



## Effect of Failure Fear and Achievement Motivation on Academic Procrastination Trough Self-Control

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### Abstract

The study aimed to analyze the effect of failure fear and achievement motivation on academic procrastination and to test the self-control variable as a mediating variable. This study used a quantitative approach. The research population was 997 students of the Faculty of Economics, Universitas Negeri Semarang in the class of 2019 and the sampling based on the Slovin formula was 286 students. The sampling technique used proportional random sampling. Data collection techniques used a questionnaire. The data analysis technique used descriptive statistical analysis and path analysis. The results showed that there was a positive and significant effect of failure fear on academic procrastination. Achievement motivation and self-control had no effect on academic procrastination. Partially, failure fear had no effect on self-control. Partially, achievement motivation had a positive and significant effect on self-control, and self-control was unable to mediate the effect of failure fear and achievement motivation on academic procrastination. Suggestions given from this study include that students are advised to reduce the habit of behaving in academic procrastination starting from the smallest things, and improve their self-control skills so they can behave positively and can make the right decisions.

### How to Cite

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## INTRODUCTION

Higher education is one level of education that can print the nation's next generation of young people. The function of higher education based on Law Number 12 of 2012 concerning Higher Education Article 4 states that higher education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life and develop science and technology in paying attention to and applying humanities values. The goals and benefits of holding higher education can be achieved through learning. Individuals who learn mean that they are trying to gain new knowledge to achieve a change.

Changes in individuals who learn are related to the addition of knowledge and the form of skills, skills, attitudes, and understanding (Nitami et al., 2015). Learning is a business process carried out by an individual to obtain a new behavior change as a whole and is the result of his experience in interacting with the environment. The learning process requires consistency to be able to obtain maximum results. The form of consistency in learning is completing assignments on time and staying active when facing difficulties in carrying out assignments.

Different actions appear in students, namely the behavior of the tendency to procrastinate in starting work on assignments or better known as academic procrastination. The use of the term procrastination in everyday life is more interpreted as a negative thing that needs to be avoided because it is an inefficient behavior in utilizing the time they have and is a form of laziness from an individual which can have an impact on the non-optimal results of the work done. Higher education also interprets student procrastination as a negative thing that can reduce academic performance and achievement.

The covid pandemic has impacted human life globally, killing millions of people and striking the economy to its core (Swandaru & Mohsin, 2022). The condition of the Covid-19 pandemic that is hitting Indonesia

has an impact on the closure of schools and universities (Yanuarita & Haryati, 2021). The government gives appeals and designs rules so that the education process continues even during an epidemic, namely by carrying out learning from each other's homes (Cahyati & Kusumah, 2020) or referred to as distance learning as stated in the Circular Letter of the Minister of Education and Culture number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of the Coronavirus Disease (Covid-19).

Distance learning presents its challenges for education (Latip, 2020). The distance learning process makes students have to study independently or study individually (Kahf, 2020) so the obstacles faced by students are difficulties in understanding the material and assignments given by the lecturer. The difficulties encountered can certainly cause anxiety, stress, and lack of motivation so it has an impact on the implementation of delays or procrastination in doing the tasks they have.

The results of research conducted by Muyana (2018) illustrate that most students have a high level of academic procrastination, which is up to 70% and there are no students who have a very low level of procrastination. Steel (2007) also obtained results if 80%-95% of students were involved in procrastination, where about 75% of students admitted to being procrastinators with 50% admitting the implementation of procrastination consistently and considered it a problem. Yudistiro (2016) explained that in a procrastination condition with a high category, students tend to delay intentionally and are usually accompanied by feelings that do not like the task they have to do. Burka and Yuen in Husetiya (2015) argued that procrastination can occur in every individual regardless of age, gender, or status as a worker or student.

Based on the results of observations that have been made to 30 students, it showed that 76% or 22 students often delayed doing assignments, and 20% or 6 other students delayed doing assignments vulnerable sometimes. The results of observations that had been made did

not find any students who never procrastinated in doing assignments. The results of this observation showed that almost all students had delays in doing assignments.

53% of students or a total of 16 students often started working on assignments when many tasks had piled up and must be done immediately and 40% or 12 other students sometimes just started working on assignments when assignments had piled up and must be completed immediately. The percentage result of 53% was certainly quite large when compared to students who never started working on assignments after their assignments had piled up with a percentage of 7% or 2 students. Based on the results of observations, it can be concluded that there was a tendency for students to do academic procrastination.

The reason students delayed in doing assignments was because of laziness and lack of self-motivation. Based on the results of observations, 53% of students, or 16 students often delayed doing assignments because of laziness and lack of motivation. The results of this acquisition were not comparable to the number of students who had never made a sense of laziness and lack of motivation the reason for delaying doing assignments, which was 3% or 1 student. Laziness and lack of motivation based on the results of observations can be a factor for students to carry out academic procrastination.

Another reason besides being lazy, lack of motivation, and the mood that was being experienced by students was the attractiveness of students who preferred to prioritize more fun activities, for example, watching movies, playing games/mobile phones, traveling, and so on with a percentage of 30% often and 63% sometimes. The percentage result of 30% certainly dominated the tendency of delaying behavior when compared to the percentage that had never been 7%. Based on the results obtained, it can be concluded that students were more interested in prioritizing more enjoyable activities than doing assignments and had a tendency to do academic procrastination.

The results of the observations that had

been made above were in line with research conducted by Fauziah (2016) which examined the factors that influenced academic procrastination in students and obtained results if academic procrastination was influenced by internal and external factors. One of the influencing factors was the feeling of laziness that arose among students due to a lack of motivation so students found it difficult to start working on their assignments. The tendency of students who preferred to do more interesting things such as watching movies, playing games, and reading novels was also a trigger that made students neglect their assignments. When students felt they did not have a good mood, they would also ignore or postpone assignments until a good mood arouse, so they had the enthusiasm to return to doing lecture assignments (Fauziah, 2016).

Academic procrastination is a tendency to delay the work of assignments which is influenced by two factors, namely internal factors, and external factors. Research result Setyadi & Mastuti (2014) explained that the thing that was able to encourage students to do procrastination was the low level of achievement motivation and fear of failure. Research conducted by Fitriyah et al. (2016) also mentioned that the main factor causing academic procrastination behavior was due to motivational factors.

The feeling of failure fear is also one of the factors causing procrastination even though its position does not dominate but the results of the study showed that the fear of failure as a procrastination factor was in the high category. Fear of failure is the main indicator of procrastination, therefore, fear of failure and procrastination have a relationship (Soomro & Shah, 2021). Several studies showed that procrastination was associated with fear of failure and failure in various ways (Steel et al., 2001; Beswick et al., 1988; Wesley, 1994).

Feelings of fear of failure and achievement motivation are factors from within the individual that can only be controlled by the individual. The existence of self-control is

needed so that individuals can control themselves to choose actions that are considered useful and able to lead to the achievement of previously planned goals to avoid academic procrastination behavior. Following research results, Endrianto (2014) showed a negative correlation between procrastination and self-control in students.

The first factor is the feeling of fear of failure. Fear of failure is conceptualized as a feeling focused on failure, anxiety, a desire to avoid failure and worry about embarrassment and humiliation (Cacciotti et al., 2016). Ghufron & Risnawita (2010) explained that the fear of failure is an excessive fear of failure. An individual delays the task at hand because he is afraid of failure so he gets a negative response from the surrounding environment. To avoid the negative response that will be obtained, the alternative chosen is to avoid the task and procrastinate in doing the task.

Research results by Zarrin and Gracia (2020); Akmal et al., (2017) revealed that fear of failure is increasingly playing a role in bringing up academic procrastination behavior. The higher the fear of failure is, the greater the procrastination behavior shown by students. Different results were presented in research by Trezza (2012) and Setyadi & Mastuti (2014) which explained that fear of failure had no effect or relationship with academic procrastination. Fear of failure as a trait is not always related to procrastination behavior because it depends on the level of fear of failure and procrastination and the selection of certain subjects.

Another factor that can trigger academic procrastination is motivation as stated by Fitriyah et al, (2016). Motivation is a reason that arises from within the individual, where that reason is what underlies a person to act on something. Achievement motivation can encourage students to move forward and achieve achievements in the field of education. Students with high achievement motivation will work hard in achieving their academic success, and this is reflected in their activities and behaviors, including those related to academic procrastination.

Based on research results of Setyadi & Mastuti (2014); Sholehah et al., (2019) explained that achievement motivation had a negative and significant effect on academic procrastination. When students have the desire to compete to get a higher GPA than other friends, students will have high achievement motivation so they always try to do assignments as much as possible and as soon as possible to get satisfactory results, so students will maximize their time and effort to avoid academic procrastination. Different results were found in research by Hannah (2013); Novera & Thomas (2018) which stated that achievement motivation did not affect academic procrastination. Students who have low achievement motivation do not necessarily delay their work on assignments. To delay, there could be other factors that influence it besides achievement motivation.

Based on previous research which still produces mixed results, it may be that other variables are thought to affect academic procrastination, namely self-control. According to Rodin in Hasanah (2017) stated that self-control is a person's ability to make decisions and take effective steps to get the desired results and avoid unwanted results. According to Susanti & Nurwidawati (2010), individuals with high self-control can direct and regulate their behavior towards positive consequences and can regulate the stimulus being faced so that they can adjust their behavior.

High self-control ability can also control individuals to refrain from harmful things by thinking about long-term consequences. The number of tasks they have requires students to have good self-control so that they are not easily influenced by the surrounding environment which leads to delays in doing assignments so that they stay focused on doing assignments until the task is completed properly.

Research result Endrianto (2014) found an adequate negative correlation between procrastination and self-control in students. The results of the study explained that high self-control could suppress procrastination behavior. Students with good self-control will have better academic performance so students tend

to be better able to avoid activities that are not related to their obligations and do assignments on time.

One of the theories that explain procrastination behavior is the Temporal Motivation Theory (TMT). Temporal Motivation Theory (TMT) is a basic theory developed by Steel and Konig that explains behavioral choices over time (Steel & Konig, 2006). Temporal Motivation Theory (TMT) is a theory that tries to explain a person's decision-making process. If it is associated with procrastination behavior, then procrastination behavior is associated with making decisions or acting. Temporal Motivation Theory (TMT) tries to explain the process of selecting a person's decision to carry out procrastination behavior. Based on TMT, a person is described as always prioritizing activities with the highest utility in a certain time.

The aims of this study are (1) to determine and analyze the positive and significant effect of fear of failure on academic procrastination of students of the class of 2019 Faculty of Economics, Universitas Negeri Semarang (UNNES), (2) to determine and analyze the negative and significant influence of achievement motivation on student academic procrastination, (3) to know and analyze the negative and significant effect of self-control on student academic procrastination, (4) to know and analyze the negative and significant effect of fear of failure on student self-control, (5) to know and analyze the positive and significant effect of achievement motivation on self-control, (6) to know and analyze the positive and significant effect of fear of failure on academic procrastination through self-control, (7) to know and analyze the negative and significant effect of achievement motivation on academic procrastination through self-control for students of the 2019 Faculty of Economics, UNNES.

## METHODS

The type of research used in this study was quantitative research with the research

design using descriptive study. The population used in this study were all active students of the Faculty of Economics, Universitas Negeri Semarang (UNNES) class of 2019, totaling 997 students. The sampling technique used the proportional random sampling technique. Data collection techniques used a questionnaire. Determination of sample size used the Slovin formula with a susceptible error tolerance of 5% and resulting in a total sample of 286 students. The dependent variable in this study was academic procrastination (PA). The independent variables in this study were fear of failure (FF) and achievement motivation (MB). The mediating variable in this study was self-control (SC).

The academic procrastination (PA) variable was measured by using the indicators compiled by Ferrari in Ghufroon & Risnawita S (2010), namely: (1) delaying in starting and completing assignments, (2) delaying in doing assignments, (3) time gap between planned and actual performance, (4) doing more fun activities. The variable fear of failure (FF) was measured by indicators from Conroy et al., (2002), namely (1) fear of experiencing humiliation and shame, (2) fear of decreasing individual self-estimation, (3) fear of losing social influence, (4) fear of future uncertainty, (5) fear of disappointing those who are important to him.

The variable of achievement motivation (MB) was measured by the indicators proposed by McClelland (1987) namely (1) having a special time to study, (2) making good use of time, (3) disliking procrastination or work, (4) working hard, (5) desiring to be the best. The self-control (SC) variable in this study was measured by using indicators according to Block and Block in Ghufroon & Risnawita (2010), namely (1) the ability to control behavior, (2) the ability to control the stimulus, (3) the ability to anticipate an event or events, (4) the ability to interpret events or events, (5) the ability to make decisions.

This study used descriptive analysis and path analysis. There are two regression equation models used. The first equation examined

the effect of fear of failure, achievement motivation, and self-control on academic procrastination, and the second equation examined the effect of fear of failure and achievement motivation on self-control.

## RESULT AND DISCUSSION

The results of descriptive statistical analysis showed that the four variables, namely academic procrastination, fear of failure, achievement motivation, and self-control were in the fairly high category. The following is a description of each research variable in Table 1.

Hypothesis testing was carried out by using a partial test (t-test) and the Sobel test

**Table 1.** Results of Descriptive Statistical Analysis

Variable	Mean	Category
Academic Procrastination	40.09	Fairly High
Fear of Failure	36.41	Fairly High
Achievement motivation	39.52	Fairly High
Self Control	40.70	Fairly High

Source: Research Data Processed (2021)

**Table 2.** Hypothetical Test Results

Hypothesis	Hypothesis Direction	Regression Coefficient		Sig	Results
		L	TL		
H1 FF PA	Positive	0.250		0.000	Accepted
H2 MB PA	Negative	-0.132		0.069	Rejected
H3 SC PA	Negative	0.92		0.246	Rejected
H4 FF SC	Negative	-0.038		0.320	Rejected
H5 MB SC	Positive	0.187		0.001	Accepted
H6 FF SC PA	Positive		-0.003	0.224	Rejected
H7 MB SC PA	Negative		0.017	0.134	Rejected

Notes: PA: Academic Procrastination; FF: Fear of Failure; MB: Achievement Motivation; SC: Self Control

Source: Research Data Processed (2021)

to test the mediation hypothesis. Based on the results of the hypothesis test, the significance value for the t-test was  $> 0.05$ , while the Sobel test is the basis for decision making if the t value is  $> t$  table. Based on the calculation results, it can be concluded that of the seven hypotheses proposed, 2 hypotheses were accepted and 5 hypotheses were rejected. The following is a summary of the results of the research hypothesis testing in Table 2.

### Effect of Fear of Failure on Academic Procrastination

The first hypothesis proposed in this study is that fear of failure has a positive and significant effect on academic procrastination. The results of testing the first hypothesis indicated that there was a positive and significant relationship between the variable fear of failure and academic procrastination. The direction of the positive relationship indicated that fear of failure had a positive effect on academic procrastination. If the fear of failure possessed by students increased, academic procrastination would also increase. If the level of fear of failure decreased, academic procrastination would also decrease.

Fear of failure was measured through five indicators, namely fear of humiliation and shame, fear of decreasing individual self-esti-

mation, fear of losing social influence, fear of future uncertainty, and fear of disappointing people who are important to him. The results of the descriptive analysis showed that the indicators of fear of decreasing individual self-estimation and fear of losing social influence were in the sufficient category. The indicators of fear of being humiliated and embarrassed, fear of uncertainty about the future, and fear of disappointing people who are important to them were in the high category.

Based on the results of the statistical analysis, they showed if students had fear when facing a task or job. Feelings of fear arose because they felt incapable of dealing with tasks and did not believe in their abilities to complete tasks. Students with a low understanding of abilities would feel afraid if they experienced failure. Feelings of anxiety and worry about failure made students avoid the impact of failure so they delayed or procrastinate to avoid feelings of anxiety and worry about failure that may be faced.

Based on the Temporal Motivation Theory on the expectancy element as explained by Siaputra (2010) the expectancy element includes an individual's belief in an expectation of success for a task or job and also his belief in carrying out and completing the task. If the level of expectation of the task at hand is lower, it will make the success of a task smaller or lower. The hope of success that students have is related to the fear of failure.

If students have low success expectations, students will have feelings of anxiety, worry, and fear when facing a task. The emergence of anxiety, worry, and fear that is felt will cause negative thoughts that have an impact on failure. Feelings of anxiety, worry, and fear will cause a low level of student confidence in their abilities in viewing and completing a task, so students will choose to postpone avoiding feelings of anxiety and fear of failure.

Research on fear of failure on academic procrastination had been conducted by previous researchers. The results of this study were in accordance with previous research by Akmal et al., (2017) which explained that the

feeling of fear of failure increasingly played a role in giving rise to academic procrastination. The existence of a positive relationship between fear of failure and academic procrastination causes the higher the fear of failure, the greater the tendency of students to show academic procrastination behavior.

According to Akmal et al., (2017), fear of failure is one of the factors that can increase the tendency of an individual's personality to delay or procrastinate academically. An individual who is afraid of failure will tend to feel anxious in dealing with situations that can cause stress or pressure due to his awareness of the unpleasant consequences of experiencing failure. Based on the results of the study, grand theory, and previous research, it can be concluded that the variable fear of failure had a significant positive and significant effect on academic procrastination in students of 2019, Faculty of Economics, UNNES.

#### **Effect of Achievement Motivation on Academic Procrastination**

Testing the second research hypothesis which states that achievement motivation has a negative and significant effect on academic procrastination was rejected. Based on the research results, it was empirically proven that achievement motivation did not affect student academic procrastination. Achievement motivation in this study was measured through five indicators, including having a special time to study, making good use of time, disliking procrastinating on tasks or work, working hard, and wanting to be the best.

Indicators of having a special time to study and work hard were in the high category. Indicators of using time well, disliking procrastinating on tasks or work, and the desire to be the best were in the sufficient category. The average level of student achievement motivation was sufficient, so with the level of motivation possessed, it is possible for students not to do academic procrastination or procrastination behavior. The act of procrastination can be influenced by other things, not only achievement motivation has an effect, but also other

things that can influence students to postpone academics.

Based on the value element in Temporal Motivation Theory, it explains how the need for achievement can influence an individual's academic procrastination behavior. A high level of need for achievement can encourage students to continue to be motivated and take actions that are useful and contain the highest utility for their success and achievement so that they can reduce procrastination behavior on their academic tasks.

According to Siaputra (2010), Temporal Motivation Theory illustrates that each individual always prioritizes activities that promise the highest benefits or utility. Each individual always views utility differently, namely the utility with the highest benefit for the present or the highest utility for the future. An activity may have a high level of utility now but low in the future, and vice versa. The higher the level of utility-owned by an individual, the motivation will also increase so that the increase can negatively affect academic procrastination.

Based on the results of this study, the second hypothesis was not proven and was not in line with the Temporal Motivation Theory (TMT). The difference between the results of the research and the TMT theory was because the level of utility that was owned or expected by each student was different. One of the factors that can affect a student's intrinsic motivation is an achievement. Every student has different desires and expectations for their achievements.

Some students will choose to do academic tasks immediately and not do academic procrastination so that their assignments are quickly completed on time, but some students will choose to do assignments to the maximum and desire to get perfect results without worrying about the term time will be longer than the others, so that unconsciously students with high levels of achievement motivation have been doing academic procrastination.

The results of this study were in line with the findings in the study by Novera & Thomas (2018) which proved that achieve-

ment motivation had no effect on academic procrastination. Students with a low level of achievement motivation do not necessarily delay or procrastinate academically. The lack of achievement-motivation in academic procrastination was influenced by factors other than achievement motivation, for example seeking work experience, busyness in the organization, and so on.

The results of this study were also in line with research by Hannah (2013), which explained that there was no significant negative relationship between achievement motivation and academic procrastination. A high level of achievement motivation cannot reduce the level of academic procrastination or procrastination of students in dealing with their academic tasks. Based on the results of the study, grand theory, and previous research, it can be concluded that the achievement motivation variable did not significantly affect the academic procrastination of students of 2019, Faculty of Economics, UNNES.

### **Effect of Self-Control on Academic Procrastination**

Based on the results of the study, they showed that the third research hypothesis which states that self-control has a negative and significant effect on academic procrastination is rejected. The results of the statistical test in this study showed that self-control had no significant effect on students' academic procrastination. The results of the descriptive analysis regarding respondents' answers to self-control variables were measured through five indicators, namely the ability to control behavior, the ability to control the stimulus, the ability to anticipate an event or events, the ability to interpret events or events, and the ability to make decisions.

From the five indicators, an average indicator with a good category was obtained. Based on the results of the analysis can be interpreted that the ability of students to control themselves was good. A good level of self-control will make students have better academic performance because they can cont-



rol themselves to avoid delaying behavior or academic procrastination and focus on achievement.

The results of this study were not in line with the Temporal Motivation Theory which links self-control with aspects of sensitivity to delay/impulsiveness, namely the tendency of an individual to prioritize activities or activities that provide short-term or quickest rewards. In the aspect of impulsiveness, it is explained that someone impulsive will be easily swayed by things that can give him an advantage in a relatively short time so that he puts aside the tasks or work he has just to get pleasure for a moment.

Behavioral decisions shown by individuals were influenced by the level of self-control of each individual. If an individual cannot control himself properly, then the behavior of delaying academic assignments will occur because they prefer to do activities that are considered more fun when compared to doing assignments. In contrast to students who have a high level of self-control, they will be better able to control themselves so they can choose and direct themselves to always do useful activities and always be oriented toward the best results.

Based on Temporal Motivation Theory (TMT) in this study, it was not proven. Students with a high level of self-control do not rule out the possibility not to postpone or procrastinating academically. The results showed that although the level of self-control possessed by students was in the high category, it could not affect students' academic procrastination behavior. This behavior occurs because the student's ability to control himself is not directed at academic tasks but non-academic activities or work. An example is the high ability of self-control which is more directed at the busyness and achievement of the organization.

The results of this study were in line with research that had been carried out by Hasannah (2017) which explained that there was no relationship between self-control and student academic procrastination in completing the

thesis. The conditions that arose were caused by other influences on the research subjects besides self-control that made the subjects do academic procrastination and were not disclosed in the study. One of the problems faced by students is the ability to manage time or time discipline. Time management has a meaning that leads to self-management in various ways to optimize the time you have.

This research was not in line with the research results by Endrianto (2014) which stated that the ability to regulate behavior can help an individual in maximizing his performance. Students who have a high level of self-control will do their work according to the planned time and avoid academic procrastination. Based on the results of the study, grand theory, and previous research, it can be concluded that self-control does not affect the academic procrastination of students of 2019, Faculty of Economics, UNNES.

### **Effect of Fear of Failure on Self Control**

The third hypothesis proposed in this study is that fear of failure has a negative and significant effect on self-control. The results of data processing showed that fear of failure had no effect and was significant on self-control. The results of the descriptive analysis per indicator on the fear of failure variable showed that of the five indicators there were three indicators in the high category, namely fear of experiencing humiliation and shame, fear of future uncertainty, and fear of disappointing people who are important to him.

These three indicators indicate a fear that an individual will experience failure because the desired success expectations do not materialize and carry risks that are not good especially having a bad impact on the future. The existence of feelings of fear, worry, and anxiety can impact the self-control of an individual to always control himself whether he can avoid all forms of failure or not.

The results of this study indicated that the symptoms were not relevant to Temporal Motivation Theory (TMT) with its relation to the expectancy aspect, which is an aspect that

describes how an individual's expectations of success in the task he does. Individuals with a low level of hope for the task will feel afraid and anxious if they cannot complete the task properly which fails. To avoid all forms of failure that may occur, then an individual will feel reluctant and do not want to complete the task or work they have.

Feelings of fear of failure can affect an individual's level of self-control. If individuals have a high level of hope for success, they will try to control and control themselves in choosing all kinds of actions and decisions that can lead to achieving success and avoiding failure. The results of this study indicated that fear of failure could not affect student self-control. The results indicated that other factors were more influential or dominant on student self-control.

A study by Setyadi & Mastuti (2014) explained that failures or mistakes made by individuals on the other hand can provide benefits because individuals who fail can learn from their failures so that they always improve themselves so as not to fail in the future. Thinking in terms of the benefits of getting failure makes students feel it doesn't matter if they fail so that the feeling of fear of failure that arises cannot affect their self-control and continues to do other activities that are considered more fun and do not make them feel afraid or worried about experiencing failure. Based on the results of the research, grand theory, and previous research, it can be concluded that fear of failure had no effect on self-control for students of 2019, Faculty of Economic, UNNES.

### **Effect of Achievement Motivation on Self Control**

The results showed that testing the fifth research hypothesis which states that achievement motivation has a positive and significant effect on self-control was accepted. Based on the results of the study, it can be concluded that empirically achievement motivation had a positive and significant effect on student self-control. The level of achievement moti-

vation possessed by students in dealing with assignments can encourage the emergence of self-control for students to complete their academic tasks.

The role of self-control can occur in students when they are facing tasks, both in the process of planning, implementing, or working, as well as in dealing with academic problems that are being faced. Based on Temporal Motivation Theory (TMT) explains if the decision-making process of an individual in determining an action or activity is based on its relationship with the motivation of an individual, one of which is achievement motivation.

Motivation or encouragement from within the individual to continue to excel and get maximum achievement can form individuals to always consider decisions or actions to be taken and consider the impact and risks of each decision. The process of considering this can affect an individual's self-control. If the level of achievement motivation of a student is in the high category, there will be a tendency to have a great sense of responsibility towards his obligations as a student; one of the greatest achievements is the acquisition of academic achievement. High academic achievement orientation requires high self-control so that students can control and direct themselves in taking actions and decisions that do not adversely affect academic activities and achievement. If the level of student achievement motivation is high, the level of self-control possessed to start and complete academic tasks will also be higher.

The results of this study were in line with previous research conducted by Novera & Thomas (2018) explained that achievement motivation had a positive and significant effect on the self-control of students who were working on their thesis. If the level of achievement motivation possessed by students while working on a thesis was high, it would encourage the emergence of student self-control both in the planning process, implementation of guidance, working on the thesis independently, discussing, and immediately solving

the problems being faced. Based on the results of the research, grand theory, and previous research, it can be concluded that achievement motivation had an effect on self-control for students of 2019, Faculty of Economics, UNNES.

### **Effect of Fear of Failure on Academic Procrastination through Self Control**

The results of the Sobel test of fear of failure on student academic procrastination proved that the self-control variable was not proven to be significant as a mediating variable concerning the effect of fear of failure on academic procrastination. The results showed that partially the fear of failure variable had a direct effect on academic procrastination but indirectly through self-control, fear of failure had no effect on academic procrastination. Based on the results of the study, it can be said that self-control in this study was not proven to be a mediating variable between the effects of fear of failure on academic procrastination.

The value aspect of Temporal Motivation Theory explains that one of the things that can cause academic delays or procrastination is the ability of an individual to assess the tasks they have. If academic tasks are seen as unpleasant, tend to be boring, and can be stressful, then the behavior of delaying the work will be carried out. Individuals with feelings of fear of failure will view the task as something that is worrying and make them under pressure, frustration and stress. The feeling of anxiety that arises is due to a lack of confidence in one's own ability to complete the tasks at hand so it has an impact on task avoidance.

In contrast, an individual who has high self-control then will be able to control himself not to think of assignments as threatening and boring to prevent himself from always doing academic procrastination. Based on the Temporal Motivation Theory described above, it can be concluded that the results of this study were not in line with the theory. Partially, fear of failure was in line with Temporal Motivation Theory and could have a direct effect on academic procrastination, but indi-

rectly through self-control, fear of failure did not affect academic procrastination.

Self-control possessed by each individual can describe his decision through cognitive considerations to align his behavior with certain results or goals to be achieved. Each individual has a different level of self-control. In this study, the level of self-control possessed by students was in the high category, but with a high level of self-control, students had not been able to control the perpetrators to avoid academic procrastination. The inability to control behavior due to the fear of failure that students have cannot influence them to be able to control themselves and move towards success and achievement, so they continue to delay or procrastinate academically.

Students realize that failure is a bad thing that can reduce academic performance, but students also consider failure as part of the learning process that cannot be avoided due to a lack of confidence in their abilities in dealing with assignments. The assumption that it is okay to get failure causes students' self-control to not have an effect so students stay in their positions and continue to postpone or procrastinate academically. This condition causes the inability of self-control to mediate the indirect effect between fear of failure and academic procrastination. Based on the results of the research and the grand theory, it can be concluded that the fear of failure variable did not affect academic procrastination through self-control as a mediating variable for students of 2019, Faculty of Economic, UNNES.

### **Effect of Achievement Motivation on Academic Procrastination through Self Control**

The results showed that partially the achievement motivation variable did not have a direct effect on the academic procrastination variable, and indirectly through self-control achievement motivation also did not have an effect on academic procrastination. Achievement motivation that cannot directly affect academic procrastination can be explained through four aspects in Temporal Motivation Theory, namely hope, the aspect of hope that

is intended is a reflection of self-confidence to carry out an activity (mismatch between reality and expectations).

Aspects of value related to procrastination consist of tasks that are unpleasant and tend to be postponed or abandoned, individuals with high achievement needs, and boredom-prone areas (individuals who feel bored easily will tend to judge tasks as boring and unpleasant). Many aspects of sensitivity are associated with the reflection of impulsivity which can cause individuals to easily divert their attention from the main task after receiving a stimulus that is considered more pleasant, or it can be said that what is obtained is the opposite of what is not obtained or lost. The delay time aspect is related to the accuracy of predicting the time you have and the time it takes to complete the task.

Through self-control in this study, it was not in line with the views of Tangney, Baumeister, and Boone in Endrianto (2014) explained that self-control was one of the factors concerning academic procrastination behavior. Good self-control ability will have a positive impact on students because with a good level of self-control, students will have better performance, such as doing assignments on time or obtaining other academic achievements.

But in this study, the role of self-control owned by students could not be a mediator of achievement motivation on students' academic procrastination. Based on the results of the study, it can be concluded that the seventh hypothesis was not proven. There was no effect because students had a sufficient level of motivation and sufficient self-control, so self-control was not expected to mediate the effect of achievement motivation on academic procrastination.

## CONCLUSION

This research concluded that there was a positive and significant effect of fear of failure on academic procrastination. Achievement motivation and self-control had no effect on

academic procrastination. Partially, fear of failure had no effect on self-control. Partially, achievement motivation had a positive and significant effect on self-control, and self-control was unable to mediate the effect of fear of failure and achievement motivation on academic procrastination.

Suggestions given from this study include that student are advised to reduce the habit of behaving in academic procrastination starting from the smallest things, and students are advised to improve their self-control skills so that they can behave positively and can make the right decisions. The limitation of this research is that the population is only students of UNNES, for further research, it is expected to expand the population.

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