
THE CORRELATION BETWEEN ACADEMIC MOTIVATION AND ACADEMIC PROCRASTINATION AMONG PSYCHOLOGY COLLEGE STUDENT OF UNIVERSITAS ISLAM INDONESIA

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Abstract: Academic motivation is one of the factors that contributes to academic achievement. However, students are often impeded by procrastination. The aim of this study is to find out the correlation between academic motivation and the academic procrastination of college students. The subjects of this research were 64 (32 men and 32 women) college students of Department of Psychology, Universitas Islam Indonesia. The samples were selected by random sampling. This study used quantitative method. The data were collected using a questionnaire consisting of 2 scales, namely Academic Motivation Scale (ADS) and Tuckman Procrastination Scale, and the data were processed using correlations test by SPSS 22. The result reveals the coefficient correlation of -0.0288 , the negative correlation, and $p = 0.01 (<0.05)$, which means that the hypothesis is accepted. Based on these results, it is concluded that the higher the academic motivation, the lower the academic procrastination, and vice versa.

Keywords: Academic Motivation, Academic Procrastination, College Student.

Introduction: Background of the Study: Education is an important element in the development of the quality of each individual. Therefore, education gets considerable attention from everyone, all families, and even the country. Indonesia has paid a special attention to education by issuing 9-year compulsory education regulations. Law No. 2 of 1989 related to the national education system stipulated that every citizen aged 7-15 years is required to get an Education (Abrar, 2012).

Every individual should consider education as an important aspect because education is one of the means to improve self-quality. Individual success in learning is influenced by the quality of management by each individual, both self-management, time management, and management of objects. (Forsyth, et al, 2009). Self-management and time management are one form of responsibility towards learning. In contrast, a form of learning irresponsibility is a delay in doing something or procrastination (Hussain and Sultan, 2010).

There have been many researches about procrastination with various focuses in terms of education, organization, clinical field, and so forth. This escalating research interest in procrastination indicates the importance of avoiding procrastination. In education, procrastination is seen as a major obstacle to achieving learning success. Students should have a high intellectual level, be able to plan things, think critically, and be responsible for what they get. (Stelnicki, 2015).

In fact, more often than not, many students do not complete their academic assignments on time. An investigation reveals that students' failure to meet the deadline is due to academic procrastination, which is caused by their low academic motivation (Steel, 2001). This is important to study because students who have good academic motivation should have a low level of academic procrastination.

Academic Procrastination: The lack or absence of self-regulated performance has been known as procrastination, the tendency to put off or completely avoid an activity under one's control (Tuckman, 1991). There are three aspects of procrastination, including a) a general self-description of the tendency to delay or put off doing things, b) a tendency to experience difficulty doing unpleasant things and, when possible, to work to avoid or circumvent the unpleasantness, c) a tendency to blame others for one's own plight. (Tuckman, 1991).

Academic Motivation: Alivernini and Lucidi (2008) explained that academic motivation is an inner urge to improve learning abilities. The aspects that exist in academic motivation are a) amotivation, b) External Regulation, c) Introjected Regulation, d) Identified Regulation, e) Intrinsic Regulation.

Method:

Participant: This study involved 64 students of psychology department of Universitas Islam Indonesia in 2015, 2016 and 2017. These students were divided into 32 male and 32 female students.

Instrument:

1. The Procrastination Scale measures 3 dimensions of procrastination that was adapted from The Procrastination Scale (Short Version) (Tuckman, 1991), namely a general self-description of the tendency to delay or put off doing things, a tendency to experience difficulty doing unpleasant things and when possible, to work to avoid or circumvent the unpleasantness, and a tendency to blame others for one's own plight. The instrument used 16 items consisting of 11 favorite items and 5 unfavorable items. This scale has five answer choices namely, Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.
2. The Academic Motivation Scale (AMS) consists of five subscales assessing amotivation, external regulation, introjected regulation, identified regulation, and intrinsic motivation (Alivernini & Lucidi, 2008). It used 20 items with each subscale consisting of four items. All items are favorite items. This scale has five answer choices namely, Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

Statistical Analysis: This study uses a statistical correlational test method. The analysis was conducted using SPSS version 22.

Result: After analyzing the data, we tested the normality of data distribution using Shaphiro-Wilk. Data distribution from procrastination is $p = 0.244$ ($p > 0.05$), which indicates normal distribution of procrastination data. Based on Academic Motivation data $p = 0.397$ ($p > 0.05$), it can be interpreted that the distribution of Academic Motivation data is normal.

Table 1: Pearson Correlation

| | N | p | R |
|--|----------|----------|----------|
| Procrastination* AcademicMotivation | 64 | .021 | -.288* |

From table 1 it can be seen that of the 64 subjects we examined, the correlation test results between procrastination and academic motivation was $p = 0.21$ ($p < 0.05$), which means that the relationship between the two is significant. The calculated r value in the Pearson correlation was of -0.288 , meaning that the relationship between the two variables is negative.

Discussion: The hypothesis of this study is that there is a significant correlation between academic motivation and academic procrastination. The form of correlation between the two is negative, where the higher is a person's academic motivation, the lower is the academic level of procrastination, and vice versa, the lower the level of academic motivation, the higher the level of academic procrastination. The hypothesis that we build is acceptable, where the Pearson correlation test results show $p = 0.21$, which means that there is a relationship between academic motivation and academic procrastination. Furthermore, the researchers got the result -0.288 , which means that the relationship between academic motivation and academic procrastination is negative. These results are the same as that conducted by Cerino (2018) where there is a negative relationship between academic motivation and academic procrastination. In addition, Vij and Lomash (2014) explained that a lack of motivation will improve academic procrastination.

Conclusion: This study involved 64 subjects of students from Psychology Department of Universitas Islam Indonesia from the academic year of 2015, 2016 and 2017. The results of all data obtained from these 64 subjects are that there is a significant relationship between academic motivation and academic procrastination. The form of correlation between the two is a negative correlation. In other words, when the level of academic motivation is high, the academic procrastination will be low. Conversely, the lower the academic motivation, the higher the level of academic procrastination.

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