The Role of Avoidance Procrastination Towards Academic Achievement of University Student

Widia Sesha Riani[1], Dyah Lusiana Prabandari[2], Freeo Lisa Lamhab Sari[3]
Fakultas Psikologi, Universitas Persada Indonesia YAI
E-mail: widiaseshariani@gmail.com[1], dyahlusiiylu@gmail.com[2], freecolisa@gmail.com[3]

Abstract

Aim of this study is to identify the role of avoidance procrastination towards academic achievement of university student. This research is quantitative research by using correlation methods involving 400 undergraduate male and female university students' classes of 2014 until 2017 in Indonesia. Two Instruments used for this research are: variable of avoidance procrastination is measured by using McCown & Johnson's (1989) Adult Inventory of Procrastination (AIP) scale, and academic achievement variable is measured by using the Grade-point Average (GPA). We use Simple Linear Regression Analysis as our data analysis methods by using IBM SPSS Ver.22 software. Results of our study is that avoidance procrastination produces negative influence towards academic achievement, such that university students who has higher avoidance procrastination have lower rates of academic achievement, while university students who has lower avoidance procrastination achieve higher rates of academic achievement. This study is proven by regression coefficient value of –0,81 and significancy value $0,000 < 0,05$ ($p – value < 0,05$).

| Keywords | avoidance procrastination, academic achievement, college student. |

INTRODUCTION

University students are defined as individuals who are studying at the tertiary level, whether at public or private or other institutions at the same level as tertiary institutions (Papilaya & Huliselan, 2016). University students are assessed as having a high level of intellect, intelligence in thinking, and planning in action. Critical thinking, quick and precise actions are traits which tend to be inherent in every university student.

One of the students' goals is to achieve good academic achievement. Academic achievement is the level of success of students in studying material at an educational institution which is expressed in the form of scores obtained from test results regarding a number of certain subject materials (Wahab, 2015).

Academic achievement is important for students since it reflects the success level of their activities during education (Puspitasari, 2011). This is in accordance with an interview conducted by researchers with one of the university students in Malang City, in which students who get good academic achievement are a sign that the students have been able to follow the learning process well.

The academic achievement that has been obtained up to a certain semester by students in higher education is called the Grade-point Average (GPA) (Sihite & Pratiwi, 2018). There are some students of Brawijaya University who have a Grade-point Average (GPA) lower than 3.00 or even lower than 2.75, which does not happen only at students who pass the 8th semester but also at newer student who has not reached 8th semester.

Good academic achievement certainly cannot be separated from several factors that influence it. The first factor is internal factors which include factors physiological such as

physical conditions and psychological factors including intelligence, attention, interest, motivation and talent (Wahab, 2015). External factors which include social factors including the family environment, school environment and community environment and non-social factors which include the condition and location of educational institution buildings, the condition and location of the family residence, learning tools and resources, etc. The third factor is the learning approach including study strategies and methods which may influence academic achievement.

Another factor that can influence academic achievement is time management. Time management is an internal factor which can influence learning outcomes (Rusyadi, 2012). Good time management can make individuals able to work optimally, and can reduce confusion and anxiety, but conversely, poor time management can make individuals less able to work optimally, and can cause confusion and anxiety (Gea, 2014). Individuals who experience anxiety such that they are ultimately unable to work optimally are engaged in behavior called avoidance procrastination (Morales, Cohen, & Ferrari, 2008).

Avoidance procrastination is a type of procrastination based on dysfunctional procrastination (Ferrari & Olivette, 1994). Avoidance procrastination is the tendency to delay task performance as a way to avoiding tasks that are considered unpleasant, distancing himself from difficult tasks, can lead to failure in achievement that will bring negative value to him or threaten his self-esteem (Ferrari & Olivette, 1994).

Procrastination often occurs in everyday life, especially in the academic field. 70% of students engage in procrastination behavior or what is called procrastination, especially in the academic field (Aini & Mahardayani, 2011). Furthermore, Solomon & Rothblum (1984), in their research, revealed that avoidance procrastination is the main cause of academic procrastination by students, where students postpone academic assignments because students experience fear of failure and lack of self-confidence in meeting excessive higher-grade standards (Solomon & Rothblum, 1984).

Several studies were discussing the relationship of procrastination variables in general and academic achievement variables, including studies by Ramadhan & Winata (2016), Akinsola, Tella & Tella (2007), and Siaputra (2015). Results of these studies show that procrastination can reduce academic achievement. Based on the results of these studies, it is very important to conduct research on the role of one type of procrastination on student academic achievement, which is avoidance procrastination.

Avoidance procrastination is a type of procrastination based on dysfunctional procrastination. By having a study of the role of avoidance procrastination on student academic achievement, students will have an effort not to engage with avoidance procrastination behavior which can influence results of their academic achievement. Hypotheses proposed in this research are:

- Ha: avoidance procrastination has a significant role in student academic achievement.
- H0: avoidance procrastination does not have a significant role in student academic achievement.

METHODS

Research Design

This is quantitative research which uses a correlational approach.

Participant

A total of 400 university students were involved as research subjects. Method for taking subjects used an incidental sampling technique, with the subject criteria being undergraduate students' class of 2014 - 2017.

Research Instrument

The instruments used in the research:

1. Adult Inventory of Procrastination (AIP) of McCown & Johnson (1989) which has reliability value of 0.87 and is used to measure the avoidance procrastination variable.
2. Grade-point Average (GPA) is used to measure academic achievement variables.

Data Analysis

Data analysis which is used to test the hypothesis in this research is simple linear regression analysis method which was carried out by using IBM SPSS version 22 software.

Table 1. General Description of The Research Subjects

No	Characteristic		Number of Subjects	Percentage (%)
1	Age (y.o)	17	3	0,75%
		18	56	14%
		19	82	20,5%
		20	115	28,75%
		21	90	22,5%
		22	37	9,25%
		23	14	3,5%
		24	2	0,5%
		25	1	0,25%
2	Gender	Men	123	30,75%
		Women	277	69,25%
3	Class of	2014	78	19,5%
		2015	104	26%
		2016	106	26,5%
		2017	112	28%

Based on the general description of the research subjects above, most subjects in this research are 20 years old (28.75%), and most of the subjects are female (69.25%) and many subjects are from the class of 2017 (28%).

Based on Hypothesis Test Results table (Simple Linear Regression Analysis), the calculated F value produced in this research is 59.518, compared to the F table of 3.88

which is greater (59.518 > 3.88), so can be concluded that avoidance procrastination has a simultaneous role in academic achievement with a significance value of $0.000 < 0.05$ (p – value < 0.05).

The resulting R value is 0.361, means that the role or correlation value (r) is 0.361. Furthermore, R2 shows a result of 0.130 which shows that the avoidance procrastination variable (X) was able to predict the academic achievement variable by 13.0%, while the remaining 87% was predicted by other factors which are not examined in this study.

Table 2. Hypothesis Test Results (Simple Linear Regression Analysis)

P-value	F-count	R	R2	Explanation
0.000	59.518	0.361	0.130	Hypothesis accepted

Hypothesis testing by using the simple linear regression analysis method also produces a simple linear equation which can be arranged as follows:

$$Y = a + bX$$
$$Y = 4{,}694 – 0{,}81X$$

Note:
Y : Academic Achievement
X : Avoidance Procrastination
a : Constant
b : Regression coefficient

The value of constant (a) is 4.694. This value can be interpreted as if the avoidance procrastination value is 0 then the academic achievement value is 4.694. The regression coefficient value (b) which is -0.81 states that every increase in avoidance procrastination by 1 point will result in a decrease in academic achievement value of 0.81.

RESULT AND DISCUSSION

The alternative hypothesis proposed in this research can be accepted as true, namely that avoidance procrastination significantly plays role in student academic achievement with an F value of 59.518 and a significance value of $0.000 < 0.05$ (p-value < 0.05).

Result of this research is in line with previous research which discusses the relationship between procrastination variables in general and academic achievement variables, including research by Ramadhan & Winata (2016), Akinsola, Tella & Tella (2007), and Siaputra (2015). Procrastination can reduce academic achievement. Based on this explanation, it can be concluded that avoidance procrastination has a negative role in academic achievement, in accordance with the resulting correlation value of –0.81. Avoiding procrastination is one of the causes of a decline of student's academic achievement.

Procrastination often occurs in everyday life, especially in the academic field which as many as 70% of students are engaged with procrastination behavior (Aini & Mahardayani, 2011). This research result also in accordance with Solomon & Rothblum (1984) which

revealed that avoidance procrastination is one of the main

causes of academic procrastination by students, where students postpone academic assignments because students experience fear of failure and lack of self-confidence in meeting high grade standards. Morales, Cohen, & Ferrari (2008) also explain that individuals who engage in avoidance procrastination are individuals who have poor time management.

Time management is one of the internal factors that influences the results of academic achievement (Rusyadi, 2012). Students who want to achieve good academic achievement need to have good time management. Good time management makes individuals able to work optimally and reduce confusion and anxiety (Gea, 2014).

The characteristics of this behavior are characteristics of avoidance procrastination behavior, where an individual experiences anxiety until finally they are unable to work optimally which ultimately results in bad academic achievement (Morales, Cohen, & Ferrari, 2008).

CONCLUSION

The results of this research show that avoidance procrastination has a negative role on student academic achievement. The higher avoidance procrastination behavior carried out by students may cause lower academic achievement, and vice versa the lower avoidance procrastination behavior carried out by students may cause higher academic achievement.

REFERENCES

Aini, A. N., & Mahardayani, I. H. (2011). Hubungan antara kontrol diri dengan prokrastinasi dalam menyelesaikan skripsi pada mahasiswa Universitas Muria Kudus. *Jurnal Psikologi Pitutur*.

Akinsola, M., Tella, A., & Tella, A. (2007). Correlates of academic procrastination and mathematics achievment of university undergraduate students. *Eurasia Journal Of Mathematics*, Science and Technology Education, 3, 4, 363 - 370.

Ferrari, J., & Olivette, M. (1994). Parental authority and the development of female dysfunctional procrastination. *Journal of Research in Personality* 28, 87 - 100.

Gea, A. A. (2014). Time manajemen: menggunakan waktu secara efektif dan efisien. *HUMANIORA* Vol.5 No.2: 777-785.

McCown, W., & Johnson, J. (1989). Procrastination, a principal components analysis. *Personality & Indi-vidual Differences*, 10, 197-202.

Morales, J. D., Cohen, J., & Ferrari, J. R. (2008). Indecision and avoidant procrastination: the role of morningness - eveningness and time perspective in chronic delay lifestyle. *The Journal of General Psychology*.

Papilaya, J. O., & Huliselan, N. (2016). Identifikasi gaya belajar mahasiswa. *Jurnal Psikologi Undip* Vol.15 No.1, 56 - 63.

Puspitasari, W. (2011). *Hubungan antara manajemen waktu dan dukungan sosial dengan prestasi akademik mahasiswa yang bekerja di Fakultas Teknologi Industri.* Yogyakarta: IST AKPRIND.

Ramadhan, R., & Winata, H. (2016). Prokrastinasi menurunkan prestasi belajar siswa.

Jurnal Pendidikan Manajemen Perkantoran, Volume 1, Nomor 1, 163 - 169.

Rusyadi, S. H. (2012). *Hubungan antara manajemen waktu dengan prestasi belajar pada mahasiswa*. Naskah Publikasi.

Siaputra, I. (2015). Apakah prokrastinasi menurunkan restasi? sebuah meta – analisis. *The Indonesian Journal of Geography*.

Sihite, D., & Pratiwi, N. (2018). Analisis jalur terhadap faktor - faktor yang mempengaruhi Indeks Prestasi Kumulatif (IPK) mahasiswa. *Jurnal Statistika dan Komputasi*, Volume 3, No. 1.

Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: frequency and cognitive - behavioral correlates. *Journal of Counceling Psychology*. 31(4).

Wahab, R. (2015). *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada.