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The Importance of Academic Self-Efficacy on Academic Procrastination in High School Students During Online Learning System

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ABSTRACT: *Students who cannot handle crisis at their age will have an impact on the completion of learning obligations such as academic procrastination. Academic procrastination leads to limited self-control, poor performance, and poor quality of education. One factor that influences academic procrastination is academic self-efficacy. Students with high academic self-efficacy tend to be better with academic tasks. The purpose of this study was to determine the effect of academic self-efficacy on academic procrastination in high school students. This research uses quantitative methods using the academic procrastination scale and academic self-efficacy scale. Respondents in this study were 108 high school students in grades 10, 11, and 12 in Bogor City and Bogor Regency. The sampling technique used was accidental sampling. The data analysis techniques were performed using simple regression analysis techniques. The results of this study indicate self-efficacy has a significant effect on academic procrastination in high school students, which is 36.5%, where the remaining 63.5% is influenced by other factors outside of this study such as fear of failure, difficulty in making decisions, motivation, pressure, time management, self-regulation, self-resistance because they think the task is a compulsion, and priority interests.*

Keyword - Academic Procrastination, Academic Self-Efficacy, High School Student, Online Learning System

I. INTRODUCTION

Education is a means for individuals to master different sciences that can be applied in their future lives [1]. Education plays a very important role in sustaining human life, as human beings in pursuit of life cannot be separated from education, which helps them improve their own quality [2]. Education has a very important function, the function of education is defined in the National Education System Law Number 20 of 2003, national education is to develop skills, to form a worthy national character and civilization, and is part of the education of people's lives. It is stated that it is intended to serve as A nation that develops the potential of its students to be noble, healthy, knowledgeable, competent, creative, independent, democratic and responsible citizens who believe in and fear Almighty God [3].

One of the places to get an education is High School. A high School is a formal educational unit that organizes general education at the secondary education level. High school students are individuals between the ages of 15 years to 18 years [4]. High school students begin to experience crises between the ages of 15 to 18 years. However, failure to overcome the crisis students are experiencing affects their ability to meet their learning obligations including delays in completing assignments [5].

Obstacles that occur during online learning such as technical problems, poor concentration due to the learning environment, difficulty in doing homework and school at the same time, difficulty comprehending the material, minimal interaction, and lack of motivation to attend classes because they feel bored and lazy [6]. The KPAI survey on the implementation of the online learning processes, 73.2% of students from 1,700 respondents, or 1,244 students, admitted that they felt burdened with tasks from their teachers. 77.8% of students, or 1,323 students from all respondents said they had difficulty collecting assignments because the teachers asked them to complete the assignments in a short amount of time [7]. Students prefer to do other activities that are less important and more enjoyable, have no purpose, and do not pay attention to time compared to completing academic assignments, so that they get negative consequences or feel loss for the act of delaying academic assignments [8].

The inability to complete an activity within a desired period of time, or the last minute delay in an activity that should be completed, is called academic procrastination [9]. Academic procrastination has negative consequences, such as suboptimal results in completing tasks and stress due to approaching deadlines. It is the

act of procrastinating something that will bring. A study investigated the level of academic procrastination in private high school students at Darul Falah Cililin High School, as a result that the level of academic procrastination was in the high category. The level of academic procrastination among the 317 respondents from eight classes reached 79%, and the cumulative percentage of academic procrastination was science class with a total of 38% and 41% in social class [11].

Based on the results of an interview conducted with one of the high school students in Bogor City. Students are often told to delay the assignments given by their teacher. The reason why students delay their assignment is that they are lazy and do not understand the material given to them, so they rarely read the material given by the teacher again. In addition, the student also said that she saw friends at her school and other schools procrastinating and finishing their assignments late. Online learning gives students the freedom to move around, so they can watch movies or play games with friends during class time. The student knew the effects of procrastination, but she still did it, she said. Then, based on the results of the interview were conducted with a high school student in Bogor Regency, who often procrastinates on assignments and prefers to choose games. The reason students are hesitant is that he is lazy and has difficulty understanding the material. Students also prefer to complete their tasks at the end of collection time because he is waiting for his friend to complete the task first. So, he spends more time playing games and doing assignments at the end of time after asking his friends. The student also knows the effect of procrastination, but still delays his assignment.

Academic procrastination among high school students can have many causes, including lack of interest and motivation, low self-efficacy, effects of pressure, poor time management, fear of failure, fear of success which later influences the following conditions to perform academic tasks, such as desire not to fail, difficulty in decision-making, poor self-regulation, self-resistance to thinking that task is a compulsion, and priority interests [12]. Academic procrastination carried out by most students has a negative impact on student learning outcomes and has an impact on the formation of their learning habits. Without action, students' development of self-discipline is hampered, the achievement not optimal, and the quality of education will be low. Therefore, academic procrastination of students, especially high school students, must be overcome. This is related to the government's plan to create a golden generation during the 100th anniversary of Indonesia's independence in 2045 [13].

Self-efficacy is one factor that influences procrastination. Academic self-efficacy is a specific self-efficacy regarding academic performance [14]. Academic self-efficacy is important for the emergence of academic procrastination, individuals who have high academic self-efficacy are more or less likely to do academic procrastination [15]. Academic self-efficacy is an individual's personal belief about his ability to organize and take action to achieve academic success. Academic self-efficacy influences an individual level of effort and persistence. Students with high academic self-efficacy will be better prepared and work harder to complete academic tasks, and survive longer when faced with challenges [16]. Academic self-efficacy is an individual's belief about their ability to perform at a certain performance. How an individual feels, thinks, motivates themselves, and acts determines an individual's level of self-efficacy [17].

The presence of an individual's self-efficacy plays a crucial role in determining an individual's success or failure in performing an assigned task. People with low self-efficacy tend to be weak in the face of pressure, depression, and lack of confidence. Individuals with high self-efficacy tend to deal with difficult tasks and situations calmly. If overall self-efficacy is in the high category, the risk of academic procrastination will be very low. The results of the studies conducted also showed a significant negative relationship between academic self-efficacy and academic procrastination [18]. Students with high self-efficacy are more motivated and perform better in completing learning tasks, while students who have low self-efficacy will tend to procrastinate. The results of the research conducted showed a significant and negative relationship between self-efficacy and academic procrastination [19].

Based on the explanation above, the academic procrastination problem faced by high school students certainly has a negative impact on student learning outcomes and affects the formation of student learning habits. Academic self-efficacy is one of the key factors leading to academic procrastination. With high academic self-efficacy, students are expected to have confidence in their ability to perform academically to achieve better learning outcomes and avoid academic procrastination. Based on previous research, many have examined the relationship between academic self-efficacy and academic procrastination. On the other hand, this study focuses on how much influence academic self-efficacy has on academic procrastination in high school students. Thus, researchers are interested in investigating whether academic self-efficacy can affect academic procrastination in high school students?

II.   LITERATURE REVIEW

2.1 Academic Procrastination

Academic procrastination is a condition in which an individual procrastinates on tasks that they dislike, causing subjective discomfort. Students usually avoid completing tasks that they think they can't solve [20].

Furthermore, academic procrastination is the inability to complete an activity within a desired timeframe or delaying activities that should be completed until the last minute [21]. Academic procrastination means deferring important activities to another day or time. Academic procrastination begins with negative perceptions and negative feelings about activities or situations. Whenever an individual delays completing a task, that task is replaced by less relevant or less urgent activities [22].

Based on some of the theories above, it can be concluded that academic procrastination is a delay or avoidance of tasks carried out by individuals, causing the individuals in ability to complete the task, where individuals prefer doing other things that are more pleasant than completing their tasks.

There are six characteristics of academic procrastination, namely :

a. Psychological beliefs regarding abilities

Procrastinators tended to rationalize their tendency to procrastinate and their ability to work under pressure. Therefore, the procrastination aspect involves an individuals' psychological beliefs about their ability to work under pressure. Those who procrastinate in school have poor performance in school.

b. Distraction of attention

Studies on academic procrastination show that procrastinators are more easily distracted from interesting or enjoyable activities. They deliberately do activities that are more fun than completing tasks with deadlines. Those who prefer to procrastinate will do other activities such as sleeping, watching television, or playing instead of doing more important things to distract them from their responsibilities.

c. Social factors of procrastination

Procrastinators tend to fail to self-regulate. Individuals tend to ignore deadlines when they find themselves in stressful situations. Social factors, such as friends and family, may prevent individuals from meeting deadlines. Social factors may encourage task avoidance. Some may choose to work or hangout with friends.

d. Time management skills

Time management can be interpreted as the ability to consciously direct activities and behavior to maximize available time. Academic procrastinators typically lack time management skills, creating a large disconnect between their actual goals and actions.

e. Personal initiative

Initiative is an individual's ability to initiate or complete a task with enthusiasm. If a student lacks initiative, they will lack motivation to complete assignments on time. In general, students are more successful academically if they are motivated.

f. Laziness

Laziness is an individual's tendency to avoid a task even though he or she is physically able to do it. Therefore, the individual shows a level of laziness and aversion to a task [23].

2.2 Academic Self-Efficacy

Academic self-efficacy is a personal belief about his ability to organize and take action to achieve academic success. Self-efficacy affects an individual's level of effort and perseverance. Students with high self-efficacy are better prepared, work harder to complete academic tasks, and survive longer in the face of challenges [24]. Academic self-efficacy refers to an individual's perception of their learning abilities. This self-efficacy can affect individual activity, endurance, and performance [25]. Furthermore, academic self-efficacy is an individual's belief in their ability to perform at a particular level. How individuals can feel, think, motivate themselves, and behave will determine the level of self-efficacy [26].

Based on some of the theories above, it can be concluded that academic self-efficacy is an individual's belief in their ability to perform academic activities and to influence learning efforts in order to succeed in an academic field.

There are three dimensions of academic self-efficacy, namely:

a. Magnitude

Magnitude is the difficulty level of the task. An individual's self-efficacy differs depending on easy tasks, then ranges from moderate to difficult tasks, and even includes tiring tasks.

b. Generality

Generality is the degree to which individuals believe in their ability to deal with various task situations, ranging from performing a particular task or situation to a series of varied tasks or situations.

c. Strength

Strength is the degree of ability of the individual to their beliefs and expectations. Individuals with low self-efficacy give up easily on unsupportive experiences. On the other hand, individuals who have high self-efficacy will encourage themselves to keep doing their business even when they experience obstacles [27].

III.   RESEARCH METHOD

3.1 Population and Sample

The population in this study were high school students. The sampling technique in this study used an accidental sampling technique. The criteria for the subjects of this study were the status of high school students, domiciled in high school in Bogor City and Bogor Regency, and aged 15 to 18 years. This study used 108 respondents.

3.2 Measuring Instrument

The scale used to measure academic procrastination is adapted from McCloskey. This scale is based on the characteristics of academic procrastination consisting of 25 items using five alternative answers from very suitable to very not suitable [28]. Meanwhile, the scale used to measure academic self-efficacy is modified from Prinjani. This scale is based on the dimensions of academic self-efficacy developed by Bandura. This scale consists of 30 items using five alternative answers from very suitable to very not suitable [29].

3.3 Data Analysis Technique

The data analysis technique in this study used a simple regression technique using the SPSS Program.

IV.   RESEARCH RESULTS AND DISCUSSION

4.1 Validity Test

The validity test in this study uses a content validity test, namely the validity that can be obtained through the estimation of the relevance of an instrument for the purpose of the study through rational analysis by a competent panel or through expert judgement [30]. Expert judgement in this study is a supervisor and an English teacher.

4.2 Item Discrimination Test

Criteria for selecting items that have different strengths based on item correlation with psychological scale scores are r_{iX} or $r_{i(X=i)} \geq 0.30$ [31]. The results of the item discrimination test on the academic procrastination scale which amounted to 25 items showed that all items have good item discrimination with item discrimination values ranging from 0.332 to 0.734. So that there are no items that fall on the academic procrastination scale. Meanwhile, the results of the item discrimination test on the academic self-efficacy scale which amounted to 30 items showed that there were 21 items that had good item discrimination and there were 9 items that had poor item discrimination. Items that have good item discrimination have values between 0.316 to 0.635.

4.2 Reliability Test

The standard value of the reliability coefficient is equal to or greater than 0.70. The results of the reliability test on the academic procrastination scale with 25 items, the reliability coefficient value was 0.924. These results indicate that the academic procrastination scale is a reliable scale. Meanwhile, the results of the reliability test on the academic self-efficacy scale with 30 items, the reliability coefficient value was 0.846. Then, after 9 items that were not good were removed and 21 items were tested again, the reliability coefficient was 0.876. These results indicate that the academic self-efficacy scale is a reliable scale.

4.3 Normality Test

The normality test conducted in this study aims to see whether the data is normally distributed or not. Normality test in this study using Kolmogorov Smirnov. Data distribution can be said to be normal if the value of significance > 0.05. Based on the Kolmogorov Smirnov test that has been carried out, it was found that the significance value of academic procrastination was 0.200 (>0.05). This shows that the distribution of data on the academic procrastination scale is normally distributed. Then, for the significance value of academic self-efficacy, the result is 0.200 (>0.05). This shows that the distribution of data on the academic self-efficacy scale is normally distributed.

4.4 Linearity Test

The linearity test in this study was conducted to determine whether the variables of academic procrastination and academic self-efficacy were linear or not. Based on the results of the linearity test on the academic procrastination scale and the academic self-efficacy scale, the results obtained a significance value of 0.000 (p <0.05). So it can be concluded that the involvement of academic procrastination and academic self-efficacy is linear.

4.5 Hypothesis Test

Analysis of the data used in this study is simple regression. The results of the hypothesis test will determine whether the hypothesis proposed in this study can be accepted or not.

Table 1. Results of Hypothesis Test

F	R	R Square	Adjusted R Square	Sig.
61.013	0.604	0.365	0.359	0.000

Based on the results of the simple regression analysis that has been carried out, the results were obtained with an F value of 61.013 and a significance value of 0.000 (p <0.01). This shows that academic self-efficacy has a significant effect on academic procrastination in high school students. Furthermore, the value of R square shows a result of 0.365. This shows the magnitude of the influence of academic self-efficacy on academic procrastination by 36.5% where the remaining 63.5% is influenced by other factors outside this study.

4.6 Calculation of the Empirical Mean, Hypothetical Mean, and Standard Deviation

The results of the calculation of respondent categorization are:

4.6.1 Academic Procrastination

Table 2. Categorization of Academic Procrastination on Respondents

Variable	EM	HM	SDH	Categorization
Academic Procrastination	68.19	75	16.67	Medium

Based on the calculation of the empirical mean, hypothetical mean, and standard deviation, the empirical mean value is 68.19, the hypothetical mean value is 75, and the standard deviation value is 16.67. So it can be seen that the respondents in this study have a level of academic procrastination which is classified in the medium category.

4.6.2 Academic Self-Efficacy

Table 3. Categorization of Academic Self-Efficacy on Respondents

Variable	EM	HM	SDH	Categorization
Academic Self-Efficacy	69.43	63	14	Medium

Based on the calculation of the empirical mean, hypothetical mean, and standard deviation, the empirical mean value is 69.43, the hypothetical mean value is 63, and the standard deviation value is 14. So it can be seen that the respondents in this study have a level of academic self-efficacy which is classified in the medium category.

V.   DISCUSSION

The purpose of this study was to investigate the effect of academic self-efficacy on academic procrastination in high school students. From the results of the simple regression analysis, an F value of 61.013 and a significance value of 0.000 (p <0.01) were obtained. This shows that the hypothesis proposed in this, where academic self-efficacy has a significant influence on academic procrastination in high school students is accepted. As a result, the R square value was 0.365 indicating that the effect of academic self-efficacy on academic procrastination in high school students was 36.5% and the remaining 63.5% was influenced by factors outside this study. Academic procrastination among high school students can be driven by other factors such as fear of failure, difficulty in making decisions, interest and motivation, pressure, time management, self-regulation, self-resistance because they think the task is a compulsion, and priority interests [32].

Academic self-efficacy is critical as it plays a role in determining an individual's success or failure in performing an assigned task. Individuals with low self-efficacy tend to be weak in the face of pressure, depression, and lack of confidence. Individuals with high self-efficacy tend to deal with difficult tasks and situations calmly. If overall self-efficacy is in the high category, then the risk of academic procrastination will be very low [33]. Individuals with high self-efficacy will seek to improve their ability to solve the problems they face. Meanwhile, individuals with low self-efficacy will avoid the problems faced so that it inhibits individuals from developing. Similarly, having high self-efficacy during the Covid-19 pandemic will make individuals continue to adapt to existing changes and seek to complete learning, improve their abilities and have an impact on their learning outcomes. Individuals with low self-efficacy will be passive and wait for the Covid-19 pandemic to end quickly and not improve their adaptability to change, only improving the learning process as it happens [34]. This is also consistent with research where there is a negative relationship between academic procrastination and academic self-efficacy. Students with low academic self-efficacy are more likely to complete tasks late because they lack confidence in their own abilities and do not feel perfect in completing tasks. Students with high academic self-efficacy, on the other hand, tend not to procrastinate on assignments. This is because students with high academic self-efficacy encourage individuals to seek solutions to challenges and complete them [35].

Based on the empirical mean results of this study, the empirical mean of academic self-efficacy was 69.43 and the empirical mean of academic procrastination was 68.19, both of these variables belonging to the medium category. This indicates that the respondents in this study have sufficient academic self-efficacy to overcome academic procrastination. Based on the categorization of open questions conducted in this study, individuals said that there were several difficulties experienced by individuals in the learning process, such in ability to understand the material, having difficulty managing time, and laziness in completing assigned tasks. Of course, this can lead to academic procrastination behavior, delaying the completion of academic tasks. In accordance with the results of this study where the category of academic procrastination is in the medium

category. Additionally, the next open question categorization where the majority of individuals said that the thing they did when they received an assignment was to do it. This indicates that individuals have good academic self-efficacy because individuals are motivated to complete the tasks. Consistent with the results of this study where the category of academic self-efficacy is in the medium category. Students with good academic self-efficacy will have high motivation and high performance when completing academic tasks, while students with low academic self-efficacy will tend to do academic procrastination [36]. Individuals with good self-efficacy will keep trying even though they experience difficulties [37].

The results of the categorization of open questions in this study where the difficulties experienced by students when doing assignments were dominated by difficulties in understanding the material, which was 58.3% where the empirical mean of academic procrastination was medium which moved to the left. This is also consistent with research data which found difficulty in understanding materials provided online as a result of online learning [38]. Learning material during online learning is not easy. Additionally, for things that are done by students when receiving assignments, it is dominated by the answers to do it, which is 85.2%. So even though students have difficulty receiving assignments, almost all students still do it on time [39]. This is also consistent with the results of the empirical mean of academic self-efficacy, which is a medium which moves to the right.

VI. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research conducted, it can be concluded that the hypothesis proposed in this study, that there is an effect of academic self-efficacy on academic procrastination in high school students is accepted. This results indicates the magnitude of the effect of academic self-efficacy on academic procrastination in high school students by 36.5% where the remaining 63.5% is influenced by other factors outside this study such as interest and fear of failure, difficulty in making decisions, motivation, pressure, time management, self-regulation, self-resistance because they think the task is a compulsion, and priority interests. The results also indicate that high school students' levels of academic self-efficacy and academic procrastination are in the medium category.

5.2 Suggestions

Based on the results of the research that has been done, the researchers suggest the following :

a.　　For Student

Based on the results of the research conducted, the level of academic self-efficacy and academic procrastination are known to be a medium category. Therefore, it is suggested that students can effectively deal with various problems they face in their academic work and improve their academic self-efficacy to prevent academic procrastination.

b.　　For Teachers

Teachers are encouraged to help students maximize their learning, such as optimizing teaching so that students can better understand their learning and by effectively assigning tasks to students so that they can understand their learning without feeling burdened.

c.　　For Parents

Parents are encouraged to help students avoid delays in assignments that negatively impact learning and to support students in developing academic self-efficacy so that they can avoid academic procrastination.

d.　　For the Next Researcher

For the next researchers who are interested in doing research on the same theme, researchers were asked to consider other variables that might influence academic procrastination, other than academic self-efficacy. Researchers may also add subject criteria and other demographic factors to be studied in describing the effect of academic self-efficacy on academic procrastination.

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