



The influence of self-efficacy, parents' social support and achievement motivation on academic procrastination on students

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ABSTRACT

This study aims to determine the effect of self-efficacy, parental social support and achievement motivation on academic procrastination in students of the Management Study Program, Faculty of Business, University of Mikroskil Medan. The type of research used is quantitative research. The sampling technique used a probability sampling technique with the proportional stratified random sampling method with a total sample of 211 respondents. The data analysis method used is multiple linear regression. Partial test results (t test) show that partially the variables of Self-Efficacy and Social Support of Parents have a negative and significant effect on Academic Procrastination. While the variable of Achievement Motivation has a positive and significant effect on Academic Procrastination. Simultaneous test results (Test F) show that simultaneously the variables of Self-Efficacy, Parental Social Support and Achievement Motivation have a significant effect on Academic Procrastination with a coefficient of determination (Adjusted R Square) of 0.176. This means that the influence of independent variables, namely self-efficacy, parental social support and achievement motivation on academic procrastination is 17.6 %. While the remaining 82.4 % is influenced by other variables such as self-control, perfectionism, time management, economic difficulties and other variables not exa.

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1. INTRODUCTION

The problem that is often experienced by students in higher education is the emergence of procrastinating behavior in studying for exams and doing academic assignments, known as academic procrastination (Fitri et al., 2019). Academic procrastination is a delay that is carried out intentionally and repeatedly by doing other activities that are not needed in carrying out assignments. Apparently, the phenomenon of academic procrastination also occurred in the Management Study Program, Faculty of Business, University of Mikroskil Medan. This is supported by the results of the researcher's interview with several students, which shows that there are some students from the Management Study Program, Faculty of Business, University of Mikroskil who tend to do academic procrastination. This can be seen from the habit of students who prefer to spend their time just for entertainment rather than academic matters. Like the habit of students who like to stay up late to play *online games* and watch dramas, *hangout* with friends, and participate in organizational activities rather than

completing academic assignments (Strahan & Poteat, 2020). Then based on data from the Academic Accreditation Section (BAA) Universitas Mikroskil Medan, currently there are 18 students from the Management Study Program who are active non-semester students, namely students who have spent more than eight semesters (4 years) of study. The delay of students in completing this study period is one of the negative impacts of academic procrastination behavior on students, because the longer they delay completing their academic assignments, the longer it will take them to complete their study period (Wulandari & Mariskha, 2020).

Academic procrastination is a classic problem in the academic field. The rise of academic procrastination behavior is related to self-efficacy. Self-efficacy is a positive feeling in oneself, in the form of confidence and belief in one's abilities and potential, so that they feel able to complete their academic tasks well (Erlina, 2020). Based on interviews that researchers have conducted with several students of the Management Study Program, Faculty of Business, Mikroskil University, it shows that at first the students had high enthusiasm to be able to complete their academic assignments well, because of the academic achievements they wanted to achieve. However, what happened in the field, especially when the online learning method was implemented, was that many students experienced problems in participating in online lectures. The lack of stability of the internet network which results in *buffering* or lack of clarity of the lecturer's voice when delivering material causes the students' understanding of the material presented by the lecturer to be weak. Some students also find it difficult to do practicum as a support for the course because the online practicum sometimes cannot be practiced at home due to the limited facilities used. So that when the lecturer gives assignments, students will feel confused, panicked and feel burdened. Resulting in students' doubts about their abilities and triggering academic procrastination behavior (Abidi et al., 2020) (Santayasa et al., 2021) (Agustin & Winarso, 2021).

Parental social support is also able to influence academic procrastination behavior in students (Madjid et al., 2021)(Yang et al., 2021). Parental social support is a form of parental love and affection for their children which is shown through their attitudes and behavior in caring for and educating their children every day. Based on the results of interviews by researchers with several students of the Management Study Program, Faculty of Business, Universitas Mikroskil, it shows that one of the causes of students delaying their academic assignments is due to a lack of parental understanding of the learning facilities needed by students to support the learning process. This can be seen from some students who still do not have laptops / personal computers that can help the process of doing their academic assignments. The limited parental supervision of activities carried out by students every day is also a trigger for students' academic procrastination behavior. This happens because some of the students are boarding or boarding children. So that communication and parental supervision of students are limited, resulting in students not getting reprimands from parents when they are too busy doing things that are not important and forget their obligations as students (Enriquez & Millán, 2021).

In addition to self-efficacy and parental social support, the tendency of students to do academic procrastination is also influenced by the high level of achievement motivation they have, the higher the achievement motivation of students, the negative academic procrastination will be [10]. Achievement motivation is an urge to excel and to excel based on a set of standards and strive for success [11]. Based on interviews with several students of the Management Study Program, Faculty of Business, Mikroskil University, it shows that there are some students who always try hard to achieve good academic achievements by diligently studying and always trying to find solutions to any difficulties they face during academic assignments. These students also have a target achievement index (IP) that they want to achieve every semester and have a target cumulative achievement index (GPA) that they want to achieve after graduation (Hervianti & Haryatmi, n.d.). Causing students to be more active in learning and more enthusiastic in attending lectures and always doing their academic tasks in order to realize the goals they want to achieve, namely to become students who have good academic achievements (Chee et al., 2021). The researcher also found that there were some students who were irresponsible in the lecture process (Li et al., 2020)(Liimatta, 2021). This can be seen from the tendency of students who like to study or do assignments on an overnight speed system (credits)

so that they get results that are not optimal or even cannot collect assignments on time. Some of these students also do not have targets or achievements they want to achieve during their lectures (Irwansyah et al., 2021)(Nurachmawati & Usman, 2021).

2. RESEARCH METHOD

The type of research used in this research is quantitative research (Mohajan, 2020) (Kyngäs, 2020) (Busetto et al., 2020). The population determined in this study were students of the Management Study Program, Faculty of Business, Universitas Mikroskil Medan, 2018, 2019, 2020 and 2021 with a total population of 451 students. The sampling technique in this study is a *probability sampling technique* using the *proportional stratified random sampling* with a total sample of 211 respondents (Alvi, 2016) (Pace, 2021)(Carone et al., 2021). In this study, researchers used two data collection techniques, namely: First, using field research techniques (primary data) which consisted of 3 stages, namely interviews, questionnaires and observations. Second, using literature study (secondary data) (Budianto, 2020). The data analysis method used in this research is descriptive statistical analysis, validity and reliability test, multicollinearity test, normality test, heteroscedasticity test, multiple linear regression, partial test (t test), simultaneous test (*f*-test) and coefficient of determination (r^2) (Laccourreye et al., 2021) (Murphy, 2021)(Choi et al., 2020)(Sujana et al., 2020).

3. RESULT AND DISCUSSION

Descriptive Analysis Results

a. Self-efficacy

The results of the data analysis of self-efficacy variables obtained the lowest score (minimum) is 1, the highest score (maximum) is 5 with the mode value or value of respondents' answers that often appear is 4 That is, the average respondent answers agreeing with the proposed questionnaire statement. This shows that in general, students of the Management Study Program in 2018, 2019, 2020 and 2021 have a high level of self-efficacy.

b. Parent's Social Support

The results of the data analysis of the parental social support variable obtained the lowest score (minimum) is 1, the highest score (maximum) is 5 with the mode or value of the respondent's answers that often appear is 5. That is, the average respondent answered very much in agreement with the proposed questionnaire statement. This shows that in general, students of the Management Study Program in 2018, 2019, 2020 and 2021 have a high level of parental social support.

c. Achievement Motivation

The results of the data analysis of the achievement motivation variable obtained the lowest score (minimum) is 1, the highest score (maximum) is 5 with the mode or value of the respondent's answers that often appear is 5. This means that the average respondent answered very much in agreement with the proposed questionnaire statement. This shows that in general, most students of the Management Study Program in 2018, 2019, 2020 and 2021 have a high level of motivation to achieve high achievements.

d. Academic Procrastination

The results of the analysis of academic procrastination variable data obtained the lowest score (minimum) is 1, the highest score (maximum) is 5 with the mode or value of respondents' answers that often appear is 4. That is, the average respondent answered in agreement with the proposed questionnaire statement. This explains that in general, most students of the Management Study Program in 2018, 2019, 2020 and 2021 have low levels of academic procrastination.

Test Result Data Quality

a. Validity Test

The results of the validity test showed that all statement items contained in the variables of self-efficacy (X_1), parental social support (X_2), motivation for achievement (X_3) and academic

procrastination (Y) had a calculated r value $> r$ table. So it can be stated that all statement items of the whole variable are valid.

b. Reliability Test

The results of the reliability test showed that the Cronbach Alpha score for the variables of self-efficacy, parental social support, motivation for achievement and academic procrastination was > 0.70 . So it can be said that the results of the overall reliability test of the variables are reliable (reliable).

Classic Assumption Test Results

a. Multicollinearity Test

Table 1 Multicholnarity Test Results

Model		Coefficients ^a			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients			Tolerance	VIF
		B		Beta				
1	(Constant)	2.158	.298		7.232	.000		
	Self-Efficacy	-.135	.064	-.189	-2.129	.034	.495	2.020
	Parent's Sosial Support	-.210	.066	-.314	-3.163	.002	.398	2.513
	Achievement Motivation	.762	.112	.694	6.777	.000	.374	2.671

a. Dependent Variable: Academic_Procrastination

Source : Research Results 2022

The results of the multicollinearity test showed that all independent variables used in this study did not experience multicollinearity or passed the multicollinearity test. The reason is because all independent variables have a tolerance value of > 0.1 and a VIF value of < 10 .

b. Normality Test

Table 2. Kolmogorov Test Results – Smirnov Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			211
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		.55364396
Most Extreme Differences	Absolute		.049
	Positive		.034
	Negative		-.049
Test Statistic			.049
Asymp. Sig. (2-tailed)			.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source : Research Results 2022

The results of the normality test using statistical methods showed that the value of kolmogorov - smirnov was 0.049 significantly in Asymp. Sig. (2-tailed) of 0.200 is greater than a significant level of 0.05 or Asymp. Sig. (2-tailed) > 0.05 thus it can be said that the residual is normally distributed.

c. Heteroskedasticity Test

Table 3. Glejser Test Results

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
		B		Beta		
1	(Constant)	.340	.176		1.935	.054
	Self-Efficacy	.006	.037	.016	.163	.870
	Parent's Sosial Support	-.049	.039	-.138	-1.263	.208
	Achievement Motivation	.069	.066	.117	1.041	.299

a. Dependent Variable: Abs_Res_Gletser

Source : Research Results 2022

The results of the heteroskedasticity test with statistical analysis, namely through the glejser test, showed that independent variables, namely self-efficacy variables, parental social support and motivation to achieve had a significant value of > 0.05. So it can be concluded that there is no heteroskedasticity in the regression model in this study.

Multiple Linear Regression Analysis Results

Table 4. Results of Multiple Linear Regression Analysis

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.158	.298		7.232	.000
	Self-Efficacy	-.135	.064	-.189	-2.129	.034
	Parent's Sosial Support	-.210	.066	-.314	-3.163	.002
	Achievement Motivation	.762	.112	.694	6.777	.000

a. Dependent Variable: Academic_Procrastination

Source : Research Results 2022

From the results of the multiple linear regression analysis above, the regression equation is obtained as follows:

$$Y = 2,158 - 0,135 X_1 - 0,210 (X_2) + 0,762 X_3 \dots\dots\dots(1)$$

The above interpretation of the multiple linear regression equation is as follows :

- a. The value of the constant indicates a positive sign. This means that if the variables of self-efficacy (X₁), parental social support (X₂) and motivation to excel (X₃) are considered 0, then the academic procrastination in students of the Management Study Program in 2018, 2019, 2020 and 2021, Universitas Mikroskil Medan is 2,158
- b. The value of the regression coefficient for the self-efficacy variable shows a negative value of 0.135, that is, if the self-efficacy increases by one unit, then the academic procrastination in students of the Management Study Program in 2018, 2019, 2020 and 2021, Medan Microskil University will decrease by 0.135 assuming that other variables remain.
- c. The value of the regression coefficient for the parental social support variable shows a negative value of 0.210. That is, if the social support of parents increases by one unit, then academic procrastination in students of the Management Study Program in 2018, 2019, 2020 and 2021 Medan Microskil University will decrease by 0.210 assuming other variables remain.
- d. The value of the regression coefficient for the achievement motivation variable shows a positive value of 0.762 That is, if the motivation for achievement increases by one unit, then academic procrastination in students of the Management Study Program in 2018, 2019, 2020 and 2021, Medan Microskil University will increase by 0.762 assuming other variables remain.

Hypothesis Testing

- a. **Partial Testing (T test)**

Table 5. Partial Test Results (T Test)

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.158	.298		7.232	.000
	Self-Efficacy	-.135	.064	-.189	-2.129	.034
	Parent's Sosial Support	-.210	.066	-.314	-3.163	.002
	Achievement Motivation	.762	.112	.694	6.777	.000

a. Dependent Variable: Academic_Procrastination

Source : Research Results 2022

The test results for each free variable are as follows:

- 1) The test results for the self-efficacy variable showed a negative calculated t value. On the t test, the negative symbol simply expresses slope β₁ (Direction of regression). If the value

of the coefficient β_1 is negative, then even the calculated value of t will be negative. So to make a decision on the results of the study is to use the absolute value of the t count. So that the calculated t value is $2.129 > 1.971$ with a significant value of $0.034 < 0.05$. Which can be concluded that H_0 's hypothesis was rejected and H_a was accepted, or in other words self-efficacy had a negative and significant effect on academic procrastination.

- 2) The test results for the achievement motivation variable show a negative calculated t value. On the t test, the negative symbol simply expresses slope β_2 (Direction of regression). If the value of the coefficient β_2 is negative, then even the calculated value of t will be negative. So to make a decision on the results of the study is to use the absolute value of the t count. So the calculated t value is $3.163 > t$ of the table of 1.971 with a significant value of $0.002 < 0.05$. Which can be concluded that H_0 's hypothesis was rejected and H_a was accepted, or in other words the social support of parents had a negative and significant effect on academic procrastination.
- 3) The test results for the achievement motivation variable showed a calculated t value of $6.777 > t$ of 1.971 with a significant value of $0.000 < 0.05$. Thus H_0 's hypothesis was rejected and H_a was accepted, or in other words the motivation for achieving had a positive and significant effect on academic procrastination.

b. Simultaneous Testing (F Test)

Table 6. Simultaneous Test Results (Test F)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.898	3	4.966	15.970	.000 ^b
	Residual	64.370	207	.311		
	Total	79.267	210			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Achievement_Motivation_Self-Efficacy, Parent's_Social_Support

Source : Research Results 2022

From the results of simultaneously testing variables, it can be seen that the calculated F value is $15.970 >$ table F is 2.648 with a significant value of $0.000 < 0.05$. Thus, then H_a 's hypothesis was accepted and H_0 's was rejected. So it can be concluded that the three free variables, namely self-efficacy, parental social support, and motivation to excel simultaneously have a significant effect on academic procrastination.

Coefficient of Determination (R^2) Testing.

Table 7. Coefficient of Determination Test Results (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434 ^a	.188	.176	.55764

a. Predictors: (Constant), Achievement_Motivation_Self-Efficacy, Parent's_Social_Support

Source : Research Results 2022

In the test results of the coefficient of determination (R^2) it can be seen that the value of the coefficient of determination (Adjusted R Square) obtained is 0.176 . This shows that the percentage of influence of independent variables, namely self-efficacy, parental social support and motivation to excel on academic procrastination is 17.6% . This means that the variation in data caused by independent variables to dependent variables is 17.6% , while the remaining 82.4% is influenced by other variables, such as self-control, perfectionism, time management and other variables that were not studied in the study.

The Effect of Self-Efficacy on Academic Procrastination in Students of the Management Study Program, Faculty of Business, Mikroskil University, Medan.

The results of partial testing for self-efficacy variables against academic procrastination, showed the value of the regression coefficient in a negative direction. The calculated t value is $2.129 >$ the table t is 1.971 and the significant value is $0.034 < 0.05$. So it can be concluded that self-efficacy has a negative

and significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan in 2018, 2019, 2020 and 2021. The results of this study are in line with the results of previous studies which stated that self-efficacy has a significant negative effect on academic procrastination (Muswara et al., 2020). However, it contradicts the results of other studies which state that there is no significant relationship between self-efficacy and academic procrastination (Zusya & Akmal, 2016).

The Effect of Parental Social Support on Academic Procrastination in Students of the Management Study Program, Faculty of Business, Mikroskil University, Medan.

The results of partial testing for the variable of parental social support for academic procrastination showed the value of the regression coefficient in a negative direction. The calculated t value is 3,163 > the table t is 1.971 and the significant value is 0.002 < 0.05. So it can be concluded that parental social support has a negative and significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan stambuk 2018, 2019, 2020 and 2021. The results of this study are in line with the results of previous studies which stated that there was a significant and negative influence between parental social support and academic procrastination (Rahman, 2019). However, it contradicts the results of other studies that state that there is no significant relationship between parental social support and academic procrastination (Fitri et al., 2019).

The Influence of Achievement Motivation on Academic Procrastination in Students of the Management Study Program, Faculty of Business, Mikroskil University, Medan.

The results of partial testing for the variable of achievement motivation show the value of the coefficient in a positive direction. The calculated t value of 6,777 > t of the table is 1.971 and a significant value of 0.000 < 0.05. So it can be concluded that the motivation to excel has a positive and significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan stambuk 2018, 2019, 2020 and 2021. The results of this study are in line with the two previous research results which stated that there was a significant positive relationship between the motivation to excel and academic procrastination (Asio, 2020). As well as other studies that also state that there is a significant negative influence between the motivation to achieve on academic procrastination (Syaifulloh et al., 2021). However, it contradicts the results of other previous studies which stated that the motivation to excel had no significant effect on academic procrastination (Thomas, 2018).

The Effect of Self-Efficacy, Parental Social Support and Motivation for Achievement on Academic Procrastination in Students of the Management Study Program, Faculty of Business, Mikroskil University, Medan.

The results of simultaneous testing for variables of self-efficacy, parental social support and motivation to excel against academic procrastination showed a calculated F hitung value of 15.970 > F tabel of 2.648 with a significant value of 0.000 < 0.05. So it can be concluded that simultaneously self-efficacy, parental social support and motivation to excel have a significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan stambuk 2018, 2019, 2020 and 2021. With the percentage influence of independent variables on dependent variables of 17.6% while the remaining 82.4 % was influenced by other variables such as self-control, perfectionism, time management, economic difficulties and other variables that were not studied in this study.

CONCLUSION

Partially, the variables of self-efficacy and social support of parents have a negative and significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan in 2018, 2019, 2020 and 2021. Partially, the motivational variable for achievement has a positive and significant effect on academic procrastination in students of the Management Study Program at The University of Mikroskil Medan stambuk 2018, 2019, 2020 and 2021. Simultaneously, self-efficacy, parental social support and motivation to excel have a positive and significant effect on

academic procrastination in students of the Management Study Program at The University of Mikroskil Medan stambuk 2018, 2019, 2020 and 2021. With the percentage influence of independent variables on dependent variables of 17.6 %, while the remaining 82.4 % was influenced by other variables such as self-control, perfectionism, time management and other variables that were not studied in this study.

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