

The Relationship Between Self-Efficacy and Peer Support in Academic Procrastination Behavior

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Abstract

During learning students are required to be able to complete academic assignments, but the phenomenon that occurs is that many students are late in collecting assignments which later can decline their performance. This research aimed to analyze the relationship between self-efficacy and peer support in academic procrastination behaviour of Public Vocational High School students in Pemalang Regency. The research method used was quantitative. The subjects in this research were students at Public Vocational School in Pemalang Regency in grades X, XI, and XII totalling 1,902 students selected using quota random sampling technique using the General Self-Efficacy Scale (GSE), Academic Procrastination Scale (APS) and Peer Support Scale. The results showed that self-efficacy was negatively related to academic procrastination behaviour, while peer support was negatively related to procrastination behaviour. Finally, self-efficacy and peer support are simultaneously negative to academic procrastination behaviour. At last, this research recommends efforts to reduce procrastination through self-efficacy and peer support.

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INTRODUCTION

Learning problems can be in form of academic delays, speed in learning, very slow in learning, lack of motivation in learning, bad attitudes and habits in learning. Procrastination in academic assignments is one of the problems in learning. Deliberately delaying the desired activity even though the individual knows that the delay can have a negative impact is the behaviour of Steel's academic procrastination as stated by Mulyana (2018). As a result, many problems arise in the students such as lack of confidence in their abilities to gain achievement in a situation and get encouraged to achieve optimal learning outcomes. Thus, students need self-efficacy.

It is supported by a research by Sadewi, DYP Sugiharto & Eko Nusantor (2012) that if the self-efficacy of students is low, it is worried that students will not be able to actualize themselves properly because they tend not to have confidence in their abilities. A person's self-efficacy can encourage him to improve his ability in trying to obtain information and survive in facing difficult situations when he is in certain activities.

In addition to self-efficacy, academic procrastination is also related to peer support. In adolescents, peers have a very big role in their lives. Papalia, Bedard, dan Ruth (2007) state that peers are a place for adolescents to get a source of love and understanding, conduct experiments, and suggestions for achieving autonomy and independence from parents. During adolescence, peer involvement increases because adolescents feel they receive emotional support during a complicated transition. The results of their research are in line with a research conducted by Hasanah dkk (2015) and Ashari et al (2019), namely the behaviour of peers is indeed very influential on the attitudes and behaviour of individuals in it.

The results of a preliminary research based on the information from Guidance and Counseling teachers in one of Public Vocational High School in Pematang Regency in the academic year of 2017/2018 revealed that of 482

students in grade X, there were 21 students or as many as 4.35% of students did not advance to grade XI, and from 491 there were 30 students in grade XI or 6.11% of students did not advance to grade XII. In addition, based on interviews with several Public Vocational High School students in Pematang, it was known that they experienced academic procrastination behaviour that caused by internal factors and external factors. The internal factors cover lack of confidence against himself so that the student chose to wait for work from his friends, while the external factors include the influence of peer support in inviting students to favor other activities than complete assignments. This shows that the behaviour of academic procrastination is quite a lot experienced by Public Vocational High School students in Pematang Regency.

Based on the results of several studies, it is known that there is a research gap. Findings from a research by Aisyah dan Syukur (2019) and Djamahar et al., (2020) state that there is a relationship between self-efficacy and academic procrastination. Meanwhile, a research conducted by Zusya and Akmal (2016) state that there is no relationship between self-efficacy and academic procrastination.

The gap in the results of the study also appears in the research on peer support with academic procrastination conducted by Kunwijaya et al., (2018) that there is a relationship between peer support and academic procrastination, while a research conducted by Palupi et al., (2018) states that there is no relationship between peer support and academic procrastination. With the differences from the results of previous researches, the researchers intended to examine more deeply the relationship between self-efficacy and peer support in academic procrastination behaviour by Public Vocational High School students in Pematang Regency.

One assumption that guided this research was that when individuals have high self-efficacy, their procrastination behaviour will be low because those who have high self-efficacy tend to be confident in their abilities so that no matter how heavy and difficult the task is, they

will still do and be able to finish it as soon as possible. In addition, procrastination behaviour will decrease if the peer support received by the individual is positive because when the individual feels the task received is difficult and chooses to postpone, but peers provide high motivation to immediately complete the task, the individual will be encouraged to immediately complete the task.

This research is expected to contribute to institutions related to guidance and counseling teachers in knowing the extent of the relationship between self-efficacy and peer support in explaining students' academic procrastination behaviour. Furthermore, the implications for the role of guidance and counseling in schools are very important to help students develop optimally so that students can complete all the demands of academic assignments on time and can establish positive friendship relationships to complete education by the provisions of the education unit.

According to Hadi (2017) guidance and counseling is an integrated component in the education system in schools. Guidance and counseling helps students to be able to overcome problems experienced in their lives so that students are not trapped in procrastinating behaviour and can get academic achievement.

The purposes of this research were to analyze the extent of the relationship between self-efficacy and academic procrastination behaviour of Public Vocational High School students in Pemalang Regency, to analyze the extent of the relationship between peer support and academic procrastination behaviour of Public Vocational High School students in Pemalang Regency and to analyze the relationship between self-efficacy and peer support in academic procrastination behaviour of Public Vocational High School students in Pemalang Regency.

METHODS

The population in this study was all students of Public Vocational High Schools in Pemalang Regency with a total of 7,060

students. Respondents were selected using quota random sampling, totalling 1,902 students in grades X, XI and XII from four Public Vocational High Schools in Pemalang Regency.

The data of this study were measured using three instruments, namely self-efficacy instrument, peer support instrument and academic procrastination instrument. Before the instruments were distributed to the respondents, the researchers compiled a scale based on each aspect using Likert model scale. After the instruments were complete, the researchers submitted it to experts to be validated. Once the validation process has been completed and received permission from the expert validators, then the researchers distributed them to respondents or research samples for validity and reliability testing.

Self-efficacy was measured using the adoption scale from Schwarzer and Jerusalem (1995) consisting of three aspects into 10 items, namely three items of magnitude validity ($r_{xy} = 0.622-0.857$) valid, three items generality validity ($r_{xy} = 0.570-0.857$) valid, four item strength validity ($r_{xy} = 0.555-0.862$) valid. It has Cronbach Alpha of 0.971.

Peer support was measured using a peer support scale and arranged according to the aspects formulated by Tardy (in Malecki and Demaray, 2002). It is used to measure the level of student peer relations consisting of four aspects into 24 items, namely six valid emotional support items ($r_{xy} = 0.392-0.808$), six validity award support items ($r_{xy} = 0.239-0.809$) valid, six valid support items instrumental validity ($r_{xy} = 0.326-0.808$), and six support items obtained informative validity ($r_{xy} = 0.313-0.808$) valid with Cronbach Alpha of 0.809.

Academic procrastination was measured using a scale created by Justin McCloskey and Scielzo (2015) based on four aspects totaling 25 items, namely seven validity delay items ($r_{xy} = 0.428-0.885$) valid, six validity delay items ($r_{xy} = 0.398-0.886$) valid, five items of validity gap ($r_{xy} = 0.329-0.888$) valid, seven items of validity delay items ($r_{xy} = 0.329-0.888$) valid,

and one invalid item ($r_{xy} = -0.028-0.849$). It has Cronbach Alpha of 0.889.

In this study, the research hypotheses were tested using multiple linear regression analysis techniques and the Coefficient of Determination Analysis (R^2) by (Ghozali, 2011). Analysis of the relationship between self-efficacy and peer support with academic procrastination behaviour in Public Vocational High School students in Pemalang Regency was carried out using SPSS 24 correlation test using the enter method. Several types of methods can be used based on the type of output or output produced even though the result value remains the same. This method was chosen because it was simple, and the output data produced were in line with the objectives of this study.

RESULTS AND DISCUSSION

The results of the descriptive analysis obtained from the descriptive statistical analysis showed that the minimum value of respondents from the self-efficacy instrument answers was 10, the maximum value was 50, the mean value was 34.24, and the standard deviation value or data spread was 6.04. Descriptive analysis of peer support showed that the minimum value of the respondents was 30 and the maximum value was 118, the mean value was 72.10 and the standard deviation value or data spread was 9.73. Meanwhile, the answers to the academic procrastination questionnaire gained the minimum value of 25 and the maximum value of 125, the mean value of 69.56 and the standard deviation value or data spread of 13.27. All can be seen in Table 1.

Table 1. Analysis Description

Variable	N	Min	Max	M	SD
<i>Self-efficacy</i>	1.902	10	50	34.24	6.04
Peer Support	1.902	30	118	72.10	9.73
Academic Procrastination	1.902	25	125	69.56	13.27

a. Dependent Variable: Academic procrastination

The results of descriptive statistics showed that the mean value was greater than the standard deviation value. A high mean value indicates a good representation for the spread of the data. The minimum value is the lowest value for each variable and the maximum value is the

highest value for each variable in the study. The analysis in this study used multiple linear regression. Through this analysis technique, it was hoped to gain an understanding of the influence between variables which can be seen in table 2.

Table 2. The Results of Regression Analysis

Predictor	β	t	p	R	R^2	F	p
Criterion = Academic Procrastination				.46	.21	252.98	0.001
<i>Self-efficacy</i>	-.58	-11.98	<0.01				
Peer Support	-.62	-22.43	<0.01				

a. Dependent Variable: Academic procrastination

As presented in table 2, simultaneously self-efficacy and peers support influenced academic procrastination by ($R = .46, p = <0.1$). Partially, the findings of this study explained that self-efficacy had a relationship with

academic procrastination of ($\beta = -.58, p = <0.01$). Thus, predictions of peer support also had a relationship with procrastination by gaining ($\beta = -.62, p = < 0.01$).

In short, self-efficacy and peer support were significant predictors of students' academic procrastination tendencies. Self-efficacy and peer support simultaneously explained the variance of the academic procrastination variable ($R^2 = .021$) or 21%.

Based on the results of calculations and research data processing, self-efficacy and peer support had a relationship with academic procrastination behaviour and meant that people who have high self-efficacy tend to be serious and persistent in doing their business and hasten to complete their affairs without delay. On the other hand, people who have low confidence or self-efficacy tend to make efforts to achieve their goals with doubt, anxiety and even delay.

The results of the research above are relevant to a research conducted by Andi Thahir and Siti Zahra Bulantika (2019) which found a significant negative contribution of self-efficacy to academic procrastination of students. The level of confidence that a person has can encourage him to improve his ability in trying to obtain information and survive in facing difficult situations when he is in certain activities. A person's belief in the ability to do a task often affects the behaviour produced to complete the task. Students' self-efficacy determines the effort expended and a person's endurance to survive in facing obstacles when doing their tasks.

Stevanur dkk (2020) also found that procrastination is the behaviour of someone who does not have the discipline to use time either to start or end a job as a whole and in turn replaces it with unimportant activities that allow the task to be delayed causing failure in academic achievement.

Academic procrastination is a habit of delaying important activities that are carried out intentionally and have consequences in the form of uncomfortable feelings felt by a procrastinator which include (1) behaviour that involves an element of procrastination, both to start and complete a task or activity, (2) producing other, more distant consequences, such as delays in completing assignments or failure to do assignments, (3) involving an important task to be done, such as office work, schoolwork or

household chores, (4) producing an unpleasant emotional state, for example, feelings of anxiety, guilt, anger, panic (Santrock, 2007). Academic procrastination disadvantages students who do it and results anxiety, fear, worry because the time to do assignments is getting shorter due to unfinished tasks and lower learning achievement.

Kunwijaya dkk (2018) shows that the level of academic procrastination of class VIIA students in SMP Negeri 4 Purwokerto before being given content mastery services with peer support techniques is in a high category. After students were given content mastery services with peer support techniques, their academic procrastination declines a low category. This shows that there is a significant influence between content mastery services and peer support techniques on students' academic procrastination because the results of the study show that there is a decrease in students' academic procrastination levels. Schools with all their dynamics require students to comply with all school rules and obligations, one of which is learning and participating in academic and non-academic activities at school. While studying at school, students must work on and complete the assignments given by the teacher based on the assignment format and within the specified time duration. All assignments that have been given by the teacher to students must be done and completed on time. If students have difficulty carrying out tasks that have been mandated according to a predetermined time limit, often experience delays in collecting assignments, or are slow in time regulation in making assignments, they can be said to be students who carry out academic procrastination.

A research conducted Djamarah (2020) proves that students tend to always show the behaviour of delaying doing academic assignments as a deliberate resignation and usually accompanied by feelings of dislike for doing something that must be done. Students who do academic procrastination are predicted to be very few who take advantage of the time given to complete the task. Procrastination that is not accompanied by the adaptive role of

students can cause students to lack achievement so that they do academic procrastination.

The above findings are in line with research results Hill dan Stafford (in papalia, Bedart and Ruth, 2007) that parents spend less time with their children when their children are in their teens. On the other hand, teenagers' interactions with their peers are more intense than before. Palupi, Agustin, and Satwika (2018) mention that when entering adolescence, the number of peers increases, and parental monitoring decreases. Shroff dan Thompson (2006) revealed that peers have a role in the formation of attitudes in children.

Peer relationships are proven to have an influence on adolescents regarding their daily behaviour. Adolescents who were previously not lazy may be disturbed and affected by satire from family or ridicule from friends. In addition, a research by D. C. Jones, T. H. Vigfusdottir, and Y. Lee (2004) mentions that adolescents, both girls and boys, are found more often exchanging information with their friends about their ideal appearance, greater their body image dissatisfaction and internalization of their ideal appearance. Therefore, having positive relationships with peers is very important for adolescents because it will not only have a positive impact in adolescence, but also be related to positive relationships in adulthood (Papalia dkk 2007). From the changes that occur in each subject when doing peer counseling, it can be seen that peers have a greater impact. As mentioned Stice and Whitenton (2002), peer influence is greater than that of teachers and parents. Peers have a great influence on changes in individual behaviour. Peers can also provide reinforcement, both positive and negative. Peer counseling has the potential to provide positive reinforcement, namely how a friend can be a motivator for other friends. Peers are one of the parties that are considered the most appropriate for students (teenagers) to express their problems openly when they experience something.

Based on the findings of several previous studies, this research are surely relevant to be applied in guidance and counseling, namely procrastination can be overcome by the

existence of a support group by involving several people such as friends or family so that peer guidance carried out by counselors can be done to reduce the student's academic procrastination behaviour.

Bearman and Stice (2006) found that academic procrastination is negatively correlated with positive aspects of peer support. This is in line with the opinion Stice and Spangler (2002) that peer support is associated with decreased academic procrastination among adolescents. Peer support can help adolescents feel more positive in believing in their abilities and make adolescents willing to change their behaviour to suit their friends (Stice and Whitenton 2002).

The implication for guidance and counseling services is that guidance and counseling teachers can develop self-efficacy in dealing with academic procrastination through the provision of guidance and counseling services such as material information services in form of delivering tips for successful implementation of PLKP-S, individual counseling services material on how to set priorities and time management, material group counseling services regarding tips on avoiding procrastination, and material group guidance services in terms of tips for academic success.

CONCLUSION

Self-efficacy and peer support have a negative relationship with academic achievement behaviour in Public Vocational High School students in Pematang Regency. It means that if students have high confidence in themselves, the behaviour of funding in completing their academic tasks will be lower, and vice versa. If students have high self-esteem, peer support will be high or positive, and the behaviour of academic procrastination will be lower.

Based on the research findings, it is suggested that counsellors can improve students' self-confidence and help students to be able to choose a good friendship environment so that their procrastination behaviour will be lower. The implication for guidance and counseling is

that procrastination can be overcome by the existence of a support group by involving several people such as friends or family so that peer guidance carried out by peer counselors can be done to reduce the student's academic procrastination behaviour.

This can be done by providing an example or role model of someone successful in academics. Peer support can be improved by providing games through the role of peer relations so that it can be positive. Besides, teachers can give group assignments to students so that students automatically motivate each other well. For further researchers, it is hoped that they can develop more in-depth researches to reveal in detail the expected aspects or variables to answer problems related to learning achievements such as anxiety variables, emotional intelligence, and learning approaches.

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