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Procastrination Behavior In Class Xi High School Students In Man Y Makassar

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Abstract

Schools, with all their dynamics, require students to work on and complete assignments given by the teacher within the specified time duration. If students have difficulty carrying out assignments that have been assigned according to the specified time limit, often experience delays in submitting assignments, or are slow in regulating time in creating assignments, they can be said to be students who engage in academic procrastination. The aim of this research is to describe the academic procrastination behavior that occurs in class XI high school students at MAN Y Makassar. The research method used is a quantitative descriptive research method using percentage techniques. The subjects in this research were 46 Class XI high school students at MAN Y Makassar. The data collection technique used is a questionnaire (scale). Indicators of Academic Procrastination in this research are delays in starting and completing academic assignments, delays in doing academic assignments, time gaps between actual work plans in doing academic assignments and doing other activities that are more enjoyable than doing academic assignments. From the results of this research, the results obtained were that 43.2% of students stated that students delayed starting and completing their academic assignments, 50.8% of students stated that they were late in doing academic assignments, 46.9% of students stated that students experienced time gaps between actual work plans. in doing academic assignments, 42% of students stated that students did other activities that were more enjoyable than doing academic assignments. In conclusion, there were students who showed indicators of procrastinating behavior towards their academic assignments. The implication of this research is that it can be used by students or schools to make efforts to overcome academic procrastination behavior..

Keywords: Procastrination Behavior High, School Students, Man Y

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INTRODUCTION

Procrastination is a way to avoid unwanted tasks. Simpson (2009) states that procrastination is a deliberate and unreasonable postponement of a decision, not realizing the fact that this will bring certain negative consequences. Meanwhile, Sirois (2007) states that procrastination is an initial delay. and completion of important tasks that are required, so that it can have an impact on the elimination of negative consequences experienced such as anxiety and depression, regarding personality. The most common form is academic procrastination (Jowkar, 2006). Academic procrastination is a student's desire to postpone academic activities, which is almost always accompanied by anxiety. When you postpone, it is also accompanied by the emergence of anxiety and haste that accompanies this delay (Solomon & Rothblum, 1984).

Bayu Permana (2019) revealed that there are many facts about problems during adolescence, especially with procrastinating assignments or having difficulty completing assignments for various reasons. The behavior of procrastinating on assignments, especially with academic assignments, is called procrastination, this behavior can be seen in high school today, where people delay starting or completing assignments, delay reading study materials, tend to prefer to study quickly overnight, and are lazy about taking notes (Nurgrasanti, 2006). Individuals who have a habit of postponing tasks are called procrastinators (Fernando & Rahman, 2016, p. 217).

Studies tend to suggest that procrastination is a behavioral problem among school and university students. Ferrari suggests that nearly 20% of adults experience chronic procrastination, while the rate of problematic academic procrastination among undergraduate students is estimated to be at least 70–95% (Ferrari, 2001). There are many cases of academic procrastination behavior experienced by students, but the negative impacts of this have not been properly realized, namely losses to themselves and others. The results of research conducted by Juliawati in 2014 (Indra, 2015) in one of the schools in Padang City stated that the tendency for student academic procrastination was with a percentage of 60% (high category), then with a percentage of 20% (medium category) and 20% (low category).). There are several studies that have been conducted regarding academic procrastination behavior which is a problem for students. Around 25% to 75% of students report that procrastination is a problem in students' academic circles. The academic context appears to influence a large

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number of students. Other research shows that 80-95% engage in procrastination of some kind and almost 50% procrastinate consistently, which causes problems with other tasks or sets of tasks (Piers, 2017).

Academic procrastination can have a negative impact on students because students do not practice how to use their time, there is no desire to immediately start an action, so that procrastination behavior can hinder the individual's own learning (Ramadhani, skk, 2020). The impact of procastrination which is still carried out by many students results in postponing assignments such as homework (PR), delaying school entry and delays in submitting assignments within the specified time period. This proves that learning still needs to be improved and explored so that learning can run well and there are no delays in various tasks or what is called student academic procrastination. The delays that occurred were not only without reason. Postponement of certain tasks or work often occurs intentionally or voluntarily for certain purposes. This is confirmed by the opinion of Steel (2010) who says that procrastination is a voluntary postponement carried out by an individual in his duties/work even though he knows that this will have a bad impact on the future.

This research will identify various forms of academic procrastination in final year students at the University of Borneo Tarakan. The target of this research is The aim of this research is to describe the academic procrastination behavior that occurs in class XI high school students at MAN Y Makassar.

RESEARCH METHODS

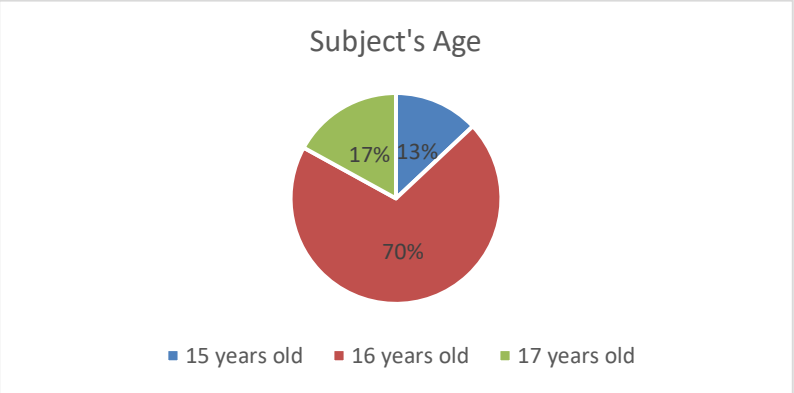
Research on academic procrastination of class XI high school students at MAN Y Makassar refers to a quantitative research design with a survey method or approach. This study uses a quantitative approach. According to Sugiyono (2013). Quantitative research methods are research methods based on the philosophy of positivism, used to research certain populations or samples. The subjects of this research were 46 class XI high school students at MAN Y Makassar who were indicated to be experiencing academic procrastination. The data collection technique used in this research used a questionnaire. According to Arikunto (2013) a questionnaire is a collection of written questions that are used to obtain information from respondents about their personality or things they know. The questionnaire in this study used a questionnaire of indicators of academic procastrination.

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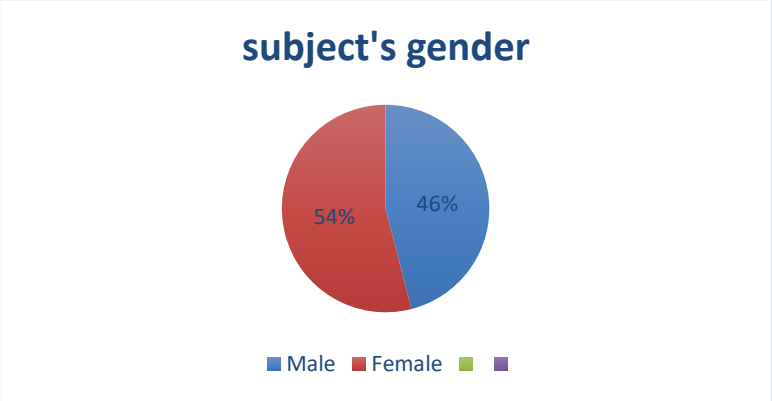
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RESULTS AND DISCUSSION

Based on the survey results, 46 student subjects at MAN Y Makassar were obtained, including 70% aged 16 years, 17% aged 17 years, and 13% aged 15 years. The data is depicted as below:



Picture 1. Subject's Age



Picture 2. Subject's Gender

Based on the data above, it is also known that of the 46 subjects, 54% of the subjects were female and 46% of the subjects were male.

Based on the survey results, it is known that there are students who show indicators of academic procrastination, namely:

1. Delay Indicator for Starting and Completing Academic Assignments

   The results show that the delay in starting and completing academic assignments for high school students on the indicator of delay in starting and completing academic assignments

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in class has an average of 4 student responses stating Strongly Agree (17.6%) Agree (43.2%) Disagree (30.1%) and Strongly Disagree (9.1%).

2. Delays in carrying out academic assignments
   On the Delay in Carrying Out Academic Assignments indicator in class, the average student response results were Strongly Agree (17.2%), Agree (50.8%), Disagree (28.2%) and Strongly Disagree (3.8%).
3. Time Gap between Actual Work Plans in Carrying Out Academic Assignments
   In the Time Gap indicator between Actual Work Plans in Carrying Out Academic Assignments in class, the average student response results were Strongly Agree (20.6%) Agree (46.9%) Disagree (26.7%) and Strongly Disagree (5.8 %).
4. Indicators of doing other activities that are more enjoyable than doing academic assignments
   In the indicator of doing other activities that are more enjoyable than doing academic assignments in class, the average student response results were Strongly Agree (17.6%), Agree (42%), Disagree (34.6%) and Strongly Disagree (5.8%).

The data from this study is in line with the theory expressed by Ferrari Morales (2007). Where Ferrari and Morales stated that one type of Academic Procrastination is dysfunctional procrastination. Dysfunctional procrastination, namely delaying work without a specific goal, there are two types of dysfunctional procrastination, including (1) desisional procrastination, namely deliberately delaying work or tasks to avoid possible stress, (2) avoidance procrastination, namely deliberately delaying work to reduce the burden on tasks. -tasks that are carried out by denying the time agreement that has been given, (3) Behavioral procrastination, namely a delay that is carried out as a form of avoidance of tasks that are felt to be unpleasant and difficult to do. From the results of this research, it is known that the forms of dysfunctional procastrination experienced by students in this study are delays in starting and completing academic assignments, delays in doing academic assignments, time gaps between actual work plans in doing academic assignments and doing other activities that are more enjoyable. rather than doing academic assignments. Thus, all types of procastination in this study are detrimental procastination and none of the procastination behavior in this study was consciously carried out by students for other beneficial reasons.

The results of this research can also be studied based on the type of procrastination

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according to Janssen and Carton (2009), namely that there are several specifications of academic procrastination or specific behavior, namely as follows: 1. procrastination behavior both when starting and completing tasks; 2. the procrastination behavior that is carried out produces further consequences, such as delays in submitting assignments and even failure to complete assignments; 3. procrastination behavior carried out even on tasks that are considered important for the individual concerned; and 4. postponing tasks because they prefer to do other activities that are more enjoyable. If we examine the type of procastrination from Jansen, the results of this study show indicators of procastrination as follows. From the results of this study, the results obtained were that 43.2% of students stated that students delayed starting and completing their academic assignments, 50.8% of students stated that they were late in doing their assignments. academically, 46.9% of students stated that students experienced a time gap between actual work plans in doing academic assignments, 42% of students stated that students did other activities that were more enjoyable than doing academic assignments.

An individual's response to a particular event depends on their interpretation of the event. Facilitating the prediction and control of events, attributions explain sensations, attitudes and behavior and not only influence emotions but also manipulate individual functioning (Mahboudi, 1999). According to Weiner, behavioral explanations can influence internal (readiness, emotions, decisions) and external (other people's behavior or environment) factors, which can be controlled or uncontrolled, and stable or unstable.

CONCLUSION

The conclusion from the results of this research is that there are students who show indicators of procastrination behavior towards their academic assignments, including 43.2% of students stating that they delay starting and completing their academic assignments, 50.8% of students stating that they are late in doing academic assignments, 46.9% students stated that students experienced gaps in time between actual work plans in doing academic assignments, 42% of students stated that students did other activities that were more enjoyable than doing academic assignments.

REFFERENCE

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