

The Relationship of Achievement Motivation and Academic Procrastination of Highschool Students

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Abstract. To get learning outcomes at school or outside school hours, there is a phenomenon where students feel less motivated by various activities and assignments. Feelings of laziness can encourage students to postpone doing their work, so that assignments pile up. Procrastination is called procrastination (Zimmerman, in Alfina, 2014). Procrastination that often occurs in the academic environment is called academic procrastination (Salomon & Rothbulum, 1984). This phenomenon can affect the learning process until student learning outcomes. Academic procrastination can shape dishonest behavior, because students will be encouraged to look for reasons to not do the assignments or postpone them (Basco, 2010). According to Pintrich and Garcia (in Djiwandono, 2006), the existence of motivation will help students focus on learning. This study aims to determine the relationship between achievement motivation and academic procrastination to highschool students. Participants (N = 130) were highschool students in the age range of 15-18 years, who were selected using non-probability sampling techniques with purposive sampling method. The results obtained showed there is a significant relationship on the variables of achievement motivation and academic procrastination.

Keywords: *Achievement motivation, academic procrastination, highschool student*

Introduction

Education is undoubtedly an essential development in creating a young generation who can create a quality life (Devakumar, 2012). In the process, a phenomenon is often found where students often feel they must do something and on the contrary are less enthusiastic about various activities and tasks. This of course can affect the learning process to student learning outcomes later. Feelings of laziness can encourage students to postpone the work they are doing, so that assignments pile up. Procrastination is called procrastination (Zimmerman, in Alfina, 2014). Procrastination that often occurs in an academic environment is called academic procrastination (Salomon & Rothbulum, 1984).

Academic procrastination is a tendency to be under individual control to postpone tasks until the last second or not - do them at all. Academic procrastination is indeed an unorganized behavior in completing projects. Therefore, sometimes students fail to organize their plans (Gafni & Geri, 2010). The negative impact of academic procrastination is not completing assignments. Completed tasks become less than optimal- because they are done in a hurry. Students also do not understand the material, because they do not have time to re-read the interaction. Another negative impact, academic procrastination can cause anxiety, resulting in an increase in errors and the amount of time wasted in academic activities (Salomon & Rothblum, 1984).

Academic procrastination can form dishonest behavior- because students will be encouraged to find reasons not to do assignments or postpone them (Basco, 2010). If academic procrastination is allowed to continue, the impact on student achievement will be low. This is because students are not in accordance with what is expected. The time given by the teacher is not used properly (Salomon & Rothblum, 1984). Academic procrastination becomes a pleasant habit, so procrastination is often done repeatedly by the perpetrators (Basco, 2010). Hanggara (2014) in a study at SMPN 2 Pare class VIII students shows the behavior of procrastinating assignments and has become a habit of students. This is done in almost all subjects. Students procrastinate schoolwork, both in starting and completing assignments that are done intentionally and repeatedly. Students also do other activities that are not required. The results showed that most of the eighth-grade students of SMPN Pare experienced academic procrastination, as many as 117 respondents (86%) out of 135 respondents.

There are various reasons that are often used by some students, namely, apart from not having a study schedule at home, students choose to watch television, play too long with their friends, so they don't have time to study and do assignments at school. house. They are not able to manage their study time well, so the overnight speed system is to study the night before the exam when facing an exam week.

The delay is caused by internal and external factors. One of them is individual motivation. Motivation is the basic reason for an action taken by an individual. Individuals who have high motivation are interpreted as having very strong reasons for

completing their tasks. Individual motivation has a negative effect on individual procrastination. Where more individuals have high intrinsic motivation, the lower the individual's tendency to academic procrastination.

Research conducted by Sweeny (1979), Biordy (1980), and Aitken (1982) stated that there is a negative relationship between achievement motivation and academic procrastination (in Ferrari et al., 1995). However, different things were found in Fauzi's research, which stated that there was no significant relationship between achievement motivation and academic procrastination.

Learning occurs because there is something that encourages (motivation) and there is a goal to be achieved (Sukmadinata, 2005). According to Pintrich and Garcia (in Djiwandono, 2006), the existence of motivation will help students to focus on learning. Motivation and learning are two things that influence each other. Motivation is one of the important determinants in the learning process. For a student who does not have motivation, it is impossible for learning activities to be carried out properly. This is in line with the statement of Syarifuddin (2009), which reveals that motivational learning activities are very necessary, because someone who does not have motivation in learning will not get optimal learning activities and results. How strong the individual's learning motivation, especially achievement motivation, and how strong the individual's commitment to his learning goals will determine the quality of his learning behavior change. Atkinson (in Stipek, 2002 & Wisudawati, 2010) also explains that unconscious motives include the motive for success (motive for success) or achievement motivation (need to achieve). certain assigned tasks.

In this regard, Weiner (in Djiwandono, 2006), argues that students who are motivated to achieve academic success want and expect success, and if they fail, they will try even harder to achieve success. The need for achievement in children or adolescents is very important to note because individuals who have a high achievement drive are a nation's capital and assets and are related to extracting human resources (Gunarsa & Gunarsa, 2008). The topic of interest in this research is because it links academic motivation and procrastination in high school student learning. These two things are important aspects for students to get results from the academic learning process.

The purpose of this study was to determine the relationship between achievement motivation and academic procrastination in high school students at one of the high schools in Tangerang.

Achievement motivation

McClelland and Atkinson (cited in Djiwandono, 2006), argue that the most important motivation in educational psychology is achievement motivation, individuals struggle to achieve success or choose an activity oriented to the goal of success or failure, McClelland (cited in Santrock, 2005) also states that individual achievement behavior can be improved by increasing motivation to achieve. Furthermore, Battle (quoted in Doostian et al., 2014) defines achievement motivation, in the academic realm, namely academic achievement motivation, which is a comprehensive orientation towards evaluating a person's successful performance based on the best standards by seeking the best possible performance. possible and enjoy the business process.

According to McClelland (cited in Morgan, King, Weisz, & Schopler, 1986) there are five characteristics of individuals who have high achievement motivation, namely: (a) Individuals who have high n-ach prefer to do tasks with moderate difficulty levels; (b) individuals who have high n-ach like feedback from others; (c) Individuals who have a high n-ach are very persistent in their work; (d) Individuals with high n-ach tend to increase their aspiration level when they are successful; (e) Individuals who have a high n-ach have full control over their tasks.

Achievement motivation is something that is grown, developed, and is the result of learning something through interaction with the environment. There are several factors that have an important influence on a person's achievement drive, namely: (a) family environment; (b) school environment; (c) social environment; and society in general (Gunarsa & Gunarsa, 2008).

Academic Procrastination

Procrastination basically means postponing a task. Procrastination comes from the Latin word *pro*, which means pushing or moving forward. *Crastinus*, which means tomorrow's decision, the combination of these two words, procrastination, means to

postpone or postpone until tomorrow (Steel, 2007). Situational procrastination related to academic tasks is called academic procrastination (Nancy, Harris, and Sutton, 1983).

According to Millgram (1991), academic procrastination is a behavior that involves an element of procrastination, either to start or complete a task or activity. Academic procrastination produces other, more distant consequences, such as delays in completing assignments or failure to complete assignments. Academic procrastination can produce unpleasant emotional states, such as feelings of anxiety, guilt, anger, panic, and so on. Academic procrastination is an act of avoidance and can cause problems, because of the cognitive, affective, and behavioral components of procrastination. The behavioral component is indicated by a tendency for procrastination and laziness so that just starting, working on and completing tasks is approaching the deadline. Regarding the cognitive component, academic procrastination is a discrepancy between intentions, priorities, or goal setting related to working on a predetermined task (Knaus, 2002).

Academic procrastination is divided into two, namely active and passive. Passive procrastination is when a student delays assignments until the last minute due to an inability to manage time. Unlike the case with active procrastination, where students decide to postpone work, even the study schedule to do something can change spontaneously (Soe, 2013). In Silver and Sabini (2007), academic procrastination is not the behavior of avoiding or not wanting to know the task at hand, but rather, students only procrastinating to do it so that it takes up the time needed to complete the task. Such procrastination often results in a failure to complete tasks on time.

In contrast to the opinion of Fiore (1989), according to him, academic procrastination is not due to problems in completing tasks, but is related to basic problems, such as low self-esteem, perfectionism, fear of failure, indecision, and an imbalance in both learning and playing. Furthermore, students who are less able to set goals and have a negative attitude toward themselves and learning. Procrastinating on schoolwork is also a way to deal with anxiety when starting or finishing a task.

Based on the opinions of the experts mentioned above, it can be concluded that the notion of academic procrastination is an action taken by individuals with the aim of avoiding or deliberately delaying completing tasks or activities in academic activities.

Students are also less able to set goals and manage time well, so they experience an imbalance between learning and playing, resulting in the emergence of feelings of anxiety and fear of failure. According to Ferrari, Johnson, and McCown (1995), academic procrastination can be observed and measured through certain characteristics, namely, (a) delays in starting or completing work on the task at hand, (b) delays in completing tasks, and (c) performing activities that are more fun than doing the job at hand.

Procrastination in starting or completing work on the task at hand. Procrastinating individuals know that the task at hand must be completed and useful for themselves, but they procrastinate in doing the task at hand (Ferrari et al. 1995). Procrastinated students take longer to complete assignments than other students who do not procrastinate to complete assignments (Ferrari et al. 1995). Doing other activities that are more fun than doing the tasks that must be done. Students who intentionally delay assignments don't carry out their assignments but use the time they have to do other more enjoyable activities, thus consuming the time they have to complete assignments (Ferrari et al. 1995).

According to Tuckman (1991), academic procrastination includes a general self-image about the tendency to delay a certain task. This aspect refers to a person's picture of his habits and tendencies to delay doing or completing a task. Academic procrastination is a tendency to do things that are unpleasant, and whenever possible, will avoid or find a way out of them. Students tend to give up, when they encounter a difficult task and tend to choose pleasures that are easy to obtain. Furthermore, the tendency to blame others for difficult situations encountered, where this aspect focuses on the tendency to avoid personal responsibility (Tuckman, 1991).

The characteristics of academic procrastination students are that they prefer to procrastinate on assignments. Students think it is better to do it later than now, and procrastination is not a problem for them. Students tend to repeat their behavior and find it difficult to make decisions (Burka & Yuen, 2008). Based on the characteristics of academic procrastination, according to experts, it can be concluded that academic procrastination can be seen from the attitude of individuals who delay or complete tasks,

choosing activities that are more enjoyable than doing assignments. This behavior keeps repeating itself.

There are two types of factors that cause people to put off schoolwork: external factors and internal factors. Internal factors, namely factors that come from within. Internal factors are divided into physical and psychological conditions. Students who have a declining physical condition, will have a greater potential for procrastination. Psychological conditions, social ability traits that are reflected in self-regulation, and anxiety levels in social relationships are examples of personality traits that also influence academic procrastination. In addition, motivation also affects procrastination. Students who have high motivation will have a low rate of procrastination (Milgram, 1991).

External factors, namely factors that come from outside the individual, affect the delay. External factors include parenting and a conducive environment. According to Ferrari and Ollivete (cited in Ghufron, 2003), authoritarian parenting will cause procrastination tendencies in children, while authoritative or democratic parenting results in children who do not have procrastination tendencies.

In Burka and Yuen (2008), academic procrastination is influenced by factors such as self-concept, responsibility, self-confidence, and anxiety about the evaluation that will be given, difficulty in making decisions, rebellion against control from authority figures, lack of demands from tasks, too high standards regarding student abilities. Academic procrastination occurs because there are too many tasks that must be done immediately. Execution of one task can cause other tasks to be delayed. Environmental conditions with a low level of supervision will cause a tendency to academic procrastination compared to an environment that is full of supervision.

Based on the previous explanation, it can be concluded that academic procrastination is influenced by internal factors such as physical, psychological, and motivational conditions. In addition, external factors are parenting patterns and a conducive environment.

Adolescence is a developmental transition from children to adulthood, starting from the age of 10 or 11 years old until the age of 20 years which includes physical, cognitive, and psychosocial changes (Papalia, Wendkos-Olds & Duskin-Feldman, 2007). This view

is supported by Santrock (2004), who argues that adolescence is a transition from childhood to adulthood. This period starts around the age of 10 or 12 years and lasts until the age of 18 or 21 years. It is not clear when adolescence begins and ends (Papalia et al., 2007).

Meanwhile, Konopka and Ingersoll (cited in Agustiani, 2006), suggest that in general, adolescence is divided into three parts, namely: (a) early adolescence, namely ages 12 to 15 years; (b) middle adolescence, i.e; ages 15 to 18; and (c) late adolescence, ie ages 19 to 22 years. This is supported by Mar'ats (quoted in Mar'at, 2006), that the age range of adolescence is divided into three, namely (a) 12-15 years as early adolescence; (b) 15-18 years as middle adolescence; and (c) 18-21 years as late adolescence. Hurlock (quoted in Mar'at, 2006), states that adolescents begin to think about the future seriously. According to Mar'at (2006), future orientation is a complex motivational and cognitive phenomenon that involves thinking about and judging how the future self will interact with the environment

Method

The participants of this study were students at the high school level (SMA). In this study, research participants must meet predetermined criteria, namely a) adolescents who are in the middle adolescence stage, with a participant age range of 15 - 18 years, and b) are students at the 12th grade high school level.

The total number of high school students at school X in this study amounted to 130 people; the population taken in the study was 130 people; and the sample used also amounted to 130 people. The sampling method used in this study is non-probability sampling with a purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2010). Researchers chose high school students as research participants based on the researcher's assessment that the sample could represent the population, as well as to get a more precise picture of achievement motivation and academic procrastination in high school students.

Research design

This study uses non-experimental research that is correlational. So, the plan for this study is to find out how achievement motivation and putting off schoolwork affect high school students at a school in Tangerang.

Data collection technique

After the researcher has obtained enough information to be used as a basis for research, the next step is to process the information that has been obtained and analyze the data. This step begins with giving a questionnaire. The results of the questionnaire are then tested for reliability and then tested for normality. The measurement tool for achievement motivation made by Lang and Fries (2006), named the Achievement Motives Scale- Revised (AMS-R), consists of 10 items consisting of 2 aspects, namely (1) hope of success, represented by 5 items, and (2) fear of failure, represented by 5 items. In addition, the measurement tool for academic procrastination developed by Tuckman (quoted in Kirana, Sahrani, and Hastuti, 2016) consists of 16 items.

Result

The results obtained in the normality test in this study, Komlogrov Smirnov $Z = 3.24$, with a P value of $0.000 < 0.05$, then the data is not normally distributed on achievement motivation. Then, in academic procrastination, the value of Kolmogrov Smirnov $Z = 3.027$ and P value = $0.000 < 0.05$, then the data is not normally distributed. The data analysis technique in this study used Spearman rho. The results of the main data analysis in testing the relationship between achievement motivation and academic procrastination are $r = -.796$ with a significance value (p) = $0.000 < 0.05$. There is a significant relationship between the variables of achievement motivation and academic procrastination.

Conclusion

Based on the data analysis that has been done regarding the relationship between achievement motivation and academic procrastination among high school students in Tangerang. It can be concluded that this variable has a significant relationship between

achievement motivation and academic procrastination of high school students in Tangerang.

Suggestion

There are some practical suggestions for the parties involved in this research, including (a) students, (b) parents, (c) teachers, and (schools). Suggestions to students: students are expected to have a fixed study schedule and have a plan in learning. Students also organize in order to understand a material, for example, by compiling tables, pictures, or graphs to make it easier to understand the subject matter. Students can self-regulate and control themselves when facing a subject matter by managing their study time.

Students are expected to reduce various activities that are not related to academic activities, such as playing and hanging out with friends. Seek help from friends or teachers when facing a difficult subject matter. Suggestions for teachers are expected to create a comfortable classroom that is not too rigid in teaching so that students enjoy learning. Teachers are expected to assist students in preparing lesson plans to be achieved. In addition, teachers are also willing to help students facing difficulties in learning.

Parents are expected to pay attention to children's learning activities and develop their learning abilities at home. Parents can monitor their children's learning activities, thus enabling children to avoid various disturbances, for example, by making children study comfortably, preparing a quiet study room. Parents can invite their children to discuss the difficulties faced by students at school. Parents are also expected to help their children with things that help them learn, like tutoring.

The authors suggest that participants in future research be added. The existence of a large sample corresponds with the characteristics of quantitative research to better meet the generalization of the data. Future research is expected to vary the research method or design, for example through triangulation (mixed methods), to enrich the research results obtained.

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