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The effect of conformity and self-efficacy on academic procrastination through intrinsic motivation

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Article Info	Abstract
Keywords: Conformity, self-efficacy, academic procrastination, intrinsic motivation.	Academic procrastination is a common phenomenon among students that can disrupt learning and academic achievement. This issue motivated the present research to analyze the effect of conformity and self-efficacy on academic procrastination of grade VII and VIII students at Junior High Schools or several SMP in Baki Sub-district, Sukoharjo Regency, with intrinsic motivation as the mediator variable. A quantitative approach was used, and the data was collected using questionnaires. Here, 300 students selected through proportional random sampling from 1,632 became the samples for later, their data were analyzed using multiple regression, and regarding the findings, conformity and self-efficacy significantly affected students' intrinsic motivation and academic procrastination. However, intrinsic motivation was not an essential mediator in the relationship. In this way, an implication for counselors is to reduce academic procrastination among students.

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Introduction

Academic procrastination is cliché among students. This bad attitude not only affects academic achievement, but also triggers stress and other emotional problems (Steel, 2007). Among junior high school students in grades VII and VIII, academic procrastination often becomes a significant challenge because students begin to face greater academic pressure and must learn to manage their time more effectively. Psychological factors such as conformity, self-efficacy, and intrinsic motivation have been the focus of significant research in understanding academic procrastination behavior. Conformity as the tendency to adjust to social norms or expectations of others (Kelman, 1958), can affect how students manage their time and handle given tasks. Conformity can be explained as the tendency of individuals to follow group norms or behaviors. In education, peer conformity often contributes a significant effect on student's behavior. Previous research have proved that students with high levels of conformity tend to be influenced by the behavior and attitudes of their friends, which can affect their learning motivation and academic behavior (Li et al., 2024).

Self-efficacy refers to an individual's belief in their ability to complete tasks and pursue objectives. Bandura (1997) mentions that individuals with high self-efficacy are more likely to accept challenges and persist in the face of difficulties and can also play a role in reducing the tendency to procrastinate by increasing students' confidence in completing their work on time. Intrinsic

motivation, the motivation that comes from within the individual and is driven by interest and satisfaction in doing an activity, not to mention plays an important role in the learning process. Students with high intrinsic motivation often appear to be more active in seeking knowledge and enjoying the learning process more, for reducing the likelihood of procrastination. Research have showed that intrinsic motivation can reduce academic procrastination because students who find meaning and satisfaction in learning are less likely to procrastinate (Ferrari et al., 1995).

Intrinsic motivation which drives individuals to engage in activities for personal enjoyment and satisfaction (Ryan & Deci, 2000) is considered to moderate the relationship between conformity, self-efficacy, and academic procrastination. However, previous research findings have showed varied results. Some research have found that intrinsic motivation effectively reduces procrastination (Steel, 2007), while some other have suggested that its impact may depend on the specific context and other factors involved (Chun Chu & Choi, 2005). With regard to the above explanation, the present research attempted to investigate the effects of conformity and self-efficacy on academic procrastination in seventh and eighth grade junior high school students with intrinsic motivation as the moderator variable. Through this approach, it was expected that this research can serve significant contributions to the development of more effective educational intervention strategies to reduce academic procrastination levels and improve students' overall academic performance. Thus, a better understanding of these psychological dynamics can help create a more supportive and productive learning environment for junior high school students.

Method

The population in this research were seventh and eighth graders from several junior high schools in Baki Sub-district, Sukoharjo Regency. For the sample, 300 students were chosen using a proportional random sampling technique, where each school had an equal opportunity to be selected as a sample. The sampling technique used was a lottery, where students from each school were drawn to ensure that the sample selection was random and unbiased. In this way, it was expected that the selected sample can represent the characteristics of the population as a whole. Some instruments were used to collect the data in this research.

First, there was the Conformity scale instrument adapted from the Basic Temperament Components of Loneliness, Shyness, And Conformity scale from Mehrabian & Stefl (1995) which consists of 11 statement items with 4 scale options, namely strongly agree, agree, disagree and strongly disagree. Based on the validity test, this instrument gained the validity range from 0.352 to 0.510. Meanwhile, the reliability test showed that the scale reliability was 0.658. Second, there was the self-efficacy scale adapted from the General Self Efficacy Scale (GSE) from Schwarzer & Fuchs (1996) which consists of 10 statement items with 4 scale options, namely strongly agree, agree, disagree and strongly disagree. The validity test of this scale was measured by correlating the item score with the total score. It was found that the validity level ranged from 0.331 to 0.797. In terms of reliability using the Alpha Cronbach, this instrument obtained 0.798.

Third, the procrastination scale used in this research was adapted from the Pure Procrastination Scale from Steel (2007) which consists of 12 statement items with 4 scale options, namely strongly agree, agree, disagree and strongly disagree. The validity test of this scale was estimated by correlating the item score with the total score. It was found that the validity level ranged from 0.278 to 0.659. Similar to the previous instrument, the reliability of this scale was calculated using Alpha Cronbach. The results of the reliability test showed that the scale reliability was 0.602. Fourth, to measure the intrinsic motivation variable, the Intrinsic Motivation Inventory (IMI) theory proposed by Ryan & Deci (2000) was used. It consists of 25 statement items with 4 scale options, strongly agree, agree, disagree and strongly disagree. The results of the validity test showed that the scale validity level ranged from 0.344 to 0.725. In addition, a reliability test was also carried

out using Alpha Cronbach. The results of the reliability test showed that the scale reliability was 0.793.

All questionnaires were filled out by the students as a means of data collection. In the distribution, the researchers were helped by teachers. Following the data collection, the collected data were analyzed using appropriate statistical techniques to test the research hypothesis. Multiple regression testing was used to evaluate the effect of conformity and self-efficacy on academic procrastination, while path analysis was used to determine whether intrinsic motivation acts as a moderator in the relationship.

Result and Discussion

This research investigated the influence of conformity and self-efficacy on academic procrastination with intrinsic motivation as the intervening variable. After the data collection and analysis were done, the results of mean, standard deviation, minimum and maximum values of each variable were presented in table 1. Based on table 1 above, the mean of conformity behavior was 37.97 (SD = 5.55). By referring to the range of the lowest to the highest scores, namely 11 to 44, it was assumed that the level of peer influence was in the high category. Similarly, this went for self-efficacy with the basis of the mean showing the value of 33.77 (SD = 6.91). In addition, procrastination gained the mean of 41.33 (SD = 11.79) which was categorized high. Then, intrinsic motivation variable obtained the mean of 87.50 with a score range of 25-100 (SD = 7.85) or categorized as high.

Regression analysis was conducted after the data categorization. It was carried out in 2 stages, namely regression analysis on the first regression model to see the prediction of the moderator variable, namely intrinsic motivation and the second stage was regression analysis on the second regression model to see the prediction of the dependent variable, namely academic procrastination. According to the statistical tests, conformity and self-efficacy had a positive and significant effect on increasing academic procrastination (conformity: $\beta = 0.590$, $p < 0.01$; self-efficacy: $\beta = 0.346$, $p < 0.01$). Also, those two contributed a positive and significant effect on intrinsic motivation (conformity: $\beta = 0.118$, $p < 0.01$; self-efficacy: $\beta = 0.828$, $p < 0.01$).

Table 1. Descriptive test result

Variable	M	SD	N	Category
Conformity	100,02	8,69	300	High
Self-efficacy	95,76	8,52	300	High
Intrinsic motivation	93,84	8,39	300	High
Procrastination	98,37	8,72	300	High

Table 2. Statistical test result

Predictor	β	t	P	R	R ²	F	P
Criteria: Intrinsic motivation				0.925	0.854	875.84	0.000
Conformity	0.118	3.232	0.001				
Self-efficacy	0.828	22.676	0.000				
Criteria: Procrastination				0.893	0.795	387.008	0.000
Conformity	0.590	13.386	0.000				
Self-efficacy	0.346	4.833	0.000				
Intrinsic motivation	0.003	0.045	0.946				
Mediator: Intrinsic motivation			Coef	Z	SE	P	
Conformity > intrinsic motivation > procrastination			0.000354	0.479	0.017	0.631	
Self-efficacy > intrinsic motivation > procrastination			0.002484	0.485	0.096	0.627	

Based on the results of the statistical test, there found no effect or relationship between intrinsic motivation and procrastination ($\beta = 0.003$, $p > 0.01$). In the Sobel test, the intrinsic

motivation variable was unable to mediate the effect of the conformity and self-efficacy variables on the academic procrastination variable (conformity variable with z value = 0.479, $P > 0.05$ and efficacy variable with z value = 0.485, $P > 0.05$). Regarding the above results, it was concluded that the ability of the independent variables in this study, namely conformity and self-efficacy, to influence the moderator variable, namely intrinsic motivation, was 85.4% ($R^2 = 0.854$). The dependent variable, namely academic procrastination, was overall explained by the variables of conformity, self-efficacy and intrinsic motivation by 79.5% ($R^2 = 0.795$).

In the analysis of the first regression, it was found that the findings of this study are in line with research by Sun et al. (2017) who found that high conformity has a positive impact on learning motivation and Cialdini & Goldstein (2004) which revealed social norms can increase individual motivation to behave according to group expectations. The relationship between self-efficacy and intrinsic motivation was found to be significant and positive. The higher the self-efficacy, the more students' intrinsic motivation to learn. It is in accordance with the previous research by Afriani et al. (2022) which concludes there is a significant relationship between self-efficacy and students' learning motivation. Bandura (1997) explains that individuals with high self-efficacy are more likely to take the initiative and try harder to achieve goals. Then, research by Schunk (2003) indicates that self-efficacy contributes significantly to students' motivation and academic achievement.

Moreover, according to the results of the second regression analysis, the results of this study are in line with research by Herawati & Suyahya (2019) that academic procrastination is influenced by students' self-efficacy and Li et al. (2024) who found peer conformity has a significant relationship with academic procrastination in high school students. Further, research by Tice & Baumeister (1997) Tice & Baumeister (1997) revealed low self-efficacy can cause students to procrastinate on assignments because they feel unable to complete them properly. However, this finding is not in line with research conducted by Elly & Desi (2014) that conformity does not have a significant relationship with academic procrastination. In line with Elly & Desi, research conducted by Rosmayati et al. (2017) shows that conformity has no significant relationship with academic procrastination. Hence, this gap motivated the researchers to clarify further results in this current investigation. Here, the analysis test conducted by the researchers found that conformity had a positive and significant effect on academic procrastination.

Another finding was intrinsic motivation had no significant effect on academic procrastination. It implies that even though conformity and self-efficacy contributed to intrinsic motivation, they did not serve as effective mediators between conformity, self-efficacy, and academic procrastination. Research by Klassen et al. (2008) suggests that intrinsic motivation can serve as a mediator in some contexts, but not in all situations. This finding suggests that other factors, such as social pressure and time management, may be more influential in determining students' procrastination behavior. It is in line with the results of research conducted by Natarezwa et al. (2023) that intrinsic motivation has no significant effect on academic procrastination. The findings of the current research are also supported by research by Lai et al. (2020) that there is no significant relationship between intrinsic motivation and procrastination and extrinsic motivation and procrastination among college students. Further, research by Klassen et al. (2008) recommends that intrinsic motivation can serve as a mediator in some contexts, but not in all situations. This finding suggests that other factors, such as social pressure and time management, may be more influential in determining students' procrastination behavior.

This research has served a new contribution by combining three important variables, namely conformity, self-efficacy, and intrinsic motivation in the context of academic procrastination and showed the complex relationship between the three variables, and highlights that intrinsic motivation did not always function as an expected mediator.

Conclusion

According to the findings, it can be concluded that conformity and self-efficacy significantly affects academic procrastination through intrinsic motivation. Even though the intrinsic motivation does not directly influence procrastinator, other factors, such as conformity and self-efficacy play an important role in determining students' academic behavior. Therefore, it is important to develop strategies that can increase self-efficacy and create a positive learning environment to reduce academic procrastination among students. Further research are necessary to explore other factors that may influence academic procrastination and to develop more effective interventions.

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