

Academic Procrastination among University Students in Yogyakarta in Terms Of *Locus Of Control*

Meliana Wulan Suci¹, Anwar²

12Fakultas Psikologi Universitas Mercu Buana Yogyakarta

*anwar@mercubuana-yogya.ac.id

ABSTRACT

Academic procrastination is in fact often carried out by students, even though students realize that this behavior is not beneficial. This is caused by various factors such as laziness, feelings of inadequacy, fear of failure, or feeling that the task is too easy. Therefore, academic procrastination needs to be considered because it can have a negative impact on students' studies. This behavior varies depending on the mindset of the individual. Individuals often assess their abilities, successes, and failures as a result of themselves or external factors. *Locus of control*, both internal and external, is predicted to affect academic procrastination. This study aims to determine differences in academic procrastination based on *locus of control* in college students. The research respondents were 100 students, with *simple random sampling* technique and data collection through questionnaires. Hypothesis testing using independent t-test technique shows that there are differences in academic procrastination based on *locus of control* in college students.

Keywords: *academic procrastination, locus of control, university students*

Introduction

Student is a status for individuals who are pursuing education at the tertiary level. Higher education is a place where students are educated to become citizens who are able to use, develop, and disseminate knowledge to advance the welfare of society and the progress of the country (Government Regulation No. 30 of 1990). Each level of education in higher education has a different duration of study, and at the end of each educational period, students are required to complete a final project (Purnomo and Izzati, 2013). These conditions require students to achieve academic achievement and complete the course on time, so students must have the ability to complete their duties as students and learn according to the demands of academic activities (Asri & Dewi, 2014).

Learning obligations and the number of assignments given in each course can create situations that make it difficult for students to start and complete their final assignments (Purnomo & Izzati, 2013). Bruno (1998) said that individuals who have excessive workload or tasks tend to procrastinate more often, this condition is called procrastination in the academic field. Academic procrastination can be considered an unproductive act of managing

time, with the habit of procrastinating academic tasks without immediately starting them when faced with the task (Panda and Singh, 2022). According to McCloskey & Scielzo (2015) Academic procrastination is a person's reluctance to carry out activities related to education.

Ferrari et al. (1995) stated that academic procrastination has several influencing components including *Perceived Times, Intention Action, Emotional Distress, Perceived Ability*. Procrastination is a phenomenon that is often encountered but has many negative consequences and can interfere with the academic process. This is in line with the results of research conducted by Muyana (2018) that procrastination carried out on an ongoing basis can interfere with the productivity and mental state of individuals. Being able to use time effectively and efficiently is the hope for students so that they can complete academic assignments on time (Panjaitan et al., 2018).

According to research conducted by Ervinawati (2000), it was found that there are several factors that influence academic procrastination, namely social support, personality, *perfectionism*, attitudes and beliefs, achievement motivation and *locus of control*. Referring to one of the aspects of academic procrastination highlighted by Ferrari (1995), namely *perceived ability* where this aspect refers to a person's belief in their abilities. This is in line with the notion of *locus of control* described by Rotter (1996), which is a personality concept that describes a person's beliefs that can influence their behavior. This is reinforced by the findings of research conducted by Milgram and Tenne (2000) showing that personality in the *locus of control* dimension affects the level of academic procrastination. This statement is also supported by the results of Batubara's research (2017) which confirms that *locus of control* is one of the internal factors that influence student learning behavior, including in the context of academic procrastination.

Rotter (1995) classifies *locus of control* into internal *locus of control* and external *locus of control*. The view of *locus of control* can be measured by the extent to which individuals feel they have control over themselves (internal) or depend on help and dependence on others (external), and this is in line with the situation currently being experienced by students (Antoni et al., 2019). According to Laili and Shofiah (2013), personality aspects are responsible for student behavior which affects their beliefs about the reasons why students commit academic procrastination. *Locus of control* is an aspect of human personality that is responsible for internal and external factors of certain events (Laili and Shofiah, 2013).

Based on research conducted by Syam and Dahlan (2021), students with a tendency to internal *locus of control* are faster at completing difficult tasks compared to students who have an external *locus of control*. This shows that students with an internal *locus of control* tend to have a lower level of procrastination than students with an external *locus of control*. This is in line with the hypothesis proposed by the researcher in this study, namely that there are differences in the level of academic procrastination in terms of student *locus of control*.

Methods

The measurement of academic procrastination used in this study is a scale compiled by Yeli (2021) based on aspects proposed by Ferrari, et al (1995), namely *perceived time, action intention, emotional distress, perceived ability*. This scale consists of 22 items. Meanwhile, the *locus of control* measurement used in this study is Levenson's IPC scale. The subjects in this study amounted to 100 students. After researchers determine the direction of *locus of control* orientation, there are 50 students who have external *LOC* tendencies, 50 students have internal *LOC* tendencies. Hypothesis testing in this study uses an *independent sample t-test* statistical test with the help of Jamovi *software* version 2.4.8 for macOS.

Results and Discussion

Table 1. Categorization of *Locus of Control* Variables

Category	Guidelines	Score	N	Percentage
Internal	$Z_{int} = \frac{(X_{int} - M_{int})/S_{int}}{Z_{eks} < 0}$ $Z_{int} \geq 0.50,$	$Z_{int} = \frac{(X_{int} - 20)/4}{Z_{eks} < 0}$	50	50%
External	$Z_{eks} = \frac{(X_{eks} - M_{eks})/S_{eks}}{Z_{int} < 0}$ $Z_{eks} \geq 0.50,$	$Z_{eks} = \frac{(X_{eks} - 32)/8}{Z_{int} < 0}$	50	50%
Total			100	100%

In this *locus of control* variable, it is categorized into 2 groups, namely internal and external. From the results of data processing on the *locus of control* variable, it is known that the subjects who have an internal *locus of control* are 50 people (50%) and as many as 50 people (50%) have an external *locus of control*.

The results of the categorization of academic procrastination scores owned by the subjects can be seen in the following tables 2 and 3:

Table 2. Categorization of Academic Procrastination Variables on Internal *Locus of Control*

Category	Guidelines	Score	N	Percentage
High	$X > (\mu + 1 \sigma)$	$X \geq 66$	4	8 %
Medium	$(\mu - 1.\sigma) \leq X < (\mu + 1.\sigma)$	$44 \leq X < 66$	24	48 %
Low	$X < (\mu - 1.\sigma)$	$X < 44$	22	44 %

Total	50	100%
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Based on the results of the categorization of academic procrastination variables in the internal *locus of control* group, it shows that subjects who are in the high category are 8% (4 subjects), the moderate category is 48% (24 subjects), and the low category is 44% (22 subjects), so it can be concluded that in this study most subjects have academic procrastination in the moderate category.

Table 4. Categorization of Academic Procrastination Variables on External *Locus of Control*

Category	Guidelines	Score	N	Percentage
High	$X > (\mu + 1\sigma)$	$X \geq 66$	8	16 %
Medium	$(\mu - 1.\sigma) \leq X < (\mu + 1.\sigma)$	$44 \leq X < 66$	41	82 %
Low	$X < (\mu - 1.\sigma)$	$X < 44$	1	2 %
Total			50	100%

Based on the results of the categorization of academic procrastination variables in the external *locus of control* group, it shows that subjects who are in the high category are 16% (8 subjects), the moderate category is 82% (41 subjects), and the low category is 2% (1 subject), so it can be concluded that in this study most subjects have academic procrastination in the moderate category.

From the results of the *independent sample t-test* hypothesis test, $p = 0.001$ ($p \leq 0.050$) means that there is a significant difference between students who have an internal *locus of control* and students who have an external *locus of control* on academic procrastination. Students with internal *locus of control* have lower academic procrastination (Mean 47.3) compared to academic procrastination of students with external *locus of control* (Mean =58). This shows that the hypothesis in this study is accepted.

The acceptance of the hypothesis in this study reveals that *locus of control* is a factor associated with academic procrastination. The results of this study are in accordance with previous research conducted by Harsanti (2015) which found that internal *locus of control* has a negative correlation with academic procrastination while external *locus of control* was found to have a positive correlation with academic procrastination. The difference in academic procrastination in terms of *locus of control* of students with internal and external orientation has significant results, where internally oriented perspectives can independently make decisions, are active, and have confidence that the results of their actions are self-determined so that they

are able to face obstacles and achieve academic success. Meanwhile, students with an external orientation will consider events that happen to themselves due to fate and the influence of others which results in independence, difficulty making decisions, lack of self-acceptance, and not realizing their potential so that it is difficult to achieve maximum academic success (Robinson, 2000).

Students with internal *locus of control* have the belief that success or effort and ability are in themselves. Individuals who believe that their efforts can be successful will be more motivated and tend to study harder. The individual will seek information and have more good study habits and positive academic attitudes. Meanwhile, students with external *locus of control* believe that events that happen to them are caused by fate and the control of others so that individuals pay less attention, are more rigid, and less adaptive which results in difficulty realizing potential, less self-acceptance, do not have clear life goals, and are less able to manage their environment so that they have a negative impact on their academic success.

Conclusions

Based on the results of this study, it is concluded that there are differences in the level of academic procrastination in terms of *locus of control* among university students in Yogyakarta. Students with internal *locus of control*, who believe that the future can be achieved through their own abilities and efforts, generally have a positive attitude that allows students to understand the cause-and-effect relationship between behavior and the results obtained. Students tend to have independence and develop their potential positively, which encourages them to be more active in learning compared to students who have an external *locus of control*. Students with an external *locus of control*, on the other hand, often exhibit characteristics of lack of adaptiveness, independence, and feel that their lives are controlled by external factors such as other people, fate, or chance. They may lack self-confidence and have poorer learning skills.

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