

Academic Procrastination Level among Seventh Grade Students of Junior High School and the Reasons behind This Behaviour

Alfiani Fernita Sari¹, Yulia Ayriza²

¹(Graduate School, Yogyakarta State University, Indonesia)

²(Graduate School, Yogyakarta State University, Indonesia)

Abstract: *Academic procrastination is a common problem among most students. The purpose of this study is to determine the level of their academic procrastination, especially the seventh-grade students of junior high school. This research can be categorized as a quantitative descriptive with 133 students as the research population. The data collection employed an academic procrastination scale with the reliability of 0.87. The results showed that the students' academic procrastination with the low category was 9 students (6.8%), the moderate category was 112 students (84.2%), and the high category was 12 students (9.0 %). It urges the guidance and counseling teachers to enhance the students' learning motivation as well as to develop self-regulated learning and self-confidence. Therefore, it can reduce academic procrastination behavior and improve good academic performance.*

Key Word: *academic procrastination; maladaptive behavior; junior high school students*

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I. Introduction

Learning has been the main responsibility among students in all education levels. In Indonesia, formal school starts from the elementary level for 6 years, the junior high school for 3 years, and the senior high school for 3 years. The school learning process is inseparable from teachers or instructors' roles to educate, teach, facilitate, and motivate students. However, the rapid development of technology has changed the learning process that can be carried out anywhere through the online system. It can facilitate teachers and students to explore new learning strategies. (Livingstone & Condie, 2010). As an example, teachers can give material to students via WhatsApp (Gon & Rawekar, 2017; So, 2016). Also, teachers can provide fun and effective virtual classes with e-learning applications (Varkonyi, 2017).

With technological awareness, students can easily access learning resources not only from books or print media but also from online media. On the other hand, there are also negative impacts that can affect academic performance (Maqableh et al., 2015). Smartphones and internet networks make students familiar with online gaming and social media that can reduce their learning portion even postpone their task completion. It is in line with Rozgonjuk, Kattago, and Täht (2018) opinion that students tend to procrastinate due to their social media activities. Maqableh, et al (2015) also mention that there is a positive relationship between the use of social networks and learning outcomes. His finding shows a significant difference in the daily use of social networks towards students' academic achievement. Most of student academic problems, especially academic procrastination, appear as a result of the excessive use of smartphones.

Burka dan Yuen (2008,5) explains that the definition of Procrastination in the dictionary derives from the verb "procrastinate" meaning "delay". The word Procrastination comes from the joining of two Latin words pro referring to "forward", and crastinus as "tomorrow's things". Academic procrastination is a general issue among students even in the college-level (McCloskey & Scielzo, 2015). The problem of academic procrastination is considered as error learning behavior. Academic procrastination refers to an act of delaying academic task completion (Nordby et al., 2017). The previous study from Özer et al., (2009) reveal that academic procrastination occurs in Turkish students with 52% of assignments delay. Another study found that 83% of students in Turkey conducted delayed behavior on their writing assignments, and they preferred to play online games, watch TV, read magazines, and story books (Klassen & Kuzucu, 2009). The number of students who perform academic procrastination, such as postponing writing assignments, and exam preparation, reflect on their poor academic grades (Kim & Seo, 2015).

Students who have academic procrastination behavior are caused by a lack of priorities (Burka and Yuen, 2008, 7). Academic procrastination is a reflection of low self-regulation (Steel, 2007) in which every individual should be able to arrange their schedules. Self-confidence and self-regulation are strong predictors of procrastination (Klassen & Kuzucu, 2009). Students with low self-regulation can have high anxiety that trigger procrastination behavior (Grunschel et al., 2013). According to Zimmerman, Bandura, and Martinez-Pons

(Batool et al., 2017), students with high self-efficacy will perform learning strategy and manage learning process to achieve good learning results. Meanwhile, individuals who are not trying to manage their learning tend to show procrastinating behavior.

Based on the background above, it is clear that academic procrastination has been a common phenomenon among students as a result of poor self-regulation, low self-confidence, and bad time management. This study aims at revealing the level of academic procrastination behavior among the seventh-grade students.

II. Methods

Research Design

This study can be categorized as descriptive quantitative research that aims at revealing the level of academic procrastination among the students of Depok Muhammadiyah 3 Junior High School of Sleman, Yogyakarta.

Participants

The population in this study was the VII grade students totaling 133 students with 80 males and 53 females.

Measurement

The academic procrastination scale was used to gain the research objective. The researchers modified the scale of academic procrastination prepared by McCloskey and Scielzo (2015) based on the students' characteristics by adjusting the language for the research participants. The scale of academic procrastination involved 1) psychological beliefs about self-ability, 2) attention disturbances, 3) social factors, 4) time management skills, 5) personal initiative and 6) laziness. The type of scale was the Likert Scale containing "very appropriate" with a score of 4 to "very inappropriate" with a score of 1. There were 21 items that met the criteria of $r \geq 0.30$ and the reliability score was 0.879 that indicated high reliability.

Data Analysis Technique

The data analysis technique in this study employed descriptive statistics by using SPSS version 16. The academic procrastination behavior was categorized into three groups, i.e. low, moderate, and high as presented in Table 1 below:

Table I. The Academic Procrastination Category

Score	Category
$X < (M-1.SD)$	Low
$(M-1.SD) \leq X < (M+1.SD)$	Moderate
$X \geq (M+1.SD)$	High

Explanation: X = total score, M= ideal mean, and SD= ideal standard deviation

III. Result

The academic procrastination scale contained 21 question items. Each question item gained a score of 1 to 4, so the minimum total score was $1 \times 21 = 21$, and the maximum one was $4 \times 21 = 84$. The analysis results of the descriptive statistical data from academic procrastination data presented in Table 2 below:

Table II: The Descriptive Analysis Results of Students' Academic Procrastination

	N	Range	Minimum	Maximum	Sum	Mean	Median	Mode	Std. Deviation	Variance
Procrastination	133	31	37	68	6742	51.6	51	51	6.55481	42.965
N Valid (listwise)	133									

It showed that the minimum score obtained from all respondents' was 37 and the maximum score was 68. It indicated that no respondent received the lowest score of 21, but the lowest score obtained by the respondent was 37 based on the scale distribution. Also, no respondent obtained the highest score of 84, but based on the scale distribution, the highest score obtained was 68. Other details showed that the mean of all data was 51.6, the median was 51, the mode or the value that often appeared was 51, the standard deviation was 6.55, and the variance was 42.9.

To find out the scoring frequency, it can be seen from the categorization of the ideal average scores as illustrated in Table III.

Table III: Frequency Distribution

	Frequency	Percentage	Valid Percentage
Valid 37-40	6	4.5	4.5
41-44	9	6.8	6.8
45-48	23	17.3	17.3
49-52	43	32.3	32.3
53-56	27	20.3	20.3
57-60	12	9.0	9.0
61-64	8	6.0	6.0
65-68	5	3.8	3.8
Total	133	100.0	100.0

Based on Table III above, it can be seen that 6 students (4.5%) had the scores between 37-40, 9 students (6.8%) obtained 41-44, 23 students (17.3%) got 45- 48, 43 students (32.3%) were 49-52, 27 students (20.3%) were 53-56, 12 students (9.0%) were 57-60, 8 students (6.0%) were 61-64, and 5 students (3.8%) were 65-68.

Based on the above table, the academic procrastination among students can be categorized into 3 groups, namely low, medium, and high as presented in Table IV below.

Table IV: Category of Students' Academic Procrastination

Score	Category
$X < 42$	Low
$42 \leq X < 63$	Moderate
$X \geq 63$	High

Explanation: X is the academic procrastination

Table V: Categorization of Students' Academic Procrastination

Category	Frequency	Percentage	Valid Percentage
Valid low	9	6.8	6.8
moderate	112	84.2	84.2
high	12	9.0	9.0
Total	133	100.0	100.0

The category of academic procrastination among VII grade students can be illustrated in the bar diagram below.

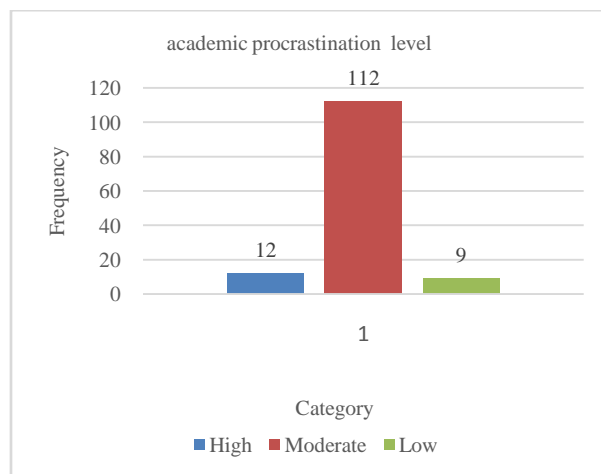


Figure I. Diagram of academic procrastination category

Table V above showed that there were 9 students (6.8%) belonged to the low category of academic procrastination, 112 students (84.2%) included in the moderate category, and 12 students (9.0%) were in the high category.

IV. Discussion

The results of this study indicate that overall students' academic procrastination include in the medium and high categories. Chu and Choi (2005) mention that there are two types of academic procrastination, it is active and passive. The active academic procrastination refers to students or procrastinators who are able to complete their tasks on time to achieve good academic performance. On the other hand, passive procrastination is those who are failed to conduct their tasks on time that result in worse academic performance. Academic procrastination may occur due to anxiety or fear of failure, lack of learning skills, complicated tasks, lack of self-regulation, lack of failure experience, and problems with teachers (Grunschel et al., 2012). Grunschel et al. (2012) also emphasize the external reasons behind academic procrastination, such as excessive activities at home or outside school activities (e.g. supporting their family economic security), the absence of group discussion, and the loose task deadline. Similarly, the researchers also interviewed the number of students related to their reasons for delaying schoolwork. The students admitted that they could not manage their time due to abundant school works and tiring extracurricular activities. They also experienced complicated tasks, lazy attitude, negative friends influence (playing or hanging out), social disturbances, and lack of confidence for task completion.

Nordby et al (2017) have summarized the previous studies that explain the external factors of academic procrastination including 1) the teacher performance, i.e. if the teachers can create a pleasant and well-organized learning process, students will have positive feelings, otherwise when the learning process run unsystematically, it can cause procrastination; 2) the task characteristics, the tasks that are too easy or too difficult can also trigger procrastination because the students can find it boring and tiring; 3) the social and the peers' environment, there are many procrastination actions in the students daily life from their parents or older siblings and teen students tend to imitate the adults' behavior as a role model. An active procrastinator are having high self-efficacy, so they are aware of academic pressure and confidence in their abilities to complete their assignments (Qian & Fuqiang, 2018). It is clarified by Kurtovic et al (2019) that low academic achievement gives rise to low self-efficacy. When students get low outcomes, it can give a negative influence on their confidence.

The academic consequence of procrastination behavior is a bad score (Moore, 2008). Moreover, procrastination also influences the others aspect of children's life including the affective aspect (bad-tempered), the physical effect (fatigue), the personal effect (low personal concept) and the behavior aspect, i.e. unwillingness to change their procrastinating behavior (Grunschel et al., 2012). The consequences of procrastination can result in academic achievement, negative attitudes, and physical health. Although the level of academic procrastination among the seventh-grade students is mostly in the medium category, there should be guidance from teachers. They should help and foster students in improving academic achievement (Shaterloo & Mohammadyari, 2011), especially guidance and counseling teachers or school counselors who have the main role in developing students' potential. The guidance and counseling teachers can provide services to students as a preventive effort to solve academic procrastination problems. Motivation needs to be fostered to students in learning as stimulation to enhance their abilities, self-confidence, and self-esteem. Having internal motivation and high self-esteem attitude is proven effective to lower academic procrastination behavior (Ghadampour et al., 2017). In the same view, Ljubin-Golub et al. (2019) point out that teaching students about self-regulation strategies can improve their learning motivation.

V. Conclusion

Academic procrastination among the VII grade students is mostly in the medium category (84.2%). The reasons behind the students' academic procrastination are laziness, heavy school load, friends influence, difficult task characteristics, and bad time management. Those results of the academic procrastination level among students can be used as a benchmark, particularly for guidance and counseling teacher, to provide appropriate interventions in solving students' academic procrastination.

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