



New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 7 (2017) 111-119

ISSN:2547-8818

www.prosoc.eu

Selected Paper of 8th World Conference on Psychology, Counseling and Guidance, (WCPCG-2017), 28-30 April 2017 Grand Park Lara Convention Center, Lara – Antalya, Turkey

Analyzing Needs for Training on Academic Procrastination Behavior of College Students

Iman Dwi Almunandar^{a*}, YARSI Univesity, Jakarta, 10410, Indonesia

Nellawaty A. Tewu^b, YARSI Univesity, Jakarta,10410 , Indonesia

Anshari Al-Ghaniyy^c, YARSI Univesity, Jakarta, 10410, Indonesia

Suggested Citation:

Almunandar, I.D., Tewu, N.A. & Ghaniyy, A.A. (2017). Analyzing Needs for Training on Academic Procrastination Behavior of College Students. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 07, pp 111-119. Available from: www.prosoc.eu

Selection and peer review under responsibility of Prof. Dr. Marilyn Campbell, Queensland University of Technology, Australia

©2017 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

The emergence of academic procrastination behavior among students in Indonesia, especially the students of Faculty of Psychology at YARSI University, becomes a habit not to be underestimated, so interfere with the effectiveness of the learning process frequently. The lecturers at the Faculty of Psychology have often warned students to do and collect assignments in accordance with predetermined deadline. However, they still violate it. According to researchers, this problem needs to be solved with a proper training to minimize academic procrastination behavior of the students. In this study, researchers conducted a needs analysis to decide whether the students need a training or not. In the study, there are 30 respondents who were chosen with the random sampling method. Measurement of academic procrastination behavior is using the theory by McCloskey (2011), which has six dimensions: Psychological Belief about Abilities, Distractions, Social Factor of Procrastination, Time Management, Personal Initiative, and Laziness. Methods of analyzing needs are using Questioner, Interview, Observations, Focus Group Discussion (FGD), Intelligence Tests. The result of analyzing needs shows that psychology students' generation of 2015 at the Faculty of Psychology YARSI University need for training on Time Management.

Keywords: Procrastination; College Students; Analyze Needs

* ADDRESS FOR CORRESPONDENCE: **Iman Dwi Almunandar**, YARSI Univesity, Jakarta, 10410, Indonesia
E-mail address: imanalmunandar@gmail.com / Tel.: +62 21 4206675

1.Introduction

The college is one of the most important education tools for students. Students must master various abilities in accordance with their fields during their study at the university. Students often face multiple tasks including both academics and non-academics, so students must be independent in solving their tasks. According to Purnama & Muis (2014), the main characteristic to learn in college is self-reliance. Hence, students must prepare their mental, thoughts, and feelings to face difficulties and obstacles when completing a task (Purnama & Muis, 2014).

The capacity of students' abilities to complete tasks is different. A student who has difficulty in balancing their abilities in completing the task usually will have delays and even fail in completing the task in accordance with a predetermined time limit. A student who has experience of it is someone who has procrastination (Sebastian, 2013).

According to Wolter (in Ferrari, 2000), academic procrastination is a failure in task completion within a predetermined time or postpone doing the intended task or postponing it until the last collection time limit. Milgram (in Rumiani, 2006) said that procrastination is action taken solely to complete the task optimally. However, the delay does not make a better quality result. According to McCloskey (2011), procrastination is a tendency to procrastinate an activity related with learning activities in an academic environment.

From the above definition, we can conclude that academic procrastination is a behavioral tendency to intentionally delay the implementation or completion of a task due to the lack of a good time management. Therefore, we looked at the importance of avoiding procrastination habit in students, especially the students of the psychology department of YARSI University. Hence, we intend to conduct a needs analysis, which aims to find out whether there are procrastination behaviors committed by the students of the psychology department of YARSI University. This needs analysis aimed at the generation of 2015.

1.1.Procrastination

Academic procrastination is a failure in task completion within a predetermined time or postponed doing the intended task or postponing it until the last collection time limit (Wolter & in Ferrari, 2000). Milgram (in Rumiani, 2006) said that procrastination is action taken solely to complete the task optimally. However, the delay does not make a better quality result (Rumiani, 2006). According to McCloskey (2011), procrastination is a tendency to procrastinate an activity related with learning activities in an academic environment. There are six types of procrastination proposed by McCloskey (in Fitria, 2016), Psychological Belief about Abilities, Distractions, Social Factor of Procrastination, Time Management, Personal Initiative, and Laziness.

According to McCloskey (in Fitria, 2016), procrastination is a tendency to procrastinate an activity related with learning activities in an academic environment where there are six dimensions in academic procrastination:

- a. Psychological Belief about Abilities is psychological belief regarding the abilities related to the academic self-concept. A self-reflection is believed by the individuals to themselves be related to their effectiveness level as a student. Individuals who feel themselves as effective learners will tend to delay their task close to the predetermined collection time, because they believe they can do the task (McCloskey, 2011).

- b. Distractions. Task delays because of disliking the task, and so preferring to do more attractive and fun activities to avoid the responsibilities (McCloskey, 2011).
- c. Social Factor of Procrastination. Task delays due to social factors. Hence, the individuals prefer to socialize with their friends rather than completing the task (McCloskey, 2011).
- d. Time Management. Task delays due to difficulties in arranging time, such as forgetting the task, not intentionally delaying, having the task until last minute, or do other activities besides academic tasks (McCloskey, 2011).
- e. Personal Initiative. Task delays owing to the lack of initiative and being less motivated in having task, so they are not viable or excited and no self-motivated to complete the task on time (McCloskey, 2011).
- f. Laziness. Task delays due to the tendency to avoid such a task although physically they are able to do it (McCloskey, 2011).

2.Methodology

This research was a quantitative-based research, which has been used widely for a long time in every research and almost become a tradition as a research method (Sugiyono, 2008). The quantitative method in this research is non-experimental because research data are numbers which were analyzed using statistic and uncontrolled research variables.

2.1.Sample

The participants of this research were the students of Psychology Faculty of YARSI University Jakarta, and registered as the active students of class of 2015. The number of the participants in this research is 30. The researchers used the random sampling technique to choose the participants.

2.2.Research Instruments

The research used five methods of data collection instruments including the questionnaire, observation, interview, test knowledge, and Focus Group Discussion (FGD). The data collected from all five instruments above refer to the procrastination theory proposed by McCloskey (2011). There are six types of procrastination that proposed by McCloskey (in Fitria, 2016), namely Psychological Belief about Abilities, Distractions, Social Factor of Procrastination, Time Management, Personal Initiative, Laziness.

2.3.Measurement

The data collection process had taken approximately a week from November 14th to November 18th of 2016.

2.3.1.Questionnaire Method

The process of data collection using the questionnaire took place at the 6th floor of Faculty of Psychology building of YARSI University on Tuesday, November 15th of 2016. The data were collected in two sessions for 24 participants. There were 15 participants in the first session, and they completed the questionnaire at the same hour and day, while there were 9 participants in the second session. The participants in the second session were asked to fill the questionnaire at their homes, and they

would be collected the next day on Wednesday at noon, November 16th of 2016. The whole data collected had taken from 30 out of 40 psychology students from class of 2015. In our opinion, the data collected is sufficient since it was taken from more than half of the total population.

After data collection, we processed the data by coding and entering data through Microsoft Excel according to its item type. For favorable items; Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) while for unfavorable items; Strongly Agree (1), Agree (2), Disagree (3), and Strongly Disagree (4). Then, we looked for the average distribution of each dimension item and calculated the result of item distribution total number for all dimensions using Microsoft Excel.

2.3.2. Interview Method

Interviews were used to gather data from five of the participants. The process lasted for one week with average 5-15 minutes for each interview. Interview method used was semi-structured interview, which means we had already provided them with the guidance in prior to the interview.

2.3.3. Observation Method

The observation process lasted for approximately 20 minutes, and observations were conducted twice. First observation was conducted on Tuesday, November 15th. We observed the participants in the classroom from 11:30 a.m. to 11:50 a.m. The 15 of the participants were psychology students. The observation was conducted together with the questionnaires given by the questionnaire group of the researchers.

The observer team sat randomly in the middle of the participants who filled in the questionnaires to observe the behaviors of them while they were filling in the questionnaires, and then the team recorded their observations in the observation sheet. The questionnaire group then collected the completed questionnaire. There were nine students who did not fill in the questionnaires on that day, and they were asked to complete and hand over them on the next day.

Second observation was conducted on Wednesday, November 16th. Participants were the same 15 ones as the previous day on November, 15th. The observer team just observed the timeliness of questionnaires collection and recorded that in the observation sheets.

2.3.4. Focus Group Discussion (FGD) Method

Data were gathered on Wednesday, November 16th on the 6th floor of the Faculty of Psychology using the Focus Group Discussion method assisted with the recording equipment to facilitate the data processing. The data were collected from 10 of the participants.

To discuss the case, 10 participants divided into two equal peer groups. For the first peer group, the discussion time was approximately 20 minutes while for the second one, it was about 11 minutes. Both peer group were asked to be at different places, then each individual was given a question in the form of a case sample. After obtaining the opinions of individuals, each peer group was asked to discuss these cases together. The result was a joint decision not a voting.

2.3.5. Knowledge Test Method

The next data collection method is Procrastination Knowledge Test. Knowledge test method was performed to determine the ability of the training targets on procrastination. Knowledge test also determined if the cognitive intervention would be held or not, for example, the material to be provided in Procrastination Training. The results of Knowledge test scores determined the target knowledge on Procrastination. Scores were obtained from the number of target correct answers, where there were two options, true or false. Scores targeted > 60%, with that score, the target would be considered to have knowledge of Procrastination.

The followings are the steps taken to obtain target knowledge on Procrastination:

- a. Conducting Knowledge Test with the material obtained from the reliable literature.
- b. Propose Knowledge Test to be conducted to Lecturer of Training Course I.
- c. Get feedback, then revised 3 times.
- d. After all items in Procrastination Knowledge Test were approved and no further revisions, the group started data collection preceded by spreading the knowledge test to the target.
- e. Target was asked to fill out on the spot so that the group could keep an eye on the target while answering Knowledge Test items, this aimed to prevent targets from cheating or being not serious in the process
- f. Once the targets returned Knowledge Test sheet, the group immediately started scoring the targets' answers one by one
- g. After scoring completed, the last thing to do was inputting the data into MS Excel and interpretation.

3. Results

3.1. Results of the Questionnaire

Table 1. The Questionnaire of Academic Procrastination

| Dimensions | Mean Distribution |
|-------------------------------------|--------------------------|
| Belief about Ability | 2.144 |
| Distraction | 2.4 |
| Social Factor | 2.35 |
| Time Management | 2.3 |
| Personal Initiative | 2.54 |
| Laziness | 2.46 |
| Total Mean Distribution Item | 2.36 |

Table 1 shows that students of the Psychology Faculty class of 2015 having procrastination behaviors. Personal initiative dimension have the higher average value than the other dimensions. This shows that they have academic procrastination due to a lack of initiative and being less motivated to do the task (McCloskey, 2011).

3.2. Results of Knowledge Test

Table 2. Scores of Knowledge Test

| Subjects | Scores |
|-----------------|---------------|
| Subject 1 | 55 |
| Subject 2 | 70 |
| Subject 3 | 55 |
| Subject 4 | 65 |
| Subject 5 | 55 |
| Subject 6 | 70 |
| Subject 7 | 75 |
| Subject 8 | 75 |
| Subject 9 | 65 |
| Subject 10 | 60 |
| Subject 11 | 35 |
| Subject 12 | 45 |
| Subject 13 | 85 |
| Subject 14 | 40 |
| Subject 15 | 80 |
| Subject 16 | 50 |
| Subject 17 | 50 |
| Subject 18 | 55 |
| Subject 19 | 55 |
| Subject 20 | 70 |
| Subject 21 | 65 |

| | |
|-------------|--------------|
| Subject 22 | 60 |
| Subject 23 | 60 |
| Subject 24 | 45 |
| Subject 25 | 65 |
| Subject 26 | 55 |
| Subject 27 | 60 |
| Subject 28 | 50 |
| Subject 29 | 70 |
| Subject 30 | 50 |
| Mean | 60.33 |

The results obtained in this test indicates that participants has low procrastination knowledge. Therefore, it is important to held procrastination training in the form of time management because many students were overwhelmed with time management and many participants did not know the meaning of the terms used.

4.Results

4.1.Results of Observations

According to the McClokey's theory (2011), there are 6 dimensions of academic procrastination. Among those six dimensions, only four of them could be observed. Based on data gathered, social factor and distraction became the highest factors that appeared on the student of Psychology Faculty. Based on observation, it can be concluded that Student of Psychology Faculty have academic procrastination.

4.2.Results of Focus Group Discussion

In the first case, two of the 10 participants said they would cancel the appointment, then do the work, and take a rest. Another one keeps giving a surprise, then sleep or rest, and do the task at dawn, because he/she thinks the task is an easy thing to do at the end of time. However, the average answer on both peer groups is still giving a surprise and do the journal review along with birthday celebration. For the first case, psychological believe about abilities dimension says one participant delays the task, because he/she considers that the task is a simple matter. On the other hand, time management dimension states some participants do not have good time control in their activities. Social factor dimension says some of the participants delay the task because of the presence of a friend, and they

must keep their promises to provide surprise, but for the personal initiative dimension, basically they must have the ability and motivation to complete the tasks on time.

The second case, from the response of each peer group, the majority says they will still come to the concert because it only happens once in a lifetime. The task can be performed on the way from the campus to the concert venue. Two out of ten participants chose to do the task and sell their concert tickets or gave the ticket to someone else. One of the others will still go to concert and the task can be performed after concert, he/she would collect the task despite the late deadlines. For time management dimension, the participants have not been able to maximize their time to work on things that are more important. For distractions dimensions, most participants still choose to come to the concert, but they still have willingness to complete the task on the way to the concert (personal initiative).

The third case is the overall answers from each peer group that they will keep working on the task in accordance with the order of the tasks assigned for the course. For the first course with deadline at 12.00 pm, they do the task while the second course is ongoing at 10:00 to 12:00 pm. For the second course the task with collection deadline at 15:00 pm, they work on it along with third course ongoing at 13:00 to 15:00 pm. They state this as stealing time to do the task in both courses. For the third course task, average says performed home from college immediately. According to psychological believe about abilities dimension, they are convinced of their own ability to do the task but they delay doing it. According to the personal initiative, they have the motivation and drive to keep doing the tasks although they tend to do it during the lecture session. For time management dimension, they have not been able to manage time well to perform tasks or their activities.

From the results obtained, it can be said that the most dominated procrastination dimension is Time Management. Most participants have not been able to manage time well and choose which one should be prioritized.

5. Discussion

The fifth method used to analyze the needs of procrastination behavior of the students of Psychology Faculty shows different results. The differences appear on procrastination dimensions resulted from data collection tools. Based on the results, there are some data collection method with the same conclusions showing the tendency of procrastination behavior on students of Psychology Faculty, and some are showing the opposite results.

Needs analysis methods that shows the procrastination behavior includes questionnaires, observations, interviews, and knowledge tests. While the FGD in overall showed no procrastination, there is one dimension indicating the procrastination tendency. It is time management dimension. There are several dimensions stand in indicating that the students have a tendency to perform procrastination. They are social factor, distraction, laziness, and time management.

Based on the discussion results, some dimensions stand for procrastination behavior of students, but the most probable cause of procrastination and the other dimensions is time management. According to researchers, procrastination dimensions such as social factors, distraction, and laziness could be due to the lack of a proper time sharing and time management to complete the academic tasks. Therefore, based on a need analysis and the results, the proper training for students of Psychology Faculty of YARSI University class of 2015 is training on Time Management.

References

- Ferrari, J. R. & Tice, D. M. (2000). Procrastination as a self-handicap for men and women: A task-avoidance strategy in a laboratory setting. *Journal of Research in Personality*, 34, 73-83.
- Fitria, A. U. (2016). Hubungan Antara Self-Efficacy for Self-Regulated Learning (SRL) dengan Prokrastinasi Akademik pada Mahasiswa yang Sedang Menyusun Skripsi serta Tinjauannya dalam Islam. *Skripsi*. Tidak dipublikasikan. Jakarta: Universitas YARSI.
- McCloskey, J. D. (2011). *Finally. My Thesis on Academic Procrastination*. The University of Texas: thesis.
- Purnama, S. S. & Muis, T. (2014). Prokrastinasi Akademik (Penundaan Akademik) Mahasiswa Fakultas Ilmu Keolahragaan Universitas Negeri Surabaya.. *Jurnal BK UNESA*. Vol 4, No 3. Obtained on January, 7th 2017 on <http://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/8805>.
- Rumiani. (2006). Prokrastinasi Akademik Ditinjau dari Motivasi Berprestasi dan Stres Mahasiswa. *Jurnal Psikologi Universitas Diponegoro*, Vol 3, No. 2. Obtained on January, 7th 2017 on <http://ejournal.undip.ac.id/index.php/psikologi/article/view/656>.
- Sebastian, I. (2013). Hubungan antara fear of failure dan prokrastinasi akademik. *Jurnal Ilmiah mahasiswa Universitas Surabaya*. 2(1), 1-8.