i) by the total number of participants (n) then the result is multiplied by 100, or by the formula:

$$\text{percent (\%)} = \frac{n_i}{n} \times 100$$

3. FINDINGS AND DISCUSSION

Based on the results of data analysis, the level of academic procrastination of students of the Guidance and Counseling study program at IKIP PGRI for the 2021 academic year is in the high category, namely 68% of students experience academic procrastination.

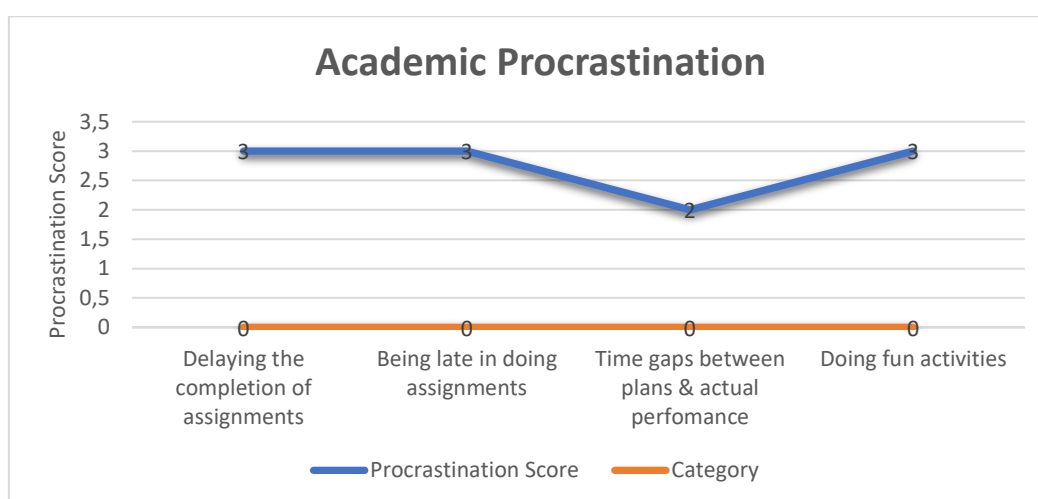
In more detail, the level of academic procrastination of students of the Guidance and Counseling Study Program IKIP PGRI for the 2021 academic year in each aspect is as follows:

1. The aspect of delays in starting and completing assignments reaches the "high" category, as many as 27% of students are able to do coursework even though it takes a long time, experience a little frustration because learning outcomes are not as expected, daily activities do not become an obstacle in carrying out assignments and trying to do the task faster than the allotted time so that the work received does not pile up.
2. The aspect of delay in carrying out assignments reached the "high" category, as many as 27% of students understood and felt embarrassed if they were late in submitting assignments, did not complete assignments in the last remaining time, were not relaxed in doing assignments, understood the assignments that had been given so they did not feel left out of information in doing the task so that it can be completed in a timely manner.
3. Aspects of the time gap between plans and actual performance, reaching the "moderate" category, as many as 18% of students sometimes miss completing class assignments, study only by taking advantage of their free time, completing assignments not according to the allotted time, enough enthusiasm to achieve goals study as desired, but still have routine activities that interfere with doing college assignments.
4. The aspect of carrying out fun activities reaches the "high" category, as many as 27% of students have started to enjoy studying together, looking for references to knowledge and insight, carrying out activities that support lectures, being active in the process of discussion and question and answer, being better at prioritizing completing college assignments compared to watching movies you like, enthusiasm for participating in learning activities on campus and not burdened with lecture assignments.

Tabel 1. Academic Procrastination Student

No	Aspects	Interval Score	Category
1	Delaying the completion of assignments	3	Hight
2	Being late in doing assignments	3	Hight
3	Time gaps between plans actual performance	2	Medium
4	Doing fun activities	3	Hight

The research results from each aspect are also described in the following graph:

**Figures 1.** Academic Procrastination Student Chart

From the four aspects described in the figures 1 above, it can be concluded that the three aspects, namely delays in starting and completing tasks, delays in doing tasks, and carrying out fun activities, are in the high category except for the third aspect related to the time gap between plan and actual performance reach medium category. It can be described that students tend to delay starting and completing assignments, are late in doing assignments, and students prefer to do fun activities rather than learning activities.

However, in the aspect of the time gap between plans and actual performance which reaches this moderate category, it can be interpreted that some students have been able to compensate for the time gap between the planned task completion and the performance of completing their academic assignments.

Discussion

Based on the results of the study, in general, proctination of students in the guidance and counseling study program reached the high category. It could be interpreted that students of the

guidance and counseling study program still show a tendency to delay excessive learning activities, causing them to fail to achieve their goals. High academic procrastination can cause behavioral changes in students. This finding is not in line with the results of Samawi et al. (2021) research, which found that procrastination, which gets a moderate category, can cause high negative behavioral effects.

Procrastination by students can be in the form of behavior that is carried out intentionally and repeatedly to avoid or delay a task, activity or work with the excuse of avoiding blame or other irrational beliefs that can produce bad or unpleasant effects for individuals who done it. This finding is in line with the results of the previous researches that showed the problem of procrastination has the potential to reduce learning outcomes and behavior. Besides, academic procrastination partially or simultaneously has a significant effect on learning outcomes (Ramadhan & Winata, 2016). However, based on the results of other studies, procrastination does not always have a significant relationship to student learning outcomes, in line with findings showing that there is no tendency for procrastination in learning achievement among online learners (Ucar et al., 2021). Zarin and Eisenbeck further explained that procrastination can cause emotional problems for students (Abdi Zarrin et al., 2020; Eisenbeck et al., 2019; Rahimi & Vallerand, 2021). The high level of procrastination among students in this study is supported by the research findings of Rosario and Saman which show that in general academic procrastination by students is still in the high category (Jannah & Muis, 2014; Muyana, 2018; Saman, 2017; Zacks & Hen, 2018).

Students that have a tendency to procrastinate are typically the ones who consistently fail to fulfil deadlines. This behaviour is commonly observed in students who have a present-oriented mindset and neglect to consider the future. The procrastinator is aware of the urgent need to accomplish the assignment, yet he intentionally postpones or prolongs its completion, even if he has already initiated the work. As a result, the individual was unable to accurately estimate the time required to complete the task. This study found that student procrastination is unproductive and counterproductive. Specifically, the research data revealed a time gap between the planned and actual completion of tasks. The results showed that students fell into the moderate category, indicating that some were able to bridge the time gap between their planned task completion and actual performance. In other words, these students were able to effectively plan and complete their academic assignments within the designated time frame, avoiding delays and negligence in submission. This is corroborated by Rahimi's research, which indicates a correlation between academic procrastination and negative emotions. Furthermore, Rahimi and Vallerand (2021) suggest that the presence of pleasant emotions in individuals can serve as a preventive measure against academic procrastination.

The third aspect of academic procrastination, namely the time gap between task completion plans and task completion performance, which reached the moderate category, is the responsibility of students and a form of self-defense mechanism in students which is indicated by feelings of anxiety when procrastinating, in line with the opinion of Brownlow & Researcher stated that procrastination results in serious personal and social effects that reinforce feelings of lack of personal competence (Rosário et al., 2009). Procrastinating behavior will bring feelings of discomfort to the perpetrator, the negative consequences that arise will trigger anxiety in the perpetrator of procrastination. At first, they were calm because they felt that there was still plenty of time available. Without feeling that time is running out, this makes them feel anxious because they have not completed the task. This finding aligns with the results of research done by Kartadinata et al. (2008), who states that the most dominant reasons for procrastination are laziness, feeling overwhelmed, inability to manage time properly, and difficulty making decisions.

Academic procrastination does not only come from within students, regardless of the student's own factors, but the trigger for procrastination can also come from the student's learning environment itself, for example, the lack of communication between lecturers and students. Therefore, the

communication that occurs does not reach its goals or is not understood by students. Furthermore, the lecturer's teaching style is less creative and interactive that make students are not motivated in doing their academic assignments. Another thing that needs to be considered is the lack of attention and support by parents for students in learning, and there are many other factors that determine the occurrence of academic procrastination in students. This is supported by Nwosu et al., who stated that there is a student attachment to other things, such as social media, which can lead to procrastination in academic work (Nwosu et al., 2020).

The online learning system is also a determinant that is no less important in the high procrastination that exists in students. Online learning activities started during the pandemic left ineffective habits for students, learning which is usually mostly carried out at campus but is carried out via online learning that uses internet facilities so as to provide opportunities for students together, hang out in a place or cafe to complete assignments together to reduce focus and divert students' attention to other things that are considered more interesting to do such as surfing in cyberspace on social media and so on which ultimately has a negative impact on student academic activities and performance (Balkis & Duru, 2017; Can & Zeren, 2019). Then, students are currently using media and technology excessively, causing a negative impact on learning outcomes (Latipah et al., 2021; Türel & Dokumaci, 2022), this result contradicts Tezer finding that internet and social media use does not necessarily lead to academic delay until it becomes problematic (Çakır & Harmandar Demirel, 2019; Tezer, 2020). Furthermore, Ucar et al. found that procrastination does not always have a significant relationship to student learning outcomes, in line with findings showing that procrastination does not tend to affect learning achievement among online learners. (Ucar et al., 2021). In addition to external factors that influence internal factors originating from students related to characteristics, behavior and other psychological factors, they are also the cause of higher academic procrastination, in line with research findings which state that academic procrastination occurs due to the behavior of the individual it self (Wieland, 2022). Psychological factors can be in the form of a lack of interest, motivation, persistence, ability, awareness, intention, self-efficacy, self-control, and so on (Balkis & Duru, 2017; Damri et al., 2017; Özer et al., 2009; Traş & Gökçen, 2020).

Furthermore, the results of the study show that of the four aspects of academic procrastination, the third aspect, namely the gap between plan and performance, has reached the medium category by students is still in the form of adaptive procrastination, this can be proven by the characteristics that are carried out by students, namely that even though they postpone, students are able to complete their study activities and assignments in a timely manner therefore they do not have a bad impact and academic procrastination carried out is not included in the negative procrastination category. In line with the results of Danya's research on students, active procrastination is still found which is a form of negative procrastination and is related to adaptive self-regulation and academic achievement (Corkin et al., 2011).

4. CONCLUSION

Based on the results of the research, the level of academic procrastination of students of the Guidance and Counseling Study Program IKIP PGRI Pontianak for the 2021 academic year is generally in the "High" category, which is 68%. While the level of procrastination from each aspect: 1) delays in starting and completing tasks is included in the "High" category with a percentage of students as much as 27%; 2) delays in doing assignments are included in the "High" category with a student percentage of 27%; 3) the time gap between plan and actual performance, including the "Moderate" category with a student percentage of 18%; 4) doing fun activities is included in the "High" category with a student percentage of 27%. The results of this study can be used as a reference for future researchers to examine

more deeply the factors causing the high level of academic procrastination among students using a qualitative approach.

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