Effect of Task Aversiveness and Student Academic Procrastination

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Abstract: This study is objective to describe the task aversiveness and procrastination of academics, to analyze the influences between task aversiveness to procrastination of academics and to analyze the relationship between task aversiveness to procrastination of academics. This research uses descriptive quantitative research methods. Identification of the problem in the study, there is a correlation between procrastination and task aversiveness separately strong and stable. The Purpose of study is test of connection task aversiveness student with procrastination academic. In this study, researchers use a quantitative method with a descriptive correlative approach. The population in their study were 575 students.

Amount sample in this study was 236 students which was taken by using Slovin formula. The Sample was taken from each different class, then the Proportional Stratified Random Sampling technique was used. On this research, there are two types of variables. They are variable free (independent) and variable bound (dependent). As for the free variable or the independent variable in this study is task aversiveness, while the bound variable or the dependent variable is academic procrastination. In this study, the data used is interval data. As for variable in this study is task aversiveness and procrastination academic. The research instrument used is a questionnaire using Likert Scale. The results of this research show 64.41 % of students have high task aversiveness. This shows that students who perceive task aversion bothered or are not comfortable with duty are in the high category. On procrastination academic shows 60.59 % have high academic procrastination behavior. This shows the behavior of procrastination academic student high category because many procrastinating students do academic duty in the period of time you want. From the hypothesis it is found that task aversion influences significantly to the procrastination of academics. We conclude that they are connection task aversiveness significantly to academic procrastination behavior. That is, the more and more high task aversiveness, then the behavior of academic procrastination will also increase, and vice versa.

Keywords: psychological assessment, Potensia Apps, dissemination

Conflict of Interest Disclosures:
The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.
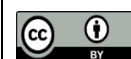
Introduction

Education is carried out in order to equip students to have abilities and skills that are useful for their lives in the future. Skills possessed will very beneficial for student. Skills according to Qodratilah (2011) are skills and abilities to complete tasks. Task must be done by student appropriate time. Some of the students prefer to postpone their assignments by doing other fun things that are not related to their assignments until the deadline approaches. Most student tend choose pleasure moment than do his job. Delaying tasks is also

known as procrastination. Rothblum (2005) explains that something delay said as procrastination if delay That done on an important task, done over and over again in a manner intentionall, elicited feeling No convenient, as well in a manner subjective felt by someone procrastinator (Said, 2017). Procrastination academic i.e. birthing habits _ laziness so that often procrastinate task. Procrastination done in a manner on purpose and more choose other activities . Other activities will influential to behavior , so the task should be done on purpose delayed and neglected . Deliberate assignment _ postponed will the more piled up and many . Reason student postpone task according to Steel (2007) i.e. self-efficacy, task aversiveness and fear to task . one _ reason student do procrastination academic there is task aversiveness . Milgram (1995) says that task aversiveness defined as displeasure or discomfort individual to something task (Ahmad & Mudjiran, 2019). Steel (2007) adds that a difficult task has a high potential to trigger a state of task aversion. Deep steel his research show that procrastination behavior with strong and stable task aversiveness have a correlation. The findings from Ahmad & Mudjiran (2019) stated that procrastination was found to be positively correlated with task aversiveness. This means that the higher a person's level of task aversiveness, the higher the level of academic procrastination carried out. Conversely, the lower a person's level of task aversiveness, the lower the level of procrastination that is carried out.

This research is about the effect of task aversiveness on students' academic procrastination. students own constraint in do assignments , Various problems or obstacles encountered in carrying out assignments include: There is a procrastination phenomenon that occurs among students, there are still students who have task aversiveness which influences academic procrastination and there are many adverse effects that occur as a result of academic procrastination. It can be described that someone delays a task because he has *task* aversiveness. Task aversiveness will make students delay doing assignments. This makes researchers interested in conducting research on the relationship between task aversiveness and student academic procrastination.

In context academic, procrastination called as procrastination academic. Ilyas & Suryadi (2017) argue that procrastination academic is form laziness in the environment academic. Steel & Klingsieck (2016) said procrastination academic is type the only delay limited workmanship related tasks and activities with learning (Putri, 2020). Steel (2003) also added that procrastination academic is very problem commonly experienced students at school. Steel's opinion is strengthened by research Munawaroh (2017), namely Academic procrastination is a common problem faced by students in their educational activities.

Ferari (2010) states that procrastination is a tendency to delay actions and decisions which is not a new phenomenon (Uzun, B. et al., 2021). Furthermore, Solomon and Rothblum (1984) define procrastination as behavior or actions that slow down work for no definite reason to the point of discomfort experienced (Ahmad, R. & Mudjiran, 2020).

opinion (1995), aspects of academic procrastination namely delays in starting and ending tasks, delays in doing tasks, gaps in plans and actual performance and doing other activities that are more enjoyable. Doing other activities that are more fun than doing the tasks that must be done and individual character includes feelings of lack of confidence, *moody* , and irrational beliefs (Reswita, R., 2019). Procrastination academic own influence in a manner physical and psychological . Procrastination own correlation with belief irrational, low price self, anxiety, depression and stress (Ferrari & Tibbett, 2017). According to Tice & Baumeister (1997), Blinder (2000) reveals other effects of procrastination namely: stress and giving influence on dysfunction psychological individual who has feeling or emotion negative, like anxious, feel guilty, panicked and tense, cursed self myself, feel has do cheating and low themselves (Triyono & Alfin, 2018).

Factors that cause students to postpone tasks according to Steel (2007) are self-efficacy , task aversiveness and fear of failure. Individuals who doubt their abilities will continue to develop negative evaluations and expectations about themselves so that they have a bad influence on them.

Steel (2007) suggests one the factor that influences academic procrastination is task aversiveness. Task aversiveness that students perceive as an unpleasant task influences students to delay completing assignments. Steel (2007) in his research found that there is a strong and stable correlation between procrastination behavior and task aversiveness. This is in accordance with the opinion of Milgram et al. (1995) who said that task aversiveness is defined as individual displeasure or displeasure towards a task (Ahmad, R., & Mudjiran, 2019).

The findings from Ahmad, R., and Mudjiran (2019) stated that procrastination was found to be positively correlated with task aversiveness. This means that the higher a person's level of task aversiveness , the higher

the level of academic procrastination carried out. Conversely, the lower a person's level of task aversiveness, the lower the level of procrastination that is carried out.

The aspects of task aversiveness according to Blunt & Pychyl (2000) are boredom, frustration, and resentment (Putri, N, I., 2020). Boredom is defined as a person's assessment of the extent to which he feels the task is boring. Frustration was found to be associated with reluctance to do tasks. Resentment, according to this view, delay will occur when individuals do not like to be involved in their activities. Such a delay will take the form of an avoidance reaction to activities undertaken by other people (Putri, NI, 2020).

Based on the description above, the focus of this study is to discuss the relationship between task aversiveness and student academic procrastination . The purpose of this study was to examine the relationship between task aversiveness and academic procrastination. The problem in conducting this research is the phenomenon of procrastination that occurs and the effect of task aversiveness on academic procrastination. In this context, the author's research problem can be put forward as follows: what is the relationship between task aversiveness and academic procrastination student ? Related research _ with task aversiveness and Student Academic Procrastination is included in research that has not been studied by many other researchers. This is what makes the writer interested in doing this research.

Method

Research Design

This research is a quantitative research with a correlative descriptive approach (Yusuf , 2016) . In this research the things that will described, namely procrastination and task aversiveness which will be described through data processing. The variables in this study consist of two variables , namely task aversiveness (X_1) is the independent variable and procrastination (Y) is the dependent variable. The research instrument used as a tool to collect data for task aversiveness is a questionnaire using a Likert scale. The research instrument used For measure procrastination is the Likert Scale . The Likert model scale is a scale used to measure attitudes, opinions, and perceptions of a person or group about events in social phenomena (Sugiyono, 2013). The scale used to measure academic procrastination and task aversiveness. The variables for making instruments were carried out by developing them with indicators and grids prepared in advance by the researcher based on the theory used.

In this study the data used are interval data and tools measure used is Linker scale. Interval data or also called interval scale is a scale that has a constant range between level one and the original but does not have an absolute 0 (zero) number (Irianto, 2016) . The interval scale is widely used in research because it is considered more detailed in describing a particular object, to better support the interval scale the researcher uses a measuring tool in the form of a Likert scale so that the data obtained can be described and categorized in the form of interval data.

Participants

Participants in the activity consisted of school counselors from all regions of West Sumatra Province. Participants in the webinar and online training activities comprised 158 people during the two days of implementation. Meanwhile, face-to-face activities with a greater focus on deepening applications and simulations were attended by 39 participants who were representatives from various regions in West Sumatra Province. All participants obtained permission from the leadership and were willing to participate in the activity.

Measurements

The research instrument used was an instrument using a Likert model scale. Data were analyzed using regression double. Furthermore, the description of the data regarding academic procrastination and task aversiveness is analyzed using the percentage formula by calculating the percentage score selected by the research sample using the percentage formula (Joseph, 2016). Next, categorize each instrument with data intervals (Irianto, 2016).

Data Analysis

Requirements analysis test was carried out on research data as a basis for consideration in selecting and determining the type of data analysis technique to be used in testing the hypothesis in this study . Study This planned to be carried out with parametric statistical formulas, namely multiple regression data analysis

techniques. To be able to test the research hypothesis requirements test is carried out . The requirements test performed on the research data includes: normality test, linearity test and multicollinearity test.

Based on the results of the analysis requirements test that has been carried out, this research variable meets the requirements for statistical testing with simple regression analysis or multiple regression. So the next step is to test the research hypothesis. The research hypothesis, among others to examine the contribution of task aversiveness to academic procrastination, multiple regression analysis was used.

Statistical testing was carried out with the regression technique in the form of multiple regression analysis by determining its significance by comparing F_{count} with F_{table} . If $F_{count} \geq F_{table}$, the regression is declared significant, otherwise if $F_{count} < F_{table}$, the regression is declared insignificant.

Results
Description of Data Task aversiveness (X_2)
The results of data processing through instruments with respondents totaling 236 students , can be seen in the figure 1
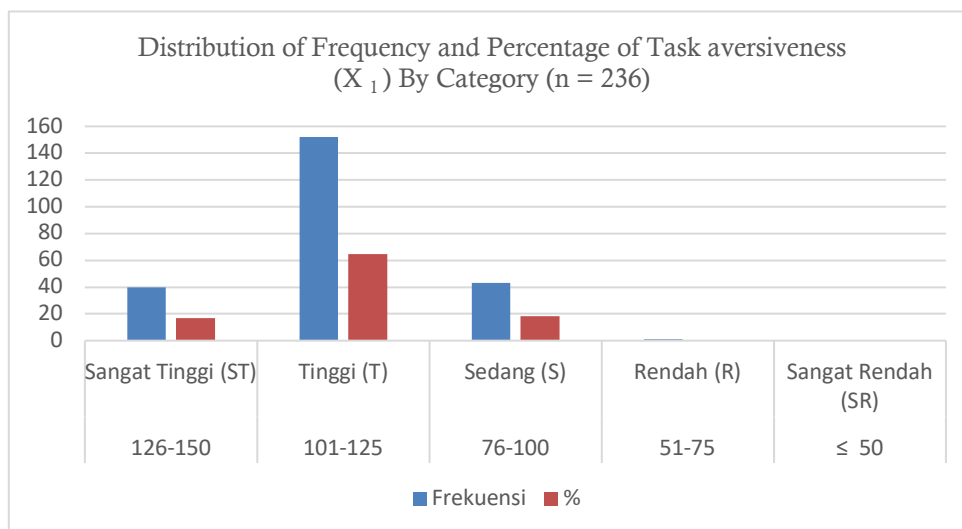

Figure 1. Distribution of Frequency and Percentage of Task aversiveness (X_1) By Category (n = 236)

The graph above explains that 64.41% of students have high task aversiveness. Graph 1 shows that task aversiveness feeling students _ bothered or not comfortable to task are in category high . More detail can be seen in Table 1.

Table 1. Description of the average (mean) and percentage (%) of task aversiveness (X_1) based on Indicator

No	Indicator (Number of Items)	SCORE							
		Ideal	Max	Min	Σ	*Means*	SD	%	Ket
1	The task is so boring (Boredom*)* (5)	25	25	7	4244	17.98	3.67	71.93	Q
2	Frustration with the task will always blame the situation (Frustation*)* (17)	85	83	40	15320	64,92	8.89	76,37	Q
3	Avoidance Towards assignment (Resentment*)* (8)	40	40	12	7120	30,17	7.01	75,42	Q

Table 1 explains that the frustration indicator towards the task will always blame the situation (frustration) in the high category, namely 76.37%.

Data Description of Academic Procrastination Behavior (Y)

The results of data processing through instruments with 236 respondents students , can be seen in table 3
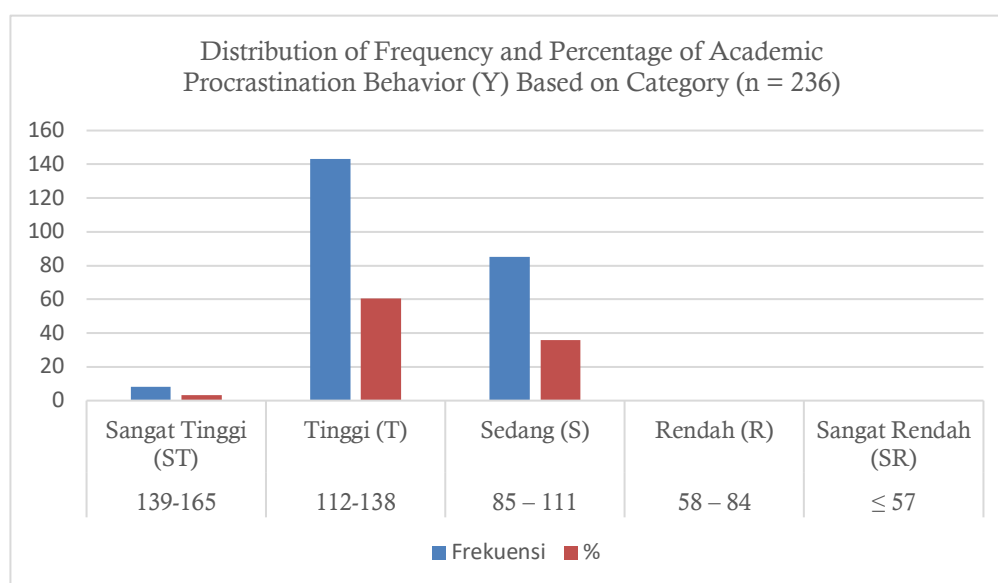

Figure 2. Frequency Distribution and Percentage of Academic Procrastination Behavior (Y) by Category (n=236)

Figure 2 explains that 60.59% have high academic procrastination behavior. From the chart The above shows that students' academic procrastination behavior is in the high category because many students delay doing academic assignments within the desired timeframe. More detail can be seen in Table 4.

Table 2. Description of the average (mean) and percentage (%) of behavior Academic Procrastination (Y) Based on Indicators

| No | Indicator (Number of Items) | SCORE | | | | | | | |
		Ideal	Max	Min	Σ	*Means*	SD	%	Ket
1	Delays to start or finish work on the task at hand (13)	65	58	20	10396	42,73	7,7	66	Q
2	Delay in doing assignments (10)	50	48	18	8770	36,71	5,49	73,42	Q
3	Time gap between plan and actual performance (10)	50	47	13	8644	35,58	7,18	71,16	Q

Table 4 explains that the indicator of delay in carrying out tasks is in the high category of 73.42 %. Testing the data in this study are as follows:

Table 3. Results of Multiple Regression Analysis of Task aversiveness (X1) Against Academic Procrastination Behavior (Y)

Variable	R	R *Square*
X 1 -Y	.988	.976

Table 3 explains that the value of r is 0.988 , which indicates the correlation coefficient of task aversiveness on academic procrastination behavior. The value of R *Square* (R^2) is 0.976 , meaning 97.6% is the relationship between task aversiveness on academic procrastination behavior. The R- *Square* value is categorized as strong if it is more than 0.67, moderate if it is more than 0.33 but lower than 0.67, and weak if it is more than 0.19 but lower than 0.33. This means that the R Square value is categorized as strong because it is greater than 0.67. Based on such calculations, hypothesis zero (Ho) is rejected. With so, can stated that hypothesis work (H_1) accepted, p This means that task aversiveness own significant and positive relationship with procrastination academic.

Table 4. Results of Multiple Regression Analysis between Task aversiveness (X_1) on Academic Procrastination Behavior (Y)

Variable	Unstandardized Coefficients	t	Sig.
	B		
(*Constant*)	7,616	6,719	0.000
X2	0.974	97,824	0.000

The simple regression results in Table 4 above show that the t _count_ is 97.824 with a significance value of 0.000, which is compared to *Sig. Alpha* obtained a smaller significance value than *Sig. Alpha* (0.000 <0.05 and the _calculated t value_ is positive (97.824).

Discussion

Results of data processing respondents amounted to 236 students through 3 (three) instruments task aversion show that 64.41% of students have high task aversiveness Because student feel bothered or not comfortable to task. On indicators frustrated with the task and always blame the situation (frustration*)* in the high category, namely 76.37%. Frustration can cause emotions that are irrelevant to the task or emotions that are out of control so that the individual will not be able to focus on the intended activity. Not focusing on activities makes individuals feel helpless and feelings of frustration arise. Frustrated students tell themselves that the task is difficult to complete. The task is difficult for resolved so appear circumstances give up easily and tend to exaggerate the difficulty of the task. Students try to convince themselves that the task cannot be completed . Tasks that are not can resolved resulted frustrated to task . Feelings of frustration with the task will result always blame circumstances.

Avoidance to task high category that is equal to 66 % . Avoidance to task by procrastinators _ although He know that task he faces must quick completed and useful for himself. Student procrastinate for start do or procrastinate for finishing until complete If he Already start do before. Avoidance to task is behaviour done for avoid task, no behaviour that occurs because No availability time. Avoidance has become something habit to do individual.

perceived task boring for student category tall that is of 71.93%. No like task This is feeling No Like to task , less motivated do duty and laziness, feelings burdened too much task redundant , because feel task raises boredom or need power or that energy too Lots confiscate Lots time temporary another task still There is For done . Students who have a taste are not Like to task will tend see task the as something it doesn't fun . Tasks that are not liked will happening delay in settlement task .

procrastination by students is in the high category namely 64.41% , it needs to be followed up by the School Counselor s to avoid increased task aversiveness. School Counselor can give services for prevent task aversiveness from escalating. The Services including services information, service guidance group, service

content, service counseling groups and counselling individual. Provision of services to students so that students' task aversiveness is low.

Results of data processing respondents amounted to 236 students through 3 (three) instruments procrastination academic by showing that 60.59% have high academic procrastination behavior. Student academic procrastination behavior is in a high category because many students postpone doing academic assignments for an indefinite period of time want. On indicators delay in doing the task is in the high category of 73.42 %. Individuals who do procrastination academic tend need longer time than time required individuals in general for finish something task. Procrastination of doing a purposeful task to obtain to obtain that result maximum. Individuals sometimes have difficulty deciding which task to do what to do first or how to solve it an assignment. Individual procrastinator uses up time he has for prepare self in a manner too much, either do things that don't needed in settlement task without paying attention of limitations time they have.

On indicators gap between time and plan with category high that is of 71.16. Gaps between time and plan. Ability arrange time in a manner appropriate This No owned by all students, many students complain Because No can share time in do task so that the time it should can beneficial wasted with useless. Not yet exists ability student in do planning scale priority activity, so objective learning directed better.

Delays to start or finish work on the task at hand are in the category tall that is by 66%. There is trend For No quick start do task is something indication from behavior delay and negligence in arrange time and is factor important cause individual postpone in do and finish task. Student difficult in start do task. Student feel enjoy task If has start do task, moreover when they capable finish task faster than other people. Student feel get satisfaction alone.

procrastination by students is in the high category namely 60.59%, it needs to be followed up by the School Counselor to avoid academic procrastination increase. School Counselor can give services for prevent procrastination academic increase. Services that can be given are service information, service mastery content, service guidance group, service counseling groups and counselling individual. Provision of services to students so that students' academic procrastination becomes low.

Conclusion

There is a significant relationship between task aversiveness and reducing student procrastination behavior . That is, the level of academic procrastination behavior have a relationship of task aversiveness. The results of this study indicate that task aversiveness contributes significantly to academic procrastination behavior. The results of this study can be used as input for school counselors in schools related to material that is appropriate to the conditions and needs of students For reduce task aversive behavior and procrastination academic student . Suggestions that can be put forward for student For reduce task aversive behavior procrastination academic that is do task as soon as maybe , always Study in a manner routine and work all his job in a manner complete so that thought student No burdened in finish assignments at school . It is expected that the subject teacher for give task in accordance with ability student . Task arranged start from easy up to a difficult level. Variation assignments given by the teacher avoid student reluctance (task aversiveness). in doing task . And it can be used as a basis for further research by examining other different variables that are thought to contribute to other research factors and populations that have contributed to influencing academic procrastination.

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