

Achievement Motivation and Academic Procrastination: a Correlation Studies

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Abstrak: This research is based on the phenomenon that found in school, there are many students who carry out academic procrastination. This study examines the correlation about achievement motivation and academic procrastination behavior in students. Correlational design is a type of research that is used, collecting data from 270 students using with questionnaire. Finally, will be seen an overview of the level of achievement motivation and academic procrastination, and the relationship of both.

Keywords: Achievement Motivation, Academic Procrastination



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Introduction

Students should be able to carry out positive activities that support their abilities and skills through academic activities at school. Prayitno (2002) suggests that one of the determinants of student success in learning is the extent to which students can complete the tasks given by the teacher. The tasks that are followed by students are not only able to be completed improperly, but should be able to meet the expected quality and criteria in addition to being completed at a predetermined time.

Not always students can follow the learning process at school well, of course there are problems related to their learning patterns. Some of the problems encountered include students who are less skilled in taking notes, less proficient in completing notes, there are still students who have low motivation in doing assignments, time is wasted, and tasks are neglected (Cristal, 2013; Atiningsih & Uyun, 2008).

The problems that arise indicate the existence of academic procrastination among students. Academic procrastination on students has many negative impacts, such as experiencing delays in submitting assignments, having less time in preparation for exams, and obtaining low results in exams (Bariyyah & Kartika, 2014). The significant impact caused by this academic procrastination is the low motivation of students in starting and completing assignments (Beck, Koons & Milgrim, 2000). One of the factors related to academic procrastination is low student achievement motivation (Ferrari, Johnson, & McCown, 1995). McClelland emphasizes the importance of the need for achievement, because successful people are those who can complete everything optimally (Uno, 2014). Achievement motivation can simply be interpreted as the encouragement that exists in the individual in facing all obstacles and obstacles in achieving the desired achievement. The existence of achievement motivation in individuals will give birth to healthy competition and create responsible individuals.

Method

The approach taken in this research is correlational. This study aims to explain existing events in detail, systematically, based on facts in the field, then look for the relationship between the related variables. The sample in this study were 270 students of a vocational school in the city of Padang, who had been selected through simple random sampling technique. Data were collected using a questionnaire of achievement motivation and academic procrastination. Furthermore, the data is processed using Product Moment Correlation.

Results and Discussion

Based on the results of research that has been analyzed, it is revealed that in general the conditions of achievement motivation of Vocational High School (SMK) students are in the medium category. This shows that in general students have sufficient motivation in doing assignments, both in terms of personal responsibility for the assignment, needing immediate feedback, being creative and innovative, like moderate assignments and anticipating what they are doing. The achievement motivation of students who fall into this medium category needs to be improved again, because with higher motivation students can do assignments optimally.

Table. 1 Table 1. Student Achievement Motivation

Kategori	Interval Skor	Frekuensi	Persentase
Sangat Tinggi	≥ 171	26	9.63
Tinggi	≥ 157 - < 171	54	20
Sedang	≥ 142 - < 157	108	40
Rendah	≥ 127 - < 142	69	25.56
Sangat Rendah	< 127	13	4.81

Basically, everyone has a great need for achievement and has two opposite tendencies (Yusuf, 2002). The two trends are a tendency to succeed (need for success) and a tendency to avoid failure (need for avoidance). Students are sometimes faced with several responsibilities that must be completed in the learning process. One of them is completing structured tasks that are useful for increasing their understanding and knowledge. Students who have high achievement motivation will certainly do the tasks given to them to the maximum in accordance with the demands given to achieve the expected goals.

Furthermore, the analysis of students' academic procrastination data showed that they were in the medium category. This means that students' efforts are needed in reducing the level of academic

procrastination to be lower or very low. Iskender (2011) explains that academic procrastination is the failure to carry out an academic activity within the desired timeframe or postpone the process until the last minute of collection. Academic procrastination is a maladaptive behavior performed by students in doing their academic assignments. Academic procrastination is also associated with poor academic scores, delays in submitting assignments, and withdrawing from assignments (Onwuegbuzie, 2004).

Table. 2 Student Academic Procrastination

Kategori	Interval Skor	Frekuensi	Persentase
Sangat Tinggi	≥ 127	26	9.63
Tinggi	≥ 109 - < 127	54	20
Sedang	≥ 92 - < 109	108	40
Rendah	≥ 74 - < 92	69	25.56
Sangat Rendah	< 74	13	4.81

Students who do academic procrastination show delays in doing assignments, delays in completing assignments, time gaps between plans and actual performance, and doing other activities that are more enjoyable than doing assignments that should be completed. Students who do academic procrastination actually understand and understand that the task they are facing is a task that they must immediately complete. However, not a few students choose to postpone work on the grounds that the collection period is longer and can be done when the collection time approaches. Ineffective use of time will result in a time gap so that it cannot meet the predetermined deadlines.

Finally, this study was conducted to test whether or not there is a link between achievement motivation and academic procrastination behavior carried out by students. After analyzing the correlation test using Statistic Product and Service Solution (SPSS), and using the Pearson Product Moment formula, the results obtained through the submission of the hypothesis reveal that there is a negative relationship between achievement motivation and academic procrastination.

These results are evidenced by the rxy correlation coefficient of -0.529 with sig 0.01. This figure shows that there is a negative relationship between the two variables. That is, if the achievement motivation is high, then the student's academic procrastination is low. Likewise, if the achievement motivation is low, the student's academic procrastination is high.

Table. 3 The Relationship between Achievement Motivation and Academic Procrastination

				Motivasi_ Berprestasi	Prokrastinasi_ Akademik
Motivasi_Berprestasi	Pearson Correlation	Sig. (2-tailed)	1	-,529**	,000
	N		270	270	
Prokrastinasi_Akademik	Pearson Correlation	Sig. (2-tailed)	-,529**	,000	1
	N		270	270	

These findings reinforce previous findings which state that students who procrastinate show low achievement motivation (Ferrari, Johnson, & McCown, 1995; Steel, 2007). Students who have high achievement motivation do not like to waste time by diverting task performance with things that are not useful. Uno (2014) explains that achievement motivation is closely related to student performance, including in learning.

Students who have high achievement motivation tend to try to complete their assignments completely without delaying the work. Students who reflect high achievement motivation have greater expectations for success than fear failure, prefer moderate-risk assignments, and persevere in their quest for increasingly difficult tasks. Students with high achievement motivation will be able to do assignments with high

responsibility and complete according to the demands given by the teacher. Students will not procrastinate in starting and completing the assigned assignments. Unlike the case with students who have low achievement motivation, they do not immediately work on and complete assignments. They prefer other activities which are considered more enjoyable and may not be useful.

The results of this study indicate that the achievement motivation and academic procrastination behavior of students are in the medium category. In this case, more effort from students is needed to increase achievement motivation, so that academic procrastination behavior becomes low.

Conclusion

Based on the results of the research data analysis, it shows that the achievement motivation and academic procrastination of students are in the medium category. Furthermore, there is a negative relationship between achievement motivation and academic procrastination. That is, if the student's high achievement motivation, then the student's academic procrastination is low. Vice versa. if the student's achievement motivation is low, then the student's academic procrastination is high. Therefore, Guidance and Counseling (BK) teachers can make curative efforts to support and increase student achievement motivation.

The guidance and counseling teacher can arrange programs regarding the development of student learning through relevant services, such as information and content services related to efforts to increase achievement motivation, compiling study schedules, tricks to complete assignments with time, time management, and the use of free time. In addition, BK services are also directed at preventive services in order to reduce or eliminate academic procrastination. This can be done through one-on-one counseling services for students with this problem. BK teachers can also use a counseling approach in overcoming student problems, such as behavioristic counseling which is considered to be able to change students' negative behavior.

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