

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC PROCRASTINATION AMONG ACTIVE STUDENTS IN ORGANIZATIONS DURING THE COVID-19 PANDEMIC

Tubagus Hafidz¹ & Fransisca Iriani Roesmala Dewi²

¹Faculty of Psychology, University Tarumanagara Jakarta

²Faculty of Psychology, University Tarumanagara Jakarta

Email: fransiscar@fpsi.untar.ac.id

Submitted: July 2022, Revision: December 2022, Accepted: May 2023

ABSTRACT

Students who are active in organizations have various difficulties in carrying out their studies at university. Individuals who are lacking in their ability to complete their studies are one of the characteristics of individuals with low self-efficacy. This study aims to examine the relationship between self-efficacy and academic procrastination in students who are actively organizing during the COVID-19 pandemic. This study involved 151 respondents, consisting of 42 men and 109 women. The measuring instruments used in this study are the General Self-Efficacy Scale (GSES) using a Likert scale of 1-4 and the Procrastination Academic Student Scale (PASS) using a Likert scale of 1-5. The results of the data analysis of respondents using the Pearson correlation technique between academic procrastination and self-efficacy, obtained $r(151) = -0.250$ and a p value of 0.002 0.05. The results of the correlation between these two variables indicate that there is a negative and significant correlation between academic procrastination and self-efficacy.

Keywords: Self-efficacy, academic procrastination, active students in organizations, the covid-19 pandemic

1. PREFACE

An individual who is studying at a university has difficulty following his studies. According to Mirzalia and Nadhirotul (2019) [1], as college students, students are always faced with academic tasks. This difficulty has various forms and their respective motives, such as students having limited understanding of compulsory books who tend to use English more and are not able to understand well the material given by the lecturer. One of the phenomena of student difficulties in other universities is the COVID-19 outbreak, which has had a serious impact on the lives of the world's people, including in Indonesia, so that various policies have been implemented to minimize the spread of diseases caused by the Corona virus. Research from Simamora and Nababan [2] shows that the implementation of the learning system in Indonesia has changed due to the direct impact of the COVID-19 pandemic.

As a result of the COVID-19 pandemic, students who are actively participating in higher education organizations have difficulty carrying out organizational activities properly compared to before the pandemic. According to Nugroho [3], the ability of students to carry out online lectures is an internal condition of the students themselves, namely the ability to manage time related to self-discipline. Then, busy activities in the family can also interfere with online lectures if students are not able to manage time in such a way, and students are required to be able to focus on participating in online lecture activities. Research from Simamora and Nababan [2] states that difficulties for students who are actively organizing during the pandemic include the many demands that must be met, poor time management, and piles of college assignments. Thus, students are unable to prioritize learning or organizational activities while online. Organizational orientation is an integral part of lecture activities because students do not only focus on college obligations, but organizational activities become an equally important concern [4]. Wang et al. [5] found that 80–

95% of students procrastinate frequently, and less than half of them often have high procrastination rates.

In this context, the more burdened students are with the assignments given, the greater the possibility of students procrastinating. Individuals or someone who often delays the completion of their task in the concept of psychology is called procrastination. According to Sutcliffe et al. [6], procrastination is a procrastination behavior that involves delaying the execution of tasks, activities, and other work. If excessive, procrastination can develop into being lazy, reluctant to do things, and demotivated, feeling powerless and useless. According to Dennis et al. [7], if students' academic procrastination is not addressed, it will have a negative impact, including decreased academic achievement, increased stress, poor mental health, a low quality of life for individuals, and a lot of time wasted without producing anything useful. Students procrastinate, because they are unable to work on assignments, manage time well, and give important priorities in the psychological concept referred to as self-efficacy.

Researchers conducted online interviews with six students who were actively organized to identify the causes of students' academic procrastination, causing low levels of self-efficacy to do tasks given by lecturers, such as difficulty in doing assignments given by lecturers due to lack of material explanation. Then, L.A. (personal interview, May 26, 2021) in the interview said that he was unable to do the assignments given by the lecturer while undergoing online lectures because he was too tired to be given one task and then given another task when he took the next class, and he postponed doing the assignment. due to low self-efficacy to study the material that has been given because the time they have has run out due to being too active in the organization they are participating in. N.I. (personal interview, May 25, 2021) also said that he has a low level of self-efficacy to do tasks given by lecturers during online lectures and prioritizes organizational tasks because he is easily distracted by the agenda of ongoing organizational work programs or SMEs that are actively participating in the event. Student organizations and student activity units have an interesting impression for students to follow because they can intensely establish interpersonal relationships with fellow members and get the satisfaction of each individual if the organizational or UKM agenda has been carried out according to plan.

According to [8], students who engage in procrastinating behavior are the same as students limiting their ability to develop self-efficacy, namely the ability to regulate and direct student behavior to achieve productive results. On the other hand, an individual's emotional and psychological state can influence self-efficacy, especially in depressed conditions. The results of Wibowo's research [9] stated that if individuals routinely participate in organizational activities or student activity units when faced with tasks in the near future, it will cause depressed conditions in individuals and may appear that their behavior is delaying the task. In recent years, research has focused on self-efficacy and procrastination. Smith and Facciolo [10] found that students who are actively organized delay doing their assignments because they feel that the tasks given by the lecturer cannot be done or completed.

Based on the background of the problem regarding academic procrastination in students who are active in organizations, that self-efficacy beliefs are related to an increase in procrastination behavior shown by students who are active in organizations. If the level of ability and motivation is not sufficient, then low self-efficacy will affect the beginning and persistence of students in doing assignments, work or learning activities.

Research Question

Is there a relationship between academic procrastination and self-efficacy among students who are actively organizing during the COVID-19 pandemic?

Related Work

Procrastination is a behavior that is generally subjective and bad if done because it makes individuals not want to be productive during this COVID-19 pandemic. This can be prevented by developing an individual's self-efficacy so that he has high self-motivation and reduces the intention to procrastinate. It is important to note that in the role of this variable, procrastination itself is not bad in its nature. Procrastination itself may have a positive influence on the individual so that when not under the influence of this behavior, it takes the energy and ideas that are obtained when procrastinating, which in turn will affect the individual's self-efficacy. High self-efficacy in students who are active in organizations will be associated with low academic procrastination, while low self-efficacy in students who are active in organizations will be associated with high academic procrastination in online lectures and organizational activities.

Our Contribution

The theoretical benefits of this study include contributing to current knowledge, information, theory, and data on *self-efficacy* and academic procrastination in active students in organizations. The practical value of this study is that it provides researchers and student with new knowledge and experience on self-efficacy and academic procrastination.

Paper Structure

There are five sections to this study. The background of the study and the study's aims are presented in sections 1 and 2. The characteristics of the participants in this study, the measures performed, and the data analysis procedure plan are all included in Part 3. The results of the analysis, as well as the conclusions and implications of this study, are presented in Section 4. Finally, part 5 contains the study's results as well as recommendations for further research.

Academic Procrastination

The concept of procrastination is a procrastination behavior. Any action that delays doing a task is called procrastination. Procrastination It is a habit or pattern of behavior that an individual has that leads to a particular trait. In this sense, procrastination is not just a procrastinating behavior, but a characteristic that involves components of behavior that are known directly or indirectly to others.

Self-Efficacy

According to Bandura [11], self-efficacy is defined as a person's ability to carry out or plan an action taken to achieve certain goals. Self-efficacy is self-confidence related to a person's competence to complete his tasks [12]. Self-efficacy refers to an individual's belief in one's effective ability to produce a certain performance [13]. On the other hand, negative self-efficacy means that individuals will not try to perform certain behaviors to complete existing tasks [14]. Low self-efficacy can be caused by the results of the individual's perception of his abilities. According to Bandura [15], two factors influence individual perceptions of their abilities: mastery experience and procrastination. vicarious experience, when individuals see others fail, the individual feels unsure of himself.

The higher the individual's self-efficacy, the higher the confidence possessed by the individual to complete and succeed in a given task. Therefore, self-efficacy must be developed in students so that the learning process can occur properly and in order to increase their ability to solve problems.

Bandura [15] says that self-efficacy is composed of three dimensions, namely: (a) level/magnitude or level; this dimension relates to individuals who are able to complete light or heavy tasks; (b) strength; this dimension relates to the level of individual strength that individuals have regarding beliefs; (c) generality or generalization; this dimension relates to the level of individual ability to ability in different situations.

According to Bandura (in Alwisol) [16], several factors that influence self-efficacy are divided into four categories, including: (a) mastery experiences, individuals usually gain previous success, which can increase self-efficacy, and if someone fails because of themselves, this will reduce one's self-efficacy; (b) other people's experiences (vicarious experiences), if other people succeed and the success is the same as the task they have completed, it will increase the individual's self-efficacy; (c) social persuasion, the existence of information obtained through influential people around them will be able to increase personal self-efficacy; (d) physiological and emotional states (psychological and emotional states).

Research by Schunk & DiBenedetto [17] states that when students engage in learning activities, they will be influenced by personal factors (such as goal setting and cognitive information processing) and situational variables (such as feedback and social comparisons). This effect gives students clues about the learning effect. When students think that they are doing well, their self-efficacy will increase. If students think they can do better, for example, by trying harder or using more effective learning strategies, a lack of success or slow progress does not necessarily reduce self-efficacy.

Students

Students are people who are registered to take lessons at universities with an age limit of around 18–30 years [18]. Students represent a period of transition from adolescence to young adulthood. A person aged 18–25 years is included in the criteria for early adulthood [19]. At this time, students conduct experiments and explore the career paths they want to choose.

Students who are active in organizations can be called activists who play a role in managing the organization to develop themselves in many types of reflective thinking, namely the type of thinking described below.

2. RESEARCH METHOD

This study uses non-probability sampling techniques, namely convenient sampling and snowball sampling. Because the selection of participants is in accordance with the criteria of participants and according to the availability of participants, The type of research used in this research is quantitative research. This study uses quantitative because this research wants to know the relationship between academic procrastination and self-efficacy variables. The measuring instrument used to measure academic procrastination is the Student Procrastination Academic Scale (PASS), which was adapted from Solomon & Rothblum [11] with a Likert scale of "never" to "often" and "strongly disagree" to "agree". The measuring instrument used to measure self-efficacy uses General Self-Efficacy (GSE), which was adapted from Schwarzer & Jerusalem [12] with a Likert scale of "strongly disagree" to "agree".

Academic Procrastination Variable Reliability Test & Self-Efficacy

Based on the results of the reliability test conducted by the researcher, it is known that the Cronbach Alpha coefficient of each dimension of the academic procrastination measuring instrument is 0.846. While the results of the reliability test of each dimension of the self-efficacy measuring instrument have a Cronbach Alpha coefficient of 0.860.

3. RESULT AND DISCUSSION

Hypothesis testing using the Pearson correlation analysis technique, the results obtained that the academic procrastination variable has a significant and negative relationship with the self-efficacy variable, indicated by the r value (151) = -0.250 and the p value of 0.002, less than 0.05. This means, the higher the level of academic procrastination, the lower the self-efficacy of active students in organizing during the Covid-19 pandemic. Vice versa, the lower the level of academic procrastination, the higher the level of self-efficacy possessed by students who are actively organizing during the Covid-19 pandemic.

Furthermore, a correlation test of the self-efficacy variable with the dimensions of academic procrastination was carried out. The results of the correlation test between self-efficacy and the dimensions of academic procrastination. The results of the correlation test between self-efficacy and the dimensions of the paper's assignment obtained a value of r (151) = -0.188 and a p -value of 0.021, smaller than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the dimensions of the assignment. Next, the results of the correlation test between the self-efficacy variable and the dimensions of studying before the exam obtained an r value of (151) = -0.242 and a p -value of 0.003, smaller than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the dimensions of learning before the exam. The results of the correlation test between the self-efficacy variable and the dimensions of the reading task obtained a value of r (151) = -0.129 and a p -value of 0.114, greater than 0.05. This means that there is no significant relationship between the self-efficacy variable and the dimensions of the reading task.

The results of the correlation test between the self-efficacy variable and the administrative task dimensions obtained a value of r (151) = 0.081 and a p -value of 0.321, greater than 0.05. This means that there is no significant relationship between the self-efficacy variable and the administrative task dimensions. The results of the correlation test between the self-efficacy variable and the task attendance dimension obtained a value of r (151) = -0.065 and a p -value of 0.430, greater than 0.05. This means there is no significant relationship between the self-efficacy variable and the task attendance dimension. The results of the correlation test between the self-efficacy variable and the dimensions of academic assignments in general obtained a value of r (151) = -0.207 and a p -value of 0.011, smaller than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the dimensions of academic tasks in general. The results of the correlation test between the self-efficacy variable and the time management dimension obtained a value of r (151) = -0.297 and a p -value of 0.000, less than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the time management dimension. The results of the correlation test between the self-efficacy variable and the dimension of unwillingness to do the task obtained a value of r (151) = -0.214 and a p -value of 0.008, smaller than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the dimension of unwillingness to do the task. The results of the correlation test between the self-efficacy variable and the seriousness dimension obtained an r value of (151) = -0.222 and a p -value of 0.006, smaller than 0.05. This means there is a

significant and negative relationship between the self-efficacy variable and the seriousness dimension. The results of the correlation test between the self-efficacy variable and the dimension of personal initiative obtained a value of $r(151) = -0.167$ and a p-value of 0.040, smaller than 0.05. This means there is a significant and negative relationship between the self-efficacy variable and the dimension of personal initiative.

Furthermore, the correlation test for academic procrastination variables with the dimensions of self-efficacy was carried out. The results of the correlation test between academic procrastination and the level dimension obtained a value of $r(151) = -0.197$ and a p-value of 0.016, smaller than 0.05. This means there is a significant and negative relationship between the academic procrastination variable and the level dimension. The results of the correlation test between academic procrastination and strength dimensions obtained a value of $r(151) = -0.230$ and a p-value of 0.004, less than 0.05. This means there is a significant and negative relationship between the academic procrastination variable and the strength dimension. The results of the correlation test between academic procrastination and the generality dimension gave an r value of $r(151) = -0.229$ and a p-value of 0.005, less than 0.05. This means there is a significant and negative relationship between the academic procrastination variable and the generality dimension.

It was found that the problems experienced by students who are actively organizing in universities are caused by the COVID-19 pandemic, which is still continuing so that each individual attends lectures and organizes online. Students who are active in organizations prefer assignments that are obtained in the organization because their level of confidence is low enough to do their lectures. This is because students cannot prioritize learning and organization. So that the assignments given by the lecturers become increasingly piled up, individuals feel unable to do the tasks at the expected time and this causes students to prefer to do organizational tasks.

During online lecture activities, students have reasons to prefer assignments given by the organization, compared to lecture activities. The tasks given are very interesting and do not require more effort. Organizational activities and student activity units online are more interesting than lectures. This is supported by low self-efficacy to do the tasks given by the lecturer. There are other factors such as lack of motivation when taking lessons in class; being unable to understand the material that has been given; focusing on self-development in the organization; being easily distracted by the work program agenda in the organization or event activities being run by SMEs that cause procrastination of tasks that have been given. This causes high academic procrastination and low self-efficacy to complete the task.

Procrastination is a behavior that is generally subjective and bad if done because it makes individuals not want to be productive during this COVID-19 pandemic. This can be prevented by developing individual self-efficacy so that he has high self-motivation and reduces the intention to procrastinate. It is important to note that in the role of this variable, procrastination itself is not bad in its nature. Procrastination itself may have a positive influence on the individual so that when not under the influence of this behavior, it takes the energy and ideas that are obtained when procrastinating, which in turn will affect the individual's self-efficacy. High self-efficacy in students who are active in organizations will be associated with low academic procrastination, while low self-efficacy in students who are active in organizations will be associated with high academic procrastination in online lectures and organizational activities.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research conducted, there is a significant and negative relationship between self-efficacy and academic procrastination in students who are actively organizing during the COVID-19 pandemic. This means that the higher the level of academic procrastination, the lower the self-efficacy of students in active organizations. On the other hand, the lower the level of academic procrastination, the higher the self-efficacy of students in active organizations. There are other reasons why self-efficacy and academic procrastination are negatively related. Jackson's research [13] stated that students procrastinate college assignments for different reasons, such as perfectionist tendencies. Students procrastinate as a result of low academic ability, low self-confidence, rebelliousness, and having a grudge. In a study conducted by Caljaro [14], it was stated that students need a serious commitment to meet the demands of the study, as well as enable students to face difficult situations and support persistence in student actions. In addition, this study also has limitations, namely that researchers encounter problems on this topic due to the ongoing COVID-19 pandemic situation, but researchers' expectations are different from what researchers want. Because quite a lot of respondents who were obtained by researchers did not practice procrastination in this ongoing pandemic situation.

Students are advised to apply strategies that allow for the development of appropriate perceptions of self-efficacy, including in the process of ongoing learning activities. Otherwise, when students are demanded excessively and the student has a low level of self-efficacy, it will result in a delay in activity. This is related to the theory presented by Bandura (1986) [11], which is that the most effective self-efficacy assessment is an assessment that exceeds a little what an individual can do at a given time. To achieve sustainable, effective functioning, students must continually adapt other skills to manage ever-changing situations.

For future researchers, they can choose participants with specific characteristics, namely low GPA to match the procrastination variable. It is better to choose participants who have a maximum low GPA of 3. Because researchers have just discovered other problems, this study has something to do with time management. Researchers hope that in this study, students who are active in organizations can manage their time better, such as making a daily routine schedule, arranging a schedule for doing college assignments, and arranging a schedule for when to take a break.

Acknowledgment

The researcher would like to thank all the participants and related parties who have supported the conduct of this research.

REFERENCES

- Alwisol. (2004). *Psikologi kepribadian*. UMM Press.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall Bandura,
- Betz, N. E. (2004). Contributions of self-efficacy theory to career counseling: A personal perspective. *The Career Development Quarterly*, 52(4), 340–353. <https://doi.org/10.1002/j.2161-0045.2004.tb00950.x>.
- Chambi, S. M. C. (2019). *Autoeficacia y su relación con la procrastinación académica en estudiantes de odontología de la Universidad Privada de Tacna, 2018* [Thesis]. Universidad Privada de Tacna.
- Dennis, A. C., Teresa, R. Q., Klinge, O. V., & Luis, M. C. (2020). Self-efficacy and academic procrastination: A study conducted in university students of Metropolitan Lima. *International Journal of Innovation, Creativity and Change*. 11(10).
- Friedman, H. S., & Schustak, M. (2006). *Kepribadian: Teori klasik dan riset modern*. Erlangga.

- Hasmayni, B. (2020). The difference of academic procrastination between students who are active and not active in organizations student activity units in the Faculty of Psychology, University of Medan Area. *Britain International of Linguistics Arts and Education (BIO LAE) Journal*, 2(1), 411-421.
- Jackson, D. M. H. (2012). *Role of academic procrastination, academic self-efficacy beliefs, and prior academic skills on course outcomes for college students in developmental education* [Dissertation]. University of Georgia.
- Knaus, W. J. (1998). *Do it now: Break the procrastination habit*. Wiley.
- Mirzalia, M. Z. & Nadhirotul, L. (2019). Hubungan self-efficacy dengan prokrastinasi akademik dalam menyelesaikan tugas kuliah pada mahasiswa fakultas psikologi universitas Muhammadiyah gresik. *Psikosains*. 14(2), 54-66.
- Nugroho, T. T. (2020, May 14). *Pembelajaran Jarak Jauh di Masa Pandemi*. Tempo. <https://kolom.tempo.co/read/1342106/pembelajaran-jarak-jauh-di-masa-pandemi/full&view=ok>
- Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & Writing Quarterly: Over-coming Learning Difficulties*, 19, 139–158.
- Santrock, J. W. (2015). *Life – span development* (15th Ed.). McGraw Hill.
- Sarwono, S. W. (1978). Perbedaan antara pemimpin dan aktivis dalam gerakan protes mahasiswa: Suatu studi psikologi sosial [Tesis]. Universitas Indonesia.
- Schunk, D. H., & DiBenedetto, M. K. (2015). Self-efficacy: Education aspects. *International Encyclopedia of the Social & Behavioral Sciences*, 515–521. <https://doi.org/10.1016/b978-0-08-097086-8.92019-1>
- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). NFER-NELSON.
- Simamora, M. R., & Nababan, M. L. (2021). Prokrastinasi akademik dan efikasi diri mahasiswa selama masa awal pandemi Covid-19. *Jurnal Sains Psikologi*, 10(2), 66-79.
- Smith, A., & Facciolo, M. (2020). Relations between self-efficacy and procrastination types in college students. *Modern Psychological Studies*, 25(2), 6.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509. <https://doi.org/10.1037/0022-0167.31.4.503>
- Sutcliffe, K. R., Sedley, B., Hunt, M. J., & Macaskill, A. C. (2018). Relationships among academic procrastination, psychological flexibility, and delay discounting. *Behavior Analysis: Research and Practice*, 19(4), 315-326. <https://dx.doi.org/10.1037/bar0000145>
- Wang, W., Ruiqing, H., Yuluo, L., Zehua, W., Jin, Y., Qingqing, L., & Bing, L. (2018). The mediating role of self-efficacy between neuroticism and procrastination among undergraduates. *IEEE International Conference on Mechatronics and Automation (ICMA)*, 67-71. <https://doi.org/10.1109/ICMA.2018.8484534>
- Wibowo, R. F. (2014). Self-efficacy dan prokrastinasi pada mahasiswa Fakultas Psikologi Universitas Surabaya. *CALYPTRA*, 3(1), 1-11.