



## THE EFFECT OF SELF-EFFICACY AND ACADEMIC PROCRASTINATION ON STUDENT LEARNING OUTCOMES IN PROFESSIONAL ETHICS SUBJECTS AT SMK NEGERI SOUTH JAKARTA

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### Abstract

*This study aims to determine the effect of self-efficacy and academic procrastination on learning outcomes. The method used is a survey method with a correlational approach. The affordable population is 144 students and the sample is 105 students. Data collection using questionnaire and documentation instruments. Based on the results of the study, it can be*

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*concluded that there is a positive effect of self-efficacy and a negative effect of academic procrastination together have a significant effect on learning outcomes.*

#### **Abstrak**

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Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri dan p  
rokrastinasi akademik terhadap hasil belajar. Metode yang digunakan a  
dalah metode survei dengan pendekatan korelasional. Populasi terjangkau  
sebanyak 144 siswa dan sampel sebanyak 105 siswa. Pengumpulan data  
mengggunakan instrumen angket dan dokumentasi. Berdasarkan hasil  
penelitian dapat disimpulkan bahwa ada pengaruh

positif efikasi diri dan  
pengaruh negatif prokrastinasi akademik secara  
bersama-sama  
berpengaruh signifikan terhadap hasil belajar.

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## PRELIMINARY

Education is the key to the progress of a nation, it has an important role for the development of a nation's civilization. Through education, a country can make changes for the better, namely that the people's mindset can change in order to improve the standard of living and become provisions for a nation and country in the future to face global challenges. In order to achieve the goals of national education, the government provides educational institutions as a forum for learning activities for students, namely schools.

Learning outcomes are benchmarks for assessing the extent to which learners are successful in the learning process. However, sometimes the learning outcomes obtained by students are not satisfactory so that they are not as expected.

Reporting from [vivanews.com](http://vivanews.com), based on a student ability survey released by the Programme for International Student Assessment (PISA), Indonesia is in the ranking to 72 from 77 countries.

There are two factors that can affect learning outcomes, namely internal factors and external factors. In improving student learning outcomes, one of the factors that influence it is self-confidence. In the world of education, student self-confidence is called self-efficacy, which is an individual's belief in his or her ability to complete assignments. Reporting from [kemendikbud.go.id](http://kemendikbud.go.id), self-efficacy in students is lacking. So many students have good abilities, but these students feel unable and unsure of their abilities. Apart from self-efficacy, procrastination can also affect student learning outcomes. Procrastination is the act of deliberately delaying and repetitive work done because they prefer to do other activities that are more enjoyable. Reporting from [tirto.id](http://tirto.id), the perpetrators of postponement initially felt the benefits of the actions taken, such as being able to do other activities that were more fun but over time the consequences of these actions were much more detrimental where the academic scores were low.

## RESEARCH THEORETICAL

### *Learning Outcomes*

W.S Winkel explained that learning is an active interaction carried out with the environment to produce new knowledge, understanding, skills and attitude values in the form of psychological activities (Sinar, 2018, p. 21).

Then Witherington defines that learning is a change in the inner self into a new person in the form of skills, attitudes and habits (Fathurrohman, 2017, p.6).

Furthermore, according to Noehi Nasution, defining in a broad sense, learning is a process that causes changes in behavior as the main form of response that is not caused by maturity or temporary changes (Wahab, 2015, p. 242).

#### **a. Factors Affecting Learning Outcomes**

According to Munadi, the factors that influence learning outcomes include internal and external factors as follows:

1. Internal factors
    - a. Physiological Factors
    - b. Psychological Factors
  2. External Factors
    - a. Environmental factor
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b. Instrumental Factors (Rusman, 2017, pp. 130-131).

### ***Self Efficacy***

*M. Nur Ghufron and Rini Risnawati. S defines self-efficacy as a person's evaluation of one's ability or competence to perform a task, achieve goals and overcome obstacles (Ghufron & Suminta, 2010, pp. 73-74).*

Santrock defines self-efficacy as the belief that an individual has that he or she is able to do or complete a task or job and master the situation and give positive results (Triyono & Rifai, 2018, p. 23).

Nur Hidayah and Adi Atmoko argued that academic self-efficacy is the level of a person's confidence in his ability to complete academic tasks which include doing homework (PR), making reports and studying for test preparation or exams (Hidayah & Atmoko, 2003, p. 42).

#### **a. Dimensions of Self Efficacy**

Imron stated that the self-efficacy of each individual differs from one individual to another based on three dimensions. These dimensions are the level dimension (level), the dimension of strength (strength) and the dimension of generalization (generality).

1. The level dimension (level) relates to the degree of difficulty of the task when the individual feels able to do it.
2. The dimension of strength (strength) relates to the level of strength of an individual's belief or appreciation for his ability.
3. The dimension of generalization (generality) relates to the task of the field of behavior in which individuals feel confident in their abilities. (Imron, 2018, p.54).

### ***Academic Procrastination***

M. Nur Ghufron and Risnawati define procrastination as a delay that is carried out deliberately and repeatedly by carrying out other activities that are not needed in carrying out tasks (Ghufron & Suminta, 2010, p. 155).

According to Nur Hidayah and Adi Atmoko, procrastination is a futile act of delaying tasks until it causes inconvenience, people who delay completing tasks that should be completed, but they prefer to spend time chatting with friends (Hidayah & Atmoko, 2003, p. 81) .

The same opinion was also conveyed by Ferrari that procrastination is defined as a deliberate delay from the beginning of completing a task to the point that the subject experiences discomfort (Ferrari, 2010, p.10).

#### **a. Characteristics of Academic Procrastination**

Burka Yuan explains the characteristics of an academic procrastinator, including:

1. Procrastinator prefers to postpone work or assignments
2. Thinking it's better to do it later than now and postponing work is not a problem
3. Continue to repeat the procrastination behavior
4. Procrastinators will find it difficult to make decisions (Triyono & Rifai, 2018, p. 19)

This research was conducted at SMK Negeri 15 and SMK Negeri 18 Jakarta, located in the South Jakarta area. This location was chosen because based on the average scores of the National Competency Examination, these two schools experienced a decline in value from 2017 to 2019.

In this study, researchers used a survey method with a correlational approach. According to Singarimbun and Effendi, the survey method is research that takes a sample from one population, with a questionnaire as the main data collection tool (Sudaryo, Sofiati, Medidjati, & Hadiana, 2019, p. 65). The approach taken is the correlational approach, which aims to examine the level of relationship between variations of a factor and variations in other factors based on the correlation coefficient (Salim & Haidir, 2019, p. 46).

The survey method with a correlational approach was chosen because it makes it easier for researchers to see the various problems that occur in the research site, so that researchers find it easy to find the effect of self-efficacy and academic procrastination on learning outcomes.

## RESEARCH RESULT

### *Bound Variables (Learning Outcomes)*

Based on the data collected by the researcher, some descriptive statistics of variable Y (learning outcomes) will be described.

**Table 1**  
**Descriptive Statistics of Learning Outcomes (Y)**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
HASIL BELAJAR	105	22	68	90	8683	82.70	5.252	27.579
Valid N (listwise)	105							

*Sumber : Output IBM SPSS v.26*

### *Independent Variable (Self Efficacy)*

Based on the data collected by the researcher, some descriptive statistics of variable X1 (self efficacy) will be described.

**Table 2**  
**Descriptive Statistics of Self Efficacy (X1)**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
EFIKASI DIRI	105	67	75	142	11226	106.91	14.335	205.502
Valid N (listwise)	105							

*Sumber : Output IBM SPSS v.26*

### *Independent Variable (Academic Procrastination)*

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Based on the data collected by the researcher, some descriptive statistics of variable X2 (academic procrastination) will be described.

**Table 3**  
**Descriptive Statistics of Academic Procrastination (X2)**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PROKRASTINASI AKADEMIK	105	115	33	148	9008	85.79	21.387	457.417
Valid N (listwise)	105							

Sumber : Output IBM SPSS v.26

### NORMALITY TEST

Normality test output calculation results state that the data of all variables in this study are learning outcomes (Y), Self Efficacy (X1), and Academic Procrastination (X2) are normally distributed. Evidenced by the significance value in Kolmogorov-Smirnov of  $0.200 > 0.05$ . Then the results of these calculations can be seen that the data used in this study are normally distributed in the IBM SPSS V.26 Software.

### LINIERITY TEST

#### 1. Self-Efficacy Linearity Test (X1) with Learning Outcomes (Y)

			Sum of Squares	Df	Mean Square	F	Sig.
HASIL BELAJAR * DIRI	Between Groups	(Combined) Linearity	2034.814	48	42.392	2.848	.000
		Deviation from Linearity	1202.372	1	1202.372	80.790	.000
			832.442	47	17.712	1.190	.265
Within Groups			833.433	56	14.883		
Total			2868.248	104			

Sumber : Output IBM SPSS v.26

The results of the linearity test with the ANOVA table show the significance of the linearity between self-efficacy (X1) and learning outcomes (Y) of 0.000. This states that the assumption of linearity between self-efficacy and learning outcomes is fulfilled, because the significance level is  $< 0.05$ . And the significance of the deviation from linearity self-efficacy (X1) with learning outcomes (Y) is 0.265. This suggests that the assumption of linearity between self-efficacy and learning outcomes is fulfilled, because the significance level is  $> 0.05$ . So it can be concluded that self-efficacy and learning outcomes have a linear relationship.

#### 2. Academic Procrastination Linearity Test (X2) with Learning Outcomes (Y)

			Sum of Squares	Df	Mean Square	F	Sig.
HASIL BELAJAR * PROKRASTINASI AKADEMIK	Between Groups	(Combined) Linearity	2189.198	54	40.541	2.985	.000
		Deviation from Linearity	1560.762	1	1560.762	114.922	.000
			628.436	53	11.857	.873	.687
Within Groups			679.050	50	13.581		
Total			2868.248	104			

Sumber : Output IBM SPSS v.26

The results of the linearity test with the ANOVA table show the significance of the linearity between academic procrastination (X2) and learning outcomes (Y) of 0.000. This states that the assumption of linearity between academic procrastination and learning outcomes is fulfilled, because the significance level is  $< 0.05$ . And the significance of the deviation from linearity of academic

procrastination (X2) with learning outcomes (Y) is 0.687. This suggests that the assumption of linearity between academic procrastination and learning outcomes is fulfilled, because the significance level is  $> 0.05$ . So it can be concluded that academic procrastination and learning outcomes have a linear relationship.

## HYPOTHESIS TEST

### Partial Regression Coefficient Test (t test)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.759	5.163		16.418	.000
	EFIKASI DIRI	.091	.034	.249	2.712	.008
	PROKRASTINASI AKADEMIK	-.138	.023	-.561	-6.110	.000

a. Dependent Variable: HASIL BELAJAR

Sumber : Output IBM SPSS v.26

The results of the t-test table above, it can be seen that the self-efficacy t count is 2.712 and the t table is significant at 0.05 with  $df = n - k - 1$  or  $105 - 2 - 1 = 102$ , then the t table is 1.983. Thus, it can be seen that the t count of self-efficacy is  $2.712 > t$  table 1.983. So, it can be concluded that the coefficient is significant, meaning that it can be said that there is a positive influence between self-efficacy and learning outcomes. From the results of this analysis, if the self-efficacy (X1) is high, the learning outcomes (Y) are also high.

Meanwhile, it can be seen that the academic procrastination t count is -6.110 and the t table is significant at 0.05 with  $df = n - k - 1$  or  $105 - 2 - 1 = 102$ , then the t-table is -1,983. Thus it can be seen that the tcount of academic procrastination is  $-6.110 > t$  table -1,983. So, it can be concluded that the coefficient is significant, meaning that it can be said that there is a negative influence between academic procrastination and learning outcomes. From the results of this analysis, if the academic procrastination (X2) is high, the learning outcomes (Y) are low.

### Simultaneous Regression Coefficient Test (Test F)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1648.709	2	824.355	68.948	.000 <sup>a</sup>
	Residual	1219.539	102	11.956		
	Total	2868.248	104			

Based on the table above, it can be seen that the Fcount value is 68,948, for the Ftable value can be found in the F distribution table with a significant level of 0.05 where  $df_1$  (number of variables - 1 or  $3 - 1 = 2$ ) and  $df_2$  ( $n - k - 1$  or  $105 - 2 - 1 = 102$ ). Obtained Ftable of 3.09, so that Fcount of  $68.984 > F$ table of 3.09. So it was concluded that self-efficacy (X1) and academic procrastination (X2) together had an effect on learning outcomes (Y).

### Multiple Correlation Coefficient Test (R)

**Model Summary<sup>a</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.758 <sup>a</sup>	.575	.566	3.458	.575	68.948	2	102	.000

a. Predictors: (Constant), PROKRASTINASI AKADEMIK, EFIKASI DIRI  
 b. Dependent Variable: HASIL BELAJAR

Sumber : Output IBM SPSS v.26

Based on the table above, it is known that the level of closeness of the relationship between the independent variable and the dependent variable with an R value of 0.758. So it can be concluded that there is a strong correlation between self-efficacy (X1) and academic procrastination (X2) with learning outcomes (Y).

### Determination Coefficient Test (R<sup>2</sup>)

**Model Summary<sup>a</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 <sup>a</sup>	.575	.566	3.458

a. Predictors: (Constant), PROKRASTINASI AKADEMIK, EFIKASI DIRI  
 b. Dependent Variable: HASIL BELAJAR

Sumber : Output IBM SPSS v.26

Based on the table above, it can be seen that the value of R Square or R<sup>2</sup> is 0.575. It can be concluded that the influence of the variable self-efficacy (X1) and academic procrastination (X2) simultaneously on learning outcomes (Y) is 57.5%, while the rest is influenced by other factors not examined in this study.

## DISCUSSION

Based on the data analysis that has been done, that the learning outcomes in the subject of professional ethics of class X accounting and finance students at the 15 Jakarta State Vocational School and 18 Jakarta Vocational Schools (SMK) institutions have an average score of 82.70. Students who scored above the average totaled 60 students, while students who scored below the average totaled 45 students. Then it is known that the average student learning outcomes of class X Accounting and Finance Institutions SMK Negeri 15 Jakarta is 81.30. While the average learning outcomes of class X Accounting and Finance Institutions SMK Negeri 18 Jakarta was 84.11. This shows that the learning outcomes of students of SMK Negeri 18 Jakarta are better than those of students of SMK Negeri 15 Jakarta.

## CONCLUSION

1. There is a positive and significant influence between self-efficacy on learning outcomes
2. There is a negative and significant influence between academic procrastination on learning outcomes
3. There is a positive effect of self-efficacy and negative influence of academic procrastination together have a significant effect on learning outcomes.

## SUGGESTION

Based on the implications above, there are several suggestions that the researchers gave as follows:

1. For Students

Students should be able to form a positive attitude towards professional



ethics subjects such as paying attention to the material presented by the teacher, practicing independently to do various practice questions, adding reference to learning resources, daring to ask teachers or friends if there is material that has not been understood and students can also make schedules daily study at home, so that a great enthusiasm can be formed in students to be able to improve learning outcomes.

## 2. For Teachers

In the learning process, the teacher should always foster a positive attitude towards learning professional ethics, the teacher can use learning methods that are able to foster the courage of students to express opinions and teachers are also expected to provide guidance to students who have difficulty understanding the subject matter so that it can foster student self-efficacy. high and give a warning to students who postpone schoolwork so that students can complete assignments on time.

## 3. For Further Researchers

This study reveals student learning outcomes by looking at two variables that influence it, namely self-efficacy and academic procrastination. The two variables are only able to explain learning outcomes simultaneously at 57.5%. Therefore, it is hoped that further researchers can develop this research by paying attention to other factors such as self-concept, parental patterns and learning facilities because with positive self-concepts, proper parenting styles and adequate learning facilities will improve student learning outcomes.

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