

THE ROLE OF SELF-EFFICACY ON STUDENT ACADEMIC PROCRASTINATION IN COMPLETING THESIS: LITERATURE REVIEW

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ABSTRACT

Academic procrastination is an act which deliberately delays the completion of academic assignments. One example is the delay in completing the thesis. Academic procrastination is influenced by internal and external factors. External factors are influenced by several things, namely self-regulation, self-efficacy, self-criticism, motivation and self-control. Self-efficacy is the belief that one can carry out activities or take the necessary actions to achieve certain results. To review the literature related to the relationship between self-efficacy and student academic procrastination in completing thesis. Article searches were carried out using the Scholar electronic database according to predetermined criteria. The combined keywords in the article search are in Indonesian, namely academic procrastination, self-efficacy and thesis then in English, academic procrastination, self-efficacy and thesis. The 10 research articles reviewed concluded that self-efficacy plays an effective role in reducing student academic procrastination in completing thesis. This literature review shows that there is a relationship between self-efficacy and delay in final student academic assignments.

Keywords: Academic procrastination, self-efficacy, Thesis

BACKGROUND

Students are product output that is processed through higher education institutions, both at universities of applied sciences, high schools, institutes and universities. It is assumed that the knowledge gained by students during lectures will be useful in their lives in society¹. Students will be required to be independent in the learning process carried out through the higher education curriculum. One way to strengthen student independence in the final stages of thesis is to carry out a research project called the final thesis assignment. According to

thesis is a student's assignment in an academic research project and a responsibility that must be completed as a graduation requirement for undergraduate or postgraduate students². Based on the thesis guidelines from various educational institutions, the thesis or final project is planned to be completed by students in one semester.

However, if a student does not graduate in one semester, the maximum completion time is two or three semesters. The obstacles faced by thesis students reduced the enthusiasm of students so that completing the thesis was not in

accordance with the allotted time and became more difficult³. Unlike other courses, this thesis is complicated by various complex things. Thesis is often one of the pressures for some students to get a degree. The time of writing a thesis is often interpreted as a situation that can cause stress for some students and delay the completion of the thesis. People who have difficulty getting things done by deadlines certain time, who often experience delays, or who do not complete tasks by a certain deadline are people who like to procrastinate. It can also be said that procrastination is avoiding tasks due to dissatisfaction with tasks and inability to complete tasks⁴.

People who practice procrastination are characterized by the habit of wasting time, assuming that they experience difficulties because they complete tasks and avoid them, and blame other people for their delays⁵. Procrastination is influenced by several factors, starting with external and internal factors. Internal factors that influence procrastination include parents and living environment, while external factors that affect procrastination include self-confidence, self-criticism, self-efficacy, self-regulation, motivation, self-awareness, and self-control⁶. These factors affect people's procrastination. Research conducted shows that self-efficacy is a factor that reduces student procrastination. Students with high expectations and self-confidence tend not to procrastinate, and conversely, when individuals have low self-efficacy, the individual's procrastination rate is high.

To overcome academic procrastination, students must build their ability to complete coursework. Bandura's belief in

one's ability is called self-efficacy. Based on the reasons and factors that influence it, academic delays must be kept to a minimum. Self-efficacy is an individual's belief in his ability to perform the tasks or actions required to achieve certain results⁷. Then Self-Efficacy can be interpreted as a belief in one's ability to perform certain actions. In the academic world, self-efficacy is the most important factor influencing student success, because high self-efficacy facilitates people's choices and actions to achieve individual desired goals⁸. Seeing the many phenomena of academic procrastination, especially for students in the final stages of their thesis, various efforts are needed to overcome them in order to minimize student academic procrastination. For researchers who are interested in journal reviews about the relationship between self-efficacy and academic delay.

LITERATURE REVIEW

1. Self-Efficacy

Self Efficacy According to Bandura Self-efficacy is the belief that a person can carry out activities or take the necessary actions to achieve certain results⁹. Self-efficacy, on the other hand, is defined by Baron and Byrne as a person's belief in his ability to carry out certain tasks, achieve goals, and overcome obstacles¹⁰. According to Bandura Self-efficacy in each individual will differ from one individual to another based on three dimensions. The following are the dimensions: a. The level dimension (level) This dimension relates to how hard a task is when people feel they can complete it. Individual self-efficacy may be limited to jobs that are easy, moderate, or even the most

difficult if people are given activities that are arranged according to difficulty level.

The decision of which behavior to try or avoid has consequences for this dimension. People will experiment with behaviors they believe they are capable of and avoid those that are beyond what they feel they are capable of. b. Dimensions of strength (strength) This dimension relates to how strongly a person believes or expects himself to appear. Weak hopes are easily crushed by unfortunate encounters. On the other hand, consistent expectations motivate people to keep trying. Although there may be experiences that are less encouraging. The generality dimension This dimension relates to the broad range of behaviors that people engage in when they feel competent. People can have confidence in their skills. Does it cover a wide range of circumstances and activities, or is it limited to certain things.

2. Procrastination

Academic Procrastination The word "procrastination" comes from the Latin "procrastination", where "pro" means "to push forward" or "to move forward", and "stinus" means "tomorrow's decision". Combining the two results in stopping or delaying until the next day¹¹. Procrastination, according to Steel, is the intentional delay of a desired action regardless of people's awareness that their delaying behavior may have unfavorable consequences¹².

Divides procrastination into two, namely functional procrastination, namely the delay in doing tasks that aim to obtain more complete and accurate information; dysfunctional procrastination, namely delays that are not purposeful, have bad consequences, and cause problems. Factors that affect academic

procrastination can be categorized into two kinds, namely internal factors and external factors¹³. An Internal Factors Internal factors are the factors contained in individuals that affect procrastination.

Internal factors include the physical condition and psychological condition of the individual. 1) Individual physical condition Individual physical and mental health, such as fatigue or mental exhaustion, are internal factors that also influence the formation of academic procrastination. 2) Individual psychological conditions said that individual personality traits also influence the appearance of delaying behavior, for example the social ability trait which is reflected in self-regulation and the level of anxiety in social relations. b. External factors are factors outside the individual that affect procrastination. These factors are in the form of parenting and a conducive environment, including: 1) the parenting approach reveals that girls who have fathers who are authoritative in their upbringing are not procrastinators, while girls who have a father whose pattern of authoritarian upbringing appears with a tendency to chronic procrastination behavior.

Girls who have a tendency to avoid procrastination are often produced by mothers who also avoid procrastination¹⁴. 1) Environmental conditions Environmental conditions that are tolerant of academic procrastination are found more in environments with low supervision than in environments with full supervision. The level or level of the school, and the location of the school in the village or in the city do not affect individual procrastination behavior.

the factors that influence academic procrastination can be categorized into two types, namely:

a. Internal factors Factors contained within the individual that affect procrastination. b. External factors Factors outside the individual that influence the tendency for procrastination to occur in individuals include: parenting style, latent environmental conditions, environmental conditions that base the final assessment, and social support. Several previous studies have found that individual internal qualities have an important role in influencing a person's procrastination behavior, These internal qualities are low self-control, self-conscientiousness, self-esteem, self-efficacy, and social anxiety¹⁵

3. Purposes

To review the literature related to the relationship of self-efficacy to student academic procrastination in completing thesis

4. Research question

Is there a self-efficacy relationship to student academic procrastination in completing thesis

relationship of self-efficacy to procrastination of final students in completing thesis.

RESULTS

The data selected by researchers from 10 articles to be reviewed were published between 2015-2020. The selected articles were carefully read from the abstract, objectives and analysis of the researcher's initial questions to collect the relationship of self-efficacy to final student procrastination in completing thesis. There were 10 articles that met the inclusion criteria. The place of research of the article is carried out in different places. The ten articles have a relationship between self efficacy and procrastination of final students in completing their thesis. The explanation will be described in the table as follows:

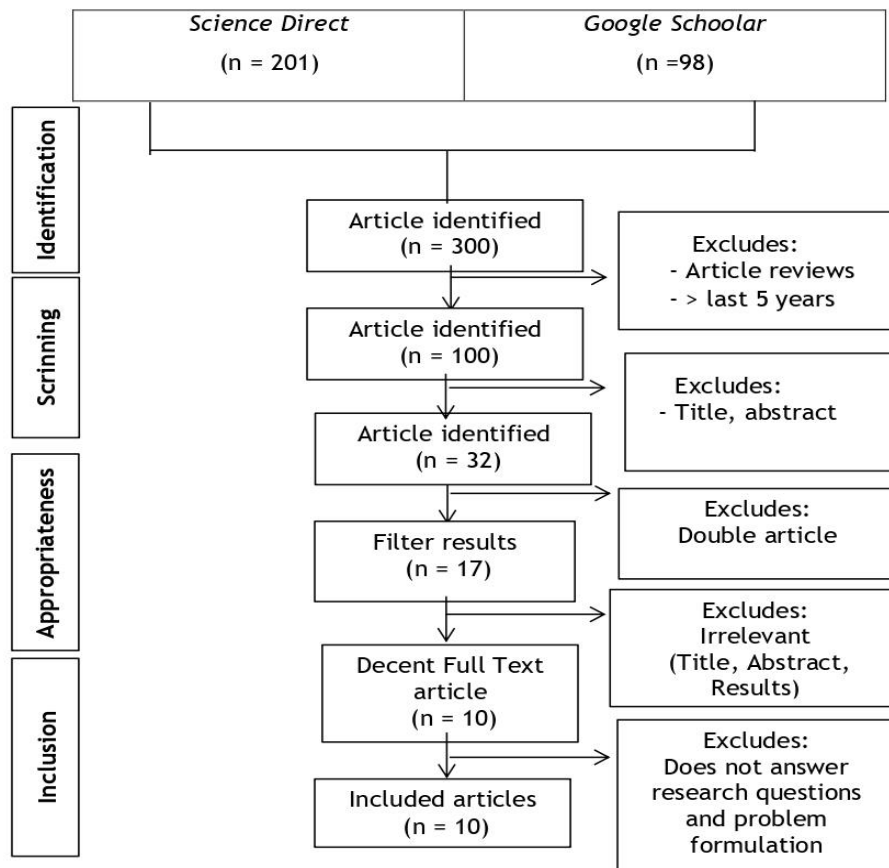
RESEARCH METHODS

The selection of the literature database is adjusted to the topic of discussion (Langlois et al., 2017). The literature search in this study came from the Google Scholar and Science Direct databases with English and Indonesian keywords as follows:

1. Indonesian: academic procrastination, self-efficacy and thesis
2. English: Procrastination academic, self-efficacy and thesis

With criteria: Articles that have titles of content relevant to the objectives, articles/information sources published in 2015-2020, in Indonesian or English and full text, and research articles related to the

Figure 1
Literature Review Selection Process



Tabel 1
Journal summary list

No	Name/Year	Title	Purpose	Method/sample	Instrument	Result
1.	Tuwo, praysi theresia/ 2022	The relationship between online academic self-efficacy and procrastination behavior	The relationship between self-leadership and academic procrastination	266 active participants studying in Salatiga	Self-efficacy scale, and procrastination scale	P-value = -0.097 and sig. = 0.114 in conclusion there is a negative relationship between academic self-efficacy and procrastination in college students.

		ior in stude nts				
2	<i>Yana anggita venanda 2022</i>	The relati onshi p betwe en self- effica cy and acade mic procr astina tion in compl eting thesis in stude nts	Knowing the relations hip between self- efficacy and academic procrasti nation in the completi on of thesis on students.	99 psychology students Academic	Procrastinat ion scale and self- efficacy scale	The correlation coefficient is - 0.367 with a value ($p < 0.05$) which means that there is a significant negative relationship between self- efficacy and academic procrastination in completing undergraduate thesis. Conclusion The higher the student's self- efficacy level, the lower the tendency for academic procrastination behavior to appear in completing thesis
3	<i>Muhammad rysdi dan andi tabrani/ 2022</i>	The effect of self- effica cy on acade mic procr astina tion of Muha mmad iyah Bone Unive rsity stude nts	Knowing the effect of self- efficacy on academic procrasti nation in students	50 students of smstr 11 and 13 of the civics study program.	Procrastinat ion scale	It shows that there is a negative and very significant effect between self-efficacy and academic procrastination with a coefficient of determination (r^2) = - 0.503 or 50.3% with a significance (sig) = 0.00 < 0.05

4	Rizky dyah triwahyuni dan siti qodariah/ 2022	The relationship between self-efficacy and academic procrastination in students working on their thesis at the Bandung Islamic University	To obtain empirical data about the closeness of the relationship between self-efficacy and academic procrastination.	Quantitative, with participants a total of 51 respondents	Procrastination academic dari mccloskey	The significance of the correlation coefficient of self-efficacy with academic procrastination is $p\text{-value} = 0.003$ ($p > 0.05$), with $(r) -0.405$. the conclusion of self-efficacy is that there is a significant relationship to academic procrastination in students who complete their final project
5	Mirzalia miftakhul zannah/ 2022	The relationship between self-efficacy and academic procrastination in completing college assignments for	Knowing how relationship between self-efficacy and academic procrastination in completing college assignments for students was	Quantitative using a probability sampling technique, using the slovin formula and a sample size of 125 students.	Procrastination academic Scale	$r \text{ count} = -0.260 < r \text{ table} = 0.1757$ means that H_0 is accepted and H_A is rejected with $(r^2) r = -0.260 = 0.7$ with the meaning of self-efficacy variables with academic procrastination of 7% and 93% of the variables not examined. In conclusion, there is no relationship between self-efficacy and academic procrastination.

		students was				
6	Nurlyanawati, Suci and , dr. Nanik prihartanti, m.si/ 2022	The relationship between self-control and self-efficacy with student academic procrastination	To find out the relationship between self-control, self-efficacy and student academic procrastination.	175 UMS psychology students 2018	Academic procrastination, self-efficacy and self-control	There is a very significant relationship between self-control and self-efficacy with academic procrastination ($r=0.708$), ($f_{table}=85.652$) and (sig 0.00). the final conclusion is that self-efficacy has a positive effect on academic procrastination .
7	Yusuf nurahman and gumi langeryya rizal/ 2022	The relationship between self-efficacy and academic procrastination in final students working on their final assignment	To examine the relationship between self-efficacy and academic procrastination in final students working on their final assignment	Quantitative correlation with final student population of visual communication design at Padang State University. 105 students	Academic procrastination scale and Self-Efficacy Scale	$r = -0.411$ and $p=0.00$ ($p<0.05$). means that there is a significant negative relationship between self-efficacy and academic procrastination in students working on thesis
8	Dwi wahyuni / 2023	The relationship	Knowing whether there is a negative	60 people	Procrastination scale	The result is that 66% of students have very high self-

		betwe en self- effica cy and acade mic procr astina tion in the prepa ration of thesis for stude nts of the Facult y of Agricu lture's agrot echno logy study progr am	relations hip between self- efficacy and academic procrasti nation in the preparati on of thesis for students of the Faculty of Agricultur e			efficacy, 58.33% have high self- efficacy, 25% have low self- efficacy, 5% have very low self-efficacy. while students with academic procrastination 8.33%, very high students, 35% high academic procrastination, 53.33% low academic procrastination, 3.33% , very low academic procrastination. In conclusion, there is a negative relationship between self- efficacy and academic procrastination.
9	Anjarrahma dwi Hanjani And jofhie hilda/ 2022	The effect of self- effica cy on acade mic procr astina tion in stude nts of State Vocati onal High Schoo l 1 Likup ang	Self- efficacy Against academic procrasti nation On	51 Student	Procrastinat ion scale	there is a negative and significant effect between self-efficacy and academic procrastination (p=0.000; p<0.05 (58.6%) means the lower the self- efficacy, the higher the academic procrastination and vice versa.

Barat.

10	Sukowati, anik and , achmad dwityanto/ 2022	The relationship between self-efficacy and time management with students' academic procrastination in writing their thesis	To find out the relationship between self-efficacy and time management with student academic procrastination in thesis writing at the UMS Faculty of Psychology.	Quantitative approach using purposive sampling technique with a total of 111 respondents	Academic procrastination scale, self-efficacy, and time management scale	The value of $f = 85,770$, $(r) = 0.783$ and a significance of 0.000 ($p < 0.05$), means that there is a very significant relationship between self-efficacy and time management with students' academic procrastination in writing theses. The results showed that the variables of self-efficacy and time management together had an influence on the academic procrastination variable by 61.4% with details of the self-efficacy variable making an effective contribution of 19.8% , time management of 41.6% , and 38.6% came from other factors not included in this study.
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DISCUSSION

Self-efficacy is an individual's belief in his ability to produce certain activities. Then Self-Efficacy can be interpreted as a

belief in one's ability to perform certain actions. In the academic world, self-efficacy is an important factor influencing student success

because high self-efficacy makes it easier for individuals to make choices and take action to achieve the desired goals results show that self-efficacy has a relationship with procrastination, although the results are not significant¹⁶.his is in line with the results of the study P-value = -0.097 and sig. = 0.114 in conclusion there is a negative relationship between academic self-efficacy and procrastination in college students¹⁷.

Another study was conducted to find out whether self-efficacy, motivation and related academic procrastination. A total of 319 students from Turkish universities participated in the study, 218 of whom were female and 101 male¹⁸. Based on research findings, there is a relationship between self-efficacy, motivation and academic procrastination. It shows that there is a negative and very significant effect between self-

efficacy and academic procrastination with a coefficient of determination (r^2) = -0.503 or 50.3% with a significance (sig) = $0.00 < 0.05$ ¹⁹. and $r = -0.411$ and $p = 0.00$ ($p < 0.05$). means that there is a significant negative relationship between self-efficacy and academic procrastination in students working on thesis²⁰.

The results of a survey of 35 final project or thesis students showed that the reason for the delay in completing the thesis was due to internal and external factors. Feelings of inadequacy and insecurity are the strongest internal factors that cause academic delay, according to the percentage of 37.1% 31.4%²¹. The biggest external factor is difficulty finding sources, namely 57.1% and hobbies 34.3%. individual belief preferences about one's ability and ability to perform certain tasks are a self-efficacy

picture that influences the success of learning task performance²². According to explained that based on the results of this study it showed that the 51 students who were sampled in this study had a different percentage of low self-efficacy and high self-efficacy. Theoretically, Bandura defines self-efficacy as a person's ability to consider certain behaviors²³.

In this context, it can be explained that students who are currently taking lectures are more dominant, with a low level of self-efficacy, which causes them to be unable to complete their thesis due to self-doubt. Academic procrastination refers to the tendency to delay academic activities and behavior, Academic procrastination explains that students in this study are more dominant, have high academic procrastination so they neglect their studies. thesis that was done because of someone's carelessness due to delays in academic assignments or hasty thesis preparation. Based on the results of exploratory data analysis, his study is inversely proportional to the results of the study²⁴. Based on research conducted based on data obtained from the responses of all Masters students majoring in Psychology at a private university in Malang City, that there is a negative relationship between self-efficacy and self-efficiency in academic delays with a product moment coefficient of -0.367 and p-value of 0.000. Conclusion The higher the student's self-efficacy level, the lower the tendency for academic procrastination behavior to appear in completing thesis²⁵.

In line with other studies There is a very significant relationship between self-control and self-efficacy with academic procrastination ($r = 0.708$),

($f_{table}=85.652$) and ($sig\ 0.00$). the final conclusion is that self-efficacy has a positive effect on academic procrastination²⁶ and $r = -0.411$ and $p=0.00$ ($p<0.05$). means that there is a significant negative relationship between self-efficacy and academic procrastination in students working on thesis

The result is that 66% of students have very high self-efficacy, 58.33% have high self-efficacy, 25% have low self-efficacy, 5% have very low self-efficacy. while students with academic procrastination 8.33%, very high students, 35% high academic procrastination, 53.33% low academic procrastination, 3.33% , very low academic procrastination. In conclusion, there is a negative relationship between self-efficacy and academic procrastination²⁷. Other studies also show that there is a negative and significant effect between self-efficacy and academic procrastination ($p=0.000$; $p<0.05$ (58.6%) means the lower the self-efficacy, the higher the academic procrastination and vice versa²⁸.

The value of $f = 85,770$, (r) = 0.783 and a significance of 0.000 ($p < 0.05$), means that there is a very significant relationship between self-efficacy and time management with students' academic procrastination in writing theses. The results showed that the variables of self-efficacy and time management together had an influence on the academic procrastination variable by 61.4% with details of the self-efficacy variable making an effective contribution of 19.8%, time management of 41.6%, and 38.6% came from other factors not included in this study²⁹.

The results of this study are interpreted in such a way that the higher the student's self-efficacy, the lower the tendency for

academic procrastination that appears in the thesis. Conversely, when students' self-efficacy is low, they tend to procrastinate academically when completing their thesis.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions The ten selected articles show that there is a significant relationship between the role of self-efficacy and decreased procrastination in postgraduate students. . It is hoped that this proposed literature review can complement the literature references with the latest book sources, which will facilitate the acquisition of the latest information and support the writing of literature reviews in the future.

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