



THE RELATIONSHIP BETWEEN SELF-CONTROL AND CONFORMITY WITH ACADEMIC PROCRASTINATION OF STUDENT UNIVERSITY IN JAKARTA

Jauza Maulida¹, Dra. Rr. Ponco Dewi Karyaningsih, MM²,
Dadang Sudiyarto³

¹ Universitas Negeri Jakarta, Indonesia

² Universitas Negeri Jakarta, Indonesia

³ Universitas Negeri Jakarta, Indonesia

Article Info

Article history:

Received: 12 Agustus 2021

Accepted:

Published: 18 Desember 2021

Keywords:

Academic Procrastination,
Self-Control, Conformity

Abstract

This study aims to determine the relationship between self-control (X1) and conformity (X2) with academic procrastination (Y) in students. Researchers conducted quantitative research methods using a descriptive approach. The population used in this study were students with a sample of 196 students. The sampling technique used proportional random sampling. The data analysis technique used SPSS version 25. Based on the requirements analysis test, the data are normally distributed and have a linear relationship. From the results of the F test in the ANOVA table, $F_{count} 117.994 > F_{table} 3.04$, it means that self-control and conformity are simultaneously related to the academic procrastination variable. The t-test results in $t_{count} X1 (-5.699) < t_{table} \text{ value of } (-1.97233)$ because $t_{count} > t_{table}$, it can be concluded that there is a negative relationship between self-control and academic procrastination. Furthermore, $t_{count} X2 14.850 > t_{table} 1.9723$ because $t_{count} > t_{table}$, it can be concluded that there is a positive relationship between conformity and academic procrastination. Then the coefficient of determination test was obtained 0.550 meaning that the relationship between self-control and conformity with academic procrastination was 55% and the remaining 45% was influenced by other variables not examined.

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara pengendalian diri (X1) dan konformitas (X2) dengan prokrastinasi akademik (Y) pada siswa. Peneliti melakukan metode penelitian kuantitatif dengan menggunakan pendekatan deskriptif. Populasi yang digunakan dalam penelitian ini adalah siswa dengan sampel sebanyak 196 siswa. Teknik pengambilan sampel menggunakan proportional random sampling. Teknik analisis data menggunakan SPSS versi 25. Berdasarkan uji analisis kebutuhan, data berdistribusi normal dan memiliki hubungan linier. Dari hasil uji F pada tabel ANOVA, $F_{hitung} 117,994 > F_{tabel} 3,04$ artinya pengendalian diri dan konformitas secara simultan berhubungan dengan variabel prokrastinasi akademik. Hasil uji t pada $t_{hitung} X1 (-5,699) < \text{nilai } t_{tabel} \text{ sebesar } (-1,97233)$ karena $t_{hitung} > t_{tabel}$, maka dapat disimpulkan bahwa terdapat hubungan negatif antara pengendalian diri dengan prokrastinasi akademik. Selanjutnya $t_{hitung} X2 14,850 > t_{tabel} 1,9723$ karena $t_{hitung} > t_{tabel}$, maka dapat disimpulkan bahwa terdapat hubungan positif antara konformitas dengan prokrastinasi akademik. Kemudian koefisien determinasi diperoleh 0,550 artinya hubungan antara pengendalian diri dan konformitas dengan prokrastinasi akademik adalah 55% dan sisanya 45% dipengaruhi oleh variabel lain yang tidak diteliti.

How To Cite :

* Corresponding Author.
juzamaulidia@gmail.com Jauza Maulida

ISSN
2302-2663 (online)
DOI: doi.org/10.21009/JPEPA.007.x

INTRODUCTION

Education is the most important thing in life because it can increase one's self-esteem and dignity. Education is also able to improve human skills and intelligence. Therefore, education is very important for a nation to show the quality and progress of the nation itself. Indriyanti (2021) said that the challenge in the world of education currently being experienced is finding ways to accelerate equity in improving the quality of human resources considering the geographical and demographic aspects of competing in the era of globalization.

As intellectuals, students have the highest status in education with the hope of being able to build a better nation in the future. Students as subjects in studying at colleges or universities certainly have responsibilities that must be completed in their studies (Siswoyo, 2007).

One of the obstacles for students in completing their assignments is because they often procrastinate in doing assignments. A phenomenon that often occurs among students or college students today is that a lot of time is wasted on other activities besides studying or doing assignments, so that the time used for learning becomes less than optimal. The number of problems or other factors that interfere with students learning can be one of the reasons students currently focus more on other things and put aside learning.

This procrastination problem still often occurs among students, plus Indonesia is currently experiencing the Covid-19 pandemic as a world pandemic. The current pandemic has caused all activities or activities to be stopped and carried out online, including teaching and learning activities.

This of course makes the level of procrastination increase, where when students are lazy to take online classes it can lead to not understanding the material being studied so that when there is a given task they will delay because they do not understand the purpose of the task.

RESEARCH THEORITICAL

Academic Procrastination

Knaus (2010) defines procrastination as "an automatic problem habit of putting off an important and timely activity until another time. It's a process that has probable consequences". This means the habit of procrastination that puts aside important matters that have no purpose and the process of avoiding tasks that don't really need to be done. In line with this, according to Schraw (2015) defines "procrastination as not completing or avoiding completing the tasks that is required to be completed".

Lay (2018) defines procrastination as a delay or postponing doing a task for some time in the future, because the task is considered heavy, less fun and interesting. This is in line with the opinion of Steel (2007) which states that procrastination is a deliberate delay in activities or tasks assigned to someone, even though that person knows that his behavior has a bad effect today or tomorrow.

M. Nur Ghufroon and Risnawita (2017) is a type of procrastination related to formal assignments in the academic sphere. In line with this, according to Sitiayu Anisa Gultom et al., (2018) stated that academic procrastination is a tendency to delay academic-related activities and behaviors. This is also in line with the opinion of Siti Muyana (2018) which states that academic procrastination is the behavior of procrastinating doing or completing academic tasks.

Self-control

Clara et al. (2017) Self-control is an individual's ability to override or change unwanted thoughts, emotions, impulses, temptations, and behavior (negative behavior) so that it can lead to positive consequences. The urge, temptation, or negative behavior in question is academic procrastination.

According to Goldfried and Marbaum (2011) self-control is defined as the ability to compose, guide, regulate and direct forms of behavior that can lead to positive consequences. In line with this theory, according to Furthermore, according to Kross and Guevarra (2015) says that self-control is the capacity to change an individual's thoughts and behavior to align with the individual's goals.

According to Marliyah et al., (2020) "Self-control is the individual's ability to make a regulation, which means determining priorities in starting and carrying out entrepreneurial assignments, therefore paying more attention to the long-term consequences." Which means self-control is an individual who has the ability to self-regulate and can determine priorities in starting and carrying out tasks and pay more attention to long-term consequences.

Conformity

According to David G. Myers (2012) defines conformity as an action or pattern of thinking that is different from what is usually done by the individual himself. In line with this opinion, according to King (2010) conformity is a change in a person's behavior to align more closely with group standards.

Meanwhile, according to Baron et. al. (2017) conformity is a form of social behavior in which individuals change their attitudes and behavior to conform to social norms. In line with this, according to Astuti & Nuraini (2018) states that peer conformity is an individual adjustment in imitating attitudes and behavior to conform to social norms and rules that show how peers behave.

According to Taylor et. al. (2009) peer conformity is a voluntary action carried out by individuals because of the factors of other people who also do the same thing.

RESEARCH METHODOLOGY

This research was conducted using quantitative research methods. The research method according to Agung Kurniawan and Zarah Puspitaningtyas (2016) is a scientific method or technique to obtain data with certain purposes and uses. Quantitative research according to Agung Kurniawan and Zarah P. (2016) is a structured research and quantifies data to be generalized which is intended to make generalizations to the population being studied.

In this study the sampling technique used was proportional random sampling. Determination of the sample in this study was calculated by the Slovin formula, so that the number of samples obtained in this study obtained 196 students. In collecting data using primary data in the form of questionnaires that have been collected and validated. Data analysis techniques used were descriptive statistics, prerequisite tests and hypothesis testing.

RESEARCH RESULT

The results showed that there was a significant relationship between self-control and conformity with academic procrastination with the regression equation = $19.823 - 0.196X_1 + 0.662X_2$. From the results of the F test in the ANOVA table, $F_{count} 117.994 > F_{table} 3.04$, it means that self-control and conformity are simultaneously related to the academic procrastination variable.

The t-test results in $t_{count} X_1 (-5.699) < -t_{table} \text{ value of } (-1.97233)$ because $t_{count} > t_{table}$, it can be concluded that there is a negative relationship between self-control and academic procrastination. Furthermore, $t_{count} X_2 14.850 > t_{table} 1.9723$ because $t_{count} > t_{table}$, it can be

concluded that there is a positive relationship between conformity and academic procrastination. Then the coefficient of determination test was obtained 0.550 meaning that the relationship between self-control and conformity with academic procrastination was 55% and the remaining 45% was influenced by other variables not examined.

CONCLUSION

Based on the results of data processing that has been carried out by researchers, descriptions of the data for each variable that has been described, as well as data analysis and discussion that have been described in previous chapters, it can be concluded that:

1. There is a negative and significant relationship between Self-Control (X1) and Academic Procrastination (Y), it can be seen from the t count $(-5.699) < t \text{ table } (-1.97233)$. The lower the level of self-control, the higher the level of academic procrastination and vice versa, if self-control increases, academic procrastination will decrease.
2. There is a positive and significant relationship between conformity (X2) and academic procrastination (Y), it can be seen from t count of $14.850 > t \text{ table } (1.9723)$. The higher the level of conformity, the higher the academic procrastination. Vice versa, if the lower the level of conformity, the lower the academic procrastination.
3. There is a simultaneous relationship between Self-Control (X1) and Conformity (X2) with Academic Procrastination (Y), it can be seen from F count $117.994 > F \text{ table } 3.04$. Furthermore, the value of the coefficient of determination of 55% means that there is a fairly strong relationship between Self-Control (X1) and Conformity (X2) with Academic Procrastination (Y).

RECOMMENDATION

Based on the conclusions, implications and limitations above, the researcher will provide several recommendations for further research in the hope that they can become useful reference materials and references, as follows:

1. Other researchers who are interested in conducting research on similar topics are advised to use other variables that are predicted to affect academic procrastination.
2. Look for more references from international journals and international books, because by using more references, it can be used as a reference to see how the results of each variable being studied will make the results more optimal.
3. Improving the quality of research by improving the results of this study and previous studies, by changing the object of research, indicators so that the results obtained become more varied.

Implication

Based on the results of research on self-control and conformity with academic procrastination in students at University, if self-control increases, it can reduce procrastination levels, and if conformity increases, it will also increase academic procrastination levels. Therefore, students must increase self-control so that academic procrastination or procrastination habits can be reduced, then they must also reduce the level of conformity or influence from friends so that they can reduce academic procrastination.

From the results of the calculation of the average score of indicators that have been described in the previous chapter, the self-control variable has cognitive control indicators with the highest percentage of 36%. Meanwhile, in the conformity variable, there is an agreement indicator with the highest percentage, which is 36%.

Academic procrastination in students is not only caused by self-control and conformity factors, but there are other factors not examined in this study. Nevertheless, this study has

proven empirically that self-control and conformity are factors that can affect the level of academic procrastination in students.

REFERENCES

- Aini, A. N., & Mahardayani, I. H. (2011). Hubungan antara Kontrol Diri dengan Prokrastinasi dalam Menyelesaikan Skripsi pada Mahasiswa Universitas Muria Kudus. *Jurnal Psikologi Pitutur*, 1(2), 65–71.
- Clara, C., Dariyo, A., & Basaria, D. (2017). Peran Self Efficacy dan Self Control Terhadap Prokrastinasi Akademik pada Siswa SMA. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 1(2), 159–169.
- Ethan Kross, D. A. G. (2015). *Self Control - Psychology*. Oxford.
- Gultom, S. A., Wardani, N. D., & Fitrikasari, A. (2018). Hubungan Adiksi Internet Dengan Prokrastinasi. *Jurnal Kedokteran Diponegoro*, 7(1), 330–347.
- King, L. A. (2010). *Psikologi Umum. Terjemahan Dian Marwensdy*. Salemba Humanika.
- Knaus, W. (2010). End Procrastination Now!: Get It Done ith a Proven Psychological Approach. *In Read*.
- M Nur Ghufon, R. R. (2017). *Teori-teori Psikologi*. Ar Ruzz Media.
- Marliyah, L., Novera, D. A., Handayani, D. A. K., Abdillah, F., & Kasidi, K. (2020). The Relationship between Academic Procrastination and Self-control in Entrepreneurship Education. *Universal Journal of Educational Research*, 8(12B), 8471–8477. <https://doi.org/10.13189/ujer.2020.082656>
- Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- Myers, David G. (2012). *Psikologi Sosial Buku 1. Edisi Kesepuluh*. Salemba Humanika.
- Nuraini, R. B. A. dan. (2018). Pengaruh Kecemasan Akademis dan Konformitas Teman Sebaya terhadap Perilaku Menyontek Siswa Kelas XI IPS SMA Negeri 6 Balikpapan Tahun Ajarah 2016/2017. *Jurnal Edueco*, 29–34.
- Puspitaningtyas, A. W. K. dan Z. (2016). *Metode Penelitian Kuantitatif*. Pandiva Buku.
- Rosmayati, Sunawan, dan S. S. (2017). Self-Efficacy dan Konformitas dengan Prokrastinasi Akademik Mahasiswa. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 6(4), 50–56.
- Seker, S. S. (2015). Review of the Variables That Predict Academic Procrastination of University Students. *European Scientific Journal*, 11(31), 16–31.
- Siswoyo, D. (2007). *Ilmu Pendidikan*. UNY Press.

- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Taylor, S. E., Peplau, L. A., Sears, D. O., & B.S., T. W. (2009). *Psikologi Sosial Edisi Kedua Belas*. Kencana Media Group.
- Triyono, & Khairi, A. M. (2018). Dampak Psikologis Dan Solusi Pemecahannya Dalam Perspektif. *Al Qalam*, 19(2), 58–74.