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ACADEMIC PROCRASTINATION: A NARRATIVE STUDY BASED ON THE PERSPECTIVE OF GRADE XI STUDENTS IN A SCHOOLS IN MADIUN

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Abstrak

Prokrastinasi akademik yang sering diartikan sebagai penundaan pengerjaan tugas diyakini sering dialami oleh siswa. Pada penelitian ini menggunakan penelitian kualitatif yang partisipannya siswa SMK kelas XI yang mana pendapat mereka menjadi dasar dalam penelitian ini. Kriteria partisipan penelitian menggunakan purposive sampling (Jupp, 2006) dan perekrutan peserta, peneliti mengikuti prosedur etik yang direkomendasikan Hammersley & Traianou, (2012). Disamping itu penelitian ini menggunakan studi naratif (Connelly & Clandinin, 1990) yaitu menggunakan cerita sebagai sumber data dan wawancara (Barkhuizen dkk., 2014) digunakan untuk mengumpulkan data dan di proses emnggunakan tematik analisis (Braun & Clarke, 2008). Untuk uji tingkat kepercayaan menggunakan teori peer debriefing (Janesick, 2015) dan memberchecking (Lincoln & Guba, 1985). Dari hasil penelitian ada beberapa hal baik secara intrinsik maupun ekstrinsik yang mempengaruhi seseorang untuk melakukan perilaku prokrastinasi. Terkait gender, perilaku ini tidak memiliki kecenderungan, semua orang bisa untuk melakukan perilaku tersebut. **Kata Kunci:** Kualitatif, Prokrastinasi Akademik, Purposive Sampling, Studi Naratif, Tematik Analisis.

Abstract

Academic procrastination, which is often defined as delaying work on assignments, it is believed that every students has exposure that feeling. This study used qualitative research whose participants were class XI vocational school students whose opinions became the basis for this research. The criteria for research participants used purposive sampling (Jupp, 2006) and for participant recruitment, researchers followed the ethical procedures recommended by Hammersley & Traianou, (2012). Besides that, this research uses narrative studies (Connelly & Clandinin, 1990), stories as a data source, and interviews (Barkhuizen et al., 2014) to collect data and in the process use thematic analysis (Braun & Clarke, 2008). To test the level of trust, researcher use the theory of peer debriefing (Janesick, 2015) and member checking (Lincoln & Guba, 1985). As a results, there are several things, both intrinsic and extrinsic, that influence a person to carry out procrastination behavior. Regarding gender, this behavior has no predisposition, everyone can do this behavior.

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Keywords: Academic Procrastination, Narrative Study, Purposive Sampling, Qualitative Research, , Thematic Analysis

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INTRODUCTION

Over the past few decades, education has served as a crucial means for individuals to assert their presence and role within society (Akbar dan Delibalta, 2020; Aydoğan and Akbarov, 2018). High-quality education is generally expected to contribute significantly to academic achievement (Akbar & Delibalta, 2020). However, in practice, individuals may experience delays in task completion, whether consciously or unconsciously (Mardini & Arslan, 2022). It is widely acknowledged that procrastination is a common behavior among individuals, often perceived as normal or typical (Mardini & Arslan, 2022; Ojo, 2019; Steel, 2007). The term "procrastination," often associated with the concept of postponement or stalling (Aydoğan & Akbarov, 2018). Procrastination originates from the Latin words "pro," meaning "forward" or "ahead," and "crastinus," meaning "tomorrow" (Steel & König, 2006). The concept was first introduced by Brown & Holtzman (1967) as cited in Rizvi et al. (1997) to describe a tendency to delay the completion of tasks or responsibilities. According to Akbar and Delibalta, (2020); Tan and Samavedham, (2022) procrastination refers to habitual behaviors that involve delaying actions or duties that require timely execution. therefore, procrastination can be understood as a manifestation of difficulties in personal time management. Specifically, individuals who are unable to effectively plan, organize, and execute their tasks in a timely and purposeful manner are referred to as procrastinators (Aydoğan & Akbarov, 2018).

The phenomenon of procrastination manifests across various domains. For instance, George A. Akerlof, (1991) and O'donoghue & Rabin, (1999) explored procrastination within the field of economics, identifying it in the context of delayed preparation for retirement savings, often postponed until the final year. In the political sphere, as cited in Steel, (2007) Farnham (1997) and Kegley (1989) investigated procrastination and observed that it frequently emerges in the form of delayed governmental decision-making. Similarly Holland (2001), also referenced in Steel, (2007) noted the presence of procrastination in the banking sector, particularly in instances where delays in decision-making arise due to the implementation of ineffective policies.

Beyond these sectors, procrastination is also prevalent in the academic domain. According to Steel & Klingsieck, (2016) educational environments contribute significantly to the development of procrastinatory behaviors. Within this context, the behavior is commonly referred to as academic procrastination (Munawaroh et al., 2017). Academic procrastination is defined as the intentional postponement of completing tasks within the required timeframe (Schraw et al., 2007). Klassen and Kuzucu, (2009) examined the problem of procrastination in Turkey and found that procrastination behavior tends to be experienced by many students.

Academic procrastination is divided into 6 areas according to and Steel, (2010) academic procrastination areas are as follows: a) Writing assignments, b) Studying for exams, c) Reading, d) Performance of administrative tasks, e) Attending meetings, f) Overall academic performance. In addition, there are two main characteristics of procrastinators. As mentioned by Solomon &

Rothblum, (1984) a) a procrastinator is very often or even used to leaving his duties or responsibilities b) a procrastinator is also very often or even used to experiencing increased anxiety. This is due to the frequent or habitual delay of tasks or even leaving the tasks and responsibilities given. People who experience procrastination will experience problems in the psychological side of themselves, including depression, anxiety, guilt and unhappiness (Steel, 2007).

Researchers found that men more often engage in procrastination behavior than women (Steel & Ferrari, 2013). However, according to Mahasneh et al., (2016) gender does not have a significant influence on procrastination behavior, especially for educational variables. In addition to gender issues, the thing that causes someone to procrastinate is that the deadline (dateline) is still long, so they tend to delay doing the task (Gafni & Geri, 2010). Or students think that if the task given to them will be helped by others to complete the task (Aydoğan & Akbarov, 2018).

Procrastination behavior does not only occur abroad, but also occurs in Indonesia. Rizvi et al., (1997) examined procrastination that occurs in Indonesia, especially in students of the Faculty of Psychology at one of the State Universities in Yogyakarta. The results of the study showed that academic procrastination is more likely to occur in college students. Furthermore, in the latest study from Latipah et al., (2021) which shows an increase in procrastination behavior, especially during the covid-19 pandemic situation.

The cause of increased procrastination behavior during the pandemic is due to the shift in the process of providing education, from conventional methods to online methods called online learning (Radino et al., 2021). Teachers become unable to control student activities, as a result students often experience procrastination. (Latipah et al., 2021). To reduce the impact of procrastination experienced by students, it is very important to further improve the quality of education (Wäschle et al., 2014).

From procrastination behavior will also have an impact on students' academic achievement (Tan & Samavedham, 2022). Many studies show negative results on the relationship between procrastination and academic achievement (Schraw et al., 2007; Solomon and Rothblum, 1984; Tan and Samavedham, 2022). For example, Howell & Watson, (2007) who examined the problem of procrastination in relation to self-efficacy produced a negative impact. This is also supported by research conducted by Sagita et al., (2017) which also found a negative and significant correlation between procrastination and self-efficacy. Kandemir, (2014) who examined the relationship between procrastination and motivation, at the end of the study found that there was a negative relationship between procrastination and motivation. In addition, the results of research by Sagita et al., (2017) also showed a negative and significant correlation between academic motivation and academic stress. As for other negative impacts related to procrastination that are directly felt, including: damage to academic performance, including bad habits in learning, low motivation to learn (Semb et al., 2015) also forms of irrational, obsessive and compulsive cognitions, low self-esteem and self-confidence (Ferrari & Mc Cown, 1983; Solomon & Rothblum, 1984).

In previous research found that procrastination is also related to motivation. As the research results of Cerino, (2014) academic procrastination associated with intrinsic motivation has a negative form of correlation, but has a positive correlation with demotivation (less motivated) and has an insignificant correlation with extrinsic motivation. In addition, self-esteem and self-efficacy tend to also have a negative correlation with academic procrastination (Kanten, 2016).

The development of research on procrastination still continues today. Many studies are associated with procrastination. There are many theories about academic procrastination, for example: psychodynamic, behavioristic, cognitive and cognitive-behavioral theory (Ghufron, M. N., & Risnawita, 2010). With the development of procrastination theory, the types of procrastination are also divided into two categories, namely academic procrastination and non-academic procrastination, what distinguishes the two is the type of work done. According to Ferrari et al, (1995) there are several characteristics that can be used as indicators of whether someone is a procrastinator or not, the characteristics are, a) Delays in starting and completing tasks, b) Delays in doing tasks, c) Time gaps between plans and actual performance, d) Doing more enjoyable activities. Someone who behaves procrastination can be caused by factors both from within the individual (internal) and the influence of the surrounding environment (external) (Ghufron, M. N., & Risnawita, 2010).

The purpose of this study is to explore the perceptions of students at the SMK level, especially class XI, regarding the problem of procrastination and how to deal with it. This research was conducted in the 2023/2024 academic year in one of the private schools in Madiun, East Java.

METHOD

This study refers to the constructivism paradigm (Creswell, 2018; Schwandt, 2007) , which means that everything that is discovered in this study is considered a new finding. This study will use a narrative study (Connelly & Clandinin, 1990) as a theoretical framework that aims to explore students' perspectives on procrastination at a Vocational High School (SMK) in Madiun, Indonesia. In the theoretical framework of the study, there are 3 limiting aspects, namely a certain time limit, social (other people's point of view, for example: parents) that can influence the interviewee, and the place where the interviewee is located (Connelly & Clandinin, 1990). Narrative studies are studies that use stories as research data which are then analyzed and presented in the form of stories (Barkhuizen et al., 2014). Therefore, this narrative study is suitable for reflecting learners' experiences and interactions between interviewers and interviewees.

This study was conducted on Vocational High School (SMK) students in one of the schools in Madiun, East Java in the academic year 2022/2023. The participants involved in this study were volunteers who were included in purposive sampling (Jupp, 2006) with the following criteria: a) are students in one of the schools studied, b) experience procrastination problems (based on observation), c) are registered as XI grade students.

To recruit participants, the researcher followed the ethical procedures recommended by Hammersley & Traianou (2012). Before starting the study, the researcher will send a letter to the relevant institution for research approval. After the agency gives permission to start the research, the researcher will explain to students regarding the research being conducted as well as a letter of consent for participants, which contains the purpose of the research and what things will be published and kept confidential from participant data for the benefit of the research. Furthermore, students who want to become participants fill out a letter of consent and after that the interview will be carried out via WhatsApp within a mutually agreed time limit. And all participants' identities will be disguised (pseudonym) with recommendations from Allen, (2007).

The data collection will use semi-structured interviews (Barkhuizen, 2014). Semi-structured interviews are interviews where the researcher gives participants the freedom to answer as freely as possible about the questions given. It is felt that it can produce a more in-depth interview about participants' feelings related to procrastination problems. We will conduct interviews via WhatsApp with participants. The interview will be conducted using Bahasa Indonesia.

The researcher will ask 8 questions related to their condition about the procrastination problems that participants face. The interview will be held between 50-60 minutes. The researcher adopted the interview questions from Schraw et al., (2007), Aydoğan & Akbarov, (2018), Klassen & Kuzucu, (2009), Gündüz, (2020) which are as follows: 1) In your opinion, what is academic procrastination? 2) What do you do when you feel like you are procrastinating? 3) Are there any situations that you think could cause academic procrastination? 4) On which assignments do you procrastinate more often? 5) Do you think gender differences affect the level of academic procrastination? 6) Do you think parenting influences academic procrastination behavior? 7) What is the best way for you to overcome your academic procrastination? 8) What do you think are the negative and positive impacts of procrastination behavior?

As for the data analysis process, we will use thematic analysis (Braun & Clarke, 2006). Thematic analysis is a method of identifying, analyzing and describing in themes certain themes based on questions from researchers. Although it is only a sentence explanation, the explanation obtained from the interview process will be more detailed and in-depth. There are several procedures for conducting thematic analysis which are explained as follows: 1) start by familiarizing with the interview data (transcribing the data if necessary), reading repeatedly the interview results to get the main topics in the interview, 2) coding each interview result, (coding the interview results can be done to make the interview results look systematic) 3) summarize the themes in each interview session, (compiling the codes into potential themes) 4) review the themes, (5) defining and naming themes, (ongoing analysis to refine the specificity of each theme, and the overall story being analyzed, resulting in clear definitions and names for each theme) and 6) producing a report. The selection of unique themes and naming can attract readers to find out the contents of the report.

For qualitative research, the data produced will be in the form of descriptions, therefore testing the level of data confidence is needed. This is to strengthen the trustworthiness of the research data, we will use peer debriefing theory (assessment by experts in the field under study) (Janesick, 2015) and member checking theory (rechecking by participants of interview results) (Lincoln & Guba, 1985) to build validation and credibility of participants' arguments. We will use peer debriefing and member-checking techniques as key components to develop trust in the paradigm (Janesick, 2015; Lincoln & Guba, 1985). In this study we describe the steps to conduct peer debriefing: After submitting the transcript containing the interview script from the researcher to be read by the expert, the next thing to do is that the expert will understand several things related to the research, for example the purpose of the research, the methods used, the techniques used to analyze the data and interpret the results of the research. The next step, after the expert understands the content of our research, the expert will provide input in the form of criticism, suggestions and also testimony of the interview results that have been read in the form of a form submitted to the researcher. After the expert provides feedback and testimony. The expert also validates the results of the interview and there may be changes but it does not reduce the interpretation in the text as well as the problems in the research. The next stage is that the same experts and researchers have discovered what the main thoughts and discussions are in the research that has been carried out.

The final step in the peer-debriefing stage is for the expert to present the results of his or her review of the research that has been conducted more critically and of course the results are still in sync with the content of the research.

RESULTS AND DISCUSSION

This research aimed to explore the behavior of students at the SMK level. Four interviewees were involved in the interviews, and volunteered to participate in the recruitment process. The data obtained from the first (PW), second (PR) third (AP) and fourth (DA) interviewees will be presented in themes that are tailored to the questions given.

The results of the interviews conducted with 4 (four) informants can be concluded that all informants are still very unfamiliar with the term procrastination but are very familiar with the word procrastination. Most of the interviewees associate academic procrastination with procrastination behavior towards academic-related tasks such as school assignments. This can be seen from the following interviews:

"..... (in my opinion) often neglect homework or other tasks (related to academic procrastination). (Interview PW, via WhatsApp 21 August 2023)

"..... In my opinion, academic procrastination: behavior that likes to delay related to academics (formal), for example assignments or work". (Interview PR, via WhatsApp 21 August 2023)

"... In my opinion, (the word) academic (itself) is like the activities of the teaching-learning process in class, so (in conclusion) behavior that delays the learning (and) teaching process at school". (Interview AP, via WhatsApp August 21, 2023)

"... In my opinion, academic procrastination is the failure to do assignments within a predetermined period of time. For example, delaying the assignment until the end of the specified time". (Interview DA, via WhatsApp 21 August 2023)

All interview participants consciously committed the procrastination behavior. However, some of them feel confused and worried if they deliberately do procrastination behavior, and some others feel relaxed if they do it (procrastination behavior). As described in the following interview fragment:

"... if I often (walk) around the school, the permission (to leave class) is diluted". (Interview PW, via WhatsApp August 21, 2023)

".... Sometimes I feel (worried and confused) like that." (Interview PR, via WhatsApp August 21, 2023)

".... (for me) Relax, provided that what I postpone I can do quickly according to the specified time." (Interview AP, via WhatsApp August 21, 2023)

"... (To be honest) I feel confused because (the assignment) is tight with the (submission) time." (Interview DA, via WhatsApp 21 August 2023)

In the next interview question, the interviewees were asked about situations that might make them engage in procrastination behavior. PW and PR answered school assignments that could make them procrastinate, but this did not apply to AP and DA,

they said there were no specific conditions that made them do procrastination behavior. This is as seen in the interviews below:

"...(when) the lesson is too difficult to understand, or the class time is already mid-day, there are many assignment (also) practical tasks, or when (I) am not well." (Interview AP, via WhatsApp August 21, 2023)

"...there must be (certain situations) sir, such as subject assignments that are not challenging, or subjects that are difficult to understand or have difficulties....." (Interview PR, via WhatsApp August 21, 2023)

"..... (for me) it's more about prioritizing activities, so only one task (is done), if everything is prioritized, it can cause burn-out and the results are not optimal." (Interview AP, via WhatsApp August 21, 2023)

"...in my opinion, no (special situation), because the learning I get is enough to make me enthusiastic about learning." (Interview DA, via WhatsApp August 21, 2023)

After the interviewees told about the situation that made them procrastinate, then the interviewees said the subjects that could make them experience procrastination. All interviewees said that subjects that are numerate or exact, for example: math, chemistry and physics. This is conveyed on the following interview:

"...definitely math, I find it hard to understand, and physics (too). Basically, lessons that need to be counted and afternoon lessons that make me sleepy." (Interview PW, via WhatsApp August 21, 2023)

"...more inclined to subjects that count, for example chemistry, physics." (Interview PR, via WhatsApp August 21, 2023)

"...The most prioritized is math, because it requires high concentration to do it (or) at least to do it in one by one." (Interview AP, via WhatsApp August 21, 2023)

"...Of course math, because (in my opinion) the lessons are too complicated to understand." (Interview DA, via WhatsApp 21 August 2023)

Although stereotypes about procrastination behavior are more likely to be carried out by men, the same is said by the interviewees regarding whether gender differences also have an impact on procrastination behavior. The majority agreed that men are more likely to procrastinate, but it does not exclude the possibility that women also engage in procrastination behavior, and there are still many other factors that influence a person to become a procrastinator. An explanation of the above can be seen in the transcript below:

"...Yes sir (there is an influence), because my peer friend is a girl and she is smart (very rarely does she look lazy) but most of my male friends in my class are more (often seen) lazy (procrastination)." (Interview PW, via WhatsApp 21 August 2023)

"... I think it doesn't (affect) yes mas, because procrastination behavior depends on the habits of each student (not gender)." (Interview PR, via WhatsApp August 21, 2023)

"... I think it is men, because usually men have a higher desire to play, so that makes the level of procrastination greater. Whereas women, usually do not have to wait

for a deadline to complete the task, this makes women more seen as diligent."
(Interview AP, via WhatsApp August 21)

"... I think there is (an influence) sir, because mostly that I have seen, men tend to procrastinate often, and on the contrary, women are often considered more diligent." (Interview DA, via WhatsApp August 21, 2023)

After most interviewees believed that gender has an influence on procrastination behavior, the interviewees then expressed their opinions regarding parenting patterns on children's tendency to procrastinate. Unlike the responses to the previous question, in this case all interviewees agreed that parenting has a role in children becoming procrastinators. The explanation can be seen in the following interviews:

"...I think there is (an influence) but not much, it all depends on parental upbringing. If the parents are stricter, then it is less likely that a child will engage in procrastination behavior and vice versa. And my parents rarely ask questions, as long as I go to class." (Interview PW, via WhatsApp August 21, 2023)

"...obviously (influential), because our behavior depends on parental upbringing. It is possible that male students are more diligent than female students because of parental upbringing that accustoms their children to behave in a disciplined manner (and) it is different with children who lack parental supervision, (will be) very vulnerable to procrastination behavior, even intentionally." (Interview PR, via WhatsApp August 21, 2023)

"...there is (an influence), because parenting patterns will be embedded in the minds of their children, because if since childhood they have been accompanied and educated in discipline, then the child will grow up with good upbringing and not easily change their behavior." (Interview AP, via WhatsApp August 21, 2023)

"...I think it also has an effect. Because the parenting of parents who ignore their children will affect their growth and development. (also) many factors of parenting can make children become procrastinators." (Interview DA, via WhatsApp August 21, 2023)

The interviewees have talked about how and how often they behave as procrastinators. All interviewees answered that they have done procrastination and more often do it on subjects related to numbers. In this interview session, the interviewees were asked to give their opinions about the best way to overcome their procrastination behavior. As seen in the interview transcript below:

"... if it's about schoolwork, I often ask my peers, or study it myself, or look it up on the internet. Or if it's outside of school, I usually play at a friend's house to ask about the lesson, if no one can do it, I ask the teacher even though I feel nervous."
(Interview PW, via WhatsApp August 21, 2023)

"...the best way to overcome procrastination behavior, in my opinion, is by changing the pattern of learning, changing the circle of friends who can support each other and not toxic." (Interview PR, via WhatsApp 21 August 2023)

"...when (I) feel procrastinated in certain lessons, I usually do other activities, such as sports, or just play with friends. Or do it according to the priority of the task. If

I do everything at once, the results will not be optimal and I will feel burned out.”
(Interview AP, via WhatsApp August 21, 2023)

“...I don't have a definite way, because if it has become a habit it will be difficult to change. Maybe it can change a little if someone is more diligent or active in doing something then procrastination behavior is less common.” (Interview DA, via WhatsApp 21 August 2023)

The last session of the interview, the interviewer asked about the positive and negative impacts of procrastination behavior, most of them answered that the positive impact of procrastination behavior is that it makes their minds more relaxed, because there is a time lag, even though the tasks given have certain deadlines. It also improves the mindset quickly (training reflexes) like the opinion of homework. A more detailed explanation of the negative and positive impacts of procrastination behavior can be seen through the interview transcript below:

“...in my opinion, the negative impact of procrastination is that one of them often misses lessons, and gets detentions. But the positive impact is that it can maintain mental health, so as not to stress about lessons.” (Interview PW, via WhatsApp August 21, 2023)

“...in my personal opinion, the positive impact (can) improve the mindset quickly, because of the deadline given, if the negative impact is less than optimal in completing the school assignments given.” (PR interview, via WhatsApp August 21, 2023)

“...the positive impacts of procrastination include: being able to reduce burn-out, being able to maximize time properly or time management, and learning to be responsible. Meanwhile, the negative impacts are running away from responsibility, causing a strain on the mind, becoming a relying person (as a solution to the irresponsible habit of procrastination), and lastly, causing trouble to others. (Interview AP, via WhatsApp August 21, 2023)

“... for the positive impact, it seems like there is none, if the negative impact, one of the tasks that are not completed until it becomes a bad habit for ourselves.”
(Interview DA, via WhatsApp August 21, 2023).

This study aimed to determine students' perceptions of procrastination problems that occur in students at the SMK level, in one of the private schools in Madiun, East Java. Data were obtained from the interview process. Questions from the interview were adapted from Schraw et al., (2007), Aydođan & Akbarov, (2018), Klassen & Kuzucu, (2009), Gündüz, (2020). In the interview process, there are 8 (eight) questions that can be answered by the interviewee using an open-ended interview as a means of obtaining more detailed and detailed data about the question being asked.

In the initial session of the interview, the interviewees were asked to give their opinions about what they knew about academic procrastination. As explained in the interviews above, most of the interviewees were very unfamiliar with the term procrastination, and they were more familiar with the term “procrastination”. In response to the question, many of the interviewees associated the term academic with academic-related tasks, such as schoolwork. This is in line with the opinion of Ghufron, M. N., & Risnawita, 2010 which states that academic procrastination is a type of

procrastination related to academic tasks, such as schoolwork or coursework. Green, 1982 explains the object of academic procrastination itself, which is related to academic performance.

Furthermore, the interviewees said that if they sometimes deliberately engage in procrastination behavior, they indirectly become a procrastinator. And when they do, PR and DA feel worried and confused, which is a characteristic of a procrastinator. This is congruent with Steel, 2007 on the characteristics of a procrastinator, one of which will experience problems in the psychological side of himself, including depression, anxiety, guilt and unhappiness. And in general, people who experience procrastination tend to procrastinate and fail to manage the stress situation and cognitive load faced (Michinov et al., 2011). However, others feel relaxed and do not feel worried about their delayed work. This is the type of procrastinator stated by Ferrari et al., 1995 This is also one of the characteristics of procrastinators which stated by Ghufroon, M. N., & Risnawita, 2010 that they do things that are more fun.

Sometimes a person does not intentionally or want to do procrastination behavior, but certain circumstances or situations make them intentionally or not to do this behavior. At the interview stage, the interviewees have conveyed situations that can make them experience procrastination. For example, AP said that if the subject matter that was being understood was too difficult, or the lesson hours that required a lot of energy were placed in the afternoon, where the body and mind were tired, it made him indirectly procrastinate. The same thing was said by the second interviewee, PR. They explained that uninteresting assignments or subject matter that was difficult to understand made them also behave in a procrastinatory manner. This is also mentioned by Schraw et al., 2007 Students are more likely to engage in procrastination behavior in tasks that they do not like or are not interesting to them.

In addition, AP said that if there was no special situation that made him do this behavior, it was just that he did all activities depending on the priority of the tasks and activities he was doing. Still with the same source. Schraw et al., 2007 said organizational skills allow a person to do the delaying behavior more often. While DA did not have a special situation, and he felt that the learning taught was enough to make him feel excited to do the tasks given.

All interviewees who perform academic procrastination more often feel that if lessons are difficult to understand or tasks that are less challenging will make them feel lazy or will do things that they think are more fun than doing the assigned tasks. The subjects that make them often do this behavior are subjects that relate to calculations, for example: mathematics, physics and also numbers-related lessons. As felt by PW, PR, AP and DA, math is the most difficult to understand. The same statement was also expressed by Ferrari et al., 1995 bahwa faktor seseorang dapat mengalami prokrastinasi salah satunya yaitu takut apabila dia gagal dan keengganan untuk mengerjakan tugas tertentu.

Perilaku prokrastinasi lebih melekat dengan laki laki dibanding dengan perempuan, hal ini merupakan *stereotype* yang berkembang di masyarakat sehari hari. Pada sesi wawancara selanjutnya, narasumber diminta pendapat tentang pernyataan tentang jenis kelamin akan berpengaruh terhadap seseorang untuk melakukan perilaku prokrastinasi. Sebagian besar narasumber (PW, AP dan DA) berpendapat bahwa laki laki lebih cenderung untuk melakuka prokrastinasi, hal tersebut karena biasanya laki laki jiwa ingin bebas dan jiwa bermainnya lebih besar jika dibanding perempuan. Hal ini juga di sampaikan olehthat one of the factors a person can experience procrastination is fear if he fails and reluctance to do certain tasks.

Procrastination behavior is more attached to men than women, this is a stereotype that develops in everyday society. In the next interview session, the interviewees were asked for their opinions about the statement that gender will affect a person to carry out procrastination behavior. Most of the interviewees (PW, AP and DA) argued that men are more likely to procrastinate, this is because usually men want to be free and their playful spirit is greater when compared to women. This is also conveyed by Steel & Ferrari, 2013 if men are more likely to procrastinate when compared to women. However, PR disagrees with the assessment that men are considered more “lazy” than women. This is also supported by research conducted by Mahasneh et al., 2016 gender has no significant effect on procrastination behavior, especially for educational procrastination.

After discussing the influence of gender on procrastination behavior, the interviewees were again asked about parenting patterns on the influence of procrastination behavior on children. All interviewees agreed that parenting is very influential on the growth and development of their children. In line with what the interviewees said that parenting has a very important role in developing procrastination behavior (Mahasneh et al., 2016). All interviewees said that if a child is educated in discipline, he will grow up to be a disciplined person as well, and parental parenting becomes a reference for children to determine role models in their lives. There is empirical evidence that parenting has a significant influence on a child's development and personality (role model) (Mahasneh et al., 2016).

After telling a lot about the problem of procrastination, in the next interview question, the interviewee explained how the best way or solution to overcome procrastination behavior. Everyone has their own way to overcome their procrastination behavior. Likewise with the interviewees, they have their own ways to solve the problem, for example by changing the way they study and finding supportive friends, or by doing more urgent things. As Ackerman & Gross, 2005 said, students prefer to postpone doing assignments and consider the activities they do more enjoyable, less stressful than the assignments given. This shows that a student sometimes needs to delay because it reduces the level of stress and burn-out.

In the last interview question, the interviewees were asked to mention the negative and positive impacts of procrastination behavior. According to DA, there is no positive impact of procrastination behavior, in contrast to PW, PR and AP, according to them procrastination behavior has a positive impact. One of the positive impacts they feel is that they can be responsible for the tasks given, and can also learn to manage their time well. From the interviewees' opinions, it can be concluded that this comes from one's intrinsic motivation. In addition to the positive impact felt, they mentioned the negative impact of procrastination behavior. For example, it is less optimal to complete the assigned tasks because it is constrained by deadlines Ghufon, M. N., & Risnawita, 2010 stated that a procrastinator has difficulty doing something that has been determined by the time limit. Another problem is that we usually rely on other people to complete the assigned tasks. This is confirmed by the findings of Fauziah, 2016 who said that a person more often relies on friends when he feels the task given is too difficult and also the time for collecting the task is close, this behavior also applies when doing group assignments, other students will rely on their friends who can do the task. This is due to the inability of a person to think independently while chased by deadlines.

SUMMARY

Conclusion

In conclusion, the study was conducted to answer the research question of what are the perspectives of students at SMK level on academic procrastination in one private SMK located in Madiun, East Java. To answer the interview questions, the researcher used a narrative study (Barkhuizen et al., 2014; Connelly & Clandinin, 1990). In the research results, compiling ideas and compatibility with expert opinions in previous research obtained results, first, the interviewees lacked understanding of academic procrastination, but they were quite familiar with the term procrastination. Second, some of the interviewees felt worried and confused when leaving their assignments, but others did not feel the same way, Third, gender and parenting patterns have a role in a person to carry out procrastination behavior. Fourth, procrastination has a positive impact, for example, it can train to be more responsible, besides the positive impact, the negative impact can be in the form of less than the maximum to do the assigned tasks.

The implication of this research is that procrastination behavior can be consciously avoided by students, but according to them, this behavior is sometimes necessary because it can prevent them from stress and burn out.

Recomendations

Limitation in recruiting participants (n=4) so that it cannot be generalized. Another problem in this study is that it only focuses on academic procrastination from the students' perspective. Therefore, future research is expected to be able to further explore issues related to academic procrastination or relate it to other subjects, such as skills or subjects.

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