

The Effect of Self Efficacy and Task Aversiveness toward Student Academic Procrastination

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Abstract

This study objective to describe self efficacy , task aversiveness and procrastination of academic, to analyze the influences between self efficacy to procrastination of academic and to analyze the relationship between task aversiveness to procrastination of academic. This research uses descriptive quantitative research methods. The population in this study were student with a sample of 236 people. From result testing hypothesis seen that *self efficacy* and *task aversiveness* take effect significant to behavior procrastination academic.

Keywords: influences, self efficacy , task aversiveness, procrastination of academic.



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Introduction

Education is the most important thing that makes this life can develop for the better, directed and orderly. Education is carried out in order to equip students to have abilities and skills that are useful for their lives in the future. Permendikbud No. 65 of 2013 concerning Process Standards for Primary and Secondary Education states that according to the competency standards of graduates, the learning objectives include the development of the domains of attitudes, knowledge and skills that are elaborated in each education unit. At the junior high school level, students are expected to have skills in the learning process. Skill is the ability to perform a certain task that is obtained by practicing continuously. Skills are obtained by students through doing the tasks given by the teacher.

Homework is given by the teacher to students once a week. The homework must be completed by students on time. Roestiyah (2012) explains that for make learning more quality teachers need give tasks outside of learning hours (Sujarwo , 2020). Assignments outside of study hours could increase understanding student about materials that have been taught by the teacher . Zach (2019).

Some of the students prefer to postpone their assignments by doing other pleasures that are not related to their assignments until the deadline approaches. Students who procrastinate include not being able to manage time and activities with assignments. Aydogan , H. & Akbarov, A. (2018) argue that individuals who are not able to organize and schedule tasks properly and are unable to complete tasks on time include procrastination. Procrastination is

also known as procrastination. Ferrari (2010) states that procrastination is a tendency to delay actions and decisions which is not a new phenomenon (Uzun, 2021).

This research was conducted with a focus on grade VII, VIII and XI students regarding influence *self efficacy* and *task aversiveness* with students' academic procrastination. Various problems or obstacles faced in doing assignments include: There is a procrastination phenomenon that occurs among students, some students have low *self-efficacy* which affects academic procrastination, there are still students who have *task aversiveness* which affects academic procrastination and there are many bad impacts that occurs as a result of academic procrastination.

It can be described that someone delays the task because they do not have *self-efficacy* and have *task aversiveness*. *Self efficacy* has a correlation with completeness in doing the task. *Task aversiveness* will make students to delay doing the task. This makes researchers interested in conducting research on the relationship between *self-efficacy* and *task aversiveness* with students' academic procrastination.

Homework is given by the teacher to students once a week. The homework must be completed by students on time. Some of the students prefer to postpone their assignments by doing other pleasures that are not related to their assignments until the deadline approaches. Students who procrastinate include not being able to manage time and activities with assignments. This opinion is in line with Aydogan, H. & Akbarov, A. (2018), namely individuals who are unable to organize and schedule tasks properly and are unable to complete tasks on time including delays. Procrastination is also known as procrastination.

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

In an academic context, procrastination is referred to as academic procrastination. Academic procrastination is a form of laziness in the academic environment (Ilyas, M., & Suryadi, 2017). Steel & Klingsieck (2016) say academic procrastination is a type of procrastination that is only limited to working on tasks and activities related to learning (Putri, NI, 2020).

According to Ferrari (1995), aspects of academic procrastination are: delays in starting and ending tasks, delays in carrying out tasks, gaps in plans and actual performance and doing other more enjoyable activities. 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). In addition, Ferrari (1995) also argues about the factors that cause the emergence of academic procrastination, namely internal factors and external factors. Internal factors are factors that come from within the individual, including physical factors such as fatigue and psychological factors of a person, including personality type and motivation. External factors are factors that come from outside the individual, such as the quantity of tasks that require immediate or simultaneous completion, control or supervision and parenting patterns (Triyono, & Alfin MK, 2018).

The factors that cause students to delay assignments 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. In addition, Steel (2003) also added that academic procrastination is a very

common problem experienced by students in schools. Academic procrastination is a common problem faced by students in their educational activities (Munawaroh, ML, 2017) .

Self efficacy is belief in one's own ability to deal with and solve problems effectively. *Self-efficacy* also means believing in yourself to be able to succeed and be successful. Individuals with high *self-efficacy* will effectively face challenges, have full confidence in their abilities, quickly face problems and are able to rise from failure. Bandura (1997) defines *self-efficacy* as a person's *judgment* on his ability to plan and carry out actions that lead to the achievement of certain goals. The term *self-efficacy* according to Bandura also refers to *beliefs* about a person's ability to organize and carry out actions to achieve results (Damri et al., 2020).

Meanwhile, according to Luthans (2006), aspects of *self-efficacy* which will be examined in this research are : the dimension of level/ *magnitude* , the dimension of the area of the field (*generality*), and the dimension of strength (*strenght*) (Basito, MD et al., 2018).

In addition, Steel (2007) suggests another factor that influences academic procrastination is *task aversiveness* . *Task aversiveness* which is perceived by students as an unpleasant task affects students to delay completing the task. Steel (2007) in his research found that there is a strong and stable correlation between procrastination behavior and *task aversion*. This is in accordance with the opinion of Milgram et al. (1995) which says that *task aversiveness* is defined as an individual's displeasure or displeasure with a assignments (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 the level of a person's *task aversiveness* , the higher the level of academic procrastination carried out. Conversely, the lower the level of a person's *task aversiveness* , the lower the level of procrastination carried out.

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 too boring. *Frustration* was found to be related to reluctance to do tasks. *Resentment* , according to this view, delay will occur when individuals do not like to be involved in their activities. Procrastination like this will take the form of an avoidant reaction to activities undertaken by others (Putri, NI, 2020).

Based on the description above, the focus of this research discusses the relationship between *self-efficacy* and *task aversiveness* with students ' academic procrastination . The purpose of this study was to examine the relationship between *self* -efficacy and academic procrastination and to examine the relationship between *task aversiveness* and academic procrastination. While the problem in the implementation of this research is the phenomenon of procrastination that occurs, the effect of *self-efficacy* and *task aversiveness* on academic procrastination.

In this context, the author's research problem can be stated as follows: how is the relationship between student *self-efficacy* and academic procrastination? , how is *task aversiveness* related to academic procrastination? And how is the relationship between student *self-efficacy* and *task aversiveness* with academic procrastination. Research related to self-efficacy and task aversiveness includes research that has not been conducted by other researchers. This makes the writer interested in making an article about procrastination with the title "The Influence of Self-Efficacy, Task Aversiveness and Student Academic Procrastination". This makes the writer interested in making an article about procrastination with the title "The Influence of Self Efficacy, Task Aversiveness and Student Academic Procrastination".

Method

This research is a quantitative research with a descriptive correlative approach . In this study the data used is interval data. 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) (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 instrument in the form of a *Likert scale* so that the data obtained can be described and categorized in the form of interval data. The population in this study were all students . The sample of this study consisted of 16 students in grades VII, VIII and XI namely 236 students . The technique used in sampling in this study is *proportional random sampling* , namely the technique of determining the sample from population members randomly because the population members are heterogeneous (not the same) The research instrument used is an instrument using a *Likert model scale* . Data were analyzed using test monolinerity and regression double.

Results and Discussion

Testing the data in this study are as follows:

Table 1. Results of *Self Efficacy (X1)* Multiple Regression Analysis on Behavior Academic Procrastination (Y)

Variable	Unstandardized Coefficients B	t	Sig.
(Constant)	169.043	73.969	0.000
X1	-1.332	24.212	0.000

Notes:

B = direction value as a determinant of forecast (prediction)

T = test coefficient t

Sig = significant relationship between variables

The results of the regression analysis are in Table 1 . above shows that the t_{count} is 24,212 with a significance value of 0.000, which is compared to *Sig. Alpha* obtained a significance value smaller than *Sig. Alpha* ($0.000 < 0.05$) and the value of t_{count} is positive (24,212). This is *self-efficacy* has a strong positive significant effect on academic procrastination.

Table 2. Results of *Task Aversiveness* Multiple Regression Analysis (X2) towards Behavior Academic Procrastination (Y)

Variable	R	R Square
X2-Y	.988	.976

Based on table 2 above, it is explained that the value of r is 0.988 , which shows the *task aversiveness* correlation coefficient. on academic procrastination behavior. The value of R Square (R2) is 0.976 · meaning 97.6% of the *task aversiveness . relationship* on academic procrastination behavior.

Conclusion

There is a significant relationship between *self efficacy* and *task aversiveness* together to reduce students' procrastination behavior . That is, the high and low academic procrastination behavior does not only have a relationship with one variable, but has a joint relationship with *self-efficacy* and *task aversiveness* .

The results of this study indicate that *self-efficacy* and *task aversiveness* contribute significantly to academic procrastination behavior. The results of this study can be used as input for BK teachers in schools related to materials that are in accordance with the conditions and needs of students .

Suggestions that can be put forward are that students can master the prerequisites for mastering learning materials with a lot of practice, have learning skills, and optimally utilize existing learning facilities. It is expected that subject teachers in dealing with academic procrastination problems for students and principals can assist in facilitating and cooperating with other parties by inviting all school personnel to work together in directing students. And it can be used as a basis for further research by examining other different variables that are thought to contribute to other factors and research populations that have a contribution to influence academic procrastination.

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