THE ROLE OF SELF CONTROL TO MEDIATE THE INFLUENCE OF ACHIEVEMENT MOTIVATION TOWARDS ACADEMIC PROCRASTINATION

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Article Info	Abstract
	This bottleneck phenomenon also occurs at the Faculty of Economics of UNNES where based on these data shows that, on average, graduates of the Faculty of Economics do postponement of thesis work with a study period more than 4 years. Academic procrastination disposed delay to finishing the final project and did other's activity, and thus makes obstruction and the final project can't be accomplished on time. It causes the decrease of productivity and individual work ethic and to creates low human quality. This study aims to analyze the theoretical influence and case study related achievement motivation toward academic procrastination and self control as intervening variable. Data is collected using questionnaires. Sample is obtained by employing convenience sampling technique. In addition, the data is analyzed using descriptive analysis and regression analysis. The result of the study showed that achievement motivation had not effect significantly on academic procrastination and this study finds that the role of self control to mediated the influence of achievement motivation toward academic procrastination. It is suggested that there should be a good employment creation which can lower the level of academic procrastination and propel the acceleration of country's economy to decrease educated unemployed that may increase poverty.

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INTRODUCTION

Delaying behavior in academic activities and making someone not achieve optimal performance gives rise to consequences emotionally, physically, and academically. Academic procrastination is very important to study because of the bottleneck phenomenon that occurred in the Faculty of Economics for the past three years and several research gaps that experienced the difference between his research and high procrastination rates. These studies include: Ellis and Kanus (1977) procrastination behavior on students by 70% -95%, Gunawinata (2008) there is a significant relationship between perfectionism and procrastination, Sokolowska (2009) 77.4% of students or students become procrastinators, Kurniawan (2013) graduates who procrastinate at 64.7%. Ursia (2013) shows that self-control actually acts as a mediator in impulsiveness and procrastination correlations. So that the increasingly high academic procrastination rate is feared to reduce the Human Development Index (HDI) in Indonesia. In 2017, the number of Indonesian IPM is 70.81. Although HDI is increasing year by year, the status of human development in Indonesia is moderate. So that it is feared that Indonesia's HDI will decline due to low human development and the increasing number of procrastinators in Indonesia.

The achievement motivation variable is a solution and is included in individual factors because there are studies that say that low achievement motivation is a strong predictor of academic procrastination. Motivation for achievement is intended to encourage students to achieve goals by showing greater and more resilient efforts in the process of working on the thesis. Self-control is an individual factor offered to deal with existing academic procrastination. Self-control in question is the ability of individuals to make self-regulation in this matter determining priorities in starting and working on a thesis so that they pay more attention to long-term consequences.

The importance of procrastination to avoid the adverse effects of internal impacts in the form of stress, poor health, bad mood, not maximizing one's full potential, will lose time and opportunity, reduce the level of productivity of a person and will further result in low quality of human resources. While the external impact, procrastination can reduce one's

learning achievement. Based on this, it is necessary to improve the success of human resources due to the emergence of concern to become procrastinators. In addition, procrastination carried out by students will also burden parents in a material way, making the burden of lecturers' performance accumulate, the use of time that is not good, and the emergence of a continuous bottleneck phenomenon (not balanced between students who graduate with students who are supposed to graduate) so that the accreditation rates for faculty and or universities.

Research to find out how much influence achievement motivation is a factor is the cause of academic procrastination. And knowing how much self control becomes an intervening variable can be used as a mediator of variables obtained from the phenomenon of bottleneck problems, existing research gaps and high procrastination rates. Problems that are so broad and awareness of the limitations of time and ability, the authors see the need to limit the problem clearly and focused. Furthermore, the problem that is the object of research is limited only to the role of self-control in mediating the effect of achievement motivation on academic procrastination (case study on students who are working on the UNNES Faculty of Economics thesis).

The research subjects will be conducted on students who study more than 4 years, namely for students in the semester 14, 12, and 10 (class of 2010, 2011, and 2012) at the Faculty of Economics, UNNES. Students of the UNNES Faculty of Economics which consist of economics, accounting, management, and development economics majors become human resource investments that are prepared to become graduates who are able to compete with other universities. While the time of the study is up to April-May, due to the assumption of researchers that the final year students have not yet passed.

The topic of academic procrastination among students who are working on a thesis, especially at the Faculty of Economics, UNNES, can be said that it does not yet exist. Research on the analysis of the causes of academic procrastination and the influence of

achievement motivation on procrastination have been carried out by several previous researchers. Therefore, researchers want to know how the role of self control in mediating the effect of achievement motivation on academic procrastination.

Previous research was related to individual factors, namely Kurniawan (2013), Amalia (2015), Andini (2015), Hannah (2013), and Mastuti (2014). At least, there is little empirical research in Indonesia (as far as the knowledge of researchers) that examines the independent variable and one intervening variable that plays a role in mediating, resulting in a decrease in the level of academic procrastination because the level of utility of tasks is controlled by students' self-control attitude.

Kurniawan's research (2013) at Semarang State University explained that graduates of psychology majors from April 2010-April 2013 procrastinated 64.7%. While the data on the number of graduates of the UNNES Faculty of Economics are as follows:

Table 1. Number of Graduates of the Faculty of Economics UNNES

Year	Total Graduate	Total Graduate > 4 Year	The level of Academic Procrastination
2014	507	345	71,4%
2015	795	358	63%
2016	484	270	58%

Table 2. Number of Graduates of the Faculty of Economics UNNES

Department	Semester 14 (2010)	Semester 12 (2011)	Semester 10 (2012)
Pendidikan Ekonomi	8	21	93
Akuntansi	12	24	50
Manajemen	6	25	51
Ekonomi Pembangunan	21	51	56
TOTAL	47	121	250

Some facts in the article entitled "Facebook Defeats Academic Journals" (Aini, et al., 2013: 1) quoted Alfat Yulianto, UPT TIK UNNES staff that the most sites accessed by UNNES students were Facebook 26.55%, Google 3, 49%, Indowebster 3.14% and youtube 2.43%. The article further strengthens that student procrastination is also due to the high interest of students to access social media (entertainment and pleasure). Thus, students have not fully utilized the existing internet network to support academic interests. Internally, procrastination can cause frustration, anger and guilt. Whereas externally, procrastination is negatively correlated with academic achievement. So, procrastination is important to study because the frequency of procrastination is relatively high.

The findings of previous research are known that procrastination has a significant correlation with self control (Ursia et al., 2013: 17). Whereas, Rumiani (2006: 46) explains that the contribution of procrastination is much influenced by achievement motivation. This research is expected to provide benefits, not just to verify a theory that is used for proof, but also to develop existing theories. The development of theory by researchers is by developing a more complex research model involving independent variables, dependent variables, and intervening variables.

METHODS

Descriptive quantitative research uses an ex post facto research design at the Faculty of Economics, Semarang State University. The population of this study were students of the Faculty of Economics, Semarang State University who were working on a thesis more than eight semesters (n = 418) while the study sample was students of 2010, 2011, and 2012 FE UNNES who were taking thesis courses. From the total population, the sample is calculated based on the Slovin formula of 80 students (error tolerance range of 10%), with the sampling technique used is technique convenient / judgment sampling. The sampling is because the final level FE UNNES students with criteria that have not completed the proposal are having a lot of difficulties doing thesis and exceeding the ideal study period for S1 in college. This study uses descriptive analysis, regression analysis, and path analysis. The data processing tool used is SPSS for Realease 21.0 window.

The total statement items on the questionnaire amounted to 10 items for academic procrastination variables, 12 items for achievement motivation variables, and 14 items

for self-control variables. The dependent variable in this study is academic procrastination for students who are working on a thesis at the Faculty of Economics, UNNES. Indicators that will be used to measure these variables (Ferrari in Ghufron, 2016: 31) are delays to start and complete tasks, delays in doing tasks, time gaps between plans and actual performance, and carrying out more enjoyable activities. Indicators that will be used to measure achievement motivation (McClelland, 1987), which explain some of the factors of achievement motivation include responsibility, risk of choosing tasks, requiring feedback, innovation, task completion time, and desire to be the best. In this study researchers used several indicators to measure student self control (Ghufron, 2016: 31), including the ability to control behavior, the ability to control stimulus, the ability to anticipate an event or event, the ability to interpret events or events, and the ability to make decisions.

Validity test used with the value of Corrected Item-Total Correlation (> 0.30), while for reliability testing using Cronbach's Alpha (> 0.70). Data collection techniques used include observation, documentation, interviews and questionnaires. Data analysis methods used include: descriptive statistical analysis, inferential statistics where classic assumption tests are carried out in the form of normality tests and linearity tests, and hypothesis testing in the form of sobel test, partial determinant coefficient test.

This study uses a quantitative approach with field research methods, namely data collection carried out with research at the place where the symptoms are investigated (Hadi, 2009). The study was conducted on class XI IPA students at SMA 3 Semarang. The technique of collecting data is done by questionnaires, documents and observations. The questionnaire was used to explore data about the forms of student academic procrastination and student self control especially on entrepreneurship subjects. The sampling technique used in this study was random sampling. The data analysis method used in this study is a simple product moment correlation analysis (Pearson). Data obtained from documents are data related to the number of students, names of students, attendance of student attendance, and student entrepreneurship assignments. This study uses descriptive analysis.

The data processing tool used is SPSS for Realease 18.0 window.

The indicators used to measure the variables of academic procrastination include: delays in starting and completing tasks, delays in doing assignments, time gaps between plans and actual performance, and carrying out more enjoyable activities. Whereas for self control variables in students, researchers use several indicators, among others: the ability to control behavior, the ability to control stimulus, the ability to anticipate an event or event, the ability to interpret events or events, and the ability to make decisions.

RESULT AND DISCUSSION

General Description of Research Respondents

Based on the results of the study, it was found that the student population working on the thesis at the Faculty of Economics UNNES amounted to 418 students (as of January 23, 2017) the number of students was then analyzed based on the sample criteria. The following is the number of respondents based on the number of forces with the following details:

Table 3. Research Respondents

No.	Year	Total Student	Persentase
1	2010	56	56,6%
2	2011	30	30,3%
3	2012	13	13,1%
	Amount	99	100%

Respondents in this study were divided into 2 characters, namely by sex and GPA. The following is a description of the characteristics of the research respondents:

1. Gender
Sex characteristics can be used to determine the number of male and female respondents. Characteristics of respondents in this study by sex can be seen as follows:

Table 4. Characteristics of Respondents by Gender

No.	Gender	Frequency	Presentase
1	Man	61	61,6%
2	Woman	38	38,4%
	Total	99	100%

Based on table 4.2 it is known that the respondents in this study were dominated by respondents who were male as many as 61.6%. While female respondents were 38.4%. This shows that academic procrastination behavior is more owned by students with male sex than women.
2. Grade Point Average

Respondents in this study consisted of three different classes, so that they had different achievement indices. The following are the characteristics of the respondents in the study based on the GPA:

Table 5. Characteristics of Respondents Based on GPA

No.	IPK	Frequency	Presentase
1	3,51-4,00	24	24,24%
2	3,00-3,50	65	65,65%
3	2,50-3,00	10	10,1%
	Total	99	100%

Based on table 4.3, it is known that the respondents in this study were dominated by respondents who had a range of 3.00-3.5 GPA as much as 65.65%, while others with a range of 3.51-4.00 as much as 24.24% and a range of 2.50 -3.00 as much as 10.1%. This shows that students with cumloude GPA can also conduct academic procrastination behavior.

Variable Description of Academic Procrastination
The research data regarding academic procrastination was obtained through a questionnaire with 10 items of statements, then processed with the help of SPSS for Windows release version 21.0 and obtained descriptive statistical test results as follows:

Table 6. Descriptive of Variable Statistics for Academic Procrastination

	N	Min	Max	Mean	Std. Deviation	Variance
PA	99	38.0	94.0	64.444	10.3709	107.556
Valid N(listwise)	99					

Based on descriptive statistical tests in table 4.4 shows that of the 10 statements of academic procrastination variables have the highest value of 94, the lowest value is 38, and the average is 64.44. Below is the result of a descriptive analysis of the percentage of variable academic procrastination:

Table 7. Descriptive Analysis of Percentage of Academic Procrastination.

No	Interval	F	Persentase	Description
1	38-46	6	6,1 %	Very low
2	47-55	11	11,1 %	Low
3	56-64	31	31,3 %	High enough
4	65-73	34	34,3 %	High
5	74-94	17	17,2%	Very high
	Totsl	99	100 %	
	Mean		64,44	
	Criteria		High	

Based on table 4.5, it is known that the level of academic procrastination of students who are working on a thesis is known to 99 students with the highest percentage of 34 students or 34.3% indicating that students have a high level of procrastination. While the lowest percentage of 6.1% shows students as many as 6 people have a very low level of academic procrastination. Overall, the level of academic procrastination of students who are working on thesis is in the high category. This is reflected in the average respondent's answer of 64.44 which is included in the high category. In the variable of academic procrastination, measurement is carried out with four indicators namely delay, delay, time gap, and activity transfer.

Description of Achievement Motivation Variables
Research data on achievement motivation was obtained through questionnaires with 12 items of statements, then processed with the help of SPSS for Windows Release version 21.0 and obtained the results of descriptive statistical tests as follows:

Table 8. Descriptive Statistics Variable Motivation Achievement.

	N	Min	Max	Mean	Std. Deviation	Variance
MB	99	54.0	102.0	77.374	9.0470	81.849
Valid N(listwise)	99					

Based on descriptive statistical tests in table 4.6 shows that of the 12 statements the variable achievement motivation has the highest value of 102, the lowest value is 54, and the average is 77,374. Below is the result of a descriptive analysis of the percentage of achievement motivation variables:

Table 9. Descriptive Analysis of Achievement Motivation Percentage

No	Interval	F	Persentase	Description
1	54-64	7	7,1 %	Very low
2	65-75	31	31,3 %	Low
3	76-86	49	49,5 %	High enough
4	87-97	11	11,1 %	High
5	98-108	1	1 %	Very high
	Total	99	100%	
	Mean		77,37	
	Criteria		High enough	

Based on table 4.7 it is known that the level of achievement motivation of students who are working on a thesis of 99 students the highest percentage is 49 students or 49.5% have a high level of achievement motivation. While the lowest percentage of 1% shows that students who have very high achievement motivation are only 1 person. Overall, the level of achievement motivation of students who are working on thesis in the category is quite high. This is reflected in the average respondent's answer of 77,374 which falls into the fairly high category. In the variable achievement motivation, measurement is carried out with five indicators namely innovative, time management, responsibility, risk of choosing tasks and best wishes.

Description of Variables of Self Control

The research data regarding self control was obtained through a questionnaire with 14 items of statements, then processed with the help of SPSS for Windows Release version 21.0 and obtained the results of descriptive statistical tests as follows:

Table 10. Descriptive Statistical Variables of Self Control.

	N	Min	Max	Mean	Std. Deviation	Variance
KD	99	39.00	85.00	66.444	8.3766	70.168
Valid N (listwise)	99					

Based on descriptive statistical tests in table 4.12 shows that of the 14 statements of self control variables have the highest value of 85, the lowest value is 39, and the average is 66.444. Below is the result of a descriptive analysis of the percentage of self-control variables:

Table 11. Descriptive Analysis of Self Control Percentage.

No	Interval	F	Persentase	Description
1	39-50	1	1 %	Very low
2	51-62	34	34,3 %	Low
3	63-74	49	49,5 %	High enough
4	75-86	15	15,2 %	High
5	87-98	0	0 %	Very high
	Total	99	100%	
	Mean		66,44	
	Criteria		High enough	

Based on table 4.13 it is known that the level of self-control of students who are working on a thesis of 99 students is the highest percentage of 49 students or 49.5% have a fairly high level of self-control. Whereas, the lowest percentage is 1% which shows that students who have a very low level of self control are 1 person. Overall, the level of self-control of students who are working on thesis in the category is quite high. This is reflected in the average respondent's answer of 66,444 which falls into the fairly high category. In the self-control variable, measurements were made with 5 indicators namely behavioral control, stimulus control, event anticipation, event interpretation, and decision making.

Normality test

The normality test was carried out with the aim of testing the normal distribution in the variables of achievement motivation, perfectionism, economic difficulties, self control and academic procrastination. The normality test of the research data was carried out using

the Kolmogorov-Smirnov (K-S) statistical test with the help of SPSS for Windows Release 21.0. the output of the normality test can be seen in the following table:

Table 12. Results of the Normality Test for Academic Procrastination as Endogenous Variables.

		Unstandardized Residual
N		99
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.65657403
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.057
Kolmogorov-Smirnov Z		.856
Asymp. Sig. (2-tailed)		.456

a. Test distribution is Normal.
b. Calculated from data.

Based on the statistical test in table 4.14, the Kolmogorv Smirnov value is 0.856 and the significance is above 0.05 (0.456> 0.05). It can be concluded that residual data with academic procrastination as endogenous variables are normally distributed.

Table 13. Normality Test Results of Self Control as Endogenous Variables.

		Unstandardized Residual
N		99
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.70089125
Most Extreme Differences	Absolute	.049
	Positive	.049
	Negative	-.048
Kolmogorov-Smirnov Z		.485
Asymp. Sig. (2-tailed)		.973

a. Test distribution is Normal.
b. Calculated from data.

Based on the statistical test in table 4.15, the Kolmogorv Smirnov value is 0.485 and the significance is above 0.05 (0.973> 0.05). It can be concluded that the residual data with self control as endogenous variables are normally distributed.

Partial Correlation Coefficient Test (t Test)

Hypothesis testing is done by using a partial test or t test. Partial tests are used to test how far the influence of exogenous variables (achievement

motivation, perfectionism, economic difficulties, and individual self-control on endogenous variables (academic procrastination). The following are the results of partial tests (t test) with the help of SPSS program for windows release 21.0 :

Table 14. T-Test Results with Academic Procrastination as Endogenous Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	119.449	10.286		11.613	.000
	MB	-.159	.112	-.139	-1.419	.159
	KD	-.297	.130	-.240	-2.290	.024

a. Dependent Variable: PA

Based on table 4.21 it is known that the achievement motivation variables obtained t count - 1.419 with a significance of 0.159. Because the significance value> 0.05 means that achievement motivation has a negative and insignificant effect on academic procrastination. So that hypothesis states that "the higher the achievement motivation of students working on a thesis, the lower the level of academic procrastination" is rejected.

While the variables of self control obtained t count - 2.290 with a significance of 0.024. Because the significance value <0.05 means that self-control has a significant negative effect on academic procrastination. So that hypothesis states that "the higher the self-control of students who are working on a thesis, the lower the level of academic procrastination" is accepted.

Table 15. T Test Results with Self Control as Endogenous Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.316	8.082		1.153	.252
	MB	.375	.080	.405	4.690	.000

a. Dependent Variable: KD

Based on table 4.22 it is known that the variable achievement motivation is obtained t count 4.690 with a significance of 0,000. Because the significance value is <0.05, achievement motivation significantly influences self-control. Thus, hypothesis states that "the higher the achievement motivation of students who are working on a thesis, the higher the level of self-control" is accepted.

Partial Determination Test (r2)

Partial determines coefficient (r2) is used to determine the amount of contribution given by each exogenous variable (achievement motivation and self control) to endogenous variables (academic procrastination) partially. To find out the magnitude of the partial coefficient of determination (r2) can be seen from the table of partial correlation coefficient column, then the value is squared and converted into the percentage form. The following are the results of testing with regression analysis analissis calculations using the SPSS program for Windows Release 21.0:

Table 16. Academic Procrastination as an Endogenous Variable.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	Sig.	Correlations Zero-order	Partial	Part
1 (Constant)	119.449	10.286		.000			
MB	-.159	.112	-.139	.159	-.354	-.145	-.119
KD	-.297	.130	-.240	.024	-.438	-.230	-.192

a. Dependent Variable: PA

The magnitude of the effect of achievement motivation on academic procrastination can be seen in the value r2 in table 4.26. The value of r2 in the achievement motivation variable is (-0.145) 2 X 100% = 2.1%. This shows that partially the achievement motivation variable affects the academic procrastination variable by 2.1%, assuming that the other exogenous variables are considered constant. The magnitude of the effect of self-control on academic procrastination can be seen in the value r2 in table 4.26. The value of r2 on the variable self control is (0.230) 2 X 100% = 5.29%. This shows that partially the self control variable affects the academic procrastination variable by 5.29%, assuming that the other exogenous variables are considered constant.

Based on the analysis, it can be said that all four variables (achievement motivation, perfectionism, economic difficulties, and self control) do not all partially influence. Variables of achievement motivation and economic difficulties have no partial effect, then the variables of perfectionism and self-control have a partial effect, where the variable perfectionism in students who are working on a thesis contributes the most to academic procrastination.

Table 17. Self Control as Endogenous Variable

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Correlations Zero-order	Partial	Part
1 (Constant)	9.316	8.082		1.153	.252			
MB	.375	.080	.405	4.690	.000	.509	.434	.385

The magnitude of the effect of achievement motivation on self control can be seen in the value of r2 in table 4.27, the value of r2 in the variable achievement motivation is (0.434) 2 X 100% = 18.8%. This shows that partially the achievement motivation variables affect the self-control variable by 18.8%, assuming that the other exogenous variables are considered constant. Based on this analysis, the variables of achievement motivation on students who are working on the thesis contribute the most to self control.

Sobel Test

The sobel test is a mediation hypothesis test performed by a procedure developed by Sobel (1982) in Ghozali (2013: 248). The sobel

test is done with the help of the Sobel Test Calculator for the Significance of Mediation application at www.danielsoper.com. Effect of achievement motivation on academic procrastination through self control as an intervening variable. Calculate direct and indirect influences.

Direct influence = –0,159

Indirect influence

$$= 0,375 \times (-0,297) = -0,111$$

Total influence

$$= -0,159 + (-0,111) = -0,270$$

Calculate with sobel test

$S_{ab}=$

$$\sqrt{(-0,297)^2(0,080)^2 + (0,375)^2(0,130)^2 + (0,130)^2(0,080)^2}$$

$$= \sqrt{0,000565 + 0,002377 + 0,000108}$$

$$= \sqrt{0,003009}$$

$$= 0,0548$$

Calculating the t-value of statistical intervening influences

$$t = \frac{0,111}{0,055218}$$

$$= 2,024$$

Based on the calculation results obtained by t count of 2.024 and based on the calculations in the Sobel Test Calculator application for the Significance of Mediation, the value of tcount is 2.054. Both are greater than t table, which is 1.661 with a significance level of 0.05. This number indicates that tcount is greater than t table which is 1.661 with a significance level of 0.05. Therefore, negatively and significantly self control mediates the effect of achievement motivation on academic procrastination and shows that the hypothesis states that "the higher the achievement motivation possessed by students working on a thesis, the better the level of academic procrastination through self control as an intervening variable ", be accepted.

Effect of Achievement Motivation (X) on Self Control (Y1)

The results showed that the first hypothesis testing of the study showed that achievement motivation had a positive effect on self-control significantly acceptable. The partial test results (t test) in this study indicate that the significance value of the variable achievement motivation on self control is 0,000 which means <0.05. Based on these findings it is evident that empirically achievement motivation has a positive effect on self control in students who are working on a thesis.

This has meaning, that if the achievement motivation possessed by students who are working on a thesis, it will encourage the emergence of student self-control in completing thesis assignments. In this context, self-control can occur in students who are working on a thesis, both in the process of making a plan, implementing guidance, working on a thesis independently, discussing, and immediately resolving the problem at hand.

The results of the determination test partially indicate that the magnitude of the effect of achievement motivation on self control in students who are working on thesis is 18.8%. The results of this study are in line with the theory McClelland argues that some high achievement needs include the taste for circumstances that cause a person to be personally responsible and ultimately form individuals for self-control and the tendency to set appropriate goals and take the risk into account.

The motivation of each individual is different, starting from an academic motivation, then the individual has the drive to do an activity. Based on McClelland's theory which indicates that the three main motivations are merging, strength and achievement. Individuals who have a fast and better level of learning when motivated to achieve goals. This is related to how the influence of high student achievement motivation will increase the level of their self control in completing their thesis.

Based on these statements, students who have high achievement motivation tend to have a high level of personal responsibility, see how the consequences of their actions or in this case take into account their performance risks and expect clear and fruitful feedback. Based on McClelland's theory shows that achievement motivation also determines the way a person behaves, for example in this case determining what must be controlled in doing something. All forms of behavior controlled by sources of internal reinforcement will make these individuals tend to have intrinsic motivation, in this case is achievement motivation. The discussion above provides proof that there is a positive and significant relationship between achievement motivation and self control.

The results of the descriptive analysis of respondents' answers to achievement motivation

variables were measured through five indicators namely innovative, time management, responsibility, risk of choosing tasks, and best wishes. In the innovative indicator has an index value of 71.11 which shows low criteria, this means that students who are working on thesis at the Faculty of Economics, UNNES have little time to study. On time management indicators that have an index value of 56.97 which shows a very low category and means that students are very lacking in using their time well to complete their thesis.

The third indicator is responsibility with an index value of 67.60 which shows a low criterion and means that many students delay their work or work. The next indicator is the risk of choosing assignments with an index value of 61.68 which shows very low criteria. This can be interpreted that students still show a little hard work on the work that is their duty, namely completing the thesis. The last indicator is the best desire with an index value of 63.94 which shows that it is very low and means that students are still few who wish to be the best for the completion of their thesis.

Effect of Self Control (Y1) on Academic Procrastination (Y2)

Based on the results of the study, the hypothesis testing of the second study which showed that self-control had a negative effect on academic procrastination was significantly acceptable. The partial test results (t test) in this research show that the significance value is 0.024 which means <0.05. Based on this, it is proven that empirically self-control has a negative effect on academic procrastination on students who are working on a thesis. This means that if self-control is owned by students who are working on a thesis, it will reduce the emergence of academic procrastination in completing their thesis. In this context, academic procrastination can be reduced by self-control of students who are working on a thesis.

Partial determination test results showed that the magnitude of the effect of self-control on academic procrastination on students who were working on thesis was 5.29%. The results of the study are in line with the views of Tangney, Baumeister and Boone in Ursia, et al. (2013) suggesting that self-control has a large capacity in providing positive changes in one's life. In general, low self control refers to the inability of individuals to refrain from doing something and do not care about long-term consequences. So that a low self-

control attitude can encourage the creation of a high level of academic procrastination for students who are working on a thesis.

The results of this study are also in line with the research of Endrianto (2014), Ursia, et al (2013), and Aini and Mahardiyani (2011) which prove that there is a very significant negative relationship between self control and procrastination in completing a thesis on students. The results of the descriptive analysis of respondents' answers to the variables of self-control were measured through five indicators, namely behavioral control, stimulus control, event control, event anticipation, event interpretation, and decision making. In the behavior control indicator has an index value of 54.24 which shows low criteria, this means that students who are working on a thesis at the Faculty of Economics, UNNES have not been able to control themselves to behave, in this case controlling thesis work and prefer more pleasant activities. In the stimulus control indicator which has an index value of 67.27 which shows a fairly high category and means that students have enough ability to control stimulus, motivate themselves, or give other people (parents, lecturers, family, friends, friends, etc.).

The third indicator is the anticipation of events with an index value of 71.04 which shows the criteria are quite high and means that students have the ability to anticipate an event or event if in the end the planning to graduate on time is not in accordance with the realization. The next indicator is the interpretation of events with an index value of 62.32 which shows a low criterion. This can be interpreted that students still have little ability to interpret events that will pass on time, so that planning is not followed by confidence will be carried out according to actual performance. The last indicator is decision making with an index value of 67.88 which shows a fairly high category and means that students have the ability to make good decisions, after making academic delays, and completing their thesis.

Effect of Motivation for Achievement (X) on Academic Procrastination (Y2)

Testing the third research hypothesis which states that achievement motivation negatively affects academic procrastination is rejected. The partial test results (t test) in this

research show that the significance value is 0.159 which means> 0.05. Based on this, it is evident that empirically achievement motivation does not negatively affect academic procrastination on students who are working on a thesis.

The findings of the effect of achievement motivation on academic procrastination are not relevant to Skinner's theory of positive reinforcement, ie something if obtained will increase the probability of response or behavior. In this context, the increasing positive reinforcement of student achievement motivation will further enhance the behavior of not doing academic procrastination. However, the facts show that the acquisition of the average value of academic procrastination implementation is directly 64.55%, empirically not due to the influence of achievement motivation.

Likewise, the findings in the Hannah (2013) study have shown that there is no significant negative relationship between achievement motivation and academic procrastination. So that high achievement motivation cannot reduce the level of academic procrastination on students who are working on a thesis. This is due to other factors that are more dominant.

The results of the determination test partially indicate that the magnitude of the effect of achievement motivation on academic procrastination on students who are working on thesis is very small at 2.1%. However, based on the hypothesis test, it was found that achievement motivation had no effect on academic procrastination. This can be caused by the small number of samples, because of the limited number of respondents who are comfortable to meet. The findings of the effect of achievement motivation on academic procrastination are not relevant to Skinner's theory of positive reinforcement, ie something if obtained will increase the probability of response or behavior. In this context, the increasing positive reinforcement of student achievement motivation will further enhance the behavior of not doing academic procrastination. However, the facts show that the acquisition of the average value of academic procrastination implementation is directly 64.44%, empirically not due to the influence of achievement motivation.

The results of this study are in line with the findings of the Hannah study (2013) which have proven that there is no significant negative relationship between achievement motivation and academic procrastination. So that high achievement motivation cannot reduce the level of academic procrastination on students who are working on a thesis. This is due to other factors that are more dominant. The results of this study are also not in line with the findings of Amalia (2015), Yuhenita (2015), Mastuti (2014), and Rumiani (2006) which states that there is a significant relationship between the achievement motivation and academic procrastination. The difference in the results of this study can occur in the study of behavior because the respondent's answers are biased and there are differences in the subject and object of the study.

Effect of Motivation for Achievement (X) on Academic Procrastination (Y2) through Self Control (Y1)

The results of the calculation of the sobel test of achievement motivation on academic procrastination on students who are working on the thesis produce a t count greater than t table (2,024> 1,661). In line with the results of the sobel test which showed that self-control variables proved to be significant as an intervening variable in relation to the effect of achievement motivation on academic procrastination. This number indicates that the indirect effect is significant.

Empirical facts show that hypothesis accepted which states that the higher the level of achievement motivation, the lower the level of academic procrastination in students who are working on the thesis through self control as an intervening variable. Other evidence shows that partially the achievement motivation variable does not directly influence the academic procrastination variables, but indirectly achievement motivation has an influence on academic procrastination through self control.

In the temporal motivation theory developed by Steel and Konig (2006: 892) it is stated that this theory has four elements, namely value, expectation, time, and what is obtained as opposed to what is not obtained / lost. Achievement motivation that cannot influence directly on academic procrastination can be explained through the 4 elements of this theory, namely hope, the element of hope in question is a reflection of self-confidence to carry out such an activity (a mismatch of reality with hope). The value elements associated with

procrastination consist of unpleasant tasks that tend to be delayed or abandoned, individuals with high success needs and enjoy work, and boredom of vulnerable areas (individuals who are easily bored will tend to value tasks as boring and unpleasant). Sensitivity elements, many of which are associated with reflections of impulsivity that are thought to be the cause of individuals who easily divert their attention from the main task after the stimulus is considered more pleasant or it can be said that what is obtained is contrary to what is not obtained / lost. The time delay element can be attributed to the accuracy of predicting the time available and the time needed to do the task.

While through self-control based on the views of Tangney, Baumeister and Boone in Ursia, et al., (2013) suggesting that self-control has a large capacity in providing positive changes in one's life. In general, low self control refers to the inability of individuals to refrain from doing something and do not care about long-term consequences. So that a low self-control attitude can encourage the creation of a high level of academic procrastination for students who are working on a thesis.

The magnitude of the indirect effect of achievement motivation on academic procrastination through self control is the same as the direct effect of the path coefficient of achievement motivation on self-control multiplied by the path coefficient of self-control towards academic procrastination. The results of the calculation of the research data revealed that the indirect effect of achievement motivation on academic procrastination was 15.9% while the indirect effect was 11.14%. Based on the results of these calculations, it can be seen that the relationship between achievement motivation and academic procrastination on students who are working on a thesis with self-control variable becomes the mediator variable.

CONCLUSION

Achievement motivation has a positive effect on self control significantly with a contribution value of 18.8%. Self-control has a negative effect on academic procrastination significantly with a contribution value of 5.29%. Motivation for achievement has no effect on academic procrastination. The self-control variable proved to be significant as an intervening variable in influencing achievement motivation towards academic procrastination. Based on the results of the study it was found that motivating students to plan their studies more in completing their thesis. Due to the findings, there is no direct influence on achievement motivation on procrastination, but through achievement motivation mediated by self-control can reduce the level of student academic procrastination in undertaking thesis. Subsequent research is expected to conduct research on the development of research models using independent variables, dependent variable, intervening variable and adding moderating variables using AMOS analysis tools.

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