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The influence of home learning environment and school learning environment on academic procrastination through academic achievement goals

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Article Info	Abstract
Keywords: Home learning environment, school learning environment, academic achievement goals, academic procrastination	Academic procrastination is delaying crucial academic tasks to be completed, although procrastinators tend to be tolerant of the negative consequences of the delay. This study aims to analyze the effect of home learning environment and school learning environment on students' academic procrastination through academic achievement goals in 307 MAN students in Kudus Regency who were selected using proportional stratified random sampling techniques. This study uses the ex post facto method. Based on the path analysis and sobel tests, it was found that there was a significant effect between home learning environment and school learning environment on academic procrastination. This finding has implications for counseling guidance in dealing with academic procrastination.
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Introduction

Academic procrastination is a prevalent phenomenon among students, characterized by the intentional and repeated postponement of academic tasks despite awareness of its negative consequences (Ferrari & Díaz-Morales, 2014). This behavior reflects complex interactions among cognitive, emotional, motivational, and self-regulatory processes, often resulting in decreased academic achievement, productivity, and psychological well-being (Abbasi & Alghamdi, 2015; García-Ros et al., 2023). Furthermore, academic procrastination is associated with low self-efficacy, fear of failure, inadequate self-regulation, and difficulties managing academic pressure, which may reinforce avoidance behaviors and reduce learning engagement. Beyond individual factors, home and school learning environments also play important roles in shaping students' motivation, academic achievement goals, and learning behaviors. Therefore, understanding academic procrastination requires an integrated perspective that considers both psychological and environmental factors to develop effective educational and counseling interventions.

The prevalence of academic procrastination among students is high. This is proven by several results from previous studies belonging to Klingsieck, (2013) which reported data that around 70% of students routinely procrastinate. In Indonesia, similar research was conducted by Huda (2015) with results showing that 78.5% of high school students experience academic procrastination. Huda (2015) added in his research that before the COVID-19 pandemic, academic procrastination had become a serious problem that affected students' learning success. In high school students, academic procrastination becomes more prominent because they are in a critical period of development with greater academic demands. (Latipah et al., 2021; Visser et al., 2018). Based on a preliminary study on MAN students in Kudus Regency, it was found that 72% of students have a high tendency of academic procrastination behavior. The causative factors include fatigue, lack of motivation, and fear of failure.

The phenomenon of academic procrastination is influenced by various internal and external factors. Internal factors include lack of self-regulation, perfectionism, and low motivation. (Ferrari & Díaz-Morales, 2014). While external factors include the home learning environment HLE; Mishra, (2026) and school learning environment (SLE; Eccles & Roeser, 2011). Good HLE, such as parental support, adequate learning facilities, and a conducive home atmosphere, have been shown to help students reduce the tendency to procrastinate on assignments (Niklas et al., 2016). On the other hand, inadequate HLE can trigger procrastination (Asri et al.,

2017). Likewise, SLE which includes a conducive classroom atmosphere, facilitative teachers, and an interesting curriculum, can increase students' motivation to complete assignments on time (Eccles & Roeser, 2011).

In addition, academic achievement goals are also an important variable in influencing academic procrastination. Students with specific, measurable, and realistic goals tend to have higher motivation to do their assignments. (Valle et al., 2009). However, the inconsistency of previous research results indicates the need for further exploration regarding the relationship between home learning environment, school learning environment, and academic goals on academic procrastination.

Therefore, this study aims to analyze the influence of home learning environment and school learning environment on academic procrastination with academic achievement goals as a mediating variable in MAN students in Kudus Regency. This study is expected to provide new insights for the development of more effective intervention strategies in dealing with academic procrastination problems, especially through guidance and counseling approaches.

Method

The population in this study were students of MAN 1 and MAN 2 Kudus with a total of 2,642 students. The sample of this study amounted to 307 respondents selected using the proportionate stratified random sampling technique. The number of samples was determined according to the recommendation of a significance level of 5%. This study used two adaptation instruments and two modification instruments. The procedure for compiling the measuring instrument includes reviewing and reviewing the instrument, this includes assessing the characteristics of the items, structure, objectives, and cultural relevance of the instrument. Requesting permission or approval from the original developer. Back translation instrument, Initial review of the instrument translation. Draft instrument after translation. Expert justification, Instrument trial. Reporting to the instrument developer and the finished instrument (Creswell, 2002).

Procrastination data were collected using an adaptation of the Academic Procrastination Scale - Short Form. APS-S; Rasyid et al., (2023) to measure academic procrastination consisting of There are 5 items arranged based on 4 dimensions of academic procrastination including (1) procrastination behavior, (2) delays in completing tasks, (3) time gap between intention and behavior, and (4) doing more enjoyable activities. Respondents indicated the level of agreement on 5 choices (Strongly Disagree = 1, Strongly Agree = 5). The validity of the total item correlation ranged from 0.68-0.59. The reliability coefficient based on the alpha value was 0.80.

Home Learning Environment Questionnaire psychological scale HLEQ; Krousorati et al., (2022) used to collect home learning environment data, The instrument was downloaded and cited 894 times and has gone through validity and reliability measurements by the developer and has been widely used in research. There are 25 items arranged based on 3 dimensions of the home learning environment including (1) parental involvement in learning activities, (2) available resources, and (3) atmosphere and attitudes towards learning. Respondents indicated their level of agreement on 6 options (Never = 1, Always = 6). The validity of the total item correlation ranged from 0.36-0.72. The reliability coefficient based on the alpha value was 0.86.

The School Climate Questionnaire Bochner et al., (2022) used to access school learning environment data, The instrument has gone through validity and reliability tests so that it can be said to be suitable for use. In addition, this instrument has been downloaded 2.9 thousand times with a total of 8 citations. The measurement aims to measure the level of home learning environment conditions of students at MAN Kudus Regency. There are 22 items arranged based on 3 dimensions of the school learning environment including (1) physical aspects, (2) social aspects, and (3) academic aspects. Respondents indicated their level of agreement on 5 options: (Very Disappropriate = 1, Very Appropriate = 5). The validity of the total item correlation ranges from 0.26-0.54. The reliability coefficient based on the alpha value is 0.61.

The Achievement Goal Questionnaire – Revised AGQ-R; Elliot & Murayama, (2008) used to measure academic achievement goals data. The instrument has undergone validity and reliability tests so that it can be said to be suitable for use. In addition, this instrument received a research interest score of 821.0 with a total of 1,210 citations. The measurement aims to measure the level of home learning environment conditions of students at MAN Kudus Regency. There are 12 items arranged based on 4 dimensions of Academic Achievement Goals including (1) learning objectives, (2) performance objectives, (3) performance approach objectives, and (4) work avoidance objectives. Respondents indicated a level of agreement on 7 choices (Strongly Disagree = 1, Strongly Agree = 7). The validity of the total item correlation ranges from 0.27-0.81. The reliability coefficient based on the alpha value is 0.83.

Data analysis using path analysis method was conducted to assess the influence of independent variables on dependent variables and the mediating role of intervention variables. This method is expected to provide deeper insight into the factors that influence academic procrastination among students.

Result and Discussion

(Based on the descriptive statistical analysis that has been conducted, the results of this study indicate that the data used in this study are representative and considered good because the data shows that overall the mean value (M) is greater than the standard deviation (SD). The value is indicated by the specification of the variables in this study, namely home learning environment (M = 12.59; SD = 4.05), school learning environment (M = 99.93; SD = 12.94), academic procrastination (M = 47.88; SD = 5.18), and academic achievement goals (M = 55.05; SD = 11.20). In more detail, the data from the descriptive statistical analysis will be presented in table 1 as follows.

Table 1. Descriptive Statistical Analysis

Variables	M	SD	Category
Home Learning Environment	12.59	4.05	Very high
School Learning Environment	66.93	12.94	Very high
Academic Procrastination	47.88	5.18	High
Academic Achievement Goals	55.05	11.20	Very high

After conducting descriptive statistical tests, the data were re-tested using the path analysis method with the help of the SPSS 26 program to obtain 2 regression models (table 2). Moreover, testing the intervening variable whether the variable has a mediating effect or not was tested using the online Sobel test.

Table 2. Results of Path Analysis and Sobel Test

Prediktor	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
Kriteria: Academic Achievement Goals				.38	.15	26.04	0.01
Home Learning Environment	.26	4.80	<0.01				
School Learning Environment	.24	4.53	<0.01				
Kriteria: Academic Procrastination				.33	.11	12.28	0.01
Home Learning Environment	-.19	-3.34	<0.01				
School Learning Environment	.03	.59	>0.05				
Academic Procrastination	-.23	-3.87	<0.01				
Mediator	β	<i>Zsobel</i>	β				
HLE-AAG-PA	-0.06	3.01	<0.01				
SLE-AAG-PA	-0.06	2.94	<0.01				

Notes : AAG = Academic Achievement Goals ; HLE = Home Learning Environment ;

SLE = School Learning Environment ; AP = Academic Procrastination

Based on the results of path analysis and sobel test presented in table 2, it can be seen that there is a negative influence of home learning environment on academic procrastination ($\beta = -0.19$, $p < 0.01$). school learning environment does not have a significant effect on academic procrastination ($\beta = 0.03$, $p > 0.05$). Home learning environment has an effect on academic achievement goals ($\beta = 0.26$; $p < 0.01$). the effect of school learning environment on academic achievement goals ($\beta = 0.24$; $p < 0.01$). Furthermore, based on table 2, the results show that there is an indirect effect between the home learning environment on academic procrastination through academic achievement goals ($\beta = -0.06$, $p < 0.01$). In the results of the next study based on table 2, there is an indirect effect between the school learning environment on academic procrastination through academic achievement goals ($\beta = -0.06$, $p < 0.01$).

Based on these findings, this study found that there is an effect of the school learning environment on academic procrastination through academic achievement goals as a mediator. Based on the data in table 2, the results show that there is a negative influence of the home learning environment on academic procrastination. These results are in line with the research results. Lee & Shin, (2021) dan Mehta, (2024) where a supportive home learning environment can increase students' self-efficacy, which in turn reduces the level of academic

procrastination. Therefore, this study reaffirms that the home learning environment has an effect on academic procrastination without any collaboration.

This study also shows that the school learning environment does not have a significant effect on academic procrastination. These results consistently support previous research by Yang et al., (2020), which states that in certain contexts, the school environment is not always the main predictor of procrastination behavior. Instead, the study shows that internal student factors, such as self-efficacy and learning strategies, play a greater role. In addition, Ng, (2024) found that the relationship between school facilities and procrastination became insignificant when variables such as self-control and social pressure were entered as mediators.

Based on table 2, this study also tested the influence of the home learning environment on academic achievement goals with results showing that the home learning environment has an effect on academic achievement goals. This shows that every one unit increase in the home learning environment will increase academic achievement goals by 0.26 units or an increase of 25%. The results of this study are in line with research by Ghosh, (2020) and Asare et al., (2024) also supports these results by showing that a home environment that supports learning improves students' orientation towards academic achievement. Therefore, it can be concluded that the Home Learning Environment has an effect on Academic Achievement Goals.

Based on table 2, in addition to the home learning environment, this study shows the influence of the school learning environment on academic achievement goals. The results show that every one unit increase in the school learning environment will increase academic achievement goals by 0.24 units or an increase of 24%. Research by Firman & Sandiarsa (2024) mentioned that a conducive school environment significantly influences student motivation, because supportive teacher relationships, positive classroom climate, collaborative peer interactions, diverse resources, and well-organized physical spaces all contribute to increased engagement and motivation in the learning experience. Therefore, what distinguishes this study from previous studies is the subject of the study conducted on Madrasah Aliyah students and the results are mutually influential.

The indirect effect of home learning environment on academic procrastination through academic achievement goals successfully mediates between home learning environment and academic procrastination. Parental involvement in children's education contributes to increased academic achievement and learning motivation (Naeem & Khan, 2023). Emotional and material support in the home environment helps students set clear academic goals and reduce procrastination (Nurahmawati et al., 2022); (Shirazitehrani, 2016). On the other hand, a less supportive home environment increases the risk of procrastination due to low motivation (Contreras, 2024). Academic achievement goals act as an intervening variable in the influence of home learning environment on academic procrastination because the direct influence is smaller than the indirect influence. This indicates that the actual influence comes from the indirect influence. This finding is supported by the study Contreras, (2024), who found that students with low parental support were more likely to experience motivational difficulties, which ultimately increased procrastination behavior.

Therefore, this study proves that there is an indirect influence of the home learning environment on academic procrastination through academic achievement goals. The study states that the home learning environment is a factor causing high academic procrastination. Furthermore, the indirect influence of the school learning environment on academic procrastination through academic achievement goals shows that academic achievement goals successfully mediate the relationship between the school learning environment and academic procrastination.

Conclusion

This study confirms that the home learning environment directly and indirectly influences academic procrastination through academic achievement goals, whereas the school learning environment influences procrastination only indirectly through academic achievement goals. These findings emphasize the importance of guidance and counseling services in reducing academic procrastination by strengthening students' motivation, self-awareness, and academic goal-setting. Collaboration among school counselors, teachers, and parents is essential to creating a supportive learning environment that promotes students' self-regulation and academic development. Future research should explore additional factors influencing academic procrastination, employ diverse data collection methods, and consider advanced statistical approaches, such as Structural Equation Modeling (SEM), to provide a more comprehensive understanding of these relationships.

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