



Self Efficacy towards Academic Procrastination in Physics Subjects Assisted by Google Sites for High School Students

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Abstract

The study was conducted to determine the level of self-efficacy, academic procrastination. Identify the relationship between self-efficacy and academic procrastination in physics subjects assisted by google sites during the pandemic. The research subjects were 113 students, XI MIPA and XII MIPA at SMA Negeri 1 Tempel Sleman. The data collection instrument used a self-efficacy scale and a procrastination scale. The self-efficacy scale has a Cronbach alpha reliability coefficient of 0.919, and the academic procrastination scale has a Cronbach alpha reliability coefficient of 0.955. The p-value for the self-efficacy variable with the theoretical procrastination variable is $0.200 > 0.05$. It can be concluded that the self-efficacy variable with the academic procrastination variable has the data distribution following a normal distribution. The results of the linearity test show that the value of sig. Deviation from linearity is $0.937 > 0.05$, so it can be concluded that the two variables have a linear relationship. Based on the calculated r-value (Pearson correlation) 0.836, the r table with the number of subjects $N = 113$ is 0.195. It can be concluded that $0.836 > 0.195$, then there is a correlation between the self-efficacy and academic procrastination variables. If self-efficacy is high, then academic procrastination is low. The perpetrators of academic procrastination were 10.6% of the entire sample of students. Influence of self-efficacy of 69.9% on academic procrastination while several other factors influenced 39.1%. The two variables of self-efficacy with academic procrastination have the strength of the relationship, or the degree of the relationship is perfectly correlated.

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INTRODUCTION

The future work environment will be very different from the current state, with significant change in structure, technology, and self-actualization concepts. According to the Ministry of Education and Culture's work plan for the 2020-2024 period: The Ministry of Education and Culture has determined 6 (six) profiles of Pancasila Students that must be fostered among students today, namely 1) diversity, 2) cooperation, 2) creative, 4) critical reasoning, 6) independent, and 6) have faith, fear God, have noble character. As a student who has the main learning task, it is proper to understand how to carry out the six Pancasila student profiles. One of the impacts is, among others, in carrying out both academic and non-academic tasks together so that no functions are ruled out or not carried out. Efficient, effective, aware in managing good time management can avoid unnecessary stress because tasks can be completed on time.

Under normal education conditions, some students become procrastinators, especially in the current pandemic conditions where education and teaching are carried out by distance learning, either online or offline. During distance learning, some students prefer to procrastinate, namely delaying postponing schoolwork so that they do not submit assignments on time. Based on Grace Shinta's research in 2020, the academic procrastination level of one of the State

Vocational High Schools in Yogyakarta was in the medium category with a percentage of 69.72%. In the same year, Nurvita Yulia Sari researched one of the public junior high schools in Palembang in the high sort with 71% results in academic procrastination intention-action. Procrastinators are not only carried out by students in high school, even in higher education. Some students also become perpetrators of procrastination. Research conducted by Fahrizal R.A in 2020, the level of academic procrastination in students of one of the faculties at IAIN Jember was in the high category, namely 62.23%, and several other studies in the medium type. According to Triyono and M. Ekhsan Rifai (2019:22), procrastination delays starting or completing tasks. There is a time lag between planning and reality and choosing to do more exciting activities than homework.

Self-knowledge or knowledge about oneself, one aspect of which is self-efficacy or self-efficacy, greatly influences all thoughts, speech, and behavior to achieve a goal in this life. Bandura (1997:3) defines self-efficacy as a personal judgment on his ability to plan and carry out an action to achieve specific goals. Self-efficacy, in general, describes the assessment of how competent a person has to be able to take action in all circumstances (M. Nur Gufron & Rini R.S, 2010:74). Self-efficacy in each individual is different based on three dimensions (Bandura, 1997: 42-46), namely the level, strength, and generalization. So self-efficacy is a person who has confidence and feels able to plan and take action to get results in all situations from his thought process.

According to Kristiyanto et al. (2014), students' confidence in understanding concepts is also influenced by physics animation shows. According to Klassen and Kazucu (2009), self-efficacy strongly influences procrastination. The research results conducted by M. Yusuf Alfayes (2020) show that self-efficacy and academic procrastination have a negative relationship. In a pandemic situation, students who are late in submitting assignments have an average of 10 students from 4 classes. Researchers experienced this in the 2020/2021 academic year in physics subjects. Material physics learning terms are delivered in e-modules, flipbooks, virtual laboratories, teaching videos, online quizzes, google classroom, google meetings, google sites, communication tools with WhatsApp, and telegram groups.

Based on the phenomena and problems above, the formulation of the problem in this study is how the level of self-efficacy, academic procrastination, the relationship between self-efficacy and academic procrastination in class XI MIPA and XII MIPA students at SMA N 1 Tempel in physics subjects assisted by google sites. This research was conducted with the aim of knowing the level of

self-efficacy, academic procrastination, and identifying the relationship between self-efficacy and academic procrastination in class XI MIPA and XII MIPA students at SMA N 1 Tempel in physics subjects assisted by google sites. The hypothesis in this study is that there is a negative relationship between self-efficacy - academic procrastination (or a positive relationship between self-efficacy - not academic procrastination) in class XI MIPA and XII MIPA students at SMA N 1 Tempel in physics lessons assisted by google sites. The expected benefit of this research is a reflection of learning for students and teachers. The data obtained can provide motivation and guidance to students in distance learning during the pandemic. The benefits for the world of education, in general, are that teachers package the material presented interestingly following the development of the world of technology and pay attention to students' psychological conditions.

METHOD

This type of research is correlational research that aims to analyze the relationship between variables based on their correlation coefficient (Masyuri and M Zainudin, 2008:48). The research approach used is quantitative research. The research population is students who take physics courses with the help of google sites in high school. The sampling technique was purposive sampling with the criteria of state high school students taking physics subjects using google sites. The research sample was students of classes XI MIPA and XII MIPA at SMA Negeri 1 Tempel scholl year of 2021/2022, with 113 students. The time of the research was carried out from July 2021 to September 2021.

The instrument used refers to Bandura's (1997) self-efficacy theory and Ferrary's (1995) academic procrastination theory, which the researcher has developed and modified. Data was collected by distributing research questionnaires through google forms, namely a psychological scale consisting of a self-efficacy scale and an academic procrastination scale. Analyzing the data from the questionnaire results was using statistical correlation analysis to test the hypothesis. This research uses quantitative analysis in the form of validity, reliability, normality, linearity, and hypothesis testing. The data obtained from the research results were analyzed systematically by using statistical data processing software SPSS version 24 for windows.

RESULTS AND DISCUSSION

The self-efficacy scale consists of three sub-variables, namely the level of task difficulty, general situation/condition, strength in dealing with tasks. With indicators of confidence in completing missions, confidence to motivate oneself to complete tasks, try-hard, never give up and persist, based on personal experience. The adaptation and development of the self-efficacy scale in this study included 18 items composed of clear statements. The measurement of the self-efficacy scale uses a Likert scale with four alternative answers that the subject can choose, namely: Strongly Agree, Agree, Rarely, and Never. The highest score of 4 was given for Strongly Agree, 3 for Agree, 2 for Rarely, and 1 for Never.

Table 1. Blueprint Self efficacy Scale

Statement	No item	Total
<i>Level Magnitude/</i> task difficulty level	1, 2, 3, 4, 5, 6	6
<i>General/</i> general situations	7, 8, 9, 10, 11, 12	6
<i>Strength/</i> strength in facing the task	13, 14, 15, 16, 17, 18	6
Total		18

The development of Ferrary's (1995) academic procrastination scale consists of three sub-variables: delaying the task, being late in completing the task, the action plan is not Agree, preferring fun actions to do the homework. Four indicators include waiting for jobs, taking a relatively long time to do homework, having difficulty being on time, and preferring entertaining activities. Adaptation and development of the academic procrastination scale include 20 items composed of clear statements because they have a positive psychological impact.

The measurement of the academic procrastination scale uses a Likert scale with four alternative answers that the subject can choose, namely: Strongly Agree, Agree, rarely and never. The highest score of 4 was given for a Strongly Agree answer, a score of 3 for Agree, 2 Rarely, and 1 Never.

Table 2. Academic procrastination blueprint with favorable statements

Statement	No item	Total
Don't procrastinate	1, 2, 3, 4, 5	5
Not late to complete task	6, 7, 8, 9, 10	5
Plan action accordingly	11, 12, 13, 14, 15	5
Prefers to do tasks first instead of doing fun activity	16, 17, 18, 19, 20	5
Total		20

The instrument trial process was sent via google forms to 30 students of class XI MIPA and XII MIPA, and 29 students gave their feedback. Based on the psychological scale testing data results, validity and reliability tests are then carried out to ensure the items contained on the psychological scale are valid and reliable before making large-scale data or actual subjects. According to Aswar S, (2012: 95), items with 0.30 as items whose validity is satisfactory. The computation results using SPSS statistical data processing software version 24 for windows. The following results were obtained: item selection on the self-efficacy scale received one item below the rtable 0.355, namely no. 8 and 15, so that the item was declared invalid because the correlation score was below the table. So that the self-efficacy scale becomes 16 valid items with a correlation with a correlation coefficient from 0.380 to 0.783. The selection of 18 articles by dropping items number 8 and 15 obtained a Cronbach alpha reliability coefficient of 0.919. The results of the self-efficacy scale trial can be seen in table 3.

Table 3. Distribution of the Self Efficacy Scale after trial

Statement	No item	Total
<i>Level Magnitude/</i> task difficulty level	1, 2, 3, 4, 6	5
<i>General/</i> general situations	7, 8, 9, 10, 11, 12	6
<i>Strength/</i> strength in facing the task	13, 14, 16, 17, 18	5
Total		16

The computational results of item selection on the academic procrastination scale did not get any items below the rtable of 0.355. All of these items were declared valid because the correlation score was above the rtable. So that the academic procrastination scale remains 20 valid items with a correlation coefficient of 0.456 to 0.900. The results of the selection of 20 items obtained a reliability coefficient of Cronbach alpha of 0.955. The results of the academic procrastination scale trial can be seen in table 4.

Table 4. Distribution of Academic Procrastination Scale after the Trial

Statement	No item	Total
Don't procrastinate	1, 2, 3, 4, 5	5
Not late to complete task	6, 7, 8, 9, 10	5
Plan action accordingly		
Prefers to do tasks first instead of doing fun activity	11, 12, 13, 14, 15	5
	16, 17, 18, 19, 20	5
Total		20

The research respondents were 113 students (both male and female). The data description from the questionnaire results is categorized as high, moderate, and low. Following the purpose of the category is to place individuals into groups whose positions are tiered based on the measured attributes (Aswar S, 2012:147). Based on the description analysis of research data that has been carried out to determine the high and low scores of SMAN 1 Tempel Sleman students on self-efficacy and academic procrastination scale, the following results are obtained in table 5 and table 6.

Table 5. Categorization of subjects on the self-efficacy scale score

Category	Score Range	Total	%
Low	$x < 32$	-	
Moderate	$33 \leq x < 48$	39	34,5
High	$48 \leq x$	74	65,5
Total		113	100

Table 6. Categorization of subjects on the academic procrastination scale score

Category	Score Range	Total	%
Low	$x < 50$	12	10,6
Moderate	$51 \leq x < 70$	83	73,5
High	$70 \leq x$	18	15,9
Total		113	100

Based on the results of the subject category on the self-efficacy scale score in table 5, 74 students or 65.5% are included in the high self-efficacy category, and 39 students or 34.5% have moderate self-efficacy, in the low-subject category, there is not a single student. It can be concluded that students who show high category subjects have high self-efficacy. There are 74 students or 65.5%. On the high category score of the academic procrastination scale, there are 18 students or 15.9% not experiencing academic procrastination, students with the moderate category are 83 or 73.5%, and subjects with low category (there is academic procrastination) there are 12 students or 10.6%. It can be concluded that the high category subject means that students do not experience academic procrastination because the statement instrument is favorable. So that students who experience academic procrastination are 12 students out of 113 students or about 10.6%, mainly in the moderate category, namely 83 students or about 73.5%.

Before testing the hypothesis, the assumption is tested by testing normality and linearity. The normality test was conducted to determine whether the distribution of the data distribution was normal or not for each dependent and independent variable. The distribution of the data distribution is said to be normal if the p value > 0.05 means that the research respondents already represent the

population. The normality test results of the self-efficacy variable with the academic procrastination variable can be seen in table 7.

Tabel 7. Hasil uji Normalitas

Variabel	Kolmogorov-Smirnov Statistik Sig.	Interpretation
Academic procrastination	0,200	Normal distribution

Based on the data above, the p-value for the self-efficacy variable with the academic procrastination variable is 0.200. It can be concluded that the self-efficacy variable with the theoretical procrastination variable has the data distribution following a normal distribution. The next step is to test the relationship between the self-efficacy variable and the theoretical procrastination variable, whether it is linear or not, with a linear test. If the value of sig. Deviation from linearity > 0.05 , then the two variables have a linear relationship or vice versa. The results of the linearity test between the self-efficacy variable and the academic procrastination variable can be seen in table 8.

Table 8. Linearity test results

Variabel	sig.deviation from linearity	Interpretasi
Self efficacy and Procrastination academic	0,937	There is a linear relationship

Based on the results of the linearity test, it is known that the sig. Deviation from linearity value is $0.937 > 0.05$, so it can be concluded that the two variables have a linear relationship between the self-efficacy and academic procrastination variables. The next step is to test the hypothesis in a correlation test. The correlation test is needed to determine the significant relationship, the strength of the relationship or correlation, the direction of the negative or positive relationship between self-efficacy and academic procrastination variables. Based on Sugiyono (2020:248), the correlation coefficient between 0.20 - 0.399 has a low level of connection, 0.40 - 0.599 the story of moderate and robust relationship if it has a correlation coefficient of 0.60 - 0.799, 0.800 - 1.00 perfect correlation. Product moment correlation significance test if the significance value < 0.05 is correlated and vice versa. If the Pearson correlation value is negative, then the relationship is negative or vice versa. If the Pearson correlation value $> r$ table, the two variables are related or vice versa. The results of hypothesis testing can be seen in table 9.

Tabel 9. Hypothesis test results

Variabel	Pearson Correlation	Sig. (2-tailed)
Self efficacy dan procrastination academic	0,836	0,000

Based on the calculated r-value (Pearson correlation) of 0.836, the r table with the number of subjects $N = 113$ is 0.195, so it can be concluded that $0.836 > 0.195$, then there is a correlation between the self-efficacy and the academic procrastination variable. The calculated r-value (Pearson correlation) is positive. The relationship between the two is positive. If self-efficacy is high, students do not experience academic procrastination (remembering on the statement instrument, items on academic procrastination are favorable) or in other words if self-efficacy is high then academic procrastination is low. Based on the calculated r-value (Pearson correlation) of 0.836, which is greater than the calculated r of 0.195, the two self-efficacy variables with academic procrastination

have a relationship. The strength of the relationship or the degree of the relationship is perfectly correlated. From these data, the hypothesis of this research can be accepted. The self-efficacy variable is not the only factor that affects academic procrastination. This can be proven by looking for the coefficient of determination (R square) obtained 0.699, meaning that the self-efficacy variable affects academic procrastination by 69.9% while 39.1% influenced by several other factors.

CONCLUSION

Based on the analysis conducted, it can be concluded that:

1. The students who do academic procrastination were 10.6% of the entire sample of students, with the effect of self-efficacy being 69.9% while several other factors influenced 39.1%.
2. The self-efficacy scale has a Cronbach alpha reliability coefficient of 0.919 and the academic procrastination scale has a Cronbach alpha reliability coefficient of 0.955.
3. The p-value for the self-efficacy variable with the academic procrastination variable is $0.200 > 0.05$, it can be concluded that the self-efficacy variable with the theoretical procrastination variable has the data distribution following a normal distribution.
4. The results of the linearity test are known that the sig. Deviation from linearity value is $0.937 > 0.05$, so it can be concluded that the two variables have a linear relationship, based on the calculated r value (Pearson correlation) 0.836, the r table with the number of subjects $N = 113$ is 0.195, it can be concluded that $0.836 > 0.195$ then there is a correlation between the self efficacy variable and the academic procrastination variable.
5. The calculated r-value (Pearson correlation) is positive. The relationship between the two is positive, meaning that if self-efficacy is high, students do not experience academic procrastination (remembering on the statement instrument, items on academic procrastination are favorable), or it can be said that if self-efficacy is high, then low academic procrastination. The two variables of self-efficacy and academic procrastination have a relationship. The strength of the relationship or the degree of the relationship is perfectly correlated.

Suggestions for further research are to add factors that influence academic procrastination, instruments with interviews, observation, and documentation. Students who do academic procrastination still exist even though they are in the low category, so the teachers need to make more variations in distance learning - until there are no procrastinators.

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