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The Relationship between Academic Self-Concept and Academic Procrastination among Middle School Students

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Abstract

This research aims to identify the prediction of academic self-concept and procrastination on junior high school student's. This research implemented a correlational design. Data were collected using a General Procrastination Scale (GPS) adapted from Lay (1986) and the Development of an Academic Self Concept for Adolescents (ASCA) adapted from Ordaz & Tomasini (2013) of 221 students selected by cluster random sampling technique. The results of hierarchical regression analysis indicated that there was a negative correlation a between academic self-concept with the academic procrastination ($R = 0.094$, $F(4.213) = 63.394$, $p < 0.001$). The implications of this study for guidance and counseling services especially in the field of learning to reduce student academic procrastination by involving academic self-concepts, especially in aspects of self-regulation, general intellectual abilities, motivation, and creativity.

Keywords: academic self-concept, procrastination

INTRODUCTION

Students as academics will always be faced with academic and non-academic assignments (Lestari, 2010). The number of activities students must go through, the ability to manage time becomes very important. Time management is a person's ability to use and use time as optimally and efficiently as possible (Leman, 2007). Students who are able to manage their time well will have maximum student learning outcomes (Mardeka and Himmi, 2018). Good time management will make students avoid procrastination. Behavior delaying work is called procrastination while the culprit is called procrastinator (Rumiani, 2006).

Although procrastination is important to avoid, in reality, there are still many students. Research conducted by Munawaroh, Alhadi & Saputra (2017) shows the results that the level of student procrastination is 17.2% high, 77.1% moderate, and 5.7% low. This is consistent with the results of the observation that when students are given a substitute assignment, students do not immediately work on the task and choose to chat with their peers. The results of interviews with BK teachers further strengthen the results of observations, researchers get the fact that it often happens students permission to leave school to go home to take work that is left behind.

The forms of delay above are indicative of high procrastination. Ferrari and Mc Crown (in Ujang, Wibowo & Setyowani, 2014) define procrastination as the tendency for someone to continually take action to delay the task and tend to experience anxiety. Procrastination behavior can be predicted through academic self-concept. This is in accordance with research conducted by Khotimah, Radjah, Handarini (2016) getting the result that there is a significant negative relationship between self-concept and academic procrastination in junior high school students.

Academic self-concept is the perception and evaluation students have about their own academic abilities (Villegas & Tomasini 2013). Someone with a high academic self-concept when failing an assignment will try in a new way, looking for alternative solutions in solving problems in completing the task. Conversely, someone with a low academic self-concept tends to look less confident, lack of motivation in dealing with a problem (Ommundsen, Haugen & Lund, 2005).

Previous research on self-concept in predicting academic procrastination behavior conducted by Syifa, Sunawan, Nusantara (2018) shows the result that self-concept is significantly related to academic procrastination. However, in this research, the concept of self is still seen in the general picture and not specifically explained. While interesting in this study, self-concept is seen from an academic perspective.

Academic self-concept can be seen from the context of self-regulation, general knowledge, motivation, and creativity (Villegas & Tomasini, 2013).

In the academic self-concept, individual perceptions of self-regulation are very important, students with positive self-regulation perceptions are expected to regulate themselves in the learning process so that procrastination does not occur (Villegas & Tomasini, 2013). In the aspect of general intellectual abilities, students with a positive perception of general intellectual abilities tend to avoid procrastination behavior, it is because in dealing with each problem students are better able to analyze each problem. In the aspect of motivation, students with positive motivational perceptions tend to have an interest in the task. If students with positive perceptions of creativity, these students will be able to identify problems and difficulties they encounter in doing assignments so they avoid procrastination (Villegas & Tomasini, 2013).

METHOD

This study uses a correlational quantitative research design. The sample in this study consisted of 221 of 599 students who came from VIII grade students of SMP Negeri throughout the Grobogan District. The sample selection uses a cluster random sampling technique in which data collection is done during class hours. Student academic self-concept data is accessed using the Academic Self Concept for Adolescents (ASCA) scale adapted from Villegas & Tomasini (2013) with a total of 28 statement items consisting of aspects of self-regulation, general intellectual abilities, motivation, and creativity. The results of the validity test of the academic self-concept scale showed coefficients ranging from 0.139 to 0.544, while the alpha coefficient was 0.886.

Procrastination scale data used in this study uses the General Procrastination Scale (GPS) adapted from Lay (1986). This scale consists of 5 aspects, namely good planning, delaying, doing something in the last minute, good time management, and bad time management consisting of 20 statements. The validity test results of the General Procrastination Scale (GPS) show coefficient values between 0.164 to 0.701. while the alpha coefficient is 0.836.

The data analysis technique used in this study uses descriptive analysis techniques and hierarchical regression analysis to know the level of influence at each level of testing. This test is carried out using SPSS 21.

RESULTS AND DISCUSSION

Based on Table 1, descriptive analysis results show that the level of students' academic self-concept is in the medium category and the behavior of students' academic procrastination is in the high category.

Table 1. Description the Level of Procrastination and Academic Self-Concept.

| Variable | Aspects | Mean | SD | Category |
|--------------------------|---------------------------------|--------|--------|----------|
| Academic Procrastination | Good planning | 15,945 | 4,437 | Medium |
| | Delay | 17,171 | 4,639 | High |
| | Do something in the last minute | 7,171 | 2,026 | High |
| | Good time management | 12,285 | 3,607 | Medium |
| | Poor time management | 15,140 | 2,649 | High |
| | Total | 67,712 | 17,358 | High |
| Academic Self-Concept | Self regulation | 19,832 | 5,146 | Medium |
| | General knowledge | 18,873 | 4,660 | Medium |
| | Motivation | 18,194 | 4,649 | Medium |
| | Creativity | 18,773 | 4,305 | Medium |
| | Total | 75,674 | 18,762 | Medium |

While the results of the hierarchical regression analysis show that there is a relationship between academic self-concept and academic procrastination (see Table 2).

Table 2. Results of Hierarchical Analysis

| Predictor | Model 1 | | | Model 2 | | |
|-----------------|---------|--------|-------|---------|--------|-------|
| | B | T | p | B | t | p |
| Gender | -0,260 | -5,386 | <0,01 | -0,096 | -2,755 | <0,01 |
| Age | -0,489 | -10,43 | <0,01 | -0,191 | -5,102 | <0,01 |
| Income | -0,256 | -5,762 | <0,01 | -0,100 | -3,111 | <0,01 |
| Self regulation | | | | -0,324 | -7,447 | <0,01 |
| Persistent | | | | -0,175 | -4,077 | <0,01 |
| Motivation | | | | -0,087 | -2,591 | <0,01 |
| Creativity | | | | -0,188 | -5,378 | <0,01 |

| | | |
|--------------------------------|--------|--------|
| R | 0,829 | 0,926 |
| R² | 0,668 | 0,857 |
| ΔR^2 | | 0,170 |
| F | 159,15 | 182,79 |
| p | <0,001 | <0,001 |

In general, the results of hierarchical regression analysis are known that there is a significant relationship between academic self-concept and procrastination ($R = 0.094$, $F(4.213) = 63,349$, $p < 0.001$), where academic self-concept explains the variance of procrastination by 17% ($\Delta R^2 = 0.170$). Based on the results of hierarchical regression analysis, after demographic variables are controlled, it can be seen that all aspects of academic self-concept predicts procrastination negatively. (Self-regulation: $\beta = -0.332$, $t = -7.444$, $p < 0.01$; general intellectual ability: $\beta = -0.175$, $t = -4.007$, $p < 0.01$; motivation $\beta = -0.087$, $t = -2.591$, $p < 0.05$; creativity $\beta = -0.188$, $t = -5.387$, $p < 0.01$).

This research is intended to test the prediction of academic self-concept by procrastination. The findings of this study prove that academic self-concept negatively predicts student procrastination. These findings are in line with research conducted by Syifa, Sunawan, Nusantara (2018), and research conducted by Khotimah, Radjah, Handarini (2016) showing the same results, that academic self-concept with procrastination have a very significant relationship. The thing that makes this research interesting is that this research proves that all types of academic self-concepts related to self-regulation, general intellectual abilities, motivation, creativity predict procrastination and all types of academic self-concepts predict negatively towards procrastination.

Hamachek in Abdillah (2011) explains that someone with a positive academic self-concept will minimize the emergence of learning difficulties in students. Reducing learning difficulties is what ultimately allows students to get better academic mastery. Conversely, someone with a negative academic self-concept tends to look less confident in their abilities, choosing to avoid something that can cause anxiety (Ommundes, Haugend & Loud, 2005). Regarding procrastination, individuals with self-concepts can negatively affect business even though individuals have the ability to deal with tasks and the emergence of feelings of hopelessness (Subaryana, 2017). If further corrected, the results are obtained that aspects of academic self-concept relating to self-regulation dominate students in making procrastination compared to other aspects. Next is the discussion of the relationship between academic self-concept and procrastination in terms of existing aspects.

In the aspect of self-regulation, Zimmerman and Schunk (2012) say that self-regulation is the process by which individuals systematically direct thoughts, feelings, and actions towards the achievement of goals. It informs that students with positive self-regulation perceptions tend to discourage their intention to postpone doing work and immediately complete the task because students have been able to regulate themselves by regulating learning hours. In addition to aspects of general intellectual abilities, Villegas & Tomasini (2013) argues that general intellectual abilities are the ability to process information into several parts, and analyze different aspects. This can be interpreted that students with high general intellectual ability perceptions, then these students tend to avoid procrastination because they are more able to maximize their abilities in dealing with problems in doing the task. In the aspect of motivation is an interest in the task or goal that drives the search and analysis of the required strategies (Villegas & Tomasini, 2013). Students with a perception of high motivation then these students tend to avoid procrastination behavior. Students with a positive perception of motivation will be able to identify difficulties and find solutions in each task so that the task can be completed immediately. In the aspect of creativity, it is a process that results from the insensibility of problems, deficiencies, or gaps in knowledge that lead to identifying difficulties and finding solutions (Villegas & Tomasini, 2013). Students with high perceptions about their creativity then these students analyze all possibilities for problem-solving in doing assignments.

CONCLUSION

This research was conducted to see the relationship between academic self-concept and procrastination. The results of research that have been done show a negative relationship between academic self-concept and procrastination. Suggestions for BK teachers to develop specific information services in the field of learning to reduce student academic procrastination by involving academic self-concepts especially in aspects of self-regulation, general intellectual abilities, motivation, and creativity.

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