



The Role of Self Efficacy on Academic Procrastination among University Student

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Abstract

Background: Not a few students deliberately postponed their assignments. Academic procrastination often occurs in students because of the high workload. Self-efficacy is believed to influence procrastination. **Objective:** This research aims to determine the extent to which students' self-efficacy plays a role in their level of academic procrastination in carrying out lecture assignments. **Method:** Research uses descriptive quantitative methods with non-experimental research types, and result analysis using simple regression analysis. The subject used is a student of Psychology at the State University of Surabaya. **Results:** The results of this study showed that self-efficacy and procrastination have a negative relationship, which means that if self-efficacy is improved then procrastination in students is decreased and vice versa. Self-efficacy variables give an effective contribution of 23.2% to the procrastination variable which means self-efficacy is not the most crucial thing in affecting procrastination because there are still 76.8% other factors. **Conclusion:** To reduce procrastination, self-efficacy is required because the higher the self-efficacy of a person, the lower the tendency to procrastination.

Keywords: Academic procrastination; Self-efficacy; Student

Abstrak

Latar belakang: Tidak sedikit mahasiswa sengaja menunda tugas mereka. Prokrastinasi akademik sering terjadi pada mahasiswa karena beban kerja yang tinggi. Efikasi diri dipercaya mempengaruhi prokrastinasi. **Tujuan:** Penelitian ini bertujuan untuk menentukan sejauh mana efikasi diri mahasiswa memainkan peran dalam tingkat prokrastinasi akademik mereka dalam melakukan tugas kuliah. **Metode:** Penelitian menggunakan metode kuantitatif deskriptif dengan jenis penelitian non-eksperimental dan analisis hasil menggunakan analisis regresi sederhana. Subjek yang digunakan adalah mahasiswa Psikologi Universitas Negeri Surabaya. **Hasil:** Hasil penelitian ini menunjukkan bahwa efikasi diri dan prokrastinasi memiliki hubungan negatif, yang berarti bahwa jika efikasi diri ditingkatkan maka prokrastinasi pada mahasiswa berkurang dan begitupula sebaliknya. Variabel efikasi diri sendiri memberikan kontribusi efektif sebesar 23,2% untuk variabel prokrastinasi yang berarti efikasi diri sendiri bukanlah hal yang paling penting dalam mempengaruhi prokrastinasi karena masih ada 76,8% faktor lain. **Kesimpulan:** Untuk mengurangi prokrastinasi, efikasi diri diperlukan karena semakin tinggi efikasi diri seseorang, semakin rendah kecenderungan untuk prokrastinasi.



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Keywords: Efikasi diri; Mahasiswa; Prokrastinasi akademik

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A student is someone who is currently studying at college. Students are always required to be optimal in carrying out the process and completing their lecture assignments. Some of the assignments that are usually given to students are in the form of essays, papers, group discussions, and papers. Students are often seen as individuals who have high intellectual abilities so they are considered to find it easy to complete their coursework (Bekkouche et al., 2022). This causes the burden of expectations felt by students to become increasingly heavy.

Currently, students are also faced with curriculum changes. Curriculum changes have an impact where students are required to adapt from the previous 2013 curriculum to an independent curriculum (Gumilar et al., 2023). Due to changes in the curriculum, socialization and application to various educational places were carried out. However, on the other hand, the adaptation process in learning provides additional pressure for students to learn (Wang et al., 2022). Students are required to continue to adapt to current developments. But on the other hand, this curriculum change has had an impact on progress in the Indonesian education sector. Where students have a place to study not only on campus but also in other places such as internships, entrepreneurial activities, and student exchanges (Komarudin & Aziz, 2022). But of course there is still a burden in the adjustment process. Because of this burden, quite a few students like to procrastinate completing their studies and have more time to do other, more exciting things.

The activity of delaying tasks or work is called procrastination. Procrastination is defined as a behavior that delays completing tasks, there are gaps in plans made and performance, as well as the behavior of preferring to do other enjoyable things rather than completing tasks (Ferrari in Ghifary et al., 2022). Procrastination can happen to anyone and in any activity. Procrastination in the academic realm is referred to as academic procrastination. Academic procrastination that occurs among students is commonplace and often occurs. Procrastination can have negative effects if delays are made in activities that have a definite goal but the reasons are not very important or useful, have bad consequences, or even cause problems, such as hanging out without managing time (Ghifary et al., 2022). According to Mudalifah and Madhuri (2019), several factors that can influence procrastination behavior are self-awareness, self-control, self-esteem, and self-efficacy.

Procrastination is a challenge that must be faced by anyone, including students. Procrastination that occurs in the academic realm, such as among students, is called academic procrastination (Raka et al., 2022). This procrastination occurs when students are too relaxed in doing their assignments, they even tend to postpone assignments, which is why the term "day and night speeding system" emerged. This tendency has an impact on students' time management. Poor time management causes procrastination behavior to increase because

people are unable to arrange their schedules in such a way (Nisa et al., 2019; Pertiwi, 2020; Dayantri & Netrawati, 2023). These behaviors can hurt productivity and academic performance, underscoring the importance of developing time management skills to improve student efficiency and learning outcomes.

Almost the majority of students are identified by their busy lives in organizations. Studying and organizations are inseparable for some students. So it is not uncommon for them to deliberately procrastinate because of their inability to manage their organizational schedule and complete their academic assignments (Haryanti & Santoso, 2020). This tendency increases the possibility of students developing a procrastination attitude. Apart from this, of course, there are several things that cause procrastination. The following are several aspects of procrastination, according to Ferrari in Tuaputimain (2021), namely: (a) Delay in starting to complete tasks; (b) Being late for work; (c) There is a time mismatch between plans and performance; (d) Prefer to carry out more exciting activities.

Students need confidence in their abilities to be able to complete college assignments. This belief can make student performance more optimal and get optimal results in lectures. Apart from that, it can also minimize the desire to procrastinate in doing tasks. According to Bandura (in Wahyuningsih et al., 2021), an individual's inner belief regarding his or her ability to complete a job or an action to achieve a certain result is called self-efficacy. Meanwhile, according to Jiang et al. (2019), self-efficacy is an individual's belief in his or her ability to carry out a behavior in a certain environment, which is influenced by four sources of information: performance achievement, vicarious experience, verbal persuasion, and physiological or emotional arousal. So it can be concluded that self-efficacy is an individual's inner belief regarding his ability to complete a task or carry out an action to achieve certain results. Self-efficacy also of course has aspects, which serve as a guide in determining self-efficacy. According to Bandura in Tuaputimain (2021), there are three important aspects of self-efficacy, namely: (a) level (magnitude or level); (b) freedom (generality); and (c) strength.

Self-efficacy and procrastination behavior, especially academic procrastination, cannot be separated. Based on research from Wulandari et al. (2020) found that if students' self-efficacy and self-control are high then their academic procrastination behavior is low and vice versa. Furthermore, Paramithasari et al., (2022) in their research also found that there was a significant negative influence on self-efficacy on academic procrastination, meaning that the higher the level of self-efficacy, the lower the procrastination and vice versa. This can illustrate self-efficacy as an important factor in academic procrastination behavior.

While some studies have examined the relationship between self-efficacy and academic procrastination, more research is still needed particularly among university students. University education differs in demands and responsibilities compared to high school. Therefore, different factors may contribute to procrastination at the university level. The relationship between self-efficacy and procrastination is an interesting thing to discuss. This research itself aims to determine the influence of self-efficacy on procrastination among Surabaya State University students. Therefore, the title "The Role of Self-Efficacy on Academic Procrastination among University Students" was formulated.

Method

The approach applied in this research is a quantitative approach. This is based on the aim of the research which is to test two related variables using data in the form of numbers. This research will take the type of non-experimental research with a simple, descriptive correlation research method. According to Jannah (2018), non-experimental methods are methods used when carrying out research that is limited to descriptions to test relationships between variables, for example, the differences between two or more groups of data. The choice of this research method is based on the research objective itself, namely to determine the influence between variables. The variables in this research are self-efficacy as the independent variable and procrastination as the independent variable.

Sample or Population

The location covered in the research is Surabaya State University, with the population used as active students at Surabaya State University aged 18–23 years. According to Jannah (2018), a population is a group of individuals who have characteristics or traits that are similar to those determined as research subjects. From the available population, data is then sampled using a non-probability sampling technique, namely purposive sampling, in which the sample is selected based on certain criteria that have been determined by the researcher. So data was collected for 74 people who were tested in this study because they met the criteria.

Data Collection

This research was carried out boldly by utilizing the internet network with questionnaires distributed to research subjects in the form of questionnaires. The instruments applied in collecting self-efficacy data used instruments developed by Sherer et al. (1982), namely the General Self-Efficacy Scale, with a scale containing 22 items. Meanwhile, procrastination was measured using the procrastination scale developed by Tuckman (1991), namely Tuckman's Procrastination Scale, with a scale containing 35 items. Each instrument is scored 1-4 using preferred items with the options "Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4)." The second instrument has the result that if the score is lower, the lower the level of procrastination self-efficacy, and vice versa.

Data Analysis

The hypothesis set is H_a : there is an the role of self efficacy on academic procrastination among university student, and H_0 : there is no the role of self efficacy on academic procrastination among university student. The data were analyzed using 2-tailed. The normality test applied to determine whether or not the data is normally distributed uses Shapiro-Wilk. Meanwhile, to carry out a linearity test to determine the existence of a dependent relationship between the independent and dependent variables, use a linearity graph. If the data used is normally and linearly distributed, then parametric statistics will be applied using simple linear regression data analysis techniques. If the research data obtained is not normally and linearly distributed, then the data sign test analysis technique will be used, but if it is not normally distributed and not linear, then the Mann-Whitney U test will be used. To carry out data analysis, use the JASP application version 0.16.4.0.

Result

The research data processed was 74 data items, because it was in accordance with the sampling that was intended to be used. The data has passed validity and reliability tests because the research instrument uses instruments from other researchers who have passed this stage. For this reason, further data processing will be described as follows:

Normality test

To carry out further tests, it is necessary to know the normality of the data from the start. This is important to do so that the final influence of the data can be analyzed properly. Descriptive data is listed in the table and is definite, so it will not be analyzed, while the normality test is an assumption. It is important to carry out a normality test to find out whether the data is normally distributed or not. For normality testing, if the P value (Sig.) > 0.05 means the data is normally distributed, whereas if the P value (Sig.) < 0.05 , it is not normally distributed.

Table 1. Descriptive Data and Normality Test

	Efikasi Diri (X)	Prokrastinasi (Y)
Valid	74	74
Mean	70.959	83.230
Std. Deviation	8.475	15.337
Coefficient of Variation	0.119	0.184
Shapiro-Wilk	0.982	0.991
P-value of Shapiro-Wilk	0.388	0.899
Range	40.000	75.000
Minimum	49.000	47.000
Maximum	89.000	122.000

Based on the normality test on Shapiro-Wilk, it was found that the self-efficacy value was Sig. (P) = 0.388 with a P value (Sig.) > 0.05 . So it can be said that self-efficacy data is normally distributed. Meanwhile, in the normality test on Shapiro-Wilk, it was found that the procrastination value Sig. (P) = 0.899 with a P value (Sig.) > 0.05 . So it can be said that data procrastination is normally distributed. So it can be concluded that all the data used is normally distributed.

Linearity Test

Based on JASP analyses, the data shown can be concluded to be linear. The linear relationship is negative. This negative relationship states that if self-efficacy increases, procrastination among Surabaya State University students will decrease.

Test the Hypothesis with Simple Regression

Hypothesis testing is used to see whether the initial hypothesis in the research can be accepted or not. To carry out hypothesis testing, a simple regression test is used, where the results of this test can determine the extent to which the self-efficacy variable influences procrastination and what percentage of self-efficacy influences procrastination. So the following is the process for calculating and accepting hypotheses in research:

Table 2. Effective Contribution

Model Summary – Prokrastinasi (Y)				
Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	15.337
H ₁	0.482	0.232	0.221	13.534

In the first table, it is explained that H1 in the coefficient of determination (R²) is 0.232, which means the effective contribution of the self-efficacy variable. The self-efficacy variable is able to explain 23.2% of the procrastination variable. This effective contribution is where self-efficacy has a contribution to procrastination.

Table 3. Simple Regression

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	3982.278	1	3982.278	21.740	< .001
	Residual	13188.816	72	183.178		
	Total	17171.095	73			

Note. The intercept model is omitted, as no meaningful information can be shown.

To assess the results of the hypothesis, an F test is carried out. For this calculation, H₁ can be accepted if ($F_{\text{count}} > F_{\text{table}}$), while H₀ can be accepted if ($F_{\text{count}} < F_{\text{table}}$). In the results of the simple regression analysis obtained in the table, the calculated F data is 21,740, and the significance is <0.001. If a comparison is made between F_{count} and F_{table} , according to the formula DF (numerator): $2-1 = 1$ and DF (denominator): $74-2-1 = 71$ with sig. 0.05, then the F table is 3.98.

So the next step is to compare the data using the F test comparison, namely F_{count} ($21,740 > F_{\text{table}}$ (3.98)). So this means that, based on the hypothesis taken, H₁ can be accepted and H₀ is rejected. This means that hypothesis 1 is accepted with the result "there is a role of self-efficacy in academic procrastination among university students." The self-efficacy variable is significantly able to predict and influence academic procrastination that occurs among students, especially students at Surabaya State University.

Table 4. Regression Coefficients

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	3982.278	1	3982.278	21.740	< .001
H ₁	(Intercept)	13188.816	72	183.178		
	Efikasi Diri (X)	17171.095	73			

The coefficient values are used to carry out regression equation analysis. For the regression coefficient itself, we use the equation, namely, procrastination = $145.073 + (-0.872 \times \text{self-efficacy})$. In using this coefficient, it is related to an increase in the variable. For example, if self-efficacy increases by 10 points, then procrastination will increase according to the available equation.

Discussion

The research results show that self-efficacy and procrastination have a negative relationship, meaning that if self-efficacy increases, then procrastination among Surabaya State University students decreases, and vice versa. The self-efficacy variable makes an effective contribution of 23.2% to the procrastination variable, which means that self-efficacy is not the most crucial thing in influencing procrastination because there are still 76.8% other factors. However, it is certain that self-efficacy still influences students' academic procrastination behavior. So it can be interpreted that the presence of self-efficacy is very important to reduce procrastination behavior because the presence of self-efficacy can increase students' enthusiastic behavior in completing work.

Bandura (in Wahyuningsih et al., 2021) stated that self-efficacy is an individual's self-confidence about their ability to carry out and complete a task or action in order to achieve certain results. According to Ferrari (in Ghifary et al., 2022), procrastination means the behavior of delaying completing tasks or work, gaps in plans that have been made and performance, and the behavior of choosing to do other enjoyable activities instead of doing work. This means that procrastination and self-efficacy still have a linear relationship between these two variables.

Self-efficacy is one of the factors that influences procrastination. In research conducted by Mudalifah and Madhuri (2019), the results showed that self-efficacy was found to have a negative effect on academic procrastination, which means that the higher the level of self-efficacy, the lower the level of academic procrastination, and vice versa. In other words, self-efficacy remains a strong basis for students to reduce their procrastination attitudes. Other relevant research, according to Putra et al. (2023), stated that self-efficacy and procrastination have a strong correlation, so these traits are related to each other. In addition, the research results of Svartdal et al. (2022) also found that self-efficacy was able to modify and mediate students' academic procrastination behavior so that students were able to change their procrastination habits. Another study from Nemtcen et al. (2022), also stated that academic procrastination has a relationship with students' self-efficacy beliefs and is also related to their intention to stop studying. This means that these studies confirm the results of research conducted by the author, who found that self-efficacy plays a role in reducing procrastination in students.

Reducing academic procrastination itself is certainly not an easy job. It turns out that developments over time have also played a role in this behavior. Currently, the development of technology, especially smartphones, makes students like to postpone their work and prioritize accessing their smartphones (Li et al., 2020; Yang et al., 2019). The availability of various interesting applications and features on smartphones means that students tend to be more interested in spending their time using smartphones rather than focusing on academic tasks. Limiting smartphone use and avoiding the temptation of social media while working can help reduce academic procrastination (Akinci, 2021). Additionally, there are many apps and digital tools that can help them manage their time, remind them of their schedule, create to-do lists, and increase their productivity. By optimizing the use of technology, students can be more

effective in managing their time and reducing procrastination behavior (Chen et al., 2021). Apart from that, students can also focus on increasing their self-efficacy by studying harder using available technology.

Self-efficacy is indeed one of the factors that helps someone avoid procrastination behavior, including academic procrastination in students. Someone who has a high level of self-efficacy chooses to exert greater effort and is more persistent and never gives up (Lubis, 2018; Uran et al., 2019). Various efforts will be made to resolve various obstacles and challenges, we will not give up easily by postponing work. Likewise, students who have high self-efficacy have strong resilience in carrying out every task and job as a student (Konaszewski et al., 2021; Sabouripour et al., 2021). Tasks can be completed early because they feel capable of completing them early.

Seeing the importance of self-efficacy in reducing procrastination behavior, it is necessary to carry out activities to increase this behavior. If seen from the educator's perspective, to increase self-efficacy in students, appropriate learning methods can be implemented, namely problem-based learning models, the use of smartphone applications, and providing career planning training (Yudha, 2018; Listiandi et al., 2020; Octaria & Puspasari, 2018; Martini et al., 2023). Of course, this method of application cannot be said to be completely effective in different cases. However, with this implementation, teachers can provide a different spirit to their students. Because, after all, self-efficacy is important to reduce acts of academic procrastination in students (Nemtcan et al., 2022).

Self-efficacy also needs to be improved by the students themselves. They can apply various methods, which can certainly increase their self-efficacy and reduce their academic procrastination. To increase their self-efficacy, students can seek social support when they are experiencing adversity (Yarmohammadzadeh & Feizollahi, 2016). Social support can be a positive energy that then makes students enthusiastic again when their academics and coursework are in a downturn. On the other hand, students must also improve their development mindset. Increasing a growth mindset will be accompanied by increased self-efficacy (Zander et al., 2018). Students who tend to have a growth mindset will always look for new experiences and new knowledge and then feel reluctant to leave their work, especially college assignments.

This discussion confirms the finding that self-efficacy and procrastination have a negative relationship. Self-efficacy can be a factor that helps reduce academic procrastination behavior in students (Tripathi et al., 2015). Previous research also shows that self-efficacy contributes to reducing academic procrastination and that self-efficacy can influence student behavior in changing procrastination habits. Therefore, the existence of self-efficacy is very important in reducing procrastination behavior because it can increase students' motivation and enthusiasm in completing their assignments.

Conclusion

Procrastination makes students unable to complete their assignments optimally and on time. To reduce procrastination, it is necessary to understand what factors influence procrastination. One of them is self-efficacy. Based on the research results, it is stated that the higher a person's self-efficacy, the smaller the tendency to engage in procrastination. In an academic context, this is the key to improving student achievement, avoiding piles of assignments, and ensuring the smooth running of further work. Therefore, further efforts need to be made to develop strategies and programs that focus on increasing student self-efficacy to achieve better assignment results optimally and within the specified time. For example, educators apply problem-based learning methods, use smartphone applications, and apply career planning training to students to increase self-efficacy and reduce academic procrastination behavior in students. Apart from that, students also need to increase their self-efficacy through social support and develop a growth mindset to reduce academic procrastination. There is a need for intervention to increase self-efficacy and reduce the level of procrastination in students. Self-efficacy needs to be increased to achieve maximum task completion on time. Academic procrastination is not a good attitude when students have a lot of assignments. Students should try as hard as possible and deepen their abilities so that they do not experience difficulties in completing assignments. A strong belief in one's abilities increases success in carrying out various tasks as a student, whether in college assignments, organizations, or other work, and ultimately avoids the nature of academic procrastination.

Suggestion

It is hoped that this research can increase knowledge and insight so that it can be a lesson for other people when they are in the procrastination phase. Apart from that, this research is also useful for other researchers as a reference for researching similar topics. It is hoped that further research can develop research on how to increase self-efficacy in students. Suggestions for future researchers to develop this research include, for example, what factors increase self-efficacy and how to reduce procrastination.

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