

DIFFERENCES IN ACADEMIC PROCRASTINATION ATTITUDE BETWEEN FIFTH GRADE MALE AND FEMALE STUDENTS

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ABSTRACT

Postponing to complete students' academic assignments is known as academic procrastination. This study aims to determine the significant differences in attitudes of academic procrastination between male and female students of fifth grade in Kompyang Sujana Cluster of Elementary School in North of Denpasar, in Academic Year of 2019/2020. This is a comparative ex-post facto causal study. The population of this study were all male and female students of Kompyang Sujana Cluster of Elementary School in Academic Year 2019/2020, with the total of 340 people consisting of 185 male students and 155 female students. The sample was taken from the population using a proportional random sampling technique with total of 172 people (86 male students and 86 female students). The data collected in this study were quantitative attitude of academic procrastination. The data were collected by using the non-test method in the form of a closed questionnaire. Academic attitudes of procrastination data were analyzed using statistical analysis methods namely inferential statistical analysis techniques t-test with separated formulas. Before conducting the data analysis, the analysis prerequisites were tested in the form of a data distribution normality test using chi squared (χ^2) and homogeneity variance tests using the fisher test. The results of the analysis of procrastination attitude data obtained that $t_{count} = 6.628 > t_{table} = 1.974$ at a significance level of 5% with degrees of freedom (dk) = $86 + 86 - 2 = 170$, then the results of data analysis showed that there were significant differences. Thus it can be concluded that there is significant difference between male and female students' academic procrastination in Kompyang Sujana Cluster of Elementary School in North of Denpasar, in academic year of 2019/2020.

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1. Introduction

The success of a learning is reflected by how a teacher manages students in learning activities. According to Salameto (2015:2) "Learning is a process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interactions with his environment". Learning activities carried out at school are not limited to the provision of material, but students are trained to solve problems through assigning both groups and individuals. As a student, an assignment is an obligation that must be completed on time. Yet not all students are disciplined in utilizing the time they have, sometimes they choose to postpone doing their work so that the work cannot be done on time. It is due to every student, both male and female students certainly have their own way to complete the academic assignments given.

The habit of students who postpone doing or completing their academic assignments will certainly have a negative impact on themselves. The appearance of postponement by students in completing a task is known as procrastination. Procrastination can be interpreted as an act of delay that is done intentionally and repeatedly on the task that is owned and raises the inconvenience of the delay made (Solomon and Rothblum, 1984). Someone who does procrastination is known as procrastinator, if

the procrastination is done by procrastinator to start doing or completing formal tasks related to the academic field is called academic procrastination.

Many factors can encourage the emergence of an attitude of academic procrastination in a person, in this case students. In general, factors that cause the emergence of academic procrastination are classified into two factors, namely, factors that influence the emergence of academic procrastination from within the individual itself, known as internal factors, and factors outside the individual itself that affect the emergence of academic procrastination or known as factors external (Ghufron and Risnawita, 2012). Research from Ferrari, et al. (1995) examine the procrastination demographics associated with the relationship or influence between procrastination with depression, anxiety, and doubt using one's age, sex, time, and birth order as indicators to determine the relationship or influence that occurs. In line with this, Steel (2007) argues that the demographic of procrastination states that age, sex and year in terms of developmental time can be a cause or factor that influences the emergence of procrastination in a person. Indirectly, it can be said that age and sex can influence the emergence of procrastination. It is further explained that naturally an individual from birth already has its own nature in the form of birth order, age and gender differences. Naturally a person born with male and female sex can be distinguished visibly through the physical features they have. Gender can be interpreted as differences in the body of a man and woman from someone based on their biological condition (Budiyanti, 2019). Maksyur and Fathani (in Albandary, 2018) define gender as an aspect that can distinguish physical growth, speech, and brain development between men and women.

Differences in sex between men and women in students allegedly led to the emergence of a tendency for differences in the ability of students to do or complete an academic task. Santrock (2007) says that the role taken by a student according to his gender will certainly be a social expectation that determines how men and women should do something, think, and feel. Frederikse (in Syafitri, 2017) explains that in the brain the parietal lobe which functions to complete cognitive tasks regarding perception and visuospatial in women tends to be smaller than in men. Apart from being based on differences in the structure and development of the brain, when viewed in terms of its general characteristics it can be said that men have the advantage of doing tasks related to science and mathematics. Meanwhile, women are superior compared to men on verbal tasks and tasks related to dance and music.

The existence of some differences that are naturally owned by students of male and female sex in certain academically relevant domains will certainly cause differences in the way or strategies of students in completing their academic assignments on time. Differences held by students with male and female sex as well as several factors that can influence the emergence of academic procrastination in students can certainly be used as a material to consider differences in attitudes of academic procrastination between male and female students, this is because if academic procrastination is not clearly understood, of course, will cause serious problems for students so that it will have an impact on academic achievement.

The differences caused by the gender of students towards the attitude of academic procrastination between male and female students, especially at the elementary school level, it is necessary to empirically prove the truth about the significant differences in attitudes of academic procrastination in male and female students. In connection with this to obtain information relating to the attitude of academic procrastination conducted by male and female students, a preliminary study was conducted at Kompyang Sujana Cluster of Elementary School in North of Denpasar, Academic Year 2019/2020 using the method of observation and interviews with several fifth grade teachers.

Based on preliminary research conducted obtained a number of information that there are some students who make delays in starting to work or complete assignments that have been given within a predetermined period of time. This is known from the presence of several students who were late to collect assignments. There are students who are late to collect assignments repeatedly. Also found are some students who prefer to wait for the work of their friends when working on an assignment or exam. There are students who are not interested in certain learning materials that are seen from the enthusiasm of students in a material that is only dominated by certain students. In addition there are some students who are still lacking confidence. This can be seen from the students who are still hesitant to ask questions or convey the difficulties found when working on an assignment to their teacher.

Research on the attitude of academic procrastination has actually been done a lot, one of which is a study conducted by Sari (2018). The results of the study showed differences in academic procrastination in doing mathematical tasks between men and women, as evidenced by the significance value of $0.033 < 0.05$, from the average count of 34.67% male students and 33.33% female students. Based on the background of the problems and preliminary research, this study conducted at empirically proving the differences that male and female students of Kompyang Sujana Cluster of Elementary School have about academic procrastination in completing assignments.

2. Methods

This research was conducted at Kompyang Sujana Cluster of Elementary School in North of Denpasar, in academic year of 2019/2020. There are eight schools in two regions, Tonja and Peguyangan, such as SDN 3 Tonja, SDN 4 Tonja, SDN 2 Paguyangan, SDN 4 Peguyangan, SDN 7 Peguyangan, SDN 8 Peguyangan, SDN 9 Peguyangan, SDN 9 Peguyangan Sathya Sai. This research activity was carried out for six months starting from September 2019 until February 2020. The stages of research and data collection on academic procrastination took place in the even semester of the 2019/2020 school year period.

This research aims to find out the attitudes of academic procrastination between male and female students without treating the independent variables to obtain the desired data or information. The dependent variable in this study was the attitude of academic procrastination (Y) and the sex of students as free variables (X) which in this case act as nominal variables classified into male and female students.

The population in this study were all male and female students of class V of Kompyang Sujana Elementary School Cluster in North Denpasar in academic year of 2019/2020 with the total of 340 students consisting of 185 male students and 155 female students. The sample was chosen using propotional random sampling technique. Determination of sample size refers to the Issac and Michel tables. The number of samples was taken with an error rate of 5% consisting 172 people with details of 86 male students and 86 female students.

The instrument chosen to collect data in this study was closed questionnaire. Indicators used to measure attitudes of academic procrastination held by students were based on characteristics of academic procrastination according to Ferrari et al (1995). Four characteristics that can be used as indicators to measure the attitude of academic procrastination, namely: a) delays to start and complete tasks, b) delay in completing tasks, c) time gap between plan and actual performance, d) do more fun activities. Data scale or standard measurement of procrastination using a Likert scale that has been modified into a four-level scale. Four alternative answers that have been modified from a five-level Likert scale are strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS).

The academic procrastination attitude questionnaire consisted of 36 statements, which is declared valid and reliable, with have a very high coefficient index of $r = 0.863$. Before using the t-test data analysis technique, data distribution normality test and a variant homogeneity test were done as the prerequisite test analysis. The normality test of the data distribution used was the chi square normality with a significance level of 5% and the degree of freedom (dk) = $k - 1$. So, if $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$ means that the data distribution is normally distributed, whereas $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ means not normally distributed data. Homogeneity variance test was performed with the fisher test (F test). The testing criteria used to find out data that have homogeneous variants are testing conducted at a significant level of 5% with degrees of freedom for the numerator $n1-1$ and degrees of freedom for the denominator $n2-1$.

3. Findings and Discussion

The results obtained an average score of academic procrastination attitudes in male students (86.97) and the average of female students (76.10). As for being able to categorize the attitudes of academic procrastination scores male and female students, the theoretical five scale category was used. Based on the five theoretical scale categories, the average score of the academic procrastination attitudes of male students was 86.97 (category is medium). The average score of female students' academic procrastination attitudes was 76.10 (category is low).

Table 1.
Summary of Hypothesis Testing Results with t-separated Test.

Sample Group	Av. Score	S ²	N	dk	t _{counted}	t _{table}	Note
Male students	86,97	119,00	86	170	6,628	1,974	H ₀ was rejected
Female students	76,10	115,11	86				

Based on the results of hypothesis testing using separated t-test formula at the significance level of 5% and degrees of freedom (dk) = $n1 + n2 - 2$, it was found that $t_{\text{count}} = 6.628 > t_{\text{table}} = 1.974$. It is means that there are significant differences in the attitude of academic procrastination in male and female students of fifth grade of students at Kompyang Sujana Cluster of Elementary School in North of Denpasar, in academic year of 2019/2020.

The result of this study is relevant to the research conducted by Kristiandani and Dewi (2013) that there are differences in the level of academic procrastination with the value of $t = 3.718$ at a

significance level of 0.00 ($p < 0.05$). If it is seen from the mean difference in the level of academic procrastination, it shows that the mean value of female students is 53.38 and 58.98 for men. These scores are in the range of 47.25 to 67.5 which means that male students have higher levels of academic procrastination compared to female students.

Talking about the results of the study of different academic procrastination attitudes between male and female students, it certainly cannot be separated from various factors that influence the emergence of these differences. Those factors include internal and external factors. Internal factors are factors that originate from the individual itself such as physical conditions, the assumption of an unpleasant task which can certainly make a difference in how to complete the task. Authoritative parenting is one of the external factors. According to Ghufron and Risnawita (2012), girls with authoritative parenting certainly will not cause academic procrastination as they have a low tendency to adopt academic procrastination. In addition, the type of assignment given can be also another cause. According to Solomon and Rothblum (1984), such as writing or reading assignments, of course, boys have a tendency to have difficulty working on tasks related to verbal matters.

The emergence of differences in attitudes of academic procrastination viewed from the sex is also a part of several different domains of the gender. The difference in attitudes of academic procrastination between male and female students certainly cannot be ruled out from the development of characteristics and learning styles possessed by each individual (Amin, 2018). In accordance with the results obtained by Santrock (2007), each individual has different domains if it is seen from certain academic realms. Differences that are owned by male and female students will lead to differences in learning styles and strategies possessed by each student in doing an assignment.

According to Haycock (in Ackerman, 2014: 6) psychological factors, such as low self-regulation or self-management, and high levels of anxiety over a task, also have an impact on the emergence of procrastination. Mai (in Feist, et al., 2010) adds that humans can experience anxious conditions, when they realize that their existence or some values in their beliefs are threatened, destroyed, or damaged. A child can be anxious because he feels discomfort, or believes that the reality around him is not safe. If we relate it to the learning settings, students' anxiety or prejudices about their schoolwork will certainly increase the possibility of academic procrastination. As stated by Sirois (2004), prejudice about a task and its consequences can lead to an attitude of academic procrastination.

The discovery of academic procrastination attitudes that have a moderate percentage among male students certainly must be addressed immediately so that the procrastination attitude does not become a habit until adulthood. If this attitude of procrastination is left unchecked, it will certainly have a negative impact. Academic procrastination that is not immediately handled can reduce learning motivation and increase stress on students. A decrease in learning motivation and stress will certainly lead to a decrease in student academic achievement (Tice and Baumeister, 1997).

The effort to prevent the emergence of procrastination is by packaging learning activities in an interesting and innovative way. Interesting and innovative learning will increase the focus of attention and student involvement. Furthermore, students who are willing and able to be actively involved in learning activities, are also in the process of forming their personalities (Rusman, 2017). Forming a personality can be done by habituation. In this case, a positive attitude habituation, which is done from an early age is in line with character education. This policy will certainly have a positive impact, both for students and for the wider community (Saptono, 2011).

Strategies that can be used to overcome academic procrastination attitudes in boys and girls according to Munawaroh, et. al. (2017) can go through three stages of individual intervention by providing concise counseling guidance on problems that cause students to make procrastination attitudes. The second level is by doing classical and the third is to prevent with a large class format. In addition (Nur Wangid, 2014), efforts to prevent the emergence of procrastination can be done by clearly defining the objectives of the tasks. Educators need to change the perspective of students about the effort in completing their assignments, from what was once perceived as a complex or complicated responsibility, to a simpler one. Educators also need to evaluate the time needed to do student assignments. Educators need to avoid expectations that are beyond the reach or ability of students themselves.

Another effort that can be done is to provide support to students. This support can be given by both teachers and parents. Appropriate support will weaken the emergence of an attitude of academic procrastination in students, especially in their efforts to meet the demands of school assignments (Tuasikal and Patria, 2019). Support can be given by increasing efforts to design an interesting learning. In this case, in order to facilitate classroom management, including in assigning tasks to students, teachers can apply the use of IT-based learning media (Arthana, et al, 2019). Through the use of IT-based learning media, teachers will be able to create assignments that are more structured, easy to prepare, attractive to students, and especially to reduce the possibility of students procrastinating on academic assignments.

As an implication, this study can theoretically be used as a study or additional information for the future of research relating to the attitude of academic procrastination, especially at the elementary school level. Practically, this study is beneficial for parents who are the closest persons to children, both boys and girls. Parents must improve the discipline of children in doing their tasks so that they have the habit of doing and completing tasks on time. This study could give an information for teachers about academic procrastination attitudes between boys and girls. It is important to understand the needs of each gender of students, which will affect the lesson planning in classroom learning and so the assignment. It is hoped that the assignments do not lead to procrastination behavior for students. Additionally, it is also expected for school principals to create policies and increase cooperation between the school as a formal educational institution and parents whose role is to educate informally so that the synergy of both parties in educating and to help students achieve their best performance.

4. Conclusion

Based on the analysis that has been done, it can be concluded that there are significant differences in attitude of academic procrastination between male and female students at Kompyang Sujana Cluster of Elementary School in North of Denpasar, in academic year of 2019/2020.

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