

The Impact of Academic Procrastination on The Learning Achievement of Grade 11 Students at SMA X Bogor

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ABSTRACT

Procrastination is behavior negative that is do procrastination in finish task academic so that influence results performance Study less students maximum. Research purposes This For describe about impact procrastination academic student 11th grade at SMA X Bogor. Research methods use qualitative approach with method analysis descriptive with in-depth interview technique and non-participant observation. Research result found that procrastination academic impact on low learning performance.

Keywords: Academic Procrastination, Learning Achievement, sma

INTRODUCTION

Education is the main means in shaping the potential in individuals which will form human resources who are knowledgeable, skilled and have noble morals. With the existence of Education can make a change and progress in a better life. So it can be understood that education is very important to live. According to Hurlock (in Yusuf, 2014) explained that school is a determining factor in the development of student personality in the way of thinking, behaving and behaving. This is in accordance with Article 3 of Law Number 20 of 2003 concerning the dignified system of forming the character and civilization of the nation in order to educate the nation's life, aimed at developing students' potential in order to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, creatively capable, independent and become democratic citizens and have a sense of responsibility.

High school students are individuals who are in adolescence (Atangongo et al., 2024). Where the age of high school students is between the age range of 15 – 18 years. In this case, according to the explanation of Steinberg (2002) who divides adolescence into three categories, namely early adolescence (11-14 years), middle adolescence (15-18 years) and late adolescence (18-21 years). In this case, it can be said that high school students belong to the category of middle teenagers. Adolescence is in a period of developmental transition from childhood to adulthood involving cognitive, biological, and socio-emotional changes (Santrock, 2002).

Adolescents experience changes in the development of cognitive aspects, which are drivers of changes in adolescent social cognition, increasing self-responsibility (Verkuyten, 2018). In addition, aspects of adolescent emotional development become easily influenced by environmental socio-emotional conditions, especially in the friendship environment. Therefore, at this time adolescents are encouraged to be able to take responsibility for the tasks they have. Especially the academic tasks obtained from school. Teenagers at the high school level are required to be able to learn independently in doing their academic assignments.

However, in carrying out academic responsibilities, students often experience difficulties or problems so they choose to delay the completion of academic assignments.

According to Jannah (2014), procrastinating academic tasks is called procrastination, where delays in completing tasks, delays in doing assignments and choosing fun activities compared to completing academic tasks. The problem of academic procrastination in Indonesia is still a problem that continues to occur in students at the elementary, junior high, high school / vocational levels and even at the lecture level. This can be seen in research conducted by (Khaningrum et al., 2023) regarding a case study of academic procrastination in grade vi elementary school students. Where it was found that student procrastination occurred due to doing other fun activities by 93%, delayed completion of assignments by 80% and delays in doing assignments by 80%. The factors that cause procrastination occur due to internal and external factors.

In (Rahmania et al., 2021) obtained results that the academic procrastination of junior high school students in the Surabaya area obtained an academic procrastination level in the medium category. Procrastination occurs as a result of preferring to do pleasant things rather than the responsibilities of academic tasks. Therefore, the factors causing students' academic procrastination to prevent are influenced by the parenting style given by parents, related to their sense of academic responsibility.

In (Triyono & Khairi, 2018) obtained results that academic procrastination has a psychological impact in the form of negative emotional disorders for students which include anxiety and stress. Anxiety is fear or worry in certain situations that are very threatening and cause anxiety (Hamm, 2020). Negative emotions that cannot be managed properly cause the focus of completing academic assignments to be disrupted.

Student habits that cannot complete and utilize time properly can affect learning outcomes and are not optimal. If academic problems are left without follow-up, it can hinder the achievement of good achievement and learning outcomes. Procrastination is one of the behaviors that is inefficient in utilizing and using time. This is in line with the opinion expressed by This is in line with the opinion expressed by Kartadinata and Tjunding (2008) Procrastination is a behavior that is expected not to occur in the academic world, because this action can cause consequences in the form of paralyzed academic progress. A person who performs procrastination intends not to avoid or not want to know about the task at hand. However, they only procrastinate to do it, so it takes up the time needed to complete the task. The delay caused him to fail to complete his task on time. This is in line with the opinion developed by Solomon and Rothblum (Saputra, 2019) which states that the disadvantage of academic procrastination is that the task is not completed, or completed but the results are not optimal, because they are chased by deadlines. So that it can cause anxiety all the time of doing the task, can result in a high number of errors because individuals do it in little time. In addition, there can be difficulties in concentrating because there are feelings of anxiety, so that learning motivation and self-confidence become low.

The results of research in Indonesia also stated that the impact of academic procrastination on junior high school students includes high anxiety, high stress and low academic performance (Widisen et al., 2017). Another study by (Ramadhan & Winata, 2016) shows that academic procrastination of private high school students has a significant effect on student achievement. From these problems, efforts are needed to find factors that cause students to have academic procrastination behavior.

In the academic field, it is quite often seen directly the behavior of procrastination among students. According to Ferrari et al (1995), as a procrastination behavior, academic procrastination includes several indicators including: 1) Delay to start completing tasks; 2) Delay in completing tasks; 3) Time gap between established plan and actual performance; 4)

Do other activities that are more fun than the tasks to do (such as chatting, watching, listening to music, going for a walk, playing games etc.).

The factors that influence the occurrence of procrastination according to Ghufroon & Rini (2010) are internal factors and external factors. Internal factors are factors found in individuals, for example; physical condition and also psychological condition. Physical fatigue tends to influence someone to postpone work higher than those who are not. While psychological conditions are influenced by several things such as self-regulation, self-confidence, motivation, self-esteem. External factors are factors that come from outside the individual, such as parenting patterns, and supervisory control in either the family or school environment.

The impact of procrastination can affect the learning process of students. They waste a lot of time in vain. The tasks given will be neglected, and when completed the results will not be optimal. Other effects of academic procrastination are obtaining low grades in academics and having poor health conditions, stress and affecting individual psychological dysfunction and having negative feelings or emotions, such as anxiety, feeling guilty, panic and tension, self-condemnation, feeling that they have cheated and low self-esteem (Blinder, 2000).

Based on a preliminary study conducted on September 6, 2023 through a brief interview with BK Teacher at SMA X Bogor, it was stated that there are some students who often experience BK Teacher calls due to academic problems in class. Seeing the problems above, the researcher aims to examine the impact of academic procrastination of grade 10 students at SMA X Bogor.

RESEARCH METHODS

The research approach used is qualitative descriptive with data triangulation research methods. In a study to increase validity and generality in qualitative research, a triangulation method is needed. Triangulation refers to taking data from different sources, to gain clarity about research data. In this study, researchers used a data triangulation approach method. Data triangulation is a data collection technique carried out using different data sources (Moleong, 2012).

This research uses data triangulation, where data triangulation is carried out using several informants to obtain data source information. The informants in this study are; BK Teachers, Homeroom Teachers, Subject Teachers and Classmates. In this study took 4 respondents of grade 11 students of SMA X Bogor. The respondents were determined from interviews from BK teachers where information was obtained that the 4 respondents often received calls from BK teachers regarding the problem of incomplete academic assignments for the last 3 semesters. The goal was to take the 4 respondents to describe the psychological subject. The research was conducted through 2 stages, namely observation and interview. The study was conducted in December 2023.

RESULTS AND DISCUSSION

The implementation of this research was carried out at SMA X Bogor in early September 2023. The subjects of the study were grade 11 students with initials RK, RF, IB and FN. From the results of the research obtained that the 4 subjects were recorded to be often called by the Counseling Guidance Teacher regarding incomplete academic assignments from semester 1 grade 10 to semester 3 in grade 11.

From the results of the research conducted, it can be explained that the first respondents are; RK had difficulty in capturing the lessons delivered by the teacher. He always procrastinates in doing tasks until they pile up. This results in every assignment given by the teacher getting a test grade and a red assignment grade. RK subjects have a tendency to be quiet and lazy to interact with friends around him so that every break he sleeps in class and is often not awakened by his teachers and friends.

RK had an initial desire to be able to enter SMA Negeri X Bogor area which was among the favorite schools, but because his final grades in junior high school were not optimal, he did not pass the selection at the school. Every time he goes to school, he is not enthusiastic and often does not attend school almost 7 times a month. Every once in a while, he was late and got punishment from the order team at school, although this did not make him change and continued to find excuses if he missed school and was late. From the problems experienced by RK, there was once a feeling to choose to change schools later at the end of grade 11 because he felt uncomfortable going to school so that the work on the tasks given by the teachers was always ignored and done suddenly. When he didn't go to school for a few days, RK never met the teacher who taught subjects to get missed assignments, so in the middle of the semester he began to feel overwhelmed because he got remedy-remedy assignments and added basic assignments.

Procrastination behavior can be associated with student achievement. Learning achievement according to Djamaroh (2002) is the result of learning business activities expressed in forms, numbers, letters and sentences that can reflect the results achieved by a person through learning activities. In this study, subjects have a tendency to procrastinate tasks due to disliking the current school. So that it has an impact on the red academic achievement score or can be said to get a score below KKM (Minimum Completeness Criteria). Meanwhile, in the regulations imposed at SMA X Bogor school, the minimum subject score is KKM. So if there is a red value, it will affect the requirements for class advancement. In addition, RK has a personality that tends to be quiet and lazy to study at school. This is one of the factors causing the emergence of procrastination behavior in individuals. In line with research conducted by (Suhadianto & Pratitis, 2020) which obtained results that there are internal factors causing academic procrastination in the personality category (lazy) reaching a percentage of 80%. From this research, it can be concluded that there is a need for a sense of responsibility in individuals towards academic tasks and increase motivation in themselves to be active in learning independently or in groups. In this study, it is known that RK has the desire to change schools and does not feel comfortable which is the cause of continuous procrastination, so support from parents, teachers and friends is needed in order to help increase the spirit of learning well in RK. So that he was able to complete the high school level well in the majors he had undertaken. This is in line with research conducted by (Suhadianto & Pratitis, 2020) which obtained results that there are internal factors causing academic procrastination in the volitional category (low motivation) reaching a percentage of 30%. In this case it can be understood that in addition to the lazy personality of the individual there is low self-motivation being a factor of academic procrastination difficult to resolve, because the motivation in individuals themselves is low so they need encouragement from the surrounding environment.

The second respondent, RF, often does not attend school and in the record of student attendance calculated every week only enters 2-3 days. It is known that RF is difficult to wake up the school every day and if it is too late to have a fear of getting punishment from the enforcement team. The punishment that is often experienced is in the form of running 10 rounds of the futsal field. This is so that students can change and do not dare to be late but precisely because of the fear of being punished, students actually choose not to enter school. Another reason that makes RF often not enter is because RF does not have a high school uniform, this is because the cost of PPDB since grade 10 has not been paid off 50% so that the school has not given uniforms to RF. This makes RF embarrassed to go to school while all his classmates already have full high school uniforms.

Due to frequent absences from school, RF is left behind in all subjects. Every time he enters school, RF has the initiative to meet with teachers who teach subjects in his class for fear of bad grades at the end of the semester. But in the process, RF occasionally delays and does not rush to work. RF had an interest from the beginning of choosing this school. If you

get a reprimand from the homeroom teacher regarding red assignments, RF always rushes to immediately see the subject teacher so that they can catch up with the missing grades. But this resulted in the additional tasks he obtained piled up a lot, making RF feel stressed and anxious in doing time-sharing management in doing the task. In addition, there is a fear if you get a score below KKM so you don't move up the class. After the midterm report time, the pure grades of all subjects come out and RF obtains 60% of the grades in the subjects that are tainted to get red grades below the average and is obliged to seek remedial to each subject teacher.

In this study, it can be understood that RF has a tendency to delay assignments due to frequent absences in school and lack of initiative to rush to do assignments after meeting the teacher. According to Ferrari, et al (2000) suggest that an academic procrastination behavior can occur in one aspect, namely; There is a delay to start or complete the work or task at hand. In this study, subjects had a sense of responsibility in school tasks but tended to delay completing them. When tasks have piled up and many end up experiencing instability in doing time management. In this case it is in line with the research conducted by Burhan, Mochammad. N. I, et al (2019) who suggest that there are factors causing academic procrastination to occur, namely poor time management. There is a time gap between the plan and the actual performance gap, a student who does academic procrastination will find it difficult to complete the task according to the given time. So that students tend to accumulate tasks and difficulties in doing which tasks should come first and have an impact on difficulty concentrating. The emergence of poor concentration in doing academic assignments can affect the results of task work. This is due to the limited time in the process and confusion arises. Whether the answers that have been done are in accordance with the question or even not appropriate so that students only think that the important thing is that the task is completed and get a grade. In this case, in line with research conducted by Suhadianto & Pratitis Nindia (2019) which obtained results that there are internal factors that cause academic procrastination in the cognitive category (Difficulty concentrating) by 10%. So it can be understood that in addition to poor time management, there are difficulties in student concentration which is one of the factors in academic procrastination occurring. In addition, there is a psychological impact on RF subjects, where the procrastination behavior carried out results in stress on him. Stress behavior can arise due to individuals being unable to manage the activities undertaken to cause fatigue in themselves. If stress occurs, the individual needs time to do self-conditioning so that the body can be stable again. In this case, in line with research conducted by Suhadianto & Pratitis Nindia (2019) which obtained results that there was an impact due to academic procrastination in the affective category in the form of stress by 45% and anxiety by 60%. So in this case it can be understood that the need for self-control or emotional regulation training to reduce anxiety and stress in facing tasks. In addition to the psychological impact experienced by RF, there is a negative impact in the form of decreased learning achievement. It is known that RF obtained 60% of the scores in the subjects that received red grades below the average. This occurs due to the impact of procrastination behavior carried out by RF. Although RF has a good sense of responsibility in catching up, RF has difficulty concentrating and poor time management so that the learning results carried out do not get maximum results, instead getting scores below the minimum average. This is one of the drivers that RF needs motivational support and guidance not only by teachers in schools but also parents who are involved every day in the family environment.

Third respondent: IB is one of the students who is known to come early in the morning so he rarely gets punished by the enforcement team. But even though he diligently comes in the morning, IB is famous as a student who is never neat in dressing and behaving impolitely to the teacher. Often against the teacher's words every time you get a reprimand related to the behavior or task given by the teacher. IB often has difficulty in completing subject assignments, this is because the assignments given by teachers are very large up to 6-7 pages per assignment

and must summarize all material at each meeting. Get a red grade if a given task is not completed.

This makes IB underestimate the tasks given by the teacher and always delay the completion of the tasks obtained. In addition, IB's behavior to teachers is notoriously disrespectful which makes IB often expelled from class when making noise during class. When assigning assignments, IB often invites his friends to go to the cafeteria when the teacher leaves the classroom. As a result of academic behavior carried out by subject scores to get red grades. In addition to this, IB is also famous for having a hobby of playing cellphones during learning time until several times IB's cellphones were confiscated by teachers. In each daily test IB scored below KKM and complained of difficulty understanding the subject.

In this study, it can be understood that IB has a tendency to delay the work of assignments because they do not like subject teachers. In this case, it is in line with research conducted by (Suryadi, 2017) at SMA IT Abu Bakar Yogyakarta on the forms of academic procrastination of students in the form of; The existence of incompatibility with subject teachers causes procrastination to occur in the school environment. In this study, the subjects felt uncomfortable with the learning systematics provided by the teacher so that they did the assignment by procrastinating and often IB did the task suddenly at school before the assignment collection took place and was not the result of his own work but cheated on friends. This actually has a bad impact on students because what is given by the teacher is not able to be understood properly so that later it will cause incomprehension of learning material. RF always collects tasks within a set time but the results of the submission of those tasks do not get satisfactory grades. This happened because of the lack of understanding of the material provided and lack of time for independent study at home so that doing assignments from the results of cheating friends. In his daily life in the IB class, it is known that he often cannot pay attention to the teacher properly and always plays cellphones until they are confiscated repeatedly. This is in line with research conducted by Suhadianto & Pratitis Nindia (2019) which obtained results that there are internal factors causing academic procrastination in the category of doing more fun activities (Playing HP) by 30%. So that it can be understood that in addition to not liking subject teachers, there are other factors in the form of playing cellphones in class which are one of the internal factors that trigger academic procrastination. Playing cellphones can be done at school, but when learning takes place, playing cellphones is one of the violating behaviors. Playing cellphones can also affect the process of decreased learning concentration, when the teacher explains the material in front to the maximum but students choose to play cellphones. So when the teacher gives questions in the form of questions related to the material that has been delivered in front of the class, IB actually does not understand at all until it is difficult to answer well.

This behavior eventually gave rise to the act of cheating. This is in line with research conducted by Suhadianto & Pratitis Nindia (2019) which obtained results that there is an impact of academic procrastination in the moral category (cheating) of 10%. So in this case it can be understood that procrastination behavior has an adverse impact on moral categories. Cheating behavior sometimes makes individuals feel calm because by cheating the task being done can be completed, but what is done is not understood at all and the value obtained from the work is not optimal or even gets minimal marks because it deceives the performance of learning outcomes. From the procrastination behavior carried out by IB has a negative impact on the learning achievement obtained in school. Although IB is known to often enter and do it on time, the results of the assignments given to teachers are a form of academic procrastination behavior and obtain less than optimal learning results. So it can be said that the academic procrastination behavior carried out by IB has a negative impact on the learning achievement obtained. Regular attendance cannot determine that students can achieve good learning achievement.

The respondents are; FN is one of the students who diligently arrives early in the morning and always arrives on time in order to avoid punishment from the discipline team. FN is IB's best friend so every time he goes home and goes to school is always together. Despite being disciplined in terms of arrival or attendance, FN has difficulty submitting assignments on time because the assignments given by teachers are very difficult and his peers do not want to give cheat sheets. Each assignment collection is only a few questions that are done so that they get less assessment by the subject teacher. In addition, FN often comes home late at night almost every day to hang out with his classmates. This is what triggers the lack of time to study and do academic assignments at school. FN thinks that there are subject teachers who are very scary and disliked by him so he often procrastinates doing the assignments given and often does assignments at school. Even so, the tasks collected actually get less than optimal value, even though the tasks done have been completed. This is because the answers written are not in accordance with the questions given by the teacher. Often FN feels dizzy and panicked when completing many tasks in a short time. FN obtained 40% of the red grades in semesters 1, 2 and 3.

In this study, it can be understood that FN has a tendency to collect assignments on time because the subject assignments are so difficult that they take a long time. This makes FN always collect assignments outside the collection limit and end up the assignments being done are not accepted by the subject teacher. This is in line with research conducted by Suhadianto & Pratitis Nindia (2019) which obtained results that there are internal factors that cause academic procrastination in the category of perception of tasks (assessing tasks too difficult) by 80%. So it can be understood that the perception of difficult tasks is one of the factors causing academic procrastination which can be said to have a high percentage. A perception or judgment without daring to try to learn well is not capable of completing a task. So that perception resulted in FN always procrastinating and hoping to get cheat sheets from his classmates, without any desire to try his own optimally. In addition, FN is less able to do good time management and less prioritized. This can be seen from FN's daily activities who often come home late at night to gather with his friends. As a result, there is a lack of time spent at home studying and choosing to do impromptu assignments every time you are at school. The results of the work carried out were not optimal because they only had a limited time, this was due to every day the subjects obtained were more than 3 subjects. So if you focus on doing the assignment of subject X alone, it will have an impact on concentration on other subjects reduced and have an impact on poor assessment from other teachers. From the procrastination behavior carried out by FN, it has an impact on FN's psychology, namely FN experiences dizziness and panic when doing tasks in a lot and in a short time. This is in line with research conducted by (Triyono & Khairi, 2018) which explains that students who perform procrastination behavior can experience anxiety in the form of; nausea, dizziness, increased heart rate. So it takes emotional management in oneself to make oneself calmer and more stable again. In addition to the psychological impact experienced by FN is the impact of poor learning achievement. Because procrastination behavior that is carried out continuously results in less than optimal learning results.

From the problem of procrastination experienced by some subjects. Learning achievement is one of the things that influence the academic process of students at school. Procrastination that cannot be controlled properly can result in decreased student achievement. The learning outcomes of students who experience procrastination behavior actually get less than optimal grades in school. This is because students do assignments that are not appropriate and incomplete. In this study, the four subjects had difficulty in carrying out good task time management in their daily lives which had an impact on task scores that were red and below average. In addition, subjects experienced psychological impacts in the form of anxiety and stress when getting red grades in each subject. Because if the red score in all lessons will have

an impact on the grade increase requirements, where for all subjects the minimum score is KKM (Minimum Completeness Criteria). The existence of procrastination behavior has a negative impact on students, resulting in a decrease in learning achievement.

CONCLUSION

Academic procrastination is still a persistent problem in education. Procrastination in doing assignments affects the learning achievement of students, this is because the results of the work produced are not optimal. Often answer carelessly because the time used tends to be small so it is not in accordance with theory. This results in the answers not being synchronized with the questions given by the subject teacher. There are several factors that cause a student to do academic procrastination including; Dislike the school, dislike the teacher, attach more importance to hobbies than study and also often skip school. As for the impact of academic procrastination experienced by students, it not only has a negative impact on decreasing learning achievement but there are psychological impacts on health such as stress, anxiety and dizziness. Therefore, it is very necessary to understand in carrying out time management in the learning process, strengthening motivation in oneself to do regular learning. Making learning that academic procrastination that continues to occur in students can reduce learning outcomes or achievement so that it can form an impulse and thought to change. Efforts to prevent academic procrastination are needed in students involving students, teachers and parents. This will be able to encourage students to be able to carry out the learning process well without doing academic procrastination so that they always get intensive monitoring both at school and at home.

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