

The Role of Avoidance Procrastination Towards Academic Achievement of University Students

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Abstract

This study aims to identify the role of avoidance procrastination in the academic achievement of university students. This research is quantitative research using correlation methods involving 400 undergraduate male and female university students' classes from 2014 until 2017 in Indonesia. Two Instruments used for this research are: variable of avoidance procrastination is measured by using McCown & Johnson's Adult Inventory of Procrastination (AIP) scale, and the academic achievement variable is measured by using the Grade-point Average (GPA). We use Simple Linear Regression Analysis as our data analysis method by using IBM SPSS Ver.22 software. Results of our study show that avoidance procrastination produces a negative influence on academic achievement, such that university students who have higher avoidance procrastination have lower rates of academic achievement, while university students who have lower avoidance procrastination achieve higher rates of academic achievement. This study is proven by a regression coefficient value of $-0,81$ and a significance value of $0,000 < 0,05$ (p-value $< 0,05$).

Keywords: Avoidance Procrastination, Academic Achievement, College Student.

Introduction

University students are defined as individuals who are studying at the tertiary level, whether at public or private or other institutions at the same level as tertiary institutions (Papilaya & Huliselan, 2016). University students are assessed as having a high level of intellect, and intelligence in thinking, and planning in action. Critical thinking and quick and precise actions are traits that tend to be inherent in every university student (Surawan, 2020). One of the student's goals is to achieve good academic achievement. Academic achievement is the level of success of students in studying material at an educational institution which is expressed in the form of scores obtained from test results regarding several certain subject materials (Wahab, 2015);(Papilaya & Huliselan, 2016).

Academic achievement is important for students since it reflects the success level of their activities during education (Puspitasari, 2011). This is an interview conducted by researchers with one of the university students in Malang City, in which students who get good academic achievements are a sign that the students have been able to follow the learning process well. The academic achievement that has been obtained up to a certain

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semester by students in higher education is called the point average (GPA) (Sihite & Pratiwi, 2018).

Some students of Brawijaya University have a Grade- point Average (GPA) lower than 3.00 or even lower than 2.75, which does not happen only to students who pass the 8th semester but also to newer students who have not reached the 8th semester. Good academic achievement certainly cannot be separated from several factors that influence it. The first factor is internal factors which include factors physiological such as physical conditions and psychological factors including intelligence, attention, interest, motivation, and talent (Wahab, 2015).

External factors include social factors including the family environment, school environment, and community environment, and non-social factors which include the condition and location of educational institution buildings, the condition and location of the family residence, learning tools and resources, etc. The third factor is the learning approach including study strategies and methods which may influence academic achievement.

Another factor that can influence academic achievement is time management. Time management is an internal factor that can influence learning outcomes (Rusyadi, 2012). Good time management can make individuals able to work optimally and can reduce confusion and anxiety, but conversely, poor time management can make individuals less able to work optimally and can cause confusion and anxiety (Gea, 2014). Individuals who experience anxiety such that they are ultimately unable to work optimally engage in behavior called avoidance procrastination (Morales, Cohen, & Ferrari, 2008).

Avoidance procrastination is a type of procrastination based on dysfunctional procrastination (Ferrari & Olivette, 1994). Avoidance procrastination is the tendency to delay task performance as a way to avoid tasks that are considered unpleasant, distancing himself from difficult tasks, can lead to failure in achievement that will bring negative value to him or threaten his self-esteem (Ferrari & Olivette, 1994). Procrastination often occurs in everyday life, especially in the academic field. 70% of students engage in procrastination behavior or what is called procrastination, especially in the academic field (Aini & Mahardayani, 2012).

Furthermore, Solomon & Rothblum (1984), in their research, revealed that avoidance procrastination is the main cause of academic procrastination by students, where students postpone academic assignments because students experience fear of failure and lack of self-confidence in meeting excessive higher-grade standards (Solomon & Rothblum, 1984). Several studies discussed the relationship between procrastination variables in general and academic achievement variables, including a study by Ramadhan & Winata (2016), Akinsola, Tella & Tella (2007), and Siaputra (2015). The results of these studies show that procrastination can reduce academic achievement. Based on the results of these studies, it is very important to research the role of one type of procrastination on student academic achievement, which is avoidance procrastination.

Avoidance procrastination is a type of procrastination based on dysfunctional procrastination. By conducting a study of the role of avoidance procrastination on student

academic achievement, students will make an effort not to engage in avoidance procrastination behavior which can influence the results of their academic achievement. The hypotheses proposed in this research are:

Ha: avoidance procrastination has a significant role in student academic achievement.

H0: avoidance procrastination does not have a significant role in student academic achievement.

Research Methods

This is quantitative research which uses a correlational approach. A total of 400 university students were involved as research subjects. The method for taking subjects used an incidental sampling technique, with the subject criteria being undergraduate students class of 2014 - 2017. The instruments used in the research: 1) Adult Inventory of Procrastination (AIP) of McCown & Johnson (1989) which has a reliability value of 0.87 and is used to measure the avoidance procrastination variable. 2) Grade-point Average (GPA) is used to measure academic achievement variables. Data analysis which is used to test the hypothesis in this research is the simple linear regression analysis method which was carried out by using IBM SPSS version 22 software.

Results and Discussion

Table 1. General Description of The Research Subjects

No	Characteristic		Number of Subjects	Percentage (%)
1	Age (y.o)	17	3	0,75%
		18	56	14%
		19	82	20,5%
		20	115	28,75%
		21	90	22,5%
		22	37	9,25%
		23	14	3,5%
		24	2	0,5%
		25	1	0,25%
2	Gender	Men	123	30,75%
		Women	277	69,25%
3	Class of	2014	78	19,5%
		2015	104	26%
		2016	106	26,5%
		2017	112	28%

Based on the general description of the research subjects above, most subjects in this research are 20 years old (28.75%), most of the subjects are female (69.25%) and many subjects are from the class of 2017 (28%). Based on the Hypothesis Test Results table (Simple Linear Regression Analysis), the calculated F value produced in this research is 59.518, compared to the F table of 3.88 which is greater ($59.518 > 3.88$), so can be concluded that avoidance procrastination has a simultaneous role in academic achievement with a significance value of $0.000 < 0.05$ ($p\text{-value} < 0.05$).

The resulting R-value is 0.361, which means that the role or correlation value (r) is 0.361. Furthermore, R2 shows a result of 0.130 which shows that the avoidance

procrastination variable (X) was able to predict the academic achievement variable by 13.0%, while the remaining 87% was predicted by other factors that are not examined in this study.

Table 2. Hypothesis Test Results (Simple Linear Regression Analysis)

P-value	F-count	R	R2	Explanation
0.00	59.518	0.361	0.130	Hypothesis accepted

Hypothesis testing by using the simple linear regression analysis method also produces a simple linear equation which can be arranged as follows:

$$Y = a + bX$$
$$Y = 4,694 - 0,81X$$

Note:

Y: Academic Achievement

X: Avoidance Procrastination

a: Constant

b: Regression coefficient

The value of constant (a) is 4.694. This value can be interpreted as if the avoidance procrastination value is 0 then the academic achievement value is 4.694. The regression coefficient value (b) which is -0.81 states that every increase in avoidance procrastination by 1 point will result in a decrease in academic achievement value of 0.81.

Discussion

The alternative hypothesis proposed in this research can be accepted as true, namely that avoidance procrastination significantly plays a role in student academic achievement with an F value of 59.518 and a significance value of $0.000 < 0.05$ (p-value < 0.05). The result of this research is in line with previous research which discusses the relationship between procrastination variables in general and academic achievement variables, including research by Ramadhan & Winata (2016), Akinsola, Tella & Tella (2007), and Siaputra (2015).

Based on this explanation, it can be concluded that avoidance procrastination has a negative role in academic achievement, by the resulting correlation value of -0.81 . Avoidance procrastination is one of the causes of declination of student's academic achievement. Procrastination often occurs in everyday life, especially in the academic field where as many as 70% of students are engaged in procrastination behavior (Aini & Mahardayani, 2012).

These research results are also by Solomon & Rothblum (1984) which revealed that avoidance procrastination is one of the main causes of academic procrastination by students, where students postpone academic assignments because students experience fear of failure and lack of self-confidence in meeting high-grade standards. Morales, Cohen, & Ferrari (2008) also explain that individuals who engage in avoidance procrastination are individuals who have poor time management.

Time management is one of the internal factors that influence the results of academic achievement (Rusyadi, 2012). Students who want to achieve good academic

achievement need to have good time management. Good time management makes individuals able to work optimally and reduce confusion and anxiety (Gea, 2014). The characteristics of this behavior are characteristics of avoidance procrastination behavior, where an individual experiences anxiety until finally they are unable to work optimally which ultimately results in bad academic achievement (Morales, Cohen, & Ferrari, 2008).

Conclusion

The results of this research show that avoidance of procrastination has a negative role in student academic achievement. The higher avoidance procrastination behavior carried out by students may cause lower academic achievement, and vice versa the lower avoidance procrastination behavior carried out by students may cause higher academic achievement.

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