



Academic Procrastination with Self-Control as Moderator

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Abstract

This study aimed to analyze the direct effect of fear of failure, organizational activeness, and teaching methods of lecturers with self-control as a moderating variable to academic procrastination. The population in this study was 330 students from class of 2017 of the Faculty of Economics, Universitas Negeri Semarang. The sampling technique in this study used Stratified Random Sampling and sample size determination used the Slovin Formula with the results of the calculation of 181 students. Data collection techniques used a questionnaire. Data analysis techniques used descriptive statistical analysis and moderation regression analysis models. The results showed that fear of failure and organizational activity had a positive effect on academic procrastination. The teaching method of the lecturer did not affect academic procrastination. Self-control could moderate the effect of fear of failure on academic procrastination. Self-control could not moderate the effect of organizational activity and teaching methods of lecturers on academic procrastination. Suggestions from this research are students need to develop soft skills and increase confidence in their ability to reduce fear of failure in the future. Students can divide the time between the organization and lecture assignments so that students do not neglect each lecture assignment, so academic procrastination can decrease. For further research, self-control variables can be used as a mediating variable.

How to Cite

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INTRODUCTION

Education is very important in human life and has a big role in the life of the nation because it can encourage and determine the progress or decline of the nation in all fields. In Indonesia, efforts to develop formal education are also carried out at various levels, ranging from primary, secondary, to tertiary education. All of these levels are expected to fulfill the function and achieve the goals of national education, as stated in the Law on the National Education System Number 20 of 2003 Article 3 states that national education has the function of developing the potential of students to become faithful, devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to Nafeesa (2018) education is an activity that takes place throughout human life. Education itself cannot be separated from the term learning because basically learning is part of education. In addition, the learning process is an activity that is main or main in the world of education. Education is required to respond more carefully to changes that are taking place in society.

The education track consists of formal, non-formal, and in-formal education which can complement and enrich the horizons of knowledge. One of the places where education is formally provided is a university. Djamarah (2002) stated that as long as they study at formal educational institutions, either students or students will not be separated from having to do study assignments. Therefore, of course, students are required to manage their time effectively to complete their study assignments.

Alaihimi, et al. (2014) revealed that the facts were not all students had the ability to manage time well. Often times in the face of lecture assignments, there is a feeling of reluctance or laziness to do them. This reluctance stems from the psychological conditions experienced and encourages avoiding and procrastinating tasks that should be done.

According to Ghufon and Risnawita (2012) someone who has a tendency to postpone or not immediately start work, when facing a job

and task is called someone who does procrastination. Watson in Ghufon and Risnawita (2012) stated that the antecedents of procrastination are related to fear of failure, dislike of assigned tasks, opposing and fighting control, and having dependency and difficulty in making decisions. According to Ahmaini (2010) someone who does procrastination is called a procrastinator. Delays done on tasks related to academic assignments are called academic procrastination.

According to Ilfiandra (2009) the factors that affect academic procrastination can be categorized into two types, namely internal factors and external factors. Internal factors are factors that come from within the individual which includes the physical and psychological conditions of the individual. The second factor, external factors are factors that come from outside the individual that cause procrastination.

The results of Bruno's research in Triana (2013) showed that around 60% of students experience procrastination, even this behavior has been considered a habit in student life. Ellis and Knaus's research in Steel (2007) also showed that 80% - 95% of students engaged in procrastination behavior and nearly 50% of students procrastinate consistently. According to DeBruin and Rudnock (2007) the consequences of academic procrastination are increased anxiety in facing exams, failure to meet assignment submission deadlines, poor writing skills, lower grades, and poor preparation when facing exams.

According to Ferrari, et al. in Ghufon and Risnawita (2012), they explained that academic procrastination can be manifested in certain indicators that can be measured and observed through certain characteristics. These characteristics include delays in starting and completing assignments, delays in doing assignments, time gaps between plans and actual performance, and doing activities that are more enjoyable. Based on these characteristics, the researcher then made preliminary observations regarding academic procrastination, with students of the Faculty of Economics, Universitas Negeri Semarang, class of 2017 as respondents. The following is the student

intensity data in conducting academic procrastination which is presented in Table 1.

Table 1. The Intensity of Academic Procrastination

Description	Often	Sometimes	Never
I've been putting off assignments	30%	70%	0%
I did the assignment from the lecturer when the deadline for collection was approaching	46%	52%	2%
I once submitted assignments from lecturers that exceeded the deadline for submission	0%	28%	72%
I delay doing assignments because I am lazy	36%	60%	4%

Source: Primary data processed, 2019.

Based on the results of observations made on January 11th, 2019 with 50 students as respondents regarding academic procrastination, it showed that 30% of students often delayed doing assignments, 70% sometimes delayed doing assignments. This showed that 100% of students had made delays in doing assignments. In addition, students often did assignments when they were nearing the submission limit with a percentage of 46% and a percentage of 52% of students who sometimes worked on assignments when they were nearing the submission limit. When compared with students who had never done an assignment when they had approached the submission limit with a percentage of 2%, it can be concluded that students tended to do academic procrastination.

One of the reasons why students delayed doing assignments was that they were lazy to do assignments, indicated by the percentage of 36% often and 60% sometimes. When compared with students who were never lazy to do assignments, only a percentage of 4%, it can be concluded that most of the reasons students delayed doing assignments was because they were lazy. Another reason besides being lazy was that students were more interested in doing more fun activities such as watching, walking in the mall, playing gadgets, and so on rather than doing assignments with a percentage of 15% often and 68% sometimes. When compared with students who had reasons other than that, only 16%. So it can be concluded that students were more interested in doing activities that were more fun than doing assignments.

The results of the above observations were in line with research conducted at the University of Surabaya by Kartadinata and Tjundjing

(2008) which showed that out of 223 students of the 2004 and 2005 class, nearly 90% undertook academic procrastination with the highest reason for procrastination because they were lazy, other reasons were feeling overwhelmed and being unable to manage time, and difficulty deciding. Academic procrastination has many negative consequences, by procrastinating, a lot of time is wasted. In addition, tasks become neglected, even if they are completed, the results will not be optimal. Academic delays that are carried out can also result in a person missing opportunities and opportunities that come.

Several studies have been conducted to explore the factors that influence academic procrastination. Based on internal factors, one of the variables in previous studies was fear of failure. According to Ghufron and Risnawita (2012: 163) fear of failure is defined as excessive fear of failure. Someone postpones doing his schoolwork for fear that failing to do so will bring a negative assessment of his or her abilities. As a result, someone procrastinates to do the task at hand. Research conducted by Afzal and Jami (2018) revealed that overall task aversion, fear of failure, dependence, decision making, and risk taking are reasons for academic delay. Different research results conducted by Setyadi and Mastuti (2014) showed that fear of failure did not have an effect on academic procrastination.

Research examines the relationship between academic procrastination with external factors, namely organizational activity. According to Burhan, et al (2017) organizing is an extracurricular activity that is quite in demand by students. Quite a number of students take part in two or more organizational

activities. Students who are active in organizational activities are called student activists. In general, activist students have more dense activities because in addition to having to go to college to obtain formal education, activist students also have to spend the time to organize. Two activities carried out by student activists made him have to be good at managing time, in order to be successful in organizational activities and in academic activities.

Based on research conducted by Jannah and Muis (2014), it showed that there was a relationship between organizational activeness and the level of student academic procrastination. The higher the activeness of participating in the organization was, the higher the level of student academic procrastination. The results of this study were in line with Ahmaini (2010) showing that there was a significant difference in academic procrastination among students who were active in Student Government organizations (PEMA) and those who were not. Students who were not active in the PEMA organization had lower academic procrastination scores than students who were active in the organization. Iswahyudi & Mahmudi's research (2016) also stated that there was a positive relationship between organizational activeness and academic procrastination.

In contrast to the results of research conducted by Alaihimi, et al. (2014) it showed that respondents who were active in student organizations, the most had a low level of academic procrastination, namely 56 respondents (72.7%), while in the group of respondents who were not active in student organizations, the most had a level of academic procrastination high, namely 51 respondents (73.9%). This means that students who are not active in student organizations tend to have a high level of academic procrastination compared to students who are active in student organizations.

Research that examines the relationship between academic procrastination with other external factors is to use the variable teaching methods of lecturers. According to Mayasari, et al. (2010) revealed that the achievement of a teaching goal is determined by the

appropriateness of using teaching methods. During the teaching and learning process, a lecturer is required to have creativity in providing material in class so that the teaching process can run as desired. Thus, we need a teaching method that makes it easy for an educator to make the teaching process more enjoyable. Research conducted by Mayasari, et al. (2010) found a negative relationship between lecturer teaching methods and academic procrastination.

One theory that discusses academic procrastination is Temporal Motivation Theory. Temporal Motivation Theory (TMT) is a theory that combines the basic concepts of motivation developed by Steel and König (2007). According to Steel (2007), this theory tries to explain a person's decision-making process. TMT shows that everyone always prioritizes activities that promise the highest utility, at least in that person's perspective for a certain time. In other words, people tend to procrastinate when they think the utility in performing a task is low. Another theory that supports this research is the social learning theory developed by Bandura in 2005, which describes cognitive processes as the center in the analysis of personality obtained through social interaction (Bandura, 2005).

According to Ghufuron and Risnawita (2012), self-control is defined as the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. As one of the personality traits. Self-control in one individual with another individual is not the same. According to research conducted by Steel (2007) academic procrastination has a strong negative correlation with self-control ($r = -0.58$). Each individual has different self-control, some have high self-control, but some are low. According to Steel (2007) self-control is an individual's self-control of the delay in receiving rewards. This self-control is related to the procrastination behavior that is carried out. The results of this study were supported by research by Aini and Mahardayani (2011) which revealed that there was a very significant negative relationship between self-control and procrastination, meaning that the higher self-control, the lower the procrastination, on the

contrary, the lower the self-control, the higher the procrastination.

The objectives of this study were (1) to analyze the positive effect of fear of failure on academic procrastination, (2) to analyze the positive effect of organizational activity on academic procrastination, (3) to analyze how the negative effect of lecturer teaching methods on academic procrastination, (4) to analyze how the effect of self-control weakens the relationship of fear of failure on academic procrastination, (5) to analyze how the effect of self-control weakens the effect of organizational activity on academic procrastination, (6) to analyze how the effect of self-control strengthens the effect of teaching methods of lecturers on academic procrastination.

METHOD

This type of research was quantitative research. The population in this study were 330 students of the Faculty of Economics, Universitas Negeri Semarang who were active in organizations. The sampling technique in this study was Stratified Random Sampling. Determination of sample size used the Slovin formula with an error tolerance range of 5% which resulted in a total sample size of 181 students. The dependent variable in this study was academic procrastination. The independent variables in this study were fear of failure, organizational activeness, and lecturer teaching methods. The moderating variable in this study was self-control.

Academic procrastination variables were measured by using indicators developed by Ferrari in Ghufon and Risnawita (2012), namely (1) delays in starting and completing assignments, (2) delays in doing assignments, (3) time gaps between plans and actual performance, (4) doing activities that are more enjoyable. The variable fear of failure was measured by using indicators from Conroy et al. (2002) namely (1) fear of experiencing humiliation and shame, (2) fear of decreasing individual self-esteem, (3) fear of loss of social

influence, (4) fear of future uncertainty, (5) fear of disappointing people which is important to him. Organizational activeness variables were measured by using indicators developed by Suryosubroto (2009), namely (1) attendance at meetings, (2) positions held, (3) providing suggestions, criticism, and opinions for organizational improvement, (4) willingness of members to sacrifice, (5) member motivation.

The lecturer teaching method variable was measured by using the indicators developed by Hildebrand and Feldman in Mayasari, et al. (2010) namely (1) a teaching style that stimulates learning, (2) the ability to communicate in a certain environment, (3) mastering the course material he is holding, (4) having dynamic enthusiasm, (5) creativity. Self-control variables were measured by using indicators according to Block and Block in Ghufon and Risnawita (2012), namely (1) the ability to control behavior, (2) the ability to control the stimulus, (3) the ability to anticipate an event or incident, (4) the ability to interpret events or incidents, (5) the ability to make decisions.

The data collection method in this research was a questionnaire. The data analysis method used statistical descriptive analysis and moderated regression model analysis. Before the moderation regression model analysis was carried out, the prerequisite test was carried out including the normality test which aimed to see whether the model specifications used were correct or not, so that information would be obtained whether the empirical model should be linear, quadratic or cubic. Another additional test used was the classic assumption test which included the multicollinearity test which aimed to test whether there was a correlation between independent variables (independent) in the research regression model, and the heteroscedasticity test was used to detect whether the variance of the residual of the analysis unit or the observation was one unit. other analyzes were similar or different. If there was a difference, then this condition was called a symptom of heteroscedasticity. The model in this study can be seen in Figure 1.

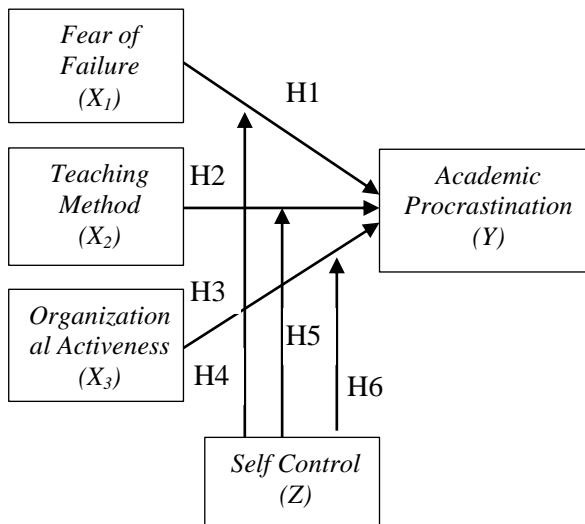


Figure 1. Research Model

Regression equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = \alpha + \beta_1 Z X_1 + \beta_2 X_2 + \beta_3 Z X_3 + \beta_4 (Z X_1 - Z Z) + \beta_5 (Z X_2 - Z Z) + \beta_6 (Z X_3 - Z Z) + e$$

RESULT AND DISCUSSION

The results of descriptive statistical analysis showed that academic procrastination was in the very high category, while fear of failure was in the low category, organizational activeness was in the high enough category, the teaching methods of lecturers were in the good category, and self-control was in the high category. The following is a description of each research variable in Table 2.

Table 2. Descriptive Statistical Analysis Results

Variable	Mean	Category
Academic Procrastination	58,81	Very high
<i>Fear of Failure</i>	29,28	Low
Organizational Activeness	42,87	High enough
Learning Method	42,34	Good
Self Control	73,15	High

Source: Primary data processed, 2019.

Moderated regression model analysis was used to determine the effect of the interaction between the moderating variable and the independent variable on the dependent variable. The moderation test in this study used the

absolute difference test of the independent variables. The basis for determining the moderating variable was if the variable absolute difference between the standardized independent variable and the hypothesized variable was a standardized moderating variable that had a significant number.

Before the path analysis was carried out, the prerequisite test was carried out which consisted of a normality test and a linearity test as well as a classical assumption test consisting of a multicollinearity test and a heteroscedasticity test. The normality test was carried out by using the One Kolmogorov Smirnov Test. The interpretation of the K-S test results was that if the significance value was > 0.05, the data was normally distributed. This study obtained a Test Statistic value of 0.200 with a significance value of 0.05. These results indicated that the data was normally distributed (0.200 > 0.05) in other words, the confounding variable had a normal distribution. The conclusion was that the regression model in this study was said to be good because it had a normal data distribution.

The linearity test was carried out by using the Lagrange Multiplier statistical test, which obtained R² value of 0,000 with n = 181, then the calculated c₂ was 181 x 0,000 = 0,000. This value was compared with the c₂ table with df = 181 and a significance level of 0.05, the value of c₂ was obtained in the table of critical values for the chi-square distribution, which was 69.83216.

It can be concluded that the prerequisite test for multiple regression analysis met the requirements because it had a normal distribution and had a linear relationship between the independent variable and the dependent variable.

The multicollinearity test results in the regression model in the first model and the second regression model obtained a Tolerance value of more than 0.10 and a VIF (Variance Inflation Factor) value of each independent variable was less than 10. Variable X₁ had a VIF value of 2.075, variable X₂ had a value The VIF was 2.607, the X₃ variable had a VIF value of 1.737. The ZX₁ variable had a VIF value of 2,223, the ZX₂ variable had a VIF value of 2,845, and the ZX₃ variable had a VIF value of

1,925. It can be concluded that there was no multicollinearity in the regression model.

The heteroscedasticity test was carried out by using the white test, the interpretation of the heteroscedasticity test results was that if the calculated c^2 value < the c^2 table value, heteroscedasticity did not occur in the regression model, and vice versa. In this study, the R^2 value was 0.264 with the number $n = 181$, then the c^2 count was $181 \times 0.264 = 47.784$. This value was compared with the c^2 table with a df of 181 and a significance level of 0.05, the value of c^2 in the table of critical values for the chi-square distribution was 317.89. So, because the calculated c^2 value < c^2 table value, it can be concluded that the regression model did not occur heteroscedasticity.

Effect of Fear of Failure on Academic Procrastination

Based on the results of testing the first hypothesis, the regression coefficient value of fear of failure was 0.515 with a significant value of 0.000. This value showed the direction of a positive and significant relationship between the fear of failure variable and academic procrastination. The positive direction of the relationship indicated that the result meant that fear of failure had a positive effect on accepted academic procrastination. This meant that if the fear of failure increased, the academic procrastination would also increase. Conversely, if the level of fear of failure decreased, the academic procrastination would decrease.

Fear of failure was measured through five indicators, namely fear of humiliation and shame, fear of decreasing self-esteem, fear of loss of 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 humiliation and shame, fear of loss of social influence, fear of future uncertainty, and fear of disappointing people who are important to them were in the low category. The indicator of fear of decreasing self-estimation was in a fairly high category. This showed that students had fear because they felt inadequate and were not confident in completing the assignment given by

the lecturer and were afraid that they would get bad grades when doing their own assignments, so students preferred to wait for smarter friends to complete the assignment first and chose to procrastinate.

Fear of failure is related to one of the elements of the Temporal Motivation Theory described by Siaputra (2015), namely expectancy, which is a person's belief in the hope of success in the task being performed and confidence in doing the task. The smaller the expectations a person has, the less successful the task will be. Low expectations of success will tend to be anxious, fearful and worried. Anxiety, worry, and fear will give birth to negative thoughts which will make oneself less confident in their abilities, thus causing a person to continue to procrastinate.

Research on fear of failure of academic procrastination has been conducted by previous researchers. The results of this study were in accordance with previous research stated by Prawitasari (2012: 95) which stated that fear of failure had a positive effect on academic procrastination. Afzal and Jami (2018) revealed that overall task aversion, fear of failure, dependence, decision making, risk taking were reasons for academic delay.

Fear of failure is a motive for avoiding failure. The drive to avoid failure is a negative consequence of fear of failure and is an individual's capacity to anticipate a decline in self-esteem. The tendency to avoid failure will be demonstrated by what the individual will not do and what the individual will do. Individuals with this tendency develop avoidance behaviors to reduce their anxiety in the face of evaluation. This avoidance behavior is manifested in the form of procrastination. This statement is in accordance with the opinion of Burka & Yuen (2008) which stated that basically those who procrastinate are developing strategies to overcome the fear of failure that is currently being felt. Based on the results of research, grand theory, and previous research, it can be concluded that the fear of failure variable had a positive and significant effect on academic procrastination in students of the 2017, Faculty of Economics, Universitas Negeri Semarang.

Table 3. Moderation Regression Test Results (Absolute Difference Test)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1(Constant)	,190	,092		2,057	,041
Zscore(X1)	,515	,075	,515	6,861	,000
Zscore(X2)	,200	,084	,200	2,372	,019
Zscore(X3)	,028	,069	,028	,412	,681
ABSX1	-,397	,089	-,346	-4,460	,000
ABSX2	,196	,096	,179	2,043	,043
ABSX3	,042	,089	,034	,474	,636

a. Dependent Variable: Zscore(Y)

Source: Primary data processed, 2019.

The Effect of Organizational Activeness on Academic Procrastination

Based on the results of testing the second hypothesis, the regression coefficient value of organizational activeness was 0.200 with a significant value of 0.019. This value indicated the direction of a positive and significant relationship between the variable of organizational activeness on accepted academic procrastination. The positive direction of the relationship showed that this result meant that organizational activeness had a positive effect on academic procrastination. This means that if organizational activeness increased, academic procrastination would also increase. Conversely, if organizational activeness decreased, academic procrastination would also decrease.

Organizational activeness in this study was measured through five indicators, including the level of attendance at meetings, positions held, giving suggestions, suggestions, criticism, and opinions for organizational improvement, willingness of members to make sacrifices, and motivation of members. The results of the descriptive analysis per indicator showed that the level of attendance at meetings and giving suggestions, suggestions, criticism, and opinions for organizational improvement was in the low category. The indicator of the position held was in the fairly high category. Meanwhile, the indicators of members 'willingness to sacrifice and members' motivation were in the very high category. This showed that students were very responsible for the organization they were participating in and were willing to sacrifice anything to prioritize the organization, so that

they prioritized the organization rather than doing their assignments.

The relationship between organizational activeness and academic procrastination is in accordance with the social learning theory described by Bandura in Dahar (2011: 22) that a person's ability to abstract information from other people's behavior, make decisions about which behavior to imitate and then carry out the behaviors that have been selected. This is related to organizational activeness, where students who follow the organization will observe the behavior of others and decide which behavior to imitate. Students who are active in organizations will experience behavioral changes such as postponing assignments because of the organizational environment that demands more dense activities, so that student concentration will be more focused on the organization, so students will tend to delay doing assignments.

The effect of organizational activeness on academic procrastination in this study was relevant to previous research conducted by several experts. According to Ahmaini (2010), it showed that there was a significant difference between students who were active in organizations and those who were not active in organizations. Students who were active in organizations tended to procrastinate compared to students who were not active in organizations. The results of this study were in line with the results of research conducted by Jannah and Muis (2014) which showed that there was a relationship between organizational activeness and the level of student academic procrastination. The higher the activity of

joining the organization was, the higher the level of student academic procrastination.

Students who participated in organizations would have two responsibilities, namely college and organization. In addition, students who participated in organizations had more dense activities than students who did not participate in the organization, so that student focus would be divided between lecture activities and organizational activities. The busyness that students had in the organization, made students more focused on organizational activities so that it triggered students to delay academic. Based on the results of research, grand theory, and previous research, it can be concluded that the variable organizational activeness had a positive and significant effect on academic procrastination of students of 2017, Faculty of Economics, Universitas Negeri Semarang.

The Effect of Lecturer Teaching Methods on Academic Procrastination

Based on the results of testing the third hypothesis, the regression coefficient value of organizational activeness was 0.028 with a significant value of 0.681. This value indicated that the teaching method of the lecturer had no effect on academic procrastination. This means that with a significant level limit of 0.05, the higher the teaching method of the lecturer, the lower the academic procrastination, and vice versa.

The teaching method of the lecturer in this study was measured through five indicators, including teaching styles that stimulate learning, the ability to communicate in a certain environment, mastering the course material he is holding, having dynamic enthusiasm, and creativity. The results of the descriptive analysis showed that the indicators of teaching style that stimulate learning were in the very good category. Indicators of the ability to communicate in a certain environment, master the course material he is holding, have dynamic enthusiasm, and creativity were in a fairly good category. This showed that the teaching methods given by the lecturers were structured and quite good. In addition, academic procrastination was more influenced by internal factors within students, and external factors had less influence

on academic procrastination carried out by students.

The results of this study indicated that the symptoms were not relevant to social learning theory which explains that human cognitive abilities in thinking and learning can be through social observation. That is, the human learning process is not only determined by internal factors that come from itself, but also from emotions, actions and social observations. This shows that there are other factors that are more influential or dominant that causes someone to do academic procrastination.

The results of this study were in line with research conducted by Mayasari et al. (2010) that there was no relationship between lecturer teaching methods and the tendency of academic procrastination. Mayasari, et al (2010) showed that the more demands on the assignment, the weaker the student's attitude in solving problems, meaning that students were required to be able to complete course assignments from lecturers with predetermined deadlines. Based on the results of research, grand theory, and previous research, it can be concluded that the variable teaching method of lecturers did not significantly affect the academic procrastination of students of 2017, Faculty of Economics, Universitas Negeri Semarang.

The Role of Self-Control in Reducing the Positive Effect of Fear of Failure on Academic Procrastination

The results of testing the fourth hypothesis had a regression coefficient value of the absolute difference between fear of failure and self-control of -0.397. This value showed the direction of the negative relationship between the fear of failure variable balanced with self-control over accepted academic procrastination. The direction of the negative relationship means that fear of failure balanced with self-control will have a positive effect on academic procrastination.

The results showed that self-control was able to moderate fear of failure so that it was able to reduce the academic procrastination rate. Someone who has high self-control can suppress the fear of failure not to do academic procrastination. That is, someone who has a fear

of failure will not do academic procrastination, if that person has high self-control.

Value in the Temporal Motivation Theory which was explained by Siaputra (2015) stated that procrastinators tend to postpone or leave assignments because they perceive tasks as boring and unpleasant. An individual's negative rating on an academic assignment will cause academic delay or procrastination. This shows that, someone who has a fear of failure will perceive the task as threatening, boring, and will tend to choose to delay doing the task. However, if a person has high self-control and is able to control himself not to perceive tasks as threatening and boring, then that person does not procrastinate.

Self-control describes individual decisions through cognitive considerations to incorporate behaviors that have been structured to enhance specific outcomes and goals. Self-control is also a series of processes for shaping oneself. But basically every human being has a different level of self-control. In this study, self-control can be used to control the effect of fear of failure on academic procrastination. Based on the results of research and grand theory, it can be concluded that the self-control variable weakened the effect of fear of failure on academic procrastination of students of the 2017, Faculty of Economics, Universitas Negeri Semarang.

The Role of Self-Control in Reducing the Positive Effect of Organizational Activeness on Academic Procrastination

The results of testing the fifth hypothesis had a regression coefficient value of absolute difference between organizational activeness and self-control of 0.196 with a significance value of 0.43. This value indicated the direction of a positive and significant relationship between the variable organizational activeness balanced with self-control on academic procrastination, meaning that the self-control variable cannot suppress the effect of organizational activeness on academic procrastination.

Analysis of the frequency distribution of organizational activeness had an average value of 42.87 in the high enough category, and an average of 73.15 in the high category of self-

control. Based on these results, it showed that students who were active in organizations had good self-control. However, students were not able to pressure themselves not to do academic procrastination, because most of the time students had was used to take care of organizational activities, so students had very limited time to carry out lecture obligations. Therefore, students who were busy in organizational activities chose to delay doing lecture assignments.

Based on the results of the study, it showed that self-control was not able to moderate organizational activeness so that it was unable to reduce academic procrastination. This was in line with the Temporal Motivation Theory described by Siaputra (2015), namely the delay which can be related to the accuracy of predicting the time available and the time needed to complete the task. This means that individuals tend to work on tasks when deadlines. This showed that students who were busy in organizational activities would spend most of their time on organizational activities rather than completing lecture assignments, so students who were active in organizations would complete assignments when the deadline was approaching.

Based on the results of research and grand theory, it can be concluded that the self-control variable strengthened the effect of organizational creativity on academic procrastination of students of 2017, Faculty of Economics, Universitas Negeri Semarang.

The Role of Self-Control in Strengthening the Negative Effect of Lecturer Teaching Methods on Academic Procrastination

Based on the results of testing the sixth hypothesis, the regression coefficient value of absolute difference between the teaching methods of lecturers and self-control was 0.042 with a significance value of 0.636. This value indicated the direction of the insignificant relationship between the variable teaching method of the lecturer was not balanced with self-control of academic procrastination because the significance value was greater than the specified ($0.636 > 0.05$).

The results showed that self-control was not able to moderate the teaching methods of lecturers, so that it was unable to reduce the academic procrastination rate. This was not in line with the theory of Temporal Motivation Theory explained by Siaputra (2015), namely the sensitivity to delay which states that someone will prioritize urgent activities so as not to cause discomfort.

In this study, it showed that self-control was not able to strengthen the negative effect of lecturer teaching methods on academic procrastination, because external factors in students had less effect on procrastination, so that even though students had high self-control, the teaching methods of lecturers were quite good, students would still carry out procrastination. Because the factors that influenced procrastination were internal factors in students. This research proved that it was possible that there were other factors that could strengthen the negative effect of lecturer teaching methods on academic procrastination, other factors, namely internal factors in students who were more influencing to perform procrastination such as fear of failure, task adversiveness, self-efficacy.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that (1) there was a positive and significant effect of fear of failure on academic procrastination, (2) there was a positive and significant effect of organizational activeness on academic procrastination, (3) there was no effect of lecturer teaching methods on academic procrastination, (4) self-control could significantly weaken the effect of fear of failure on academic procrastination, (5) self-control could not weaken the effect of organizational activeness on academic procrastination, (6) self-control could not strengthen the effect of lecturer teaching methods on academic procrastination. The suggestion from this research is that students need to develop soft skills and increase their confidence in their own abilities to reduce their fear of failure in the future. Students can divide their time between the organization and lecture assignments so that students do not

neglect each lecture assignment, so that academic procrastination can decrease. For further research, self-control variables can be used as a mediating variable.

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