Academic procrastination of students in the process of online and face-to-face learning

Sulaiman Abdul Karim Elvag[1], **Rina Yulitri[2]**, Emeliya Hardi[3], Hadiarni[4]

[1,2,3,4] Universitas Islam Negeri Mahmud Yunus Batusangkar

Abstract. The main problem in this study is that class XI students at SMA N 2 Sungai Tarab experience academic procrastination in both online and face-to-face learning, so this study aims to reveal the level of academic procrastination in SMA N 2 Sungai Tarab students and compare academic procrastination in face-to-face learning with online learning. This type of research is descriptive-quantitative, with a research sample of all students in class XI consisting of 63 students. The data were collected using a questionnaire and analyzed using descriptive statistical analysis. The results showed that of the 63 respondents, 32 students experienced academic procrastination with a high classification, 13 students with a moderate category, 17 with a low category, and one with a deficient category. The study results also show that the academic procrastination score in online learning is 12% higher than in face-to-face education.

Keywords: academic procrastination; online learning; face-to-face learning; student.

Introduction

Procrastinating behaviour towards assignments or work often occurs in students. Procrastination behaviour does not appear suddenly. The emergence of external distractions and other pleasure motivations is a factor in delaying a task or job. As a result, only some jobs can be completed because the time that must be used to complete the work is used for other things. In psychological terms, delaying a task or job above is called procrastination.

Moreover, students are required to understand all the subjects provided and complete all the assignments given, not just one or two issues but almost all subjects; it is no wonder that students are overwhelmed to complete these tasks. Because of this, not a few students procrastinate or procrastinate in doing assignments. According to Brown and Holzman (Ghufron & Risnawati, 2010), academic procrastination is a term used to prove a tendency to delay in carrying out tasks or work.

Procrastination is not a good thing for students to do; of course, this is a bad thing and will have a negative impact. According to Ferrari, academic procrastination behaviour will have "negative consequences, such as much time will be wasted, tasks will be neglected, even

if completed the results are not optimal, and can affect learning outcomes/academic achievement" (Jannah & Muis, 2014). Delays can also result in a person losing future opportunities and opportunities if this behaviour continues to be repeated. Procrastination is failing to carry out activities that are desired/should be carried out because of deliberately delaying them, even though they may know the adverse effects (Kartadinata & Tjundjing, 2008). Procrastination means suspending action, postponing until the day or time (Ika Sandra & Djalali, 2013). According to Akinsola (Nafeesa, 2018), academic procrastination is a form of avoidance in completing assignments that students should have done. Students who procrastinate prefer to spend time with other activities and play with friends, which is less crucial than completing tasks that must be done immediately. In addition, students who carry out procrastination also prefer watching television or movies compared to studying for exams and assignments. Based on the theoretical concepts above, it can be concluded that procrastination is a person's behaviour that refers to delaying and procrastinating behaviour that is done intentionally in carrying out a task or job.

Burka & Yuen (Nugroho, 2017) mention the characteristics of someone who is procrastinated, namely: (1) procrastinators are increasingly interested in postponing their activities and work, (2) are more inclined to finish tomorrow rather than now and postponing activities is not a problem. (3) Constantly repeating procrastination behaviour. Someone who is procrastinating needs helps with conclusions. Young & Fritze (Muslimin, 2018) mentions the characteristics of individuals who carry out academic procrastination as follows: (1) unable to manage time, (2) low self-confidence, (3) consider themselves too busy when they have to do assignments, (4) hard head, in the sense of assuming other people cannot force them to do a task, (5) manipulating the behaviour of others and assuming a job cannot be done. (6) Making procrastination a *coping* to avoid pressure, (7) feeling like a victim who does not understand why he cannot do something that other people can do.

According to Ferrari (Ghufron & Risnawati, 2010), there are four indicators of academic procrastination behaviour, namely: (1) delays in starting and completing assignments, (2) Delays in doing assignments, (3) the time gap between plan and actual performance, (4) Carry out more fun activities. Based on this, students who procrastinate tend to delay assignments, which could be due to a time gap between actual and performance or other activities. The research conducted by Mischel (2020) shows that the factors that cause academic procrastination during online learning are caused by internal factors such as health conditions, lack of motivation and self-control. Not only internal factors but academic procrastination is also caused by external factors such as lack of supervision by parents and unfavorable environmental conditions that cause academic procrastination to occur in the learning process.

Based on research conducted by Munawaroh et al. (2017), some students experience academic procrastination at a high level. Additionally, research conducted by Ramadhan (2020) found that several participants experienced academic procrastination at the high school level. In line with some of these studies, researchers also found that the phenomenon at SMA N 2 Sungai Tarab, based on the results of interviews and observations, is that time is often wasted on things other than studying and doing assignments carried out by students. Things to do such as playing *online games* when given assignments, spending a lot of time

playing, and not completing the assignments given so that when they are about to enter the final semester exams, many students are overwhelmed in completing the assignments that have been given. Not only that, but the phenomenon also shows that students are often late in submitting assignments; students are negligent and believe that there is still the next day to do assignments. So based on this initial data, students indicated experiencing academic procrastination. This phenomenon does not only occur during online learning but also in face-to-face learning.

Many studies conducted on academic procrastination, researchers have yet to find studies on academic procrastination that discuss the level of academic procrastination in general and the differences in the levels of academic procrastination carried out by students during online and face-to-face learning. Based on the previous description, the researcher intends to research the analysis of students' academic procrastination in online and face-to-face learning.

Method

This study uses descriptive quantitative research methods. The subject of this study was taken using a *total sampling technique* from class XI students of SMA N 2 Sungai Tarab totaling 63 students. Research data were collected using an academic procrastination scale which revealed aspects of (1) Delays in starting and completing assignments, (2) Delays in doing assignments, (3) the Time gap between plans and actual performance, (4) Carrying out more fun activities (Ghufron & Risnawati, 2010). This scale contains 32 item statements with a range of 1-5 whose validity has been tested through *expert review* on three experts/experts in guidance and counselling, then also tested for validity and reliability with statistics, from the statistical test results obtained Cronbach's Alpha 0.967.

The data that has been collected was analyzed using descriptive statistics; the interval criteria can be seen in Table 1 below.

Table 1. Academic Procrastination Interval Criteria

Category	Intervals
very high	136-160
Tall	110-135
Currently	84-109
Low	58-83
very low	32-57

Results and Discussion

Objectives Based on the quantitative data from research on academic procrastination of class XI students at SMA N 2 Sungai Tarab, the findings on the level of academic procrastination, in general, are obtained in the following table:

Table 2. Students' academic procrastination

Category	Intervals	Frequency	(%)
very high	136-160	-	-
Tall	110-135	32	51
Currently	84-109	13	20
Low	58-83	17	27
very low	32-57	1	2

Based on the table above, it can be understood that of the 63 respondents who have filled out the academic procrastination scale, it was found that 51% of students' academic procrastination levels were in the high category, namely 32 people, then as many as 13 respondents were in the medium category with a percentage of 20%. Seventeen respondents were in the low category, with a percentage of 27%, and one respondent was in the deficient category, with a percentage of 2%.

The study results show that there are 5 statement items with the highest total academic procrastination score, namely items 4, 5, 1, 27 and 2. Item numbers 4, 5, 1 and 2 are the first indicators on the scale grid where the item sounds, namely item number (4) reads, "When studying online makes me more enthusiastic about doing assignments", where this item is negative, which means that these students when studying online are not enthusiastic about doing assignments, the item number (5) reads "When school is online and the longer collection of assignments I tend to relax", the item number (1) reads "I do assignments at the end of time", and item number (2) reads "I am reluctant to start making assignments". Furthermore, item number 27 is a statement item contained in the indicator of doing more fun activities, which reads, "I refuse friends' invitations when I do assignments", which is a negative statement that means students do not refuse friends' invitations to play when there is a task.

These findings also align with research conducted by Ramadhan (2020), which revealed that students at the high school level also experience academic procrastination. Factors that cause academic procrastination are (1) Internal factors that come from within individuals that affect procrastination, including individual physical conditions and individual psychological conditions, (2) External factors that exist from outside individuals that affect academic procrastination, these factors are parenting styles old and environmental conditions (Ghufron & Risnawita, 2010).

Based on the theory above and the five highest statement items, it is known that there are internal and external factors that influence students. Internal factors that influence the causes of academic procrastination include the individual needs to be more enthusiastic about working, doing assignments at the end of time, and students being reluctant to start making assignments. When the collection of assignments is still long, students choose to relax. Moreover, external factors affect students, so academic procrastination arises from friends or the individual's environment, such as students accepting friends' invitations to play.

According to Ramadhani (2018), academic procrastination is behaviour that is not effective and efficient in utilizing time, and there is a tendency not to immediately start an action or postpone the task you want to do until the next time so that this behaviour can hinder the individual's academic success. Based on this theory, academic procrastination is a negative thing; if this is allowed, it is not suitable for students. Furthermore, based on the results of research (Abdullah, Thalib 2016) that at SMA Negeri 2 Palu, there is also academic procrastination at school; in line with that, a decrease or service is needed to overcome this problem.

Apart from looking at the general level of procrastination, this study also looked at the level of academic procrastination during online and face-to-face learning, which can be seen in Table 3 below.

Table 3. Academic classifications of online and face-to-face learning

Classification	Online Learning		Face-to-Face Learning	
	Frequency	**%**	**Frequency**	**%**
Very high	9	14	9	14
Tall	25	40	25	40
Currently	22	35	22	35
Low	7	22	7	22
Very low	0	0	2	0
Score average	3,468		3,049	

The table above shows differences in the average score during online and face-to-face learning. The average score of academic procrastination during online learning is higher than procrastination during face-to-face learning. From the calculations, during online learning, the procrastination level of students is higher by 12% compared to face-to-face learning. Based on this, of course, students face problems during online learning. Turmudi and Suryadi (2021) found a problem with academic procrastination when online learning, namely "online learning activities make it difficult for individuals to arrange schedules to make academic assignments with assignments at home, and sometimes one task is collected at the same time as other assignments so that individuals must have good time management". Based on this, we can see that the problems of academic procrastination faced by students during online learning originate from time management because when studying online, the task of students is not only to make their academic assignments but also to carry out tasks at home so that students the student must choose what to do first.

In addition to the problems students face when learning online, which causes academic procrastination, some factors cause students to do academic procrastination when learning online. According to Mischel (2022), two factors cause students to procrastinate academics when learning online, namely (1) Internal factors are caused by health conditions, lack of self-motivation, self-efficacy, self-control and self-awareness. (2) External factors. External factors are caused by parents' parenting patterns and environmental conditions that lack supervision of students, so academic procrastination occurs. Then Candra, Wibowo, and Setyowani (2014) found the factors that cause why students in high school to experience academic procrastination as follows: (1) physical conditions, namely gender and physical

endurance, (2) psychological conditions, namely lack of responsibility and self-confidence, (3) family conditions, namely facilities from parents, (4) the school environment, namely the influence of peers, the way teachers teach, and unpleasant experiences with teachers (*punishment*), (5) the environment in society, namely in an environment that is less conducive.

Based on the opinion above, the physical and psychological conditions of students at the high school level affect the academic procrastination they experience. Not only physical and psychological conditions, it turns out that family conditions, school environmental conditions and environmental conditions in society can also cause high school students to be vulnerable to academic procrastination. The findings are then interpreted in the following table:

Table 4. Interpretation of academic procrastination frequency intervals

Classification	Frequency interval (%)
In general	81-100
Most of the	61-80
Part	41-60
A little	21-40
So little	0-20

Based on the findings and interpretations above, it can be seen that the level of procrastination during online learning is slightly less than students who experience academic procrastination during online learning who is in the very high classification, a few are in the high classification, and a few of the students are in the moderate classification. Then very few students experience academic procrastination at low and very low classifications. The results of the study also show that the level of procrastination during face-to-face learning is a small quantity of the students who experience academic procrastination in face-to-face learning is in a very high classification, a few students are in the high classification, and a few of the students are in the medium classification. Then very few students experience academic procrastination in the low classification.

Conclusion

The conclusion of this study shows that there is academic procrastination in students at SMA N 2 Sungai Tarab, where 32 students who experience academic procrastination are in the high classification, 13 students are in the medium classification, 17 students are in the low classification, and there is one student are in a very low classification. The study's results also showed that the academic procrastination score during online learning was 12% higher than in face-to-face learning. Furthermore, the author recommends further research and Guidance and Counseling teachers to reduce the academic procrastination behaviour of SMA N 2 Sungai Tarab students so that good learning outcomes are achieved.

Acknowledgments

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