

THE EFFECT OF ACADEMIC PROCRASTINATION, SELF-EFFICACY AND LEARNING INTEREST ON THE MOTIVATION FOR COMPLETION OF DEGREE

(A Study at Universitas Terbuka of Makassar)

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Abstract

The present study aims to probe 1) the effect of academic procrastination on the motivation for completing a degree, 2) the effect of self-efficacy on the motivation for completing a degree, 3) the effect of learning interest on the motivation for completing a degree, and 4) the simultaneous effect of academic procrastination, self-efficacy, and learning interest on the motivation for completing a degree. Saturation was adopted to assess the adequacy of sampling that reached 104 respondents.

A questionnaire was used to gather data containing statements relevant to the variable of academic procrastination, self-efficacy, learning interest, and motivation for completing a degree. Results showed that 1) academic procrastination had a positive and significant effect on motivation for completing a degree at 35,9%; 2) self-efficacy had a positive and significant effect on motivation for completing a degree at 6,7%; 3) learning interest had a positive and significant effect on motivation for completing a degree at 32,4%; and 4) academic procrastination, self-efficacy, and learning interest had a significant simultaneous effect on motivation for completing a degree at 44,2%. These findings demonstrate both of the partial and simultaneous effect of the academic procrastination, self-efficacy, and learning interest on the motivation for completing a degree among the students in Pokjar Tana Toraja and North Toraja. The study also found that the academic procrastination accounted for the highest effect while self-efficacy for the least effect on the motivation for completing a degree, which peaked at 6,7%. The implication of the study leads to the importance of identifying the internal aspects of students that deal with their academic procrastination, self-efficacy, and learning interest.

Keywords: academic procrastination, self-efficacy, learning interest, motivation for completion of degree

1 INTRODUCTION

Education is one of the capital instruments for shaping the next generation of a nation. In its essence, education embodies a conscious and planned effort made by the government to gear human resources toward society empowerment. This is explicitly mentioned in the Law of the Republic of Indonesia No. 20 of 2003 on national education system; education is a conscious and planned effort to establish a learning atmosphere and process through which students are

able to foster their own potential—navigating them toward spiritual strength, self-control, personality, intellectual ability, noble characters, and skills necessary for the community and the nation. The law outlines an expectation indicating the utmost importance of education for individuals and societies. This educational framework also offers some underpinning tenets for higher education in Indonesia in terms of its aims at nurturing the subsequent progress of students' academic ability and delving further into their individual potential.

One of the biggest challenges facing the higher education institutions across Indonesia is that large numbers of students are on the verge of dropout as they fall behind schedule for timely graduation due to unfinished courses. This major concern is also facing Universitas Terbuka as a state university. However, unlike other universities, Universitas Terbuka is not associated with dropout risks. Accordingly, a great number of students take more than the normative study period of four years or eight semesters to complete a degree.

Documentation of student records in November 2022 at Pokjar Tana Toraja and North Toraja showed that a number of students were still struggling to complete their degree within the eighth semester, i.e., 54 and 50 students, respectively. If this remains, it will carry unfavorable impact not only on the students but also on the Pokjar's perceived organizational reputation.

Low motivation is persistently relevant to student failure to earn a timely graduation. One of the common, universal grounds for students' motivational failure is procrastination. Etymologically, procrastination stems from two words, i.e., the prefix "pro" meaning "forward" and "crastinus" meaning "of tomorrow," and when combined, it captures a notion of "avoiding or deterring something to a later time." Brown and Holzman (Steel, 2007: 65) adopted this term to define procrastination, that is, propensity for delaying the completion of a task or work. Given its myriad of negative consequences, longer academic procrastination leads to abandoning more tasks. Time delays due to procrastination may result in poor work performance and, to a great extent, become the ground for failure. Jannah, M. (2014: 1) linked academic procrastination to achievement index; higher academic procrastination increases the likelihood of lower achievement index.

Procrastination is also associated with academic self-efficacy when it comes to student engagement in a learning process. Self-efficacy embraces a belief that an individual is able to carry a specific task and hence mostly deals with an individual's motivation in relation to investing in his potential, the pursuit of his accomplishment, and his self-confidence in social settings. In an academic setting, self-efficacy has pervasive impacts on students' ability to take

on a particular task, effort, determination and achievement (Santrock, 2007:298). This view reflects a strong sense of optimism that self-efficacy tremendously affects motivation when the completion of a study is concerned.

The association of motivation and students' desire to earn a degree also lies in the notion of learning interest, which represents one's internal proclivity to learning and permanently guides him throughout learning trajectories. Slameto (2010) elaborated the notion in a similar sense; interest denotes a constant inclination to an activity that one desires, which deals with perpetual act of observing that affords pleasure and satisfaction. Students' behaviors during learning activities reflect the levels of motivation to complete a study. These behaviors may navigate within the conception of interest, spirit, responsibility, a feeling of pleasure upon performing a task, and reaction to a stimulus given by an educator (Sudjana, 2013: 61). This view advocates that high-level interest in learning plays a predominant role in one's motivation to complete his study.

Building upon these literatures, encapsulating the notion of students' motivation to earn a degree entails taking into account a number of factors that constitute that notion. The present study contributes to these literatures by investigating a number of variables that affect students' motivation for degree completion at Pokjar Tana Toraja and North Toraja.

The present study considers several significant variables attributed to student motivation for degree completion. In particular, the study focuses on academic procrastination, self-efficacy, and learning interest with respect to the motivation to complete a degree at Pokjar Tana Toraja and North Toraja, UPBJJ-UT of Makassar. The study highlights the representation of dominant variables that affect student motivation for degree completion and constructs an alternative model of student motivation that accounts for their success in degree completion. Both higher-education institutions and students may follow from the present study to identify best practices for nurturing academic procrastination, self-efficacy, and learning interest to enhance student motivation for completing a degree.

2 METHODOLOGY

The study adopted quantitative research in ex-post facto design, considering that the systematic inquiry begins after a particular event has happened at present and is presented in meaningful numbers. The study was carried out at UPBJJ-UT of Makassar, particularly at Pokjar Tana Toraja and North Toraja. Samples included 104 after-4-year students using saturation method (Sugiyono, 2014).

Data collection built upon a questionnaire containing measurable statement items relevant to the variable of academic procrastination, self-efficacy, learning interest, and motivation for degree completion. The instrument was valid and reliable at a 4-point rating model (Mardapi, 2014 and Mulyatiningsih, 2014). Data analysis fit in both partial and simultaneous regression analysis to probe the influence of academic procrastination, self-efficacy, and learning interest on motivation for degree completion. Prior to data analysis, several classical assumptions were assessed, including normality, linearity, homoscedasticity, and multicollinearity (Gozali, 2013) in IBM SPSS Statistics 20.

3 RESULT AND DISCUSSION

3.1 RESULT

The result of classical assumption tests including normality, linearity, and multicollinearity in IBM SPSS Statistics 20 showed normally-distributed data, a linear relationship in the model, and no signs of multicollinearity, hence fulfilling the requirements for testing parametric analysis (Gozali, 2013).

3.1.1 Academic Procrastination, Self-Efficacy, and Learning Interest on Motivation for Degree Completion

Analysis results of the factors affecting the motivation for degree completion at Pokjar Tana Toraja and North Toraja at UPBJJ-UT of Makassar are outlined in terms of the three variables, i.e., academic procrastination, self-efficacy, and learning interest as Table 1 shows below.

Table 1. Partial and simultaneous effect between variables

Model	R Squared	T	F	bX	Sig.
X1	35,9%	7,403	-	-0,375	.000
X2	6,7%	2,661	-	0,482	.000
X3	32,4%	6,857	-	0,713	.000 ^b
X1,X2,X3	44,2%	-	25,393	-	.000 ^b

a. Dependent Variable: motivation for degree completion (Y)

b. Predictors: (Constant), academic procrastination (X1), self-efficacy (X2), learning interest (X3)

Table 1 presents the results of partial and simultaneous regression analysis between the Xs (academic procrastination, self-efficacy, and learning interest) and Y (motivation for degree completion) at Pokjar Tana Toraja and North Toraja (UPBJJ-UT of Makassar).

Partial analysis showed that T calculation of academic procrastination, self-efficacy, and learning interest was higher than 1,984 ($T_{cal} > 1,984$) at a significance less than 0,05 (p

value $<0,05$) and a positive regression coefficient (β_x). The present finding indicates that academic procrastination, self-efficacy, and learning interest partially affected students' motivation for degree completion at Pokjar Tana Toraja and North Toraja. The coefficient of determination—which measures the proportion of the variance in the dependent variable (motivation for degree completion) accounted for by the independent variables—is 35,9% by academic procrastination, 6,7% by self-efficacy, and 32,4% by learning interest.

In terms of simultaneous analysis, F calculation of academic procrastination, self-efficacy, and learning interest was higher than F table ($F_{cal} > 2,696$) at a significance less than 0,05 (p value $<0,05$). This indicates that academic procrastination, self-efficacy, and learning interest significantly affected students' motivation for degree completion at Pokjar Tana Toraja and North Toraja with a coefficient of determination at 44,2%.

3.2 DISCUSSION

Karakas (2011: 38) defined motivation as “external stimulation or reinforcement” and added emphasis to the importance of the environment around a student and an educator as a role model. Motivation may also take internal form as one who is intrinsically motivated is driven to act regardless of external circumstances. Within the conception of external motivation, motivation for degree completion is heavily subject to the surroundings of a student.

Motivation aligns with a particular milestone toward which an individual is encouraged to work, taking into account the individual's confidence and apprehension of the significance and benefit. For many students, motivation for completing all of the required courses is essential to earning a degree in a higher-education institution as part of graduation requirements (Wirartha, 2006: 45). A declining trend in the motivation for study completion among the students at Pokjar Tana Toraja and North Toraja is attributed to a multitude of factors.

According to the result of partial regression in Table 1, academic procrastination had a significant negative effect on motivation for degree completion at Pokjar Tana Toraja and North Toraja. Renni Nugrasanti (2006:29) claimed that the core characteristics of a procrastinating student include delaying working on an assignment until right before the deadline, breaking promises by not submitting an assignment and giving excuses for eliciting additional time and instead turning to other activities, which are typically more pleasurable such as watching television, taking a stroll, etc.

Allan Schwartz (2007) asserted that procrastination is the major obstacle to both academic feat and the ability to earn a living. Procrastination at work may be a sign of either constant fear of

getting fired or failure to walk out of a job. Schwartz (2007) further argued that procrastination and perfectionism may be well connected; a perfectionist individual is likely to put off doing a task for fear of being unable to complete it perfectly and invoking negative criticism from others. Most perfectionists procrastinate as they avoid the disappointment about the criticism, and keep putting off work until the burden of anxiety becomes unbearable. The fear of inadequacy and failure is the actual negative associated trait of procrastination and perfectionism.

Unlike the association between academic procrastination and motivation for study completion, partial regression in Table 1 pointed to a significant positive association between self-efficacy and motivation for degree completion at Pokjar Tana Toraja and North Toraja. Hoyle (2010: 14) claimed that self-efficacy underpins a belief in and perception of one's ability to regulate and perform an act necessary to create particular accomplishment. This individual belief incorporates confidence in his ability that includes adaptability skill, cognitive capacity, intelligence, and capacity to cope under pressure.

Similarly, Table 1 presents a significant positive association between learning interest and motivation for degree completion at Pokjar Tana Toraja and North Toraja. Elliot (2000: 349) argued that interest reflects a trait of self-behavior expressed by the relationship between an individual and a certain activity or object. Ormrod (2009: 378) looked at interest as perception that an activity brings about a sense of curiosity—to which one appeals—usually corresponding to cognitive engagement and positive effects. This view aligns the notion of interest in a learning process with attitudes and knowledge that beget a feeling of attraction and curiosity. In academic experience, interest in learning fosters diligence, leading students to becoming academically engaged. The patterns of high-level interest among students are visible in different settings, i.e., at classroom and home environment. Much research to date has broken down interest into two major types: 1) situational interest that emerges spontaneously, temporarily, and actively engages an individual in his surroundings, and 2) individual interest that, rather than arising spontaneously or suddenly, refers to an ongoing and internally active state (Schraw, 2001).

In addition to partial association, Table 1 identifies a simultaneous effect of academic procrastination, self-efficacy, and learning interest on motivation for degree completion. This finding assumes that it is reasonable to expect that academic procrastination, self-efficacy, and

learning interest influence the likelihood of graduation among the students at Pokjar Tana Toraja and North Toraja.

4 CONCLUSION AND RECOMMENDATION FOR FUTURE RESEARCH

Building on the findings, the study addresses conclusion and recommendation for future research.

1. Motivation for degree completion among the students at Pokjar Tana Toraja and North Toraja was partially and simultaneously affected by academic procrastination, self-efficacy, and learning interest.
2. This finding justifies an implication that highlights the importance of identifying the internal aspects of students that comprise academic procrastination, self-efficacy, and learning interest.
3. From a statistical standpoint, academic procrastination exerted the highest effect on motivation for degree completion (35,9%), with self-efficacy contributing the lowest (6,7%).
4. Recommendation is intended for future studies to follow from the present findings and identify other variable(s) in in-depth exploration of what navigates toward students' motivation for graduation.

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