

THE EFFECT OF LEARNING MOTIVATION AND SELF-EFFICACY ON ACADEMIC PROCRASTINATION OF CLASS XI AT SMKN 14 JAKARTA

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Abstract

The purpose of this study was to determine the effect of learning motivation (X1) and self-efficacy (X2) with academic procrastination (Y) on students. This study uses quantitative methods with measurements using a Likert scale. In this study, class XI students of SMKN 14 Jakarta were selected as the population with a sample of 161 students. Proportional random sampling technique is a technique used for sampling. This study obtained the results of the hypothesis on the T test and F test. In the T test it resulted in $T_{Count} X1 7.583 > T_{Table} 1.97509$, it can be said that there is an influence between learning motivation and academic procrastination. Furthermore, $T_{Count} X2 4.201 > T_{Table} 1.97509$, it can be stated that there is an influence between self-efficacy and academic procrastination. Then the F test produces $F_{Count} 28.669 > F_{Table} 3.05$, which means that between learning motivation and self-efficacy there is a simultaneous influence on academic procrastination.

Abstrak

Tujuan penelitian ini untuk mengetahui pengaruh antara motivasi belajar (X1) dan efikasi diri (X2) dengan prokrastinasi akademik (Y) pada siswa. Penelitian ini menggunakan metode kuantitatif dengan pengukuran menggunakan skala *likert*. Dalam penelitian ini, siswa kelas XI SMKN 14 Jakarta dipilih sebagai populasi dengan sampel sebanyak 161 siswa. Teknik *proportional random sampling* adalah teknik yang digunakan untuk pengambilan sampel. Penelitian ini memperoleh hasil hipotesis pada uji T dan uji F. Dalam uji T menghasilkan $T_{Hitung} X1 7,583 > T_{Tabel} 1,97509$ maka dapat dikatakan bahwa terjadi pengaruh antara motivasi belajar dan prokrastinasi akademik. Selanjutnya, $T_{Hitung} X2 4,201 > T_{Tabel} 1,97509$ maka dapat dinyatakan bahwa terjadi pengaruh antara efikasi diri dan prokrastinasi akademik. Kemudian pada uji F menghasilkan $F_{Hitung} 28,669 > F_{Tabel} 3,05$ yang artinya antara motivasi belajar dan efikasi diri terjadi pengaruh secara simultan terhadap prokrastinasi akademik.

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INTRODUCTION

Education in Indonesia is currently still trying to make changes and improvements. Judging from the conditions in Indonesia and the world which are being hit by the Covid-19 virus outbreak, it causes changes in the activities and conditions carried out by the community. The Covid-19 outbreak has hit various sectors, starting from the economy, politics, social, culture, defense and security, to education. So it is necessary to make changes, arrangements, and adjustments properly (Margianto, 2020). In the field of education, namely online learning or Distance Learning (PJJ) as a solution in limiting crowd activity in schools and universities (Herdian, 2021). Distance learning makes students feel bored, have difficulty understanding the material, lack time management and self-management in learning, and feel anxiety (Suhadianto et al., 2021). The distance learning system applied to students has side effects, one of which is procrastination. In line with the research results of Melgaard et al. (2021), that distance learning during the Covid-19 pandemic has a negative influence on procrastinators in various ways such as academic performance, willingness to learn, and lack of self-regulation. Turmudi and Suryadi (2021) explain that procrastination can be interpreted as a delay that is intentionally carried out and continuously and performs other activities outside the interests of carrying out tasks.

According to Muyana (2018) argues that academic procrastination is an activity of delaying when starting and completing a task at hand so that you experience delays in doing academic tasks at the desired time or delaying doing assignments until the last time. In a study of Indonesian students, the results showed that 78.5% of male students and 21.5% of female students carried out academic procrastination (Huda, 2015). The results of research by Margareta and Wahyudin (2019) 37 students of SMK or 43% have academic procrastination in the high category and 49 students or 57% have academic procrastination in the low category. The research data was obtained before the Covid-19 pandemic occurred. Then during the pandemic, based on the results of Gracelyta and Harlina (2021) research, it showed that there are 52 students (32.30%) in the low category, 102 students (63.35%) in the medium category and 7 others in the high category (4.35%).

According to Patrzek, Grunschel, and Fries (2012), academic procrastination resulted in a lack of motivation to change for some students. Learning motivation according to Sariwulan and Pujiastuti (2019) is an encouragement that comes from within the individual or student to achieve an achievement. Based on the discussion on the research result of Stevani and Marwan (2021), said that the academic procrastination of students in class X IPS SMA has a negative and significant effect on learning motivation. However, it is different from the results of research conducted by Cerino (2014) which says that there is a positive and significant relationship between motivation and academic procrastination.

In addition to learning motivation factors, procrastination is also influenced by several factors, namely self-regulation, self-control, irrational beliefs and one of them is self-efficacy (Handoyo et al., 2020). According to Lubis (2018), Self-efficacy is a person's confident attitude towards the level of ability in doing tasks, achieving goals, and planning a step to achieve a goal. In a study conducted by Damri, Engkizar, and Fuady (2017a), the results showed that there was a negative and significant relationship between self-efficacy and academic procrastination in students, which

was defined that the higher a person's level of self-efficacy, the lower the level of academic procrastination and vice versa.

The research questions to be investigated are: (1) whether learning motivation has an effect on academic procrastination, (2) whether self-efficacy affects academic procrastination, and (3) whether learning motivation and self-efficacy affect academic procrastination. With this explanation and phenomenon, the researchers are interested in researching "The Influence of Learning Motivation and Self-Efficacy on Academic Procrastination of Class XI Students of SMKN 14 Jakarta".

RESEARCH THEORITICAL

Learning Motivation

Motivation finds a role in the learning process, students' learning motivation can be likened to a source to move the learning motivation engine, encouraging students to actively excel in class, but too strong motivation will actually have a negative effect on students' learning effort attitudes, this is because there need for a span of time to absorb, appreciate, and do how that motivation can be applied in everyday life, especially in education (Prihartanta, 2015). Learning motivation according to Rahmi (2019) is an encouragement and enthusiasm that arises from within students based on their own desires, it is marked by the emergence of feelings and reactions in achieving goals and directing the attitudes and behavior of students to learn.

Self Efficacy

The aspect of self-knowledge that has an influence in human daily life is self-efficacy. This is because self-efficacy will affect individuals in determining every action to be taken to achieve certain goals, including estimates of the events they face (Ghufron & Risnawita, 2010). As revealed by Herawati and Suyahya (2019), Regarding the notion of self-efficacy, namely the individual's belief that he is able to do something in certain situations with a higher level in facing a difficulty, assessing abilities, and trying to have the strength to survive.

Academic Procrastination

Procrastination comes from the Latin term procrastination, where "pro" means to push or move forward, while "crastinus" means tomorrow's decision, so procrastination means to postpone or postpone until the next day (Ghufron & Risnawita, 2010). Individuals who do procrastination are closely related to the emergence of feelings of fear of failure, dislike of the given task, difficulty controlling themselves, and difficulty when faced with a decision. In addition, there also a rational relationship, such as being difficult to find task material so that it can lead to procrastination towards the task (Ilyas & Suryadi, 2017). Academic procrastination according to A'yunina and Abdurrohman (2019), namely all forms of postponement of assignments and academic activities caused by something that can have a negative impact on academic performance.

METHODE

This study uses quantitative research methods. The can be defined as a method used to test the established hypothesis by examining certain populations and samples and the data analyzed are statistical (Sugiyono, 2013). Then, the sampling technique used was proportional random sampling with calculations using the Isaac and Michael tables with an error rate of 5%, so that the sample in this study was 161 students. This study uses primary data in the form of questionnaires that have been collected and validated. Analysis of the data in this study using analytical requirements test, multiple linear regression analysis, t test, f test, and the coefficient of determination.

RESULT AND DISCUSSION

The result obtained in this study, according to the results of the analysis on the profiles of respondents were categorized based on gender, age, and class of majors. The survey results obtained in this study through online questionnaires can be seen in the following table:

Table1 Respondent Data

Gender		
	Frequency	Percent
Man	59	36.6
Woman	102	63.4
Total	161	100.0

Age		
	Frequency	Percent
> 17 years old	61	37.9
15 years	2	1.2
16-17 years old	98	60.9
Total	161	100.0

Courses and classes		
	Frequency	Percent
XI AKL	43	26.7
XI BDP	36	22.4
XI MM	59	36.6
XI OTKP	23	14.3
Total	161	100.0

Source: data processed by researchers, 2022

Based on the table above, it can be concluded that the number of respondents based on female gender is 63.4% (102 students) and male respondents are 36.6% (59 students). Then, respondent data based on age, namely the majority of respondents aged 16-17 years amounted to 60.9% (98 students), while aged over 17 years amounted to 37.9% (61 students) and only 1.2% (2 students) aged 15 years. Furthermore, respondent data based on class and majors were 36.6% (59 students) from class XI MM, 26.7% (43 students) from class XI AKL, 22.4% (36 students) from class XI BDP, and as many as 14.3% (23 students) from class XI OTKP.

1. Validity test

This test is used to measure the validity or accuracy of a data. The researcher uses the Statistical Product and Service Solution (SPSS) application by using the r product moment table. The following is the result of the calculation of the validity test:

Table2 Instrument Validity

Instrument	R Count	R Table	Information
Learning Motivation			
MB1	0.707	0.159	VALID
MB2	0.739	0.159	VALID
MB3	0.578	0.159	VALID
MB4	0.674	0.159	VALID
MB5	0.707	0.159	VALID
MB6	0.760	0.159	VALID
MB7	0.746	0.159	VALID
MB8	0.740	0.159	VALID
MB9	0.572	0.159	VALID
MB10	0.580	0.159	VALID
Self Efficacy			
ED1	0.655	0.159	VALID
ED2	0.735	0.159	VALID
ED3	0.815	0.159	VALID
ED4	0.753	0.159	VALID
ED5	0.763	0.159	VALID
Academic Procrastination			
PA1	0.579	0.159	VALID
PA2	0.441	0.159	VALID
PA3	0.723	0.159	VALID
PA4	0.706	0.159	VALID
PA5	0.703	0.159	VALID
PA6	0.611	0.159	VALID
PA7	0.732	0.159	VALID

Source: data processed by researchers, 2022

Based on the results of the calculation of the validity of the instrument, three variables, namely learning motivation, self-efficacy, and academic procrastination can be said to be valid because they meet the requirements $r_{\text{count}} > r_{\text{Table}}$ (0.159).

2. Reliability Test

This test is conducted to show the level of consistency of an instrument in the collected data. Researchers will use the Statistical Product and Service Solution (SPSS) Application. Reliability testing using Cronbach's Alpha (>0.6) Sugiyono (2013). The following are the results of the reliability test calculation:

Table3 Variable Reliability

Variable	Cronbach's Alpha		Information
Learning Motivation	0.869	0.6	Reliable
Self Efficacy	0.800	0.6	Reliable
Academic Procrastination	0.766	0.6	Reliable

Source: data processed by researchers, 2022

The table above shows the results of the reliability test calculation. It can be concluded that the three variables used are said to be reliable with the condition that the Cronbach's Alpha value > 0.6 can be said to be reliable.

3. Multiple Linear Regression Analysis

Conducted to determine the effect of two independent variables (X) or more on the dependent variable (Y). The following is a table of the results of multiple regression analysis calculations using SPSS:

Table4 Multiple Linear Regression

Model	Coefficients ^a				
	Unstandardized		Standardize		
	Coefficients		d		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	9.582	2,220		4.316	.000
Learning Motivation	.428	.071	.537	5,985	.000
Self Efficacy	-.046	.123	-.034	-.375	.708

a. Dependent Variable: Academic Procrastination

Source: data processed by researchers, 2022

In multiple regression analysis, the equation is $= 9.582 + 0.428 X_1 + 0.046 X_2$, which means the constant value is 9.582. If the variable of learning motivation (X1) and self-efficacy (X2) is 0, then the value of the coefficient of academic procrastination is 9.582. The value of the learning motivation coefficient (X1) is 0.428 and if it increases by 1 value, it will increase the value of the academic procrastination variable (Y) by 0.428 with the value of X2 being fixed. The coefficient is positive, which means that there is a positive or unidirectional relationship between the learning motivation variable (X1) and the academic procrastination variable (Y). Then, the value of the self-efficacy coefficient (X2) is -0.046 and if it increases by 1 value, it will decrease the value of the academic procrastination variable (Y) by 0.046 with the value of X1 is fixed. The coefficient is negative, which means that there is a negative or opposite relationship between the self-efficacy variable (X2) and the academic procrastination variable (Y), which means that if self-efficacy (X2) increases, academic procrastination (Y) will decrease and vice versa.

4. Coefficient of Determination

Is to determine the percentage of the influence of the independent variable on the dependent variable simultaneously. The following are the results of the calculation of the coefficient of determination using SPSS:

Table5 Coefficient of Determination

Model	R	R Square
1	.516a	.266

a. Predictors: (Constant), Self-Efficacy, Learning Motivation
 b. Dependent Variable: Academic Procrastination

Source: data processed by researchers, 2022

The table above shows that the resulting R Square is 0.266 or 26.6%. So it can be concluded that the percentage of learning motivation and self-efficacy variables to explain academic procrastination variables simultaneously by 26.6%, while the rest can be influenced by other variables not examined in this study.

5. Hypothesis testing

In testing the hypothesis, this study tested using the f test and t test which was calculated using SPSS. F test to determine whether or not there is a significant effect between the independent variables simultaneously on the dependent variable by comparing F_{count} with F_{table} at a significance level of 5%. While the T test is used to test the significant level of each independent variable on the dependent variable, if $T_{Count} > T_{Table}$ then there is a significant effect between the independent variable and the dependent variable. The following are the results of the calculation of the hypothesis test:

Table6 T Uji test

Model	t	Sig.
Learning Motivation	7.583	0.000
Self Efficacy	4,201	0.000

Source: data processed by researchers, 2022

Table 7 F test (Anova)

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	922,259	2	461.130	28,669	.000a
Residual	2541.380	158	16,085		
Total	3463,640	160			

a. Predictors: (Constant), Self-Efficacy, Learning Motivation
b. Dependent Variable: Academic Procrastination

Source: data
researchers, 2022

processed by

Based on the table presented above, it can be concluded:

1. The Effect of Learning Motivation on Academic Procrastination

Based on the test results that have been described above, it is known to get the results that there is a positive influence between learning motivation variables on academic procrastination variables in class XI students of SMKN 14 Jakarta. This is evidenced by the results of the coefficient value in multiple regression analysis, namely 0.428, which means that if learning motivation has increased by one point, it will cause an increase in the value of the academic procrastination variable (Y) of 0.428 with the assumption that the value of X2 is fixed. The coefficient is positive, which means that if learning motivation (X1) increases, then academic procrastination (Y) will increase and vice versa, if academic procrastination (Y) increases, then learning motivation (X1) will also increase.

The results of the partial test or T test on the learning motivation variable obtained $T_{count} = 7.583$ and $T_{table} = 1.975$ with the T test carried out using a significance level of 0.05. So it can be concluded that there is an influence between the learning motivation variable (X1) and the academic procrastination variable (Y) partially. The results of this study are in line with the results of research conducted by Yulianda (2018) obtained the results of the analysis that the variable of learning motivation on academic procrastination has a large influence on the value of sig. $0.004 < 0.05$.

The results of this study are in line with the results of research conducted by Cerino (2014) on a study of 101 respondents and said that there is a positive relationship between motivation and academic procrastination. Then, the research conducted by Senecal and Koestner (1995) proved that there was a positive influence between motivation and students' academic procrastination. In the results of research conducted by Margareta (2019), on one of the hypotheses stating learning motivation has a negative effect on academic procrastination is rejected with a large regression coefficient which shows a positive result of 1.057, meaning that there is a positive influence between learning motivation and academic procrastination. Then, contrary to the results of research conducted by Stevani and Marwan (2021), Ardiansyah (2019), and Mayrika, Daharnis, and Yusri (2015) who said that there was a negative influence between learning motivation and academic procrastination.

2. Effect of Self-Efficacy on Academic Procrastination

Based on the test results that have been described above, it is known to get the results that there is a negative influence between the self-efficacy variables on the academic procrastination variable in class XI students of SMKN 14 Jakarta. This is evidenced by the

results of the coefficient value in multiple regression analysis, namely 0.046, which means that if self-efficacy increases by one point, it will cause a decrease in the value of the academic procrastination variable (Y) by 0.046 with the assumption that the value of X1 is fixed. The coefficient of negative value means that there is a negative or opposite between the self-efficacy variable (X2) and the academic procrastination variable (Y) which means that if self-efficacy (X2) increases, then academic procrastination (Y) will decrease and vice versa, if academic procrastination (Y) increases, then self-efficacy (X2) will decrease.

The results of the partial test or T test on the self-efficacy variable obtained $T_{\text{count}} = 4.201$ and $T_{\text{table}} = 1.975$ with T-test carried out using a significance level of 0.05. So it can be concluded that there is an influence between the self-efficacy variable (X2) and the academic procrastination variable (Y) partially. The results of this study are in line with the results of research conducted by Muti'ah (2013) who said that there was a significant influence between self-efficacy and academic procrastination on students. This can be seen from the level of confidence of students in understanding the material and dealing with academic situations, so that it can affect the level of academic procrastination.

Similar to previous research conducted by Herawati and Suyahya (2019) the results of the study were that there was an influence between self-efficacy on academic procrastination. Then, Tuaputimain (2021) in research using correlation analysis techniques, found that there is a negative relationship on self-efficacy with academic procrastination. That is, when students have a high level of efficacy, the level of academic procrastination will be low and vice versa. If the level of self-efficacy is low, then the level of academic procrastination will increase.

In line with the results of research conducted by Damri, Engkizar, and Fuady (2017b) who obtained the results of the research that there was a negative and significant relationship between self-efficacy and academic procrastination. Where self-efficacy has a high level, the level of academic procrastination will be low. Vice versa, if self-efficacy is low, the level of academic procrastination will be high.

3. The Effect of Learning Motivation and Self-Efficacy on Academic Procrastination

Based on the results of the research described above, it was found that learning motivation and self-efficacy have a simultaneous or joint effect on academic procrastination in class XI students of SMKN 14 Jakarta which was tested using the f test by comparing F_{count} with F_{table} at a significance level of 5%. . In the f test, this study obtained the results that $F_{\text{Count}} 28.669 > F_{\text{Table}} 3.05$ and a significance of $0.00 < 0.05$ which means that there is a simultaneous and significant influence between Learning Motivation (X2) and Self-Efficacy (X2) on Academic Procrastination (Y).

These results are in line with the results of research conducted by Maulidia (2020) which obtained the results that self-efficacy and learning motivation affect academic procrastination. Then, the results of research conducted by Yuniarti (2020) also stated the results that there was a concurrent and significant influence between self-efficacy and motivation on academic procrastination. In the research conducted by Malkoç and Mutlu (2018) and Sariwulan and Pujiastuti (2019) obtained the results of research that between learning motivation and self-efficacy has a significant influence on academic procrastination.

In multiple regression analysis, obtaining the equation that is $= 9.582 + 0.428 X1 + 0.046 X2$, it can be interpreted that the constant value is 9.582. If the variable of learning motivation (X1) and self-efficacy (X2) is 0, then the value of the coefficient of academic procrastination is 9.582. The value of the learning motivation coefficient (X1) is 0.428 and if it increases by 1 value, it will increase the value of the academic procrastination variable (Y)

by 0.428 with the value of (X2) being fixed. The coefficient is positive, which means that there is a positive or unidirectional relationship between the learning motivation variable (X1) and the academic procrastination variable (Y).

The value of the self-efficacy coefficient (X2) is -0.046 and if it increases by 1 value, it will decrease the value of the academic procrastination variable (Y) by 0.046 with the value of (X1) is fixed. The coefficient is negative, which means that there is a negative or opposite relationship between the self-efficacy variable (X2) and the academic procrastination variable (Y), which means that if self-efficacy (X2) increases, then academic procrastination (Y) will decrease and vice versa, if procrastination increases. academic achievement (Y) increases, then self-efficacy (X2) will decrease.

Then, in the coefficient of determination test, the result is 0.266, which means that the percentage of learning motivation and self-efficacy has an effect on academic procrastination by 26.6%, while the rest can be influenced by other variables not examined in this study.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results that has been carried out by researchers with data descriptions for each variable, data analysis and discussions that have been described in the previous chapter, it can be concluded that:

1. There is a positive and significant influence between learning motivation and academic procrastination for class XI students of SMKN 14 Jakarta. That is, the higher the Learning Motivation, the higher the academic procrastination.
2. There is a negative and significant influence between Self-Efficacy and Academic Procrastination of class XI students of SMKN 14 Jakarta. That is, the higher the self-efficacy, the lower the academic procrastination.
3. There is a joint influence between Learning Motivation and Self-Efficacy with Academic Procrastination which can be seen from the $F_{\text{Count}} 28.669 > F_{\text{Table}} 3.05$ which means that learning motivation and self-efficacy simultaneously on Academic Procrastination.

Recommendations

Based on the conclusions that have been explained by the researchers, the researchers will provide several recommendations for further research as useful reference and reference materials, as follows:

1. For further researchers who will research with a similar topic, it is advisable to use other variables that are predicted to have an influence on academic procrastination.
2. Can focus on one education major, if you take the subject of SMK level students.
3. For further researchers, they can add objects and indicators to their research so that the research results are more varied.

CLOSING

Based on the findings of the authors and the discussion that has been described, it can be concluded that:

1. That financial literacy can determine the resistance of MSME activities in the Rawamangun sub-district, East Jakarta. It turns out that not only determines the resistance of MSME activities, but financial literacy can also be a factor for business development. As has been explained, this is not the only factor in the resistance and development of MSMEs, but is one of the main factors. Researchers examine the financial literacy possessed by every MSME actor and the results vary. Each informant has a different level of financial literacy. However, if the SMEs in Rawamangun, East Jakarta are averaged, they have a less literate level of financial literacy.
2. The decision of the perpetrators of MSME activities in the Rawamangun sub-district, East Jakarta to adopt *E-Wallet* as a payment tool is a factor of trust, convenience, security and speed. In addition to this, the costs that should be incurred by the MSME actors will not exist to enjoy the services of this *E-Wallet*. The income gains obtained from the adoption of *E-Wallet* are also acknowledged to be true by these MSME actors. The factor that makes MSME actors not want to adopt *E-Wallet* as a means of payment is lack of knowledge, giving bad conclusions before using it (*underestimate*).
3. The decision of the perpetrators of MSME activities in the Rawamangun sub-district, East Jakarta to use QRIS as a payment aid is that there is no clear information about QRIS. The collaboration between PJSP and BI, which has been intensively promoting QRIS has not yet reached the Rawamangun area, East Jakarta, even though it is located close to the city center. In addition to this, the socialization that requires a process due to the recent introduction of QRIS to the public has made MSME actors not yet using this payment aid.

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