



**FACTORS CAUSING PROCRASTINATION ON ACADEMIC
ACTIVITIES BY THE ENGLISH TEACHING DEPARTMENT
STUDENTS AT IAIN BATUSANGKAR**

THESIS

*To Obtain Bachelor Degree in English Teaching Department
Tarbiyah and Teachers Training Faculty
as a Requirement for Thesis Writing*

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This approval is granted and used appropriately.

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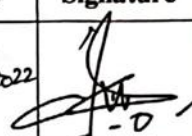




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ABSTRAK

Rahma Putri Hayu 1730104045. Judul Skripsi: **“FACTORS CAUSING PROCRASTINATION ON ACADEMIC ACTIVITIES BY THE ENGLISH TEACHING DEPARTMENT STUDENTS AT IAIN BATUSANGKAR”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah banyaknya mahasiswa jurusan Pendidikan Bahasa Inggris IAIN Batusangkar yang melakukan prokrasrinasasi akademik untuk menyelesaikan kegiatan akademik yaitu berbentuk tugas yang diberikan oleh dosen. Penelitian ini bertujuan untuk mendeskripsikan faktor- faktor apa saja yang menyebabkan perilaku mahasiswa menunda-menunda dalam menyelesaikan tugas akademik tersebut.

Penelitian ini menggunakan metode *descriptive quantitative* dengan menggunakan *cross-sectional design*. Populasi dalam penelitian ini adalah 65 orang mahasiswa semester keenam dari yang berjumlah 65 orang yang terdaftar pada tahun akademik 2020/2021. Instrumen yang digunakan adalah *close-ended questionnaire* yang berisi tentang faktor yang menyebabkan mahasiswa menunda-nunda menyelesaikan tugas akademik. Ada 2 faktor penyebab prokrastinasi akademik yaitu, factor internal dan eksternal. Faktor Internal merupakan salah satu faktor yang mempengaruhi prokrastinasi mahasiswa dalam mengerjakan tugas akademik. Pada faktor internal terdapat 2 indikator, yaitu: kondisi psikologis, dan fenomenologi prokrastinasi. Faktor Eksternal merupakan faktor lain yang mempengaruhi terjadinya prokrastinasi mahasiswa dalam mengerjakan tugas akademik. Pada faktor eksternal terdapat 3 indikator, yaitu: pola asuh orang tua, kondisi lingkungan dan karakteristik tugas. Angket sebelumnya di validasi terlebih dahulu oleh beberapa ahli. Peneliti menggunakan formula $P = F/N * 100\%$ untuk menganalisis data sesuai dengan yang disarankan oleh Sudijono (2005). Setelah itu peneliti menyebarkan instrumen kepada responden melalui *google form*. Hasil yang didapatkan yaitu, untuk *natural conditions* 65.67%, *phenomenology of procrastination* 58.21%, *fear of failure* 61.19%, *anxiety* 50.75%, *perfectionism* 50.75%, *low self-confidence* 46.27%, *aversiness of the task* 41.79%, *distractions* 55.22%, *time management* 53.73%, *personal initiative* 40.30%, *laziness* 44.78%, *parenting style* 47.76%, *environmental conditions* 47.76%, dan *task characteristics* 40.30%. Untuk realibilitas peneliti menggunakan formula dari *sperman brown* $r_i = 2*rb/1+rb$. Hasil dari reliabilitas instrumen adalah 0.93 (*very high*).

Studi menyimpulkan bahwa 65,67 persen responden natural kondision adalah kategori tertinggi faktor penyebab penundaan dalam kegiatan akademik. Hasil validitas dihitung secara umum adalah 0.83 (*very high*), sedangkan hasil dari masing-masing validator adalah 0.75, dan untuk hasil realibilitasnya adalah 0.93 (*very high*).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Task is a form of duties that must be completed by the students. It is usually given by the teacher or lecturer to measure students' knowledge in order to discover how far students understand about the material. In Education, it can be called by academic task. Academic task is defined as the requirements for the students are expected to hand in, such as an expository essay or a testpaper; it means that academic task is a product that students require to produce. Then, it is a resource available to students while accomplishing work which means the resources that available for them to finish the task. Furthermore, academic task can be defined as operations that are used to generate the product, it means that it can be a tool for students to know and comprehend more for a concept in materials such as memorizing a list of words for a test (Doyle & Carter in Wiley, 2015:130).

From these perspectives, the curriculum consists of a set of academic tasks that students encounter in classrooms. Students are guided in processing information in classrooms, in other words, by the tasks they are required to accomplish with subject matter. They can be asked, for instance, to recognize or reproduce information previously encountered, apply an algorithm to solve problems, recognize transformed versions of information from texts or lectures, or select from among several procedures those which are applicable to a particular type of problem. Each of these tasks represents a different set of information-processing operations as well as a different level of understanding of the content.

According to Pierce, (2002, in Mc. Closkey:2011) academic task is a crucial part of any learning and teaching activity, by this means, educators can determine the level of skills or knowledge of their students. So that, it

not only informs instructional decisions made on a day-to-day basis and helps diagnose student strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning. Moreover, it also provides immediately feedback for teachers to shape their teaching practices according to the learning styles of their students. In addition, it is performed for a variety of reasons. Firstly, it reveals how many students have achieved their learning objectives, who has any difficulties or problems with their learning. Secondly, the teacher may decide whether or not to continue to the next material.

In addition, Willis (2007) provides a pedagogically-driven task cycle which involves three stages: pre-task, aimed at introducing language useful to the task and activating schematic knowledge; task involving performing the communicative task, then reporting on the performance; and post-task language focus, where there is explicit focus on forms used during the task.

Mostly, it happens time and again, students sit down to do a time-intensive project only to get distracted by friends. Then, they plan to finish papers but instead watch television. All of these are examples of procrastination. Procrastination is a phenomenon that can affect all areas of a person's life.

A unique form of procrastination, academic procrastination, is a less-studied and unique outlet of procrastination that deserves much more attention than what it has received. There seems to be agreement on procrastination as consistently delaying behaviors regardless of consequences (Van Eerde, 2003).

Procrastination can be viewed in terms of various aspects, because this procrastination involves various elements of complex problems, which are interrelated with one another. Procrastination can be said as a delay or a tendency to procrastinate starting a job. But procrastination is also complex, which is interrelated with one another.

Procrastination can be said as a delay or a tendency to procrastinate starting a job. However, procrastination can also be called task avoidance, which is caused by feelings of displeasure with tasks and a fear of failure in carrying out tasks. Delay in starting or completing work on the task at hand.

A procrastinator deliberately does not immediately do his job, but uses the time he has to do other activities that are considered more fun and bring entertainment, such as (watching, chatting, traveling, listening to music, going to nightclubs, and so on), so that it takes up the time he has to do the tasks he has to complete, so that it takes up the time he has to do the tasks he has to complete.

Some researchers have labeled procrastination as a discrepancy between intent and behavior (Lay, 1994 in Mc.Closkey, 2011:2). What an individual intends to do is entirely different from what an individual actually does. The greater this discrepancy between intent and behavior, the greater the procrastination (Schraw, Wadkins & Olafson, 2007).

Procrastination affects almost every single individual at some point in his or her life. Some researchers have even stated that nearly one-quarter of the adult population is affected by procrastination (Ferrari, 1994). Delaying departure only to be late to work or an appointment, talking to friends instead of working on school work and putting off diet or exercise are all examples of how procrastination can affect a person's everyday life.

All of these examples have financial, psychological and/or biological implications. Overall, it seems that procrastination results in negative consequences and is very rarely noted as a positive behavioral tendency. It is shocking at how much sparse scientific research has been conducted regarding procrastination (Steel, 2007). It would seem that "procrastination is a relatively un-explored psychological construct" (Klassen, Krawchuk & Rajani, 2008: 916).

Perhaps the easiest studied and most prevalent of all outlets of

procrastination is academic procrastination. Academic procrastination is the tendency to put off or delay school-related activities and behaviors. Academic procrastination occurs with students of all ages, whether those students are attending grade school or pursuing some type of educational attainment or degree.

Research has suggested, however, that procrastination is extremely common among college students (Schraw et al., 2007). Moreover, due to the wide availability of students in a college setting, research on academic procrastination can be more easily studied. It should be noted that academic procrastination is a unique outlet for procrastination.

People procrastinate on a wide variety of activities and in a wide variety of circumstances, whether it is putting off completing a project, grading papers, or leaving for a meeting. Nevertheless, unique outlets of procrastination, such as in academics, can exist where individuals tend to delay activities in certain areas. Unique outlets of procrastination have been of interest to researchers concerned in narrowing the behavioral and dependent outcomes of procrastination (Tuckman, 1991 in Mc Closkey, 2011:4).

Moreover, although it does appear that individuals have a tendency towards procrastinating or not, which in turn affects the likelihood of demonstrating procrastinatory behaviors in these specific outlets, other factors can come into play which weaken this relationship. For example, individuals who do not typically procrastinate in their everyday lives may procrastinate in their academic endeavors because of a lack of understanding of the complexities of meeting numerous deadlines, inadequate beliefs regarding studying habits or because of a false belief that their high abilities allow them to do so.

According to Schraw et al (2007) mentions that procrastination among undergraduate students in college is more common and some studies have even found that over 70% of university students admit that they procrastinate regularly. Academic procrastination occurs when students

needlessly delay completing activities, projects or assignments. Such procrastination can place undue stress or anxiety upon individuals as they have to meet deadlines and complete assignments. Putting things off can not only affect one's psychological well-being, but can also affect one's relationship with others.

Those are existed in English Teaching Department, especially in the sixth semester students of IAIN Batusangkar, the following problems can be identified firstly, most students still did not have the ability to manage the time to study. It means that they felt did not have capability to manage their time with their college activities. For instance, they were staying up late night by scrolling for social media and doing some activities that were not related through their academic life as a college students. Because of that, they had less time for sleeping. So, they felt sleepy in the morning. Then, it ruined their academic schedule. As a result, they procrastinated in completing their academic task.

Secondly, some students did not yet have the confidence in doing their task. It means that they felt incapable for doing the task because they tended to compare their task result to their friends' task result. For example, the students got lower score while their friends got higher ones. So, they were not confidence for the task they had done, as a result, they procrastinated it.

Thirdly, some students do not yet have the responsibility in doing assignments. It means that homework is an opportunity for the students to learn self discipline. For example, the students were divided in two groups and they were given a task. Then, one of the students has been given his/her responsibility to do his/her part, but he/she did not feel that it was not his/her responsibility. As a result, they procrastinated it at the edge of the deadline.

Fourthly, there are some students who feel stressed or have difficulty in completing assignments. It means that they have struggles whether the task is hard to do or they were being under lots of pressure. For example, when the students were given a task by the lecturer in a complex way,

suddenly, they felt that they were unable to do the task because it was really difficult. As a result, they procrastinated it and absolutely feeling stressed in thinking the way to finish the task.

Lastly, there are some students who do not get the attention of their parents in learning activities. It means that their parents almost never ask them about their progress in the college. For example, when the students got task from the lecturer, and then they expected their parents would ask them about their progress. But, actually, their parents did not notice them. As a result, they procrastinated it because they were not demanded by their parents. This phenomena is supported by Muyana (2018:49-51), she found that students in Higher Education tend to do academic procrastination. She revealed that there were 81% students, from 229 students, did academic procrastination.

In addition to conducting observations, researchers also conduct interviews with students of the 2017 English Language Study Program. (1) HN said that he often postponed doing lectures because he felt he did not have enough material. Usually he looks for references first and works on them when the material has been collected. In addition, he also said that he often refreshed before working on his college assignments. HN feels the burden feels lighter when making a delay. As a result of the accusation, his duties become imperfect and sometimes he regrets this. (2) In contrast to the experience carried out by NR, he said that he often postponed doing college work because he too often participated in committee activities.

In doing delays sometimes he feels worried if his college assignments are not completed. As a result of these behaviors, NR could only collect rudimentary tasks. (3) In addition, academic procrastination is also carried out by HN. He often postponed doing college work due to playing games on his cell phone. When carrying out a postponement task HN felt the burden was slightly reduced. As a result of this behavior, HN often collects assignments past deadlines.

As for the personal interview with YP, he said “let alone want to continue my thesis, many courses are repeated, because in the past I often skipped class, and was lazy to do assignments, that's why many courses were left behind. But now, I'm ashamed that I repeat a lot of courses with juniors, so I have to be even more active so I can graduate next year”.

From the incident experienced by YP, some of the students were negligent in doing their assignments, preferring vacations to completing assignments, often taking their spare time playing cellphones and hanging out in coffee shops so that they left their assignments, many students and college students who were in their middle and late college years had to repeating the previous course because he got a low score in certain subjects.

There is also a researcher conducting an interview with MFD, he said, “That's what, now I regret that I'm late for finishing college and not yet this trial. because I was not sure that many times it was difficult when I was a final student. It's just a pity that parents have to pay tuition again because the thesis agenda is not yet, the dormitory has not yet, because of the fun of lying down, especially during this corona time, anything is lazy, right!!!”

From interviews conducted with a number of TBI 2017 class students, interview data were found that some students conducted academic procrastination. It appears that they have problems procrastinating in doing academic assignments, and do not take advantage of their free time to do assignments to meet deadlines. There are so many obstacles and reasons for students delaying completing their academic assignments so that many of them who should have graduated within a 4 year period now have to go to college again for the next few semesters because they have to repeat courses and have to take other courses that have not been taken last semester.

Based on preliminary research conducted by the researcher above, this situation is one of the researcher's observation in the classroom in English Students Department at IAIN Batusangkar. Therefore, the phenomena above inspires the researcher to conduct the research which wants to describe about Factors Causing Procrastination on Academic

Activities by the English Teaching Department Students at IAIN Batusangkar.

B. Identification of the Problem

Based on the background of the problems, the researcher wants to know the factors causing academic procrastination academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar registered in 2021/2022 academic year.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the scope of the researcher must be limited. In this study the research problem that revealed is focused on the tendency to conduct academic procrastination on some in English Teaching Department students in doing their assignments. Based on identification of the problem above, the researcher conducts the research to answer the following questions: what are the factors causing procrastination academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar registered in 2021/2022 academic year?

D. Definition of Key Terms

To avoid in misunderstanding this research, the researcher defines the key terms as follows:

1. Procrastination

Procrastination is the tendency to postpone things that should be done for a particular purpose.

2. Academic Activities

Academic procrastination is an activity of procrastinating tasks, both short-term and long-term in the academic realm, which is carried

out consciously and continuously by doing other activities that are not related to academic activities. There are several factors that influence academic procrastination including fear of failure, delays made in responding to academic tasks, either delaying starting or completing the tasks at hand, delays in doing assignments, time gaps between plans and actual performance, and choosing to do other activities that are more fun than doing the tasks that must be done, and social support from parents. Students who tend to have a high fear of failure and achievement motivation and low parental social support tend to have high levels of academic procrastination.

E. Purpose of the Research

This research is conducted to identify factors causing procrastination on academic activities by the English Teaching Department at IAIN Batusangkar registered in 2021/2022 academic year.

F. Significance of the Research

The result of this research hopefully can give some contributions that is first theoretically, the result of this research hopefully may give information about the factors causing procrastination academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar Registered in 2021/2022 Academic Year. Second, practically, the researcher hopes that this research may be useful for:

1. English Students

Hopefully, the result of this research can give contribution to the students such as by knowing the factors causing procrastination academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar registered in 2021/2022 academic year. For examples in managing time when doing a job well and on time and than to improve students' learning abilities in appreciating and dividing time well.

2. Lecturer

The result of this research is hopefully can give contribution to the lecturer. The lecturer get information about the factors causing procrastination academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar Registered in 2021/2022 Academic year.

3. The researcher herself

For the researcher, it can increase her knowledge about factors procrastination on the academic activities. And then, also increase the researcher's knowledge about procrastination is the tendency to postpone things that should be done for a particular purpose. Besides, it is requirement in getting bachelor degree (S1) at English Teaching Department of IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Academic Procrastination

According to Ghufron (2010: 155) academic procrastination is a type of delay that is carried out on types of formal assignments related to academic assignments, for example campus assignments or coursework. Ferrari (in Yong, 2010: 63) states that procrastinators fail in academics because they avoid doing assignments and feel afraid if they can't complete their assignments. The same thing is also said by Ellis and Knaus (in Yong, 2010: 63) who say that procrastinators have a tendency to avoid work by using excuses to justify delays and avoid mistakes.

Based on the understanding from the previous explanation, the researcher concludes that procrastination is a delay that is done deliberately and repeatedly, by carrying out other activities that are not needed in carrying out important tasks. A person who has difficulty doing something within a predetermined time limit, often experiences delays in overly preparing himself, or fails to complete a task within the deadline can be said to be a procrastinator.

Academic procrastination is an irrational tendency to delay at the beginning or completion of an academic task. Many tertiary students intend to complete their academic tasks within the time frame, but they lack the motivation to get started. Due to their self-defeating behavior, academic procrastinators often experience dire consequences, including low self-esteem, depression, and academic failure (Yong, 2010: 63). In this statement, Yong defines academic procrastination as the tendency to delay starting or completing academic assignments caused by irrational thoughts.

Many students only intend to complete assignments within the specified time frame but they do not have the motivation to start. Because of his attitude, students who procrastinate will experience losses and have to accept the consequences, such as inferiority complex and even failing academically. Fibrianti (2009: 30) says that procrastination is a tendency to procrastinate a task or work that is done deliberately and repeatedly. While Millgram (in Ilfiandra, 2010: 2) says that procrastination is a specific behavior which includes:

- a. A behavior that involves an element of procrastination, either to start or complete a task or activity.
- b. Resulting in other further consequences, such as delays in completing tasks or failure to do assignments.
- c. Involving a task that is perceived by the perpetrator of procrastination as an important task to do, for example, office assignments, campus assignments, or household tasks.
- d. Produces unpleasant emotional states, such as feelings of anxiety, guilt, anger, panic, and so on.

From some of the definitions of the characters described above, the researcher concludes that academic procrastination is the behavior of procrastinating on starting or completing academic tasks that are done intentionally and repeatedly without looking at any reason, resulting in a negative impact on the perpetrator such as low achievement, did not upgrade or did not graduate from college.

2. The Characteristics of Academic Procrastination

Ferrari, et al., (1995, in Ghufron, 2010: 158) say that academic procrastination can be manifested in certain indicators that can be measured and observed for its characteristics. These indicators are grouped into four aspects, namely: *First*, Delays in starting or completing tasks. Students who do procrastination know that the task they are facing must be completed immediately and be useful for

themselves, but tend to procrastinate to start working on it or procrastinate to finish it until it's finished if they have started working on it before. Second, delay in doing assignments. Students who do procrastination tend to take a longer time than the time required doing a task in general.

Procrastinator students spend their time to prepare themselves excessively, or do things that are not needed in completing assignments without considering the limited time they have. These actions sometimes result in students not completing their assignments adequately. Inaction means that students who do assignments tend not to be fast in doing their assignments so that the assignments take a long time. *Third*, time gaps between planned and actual performance. Procrastinator students have difficulty doing something in accordance with a predetermined time limit.

Procrastinator students tend to often experience delays in meeting predetermined deadlines, both by other people and plans that he has set himself. Someone usually plans time to do something, but when the time comes, they do not also do the task that has been planned themselves. As a result, the task is done late even they can fail to do the task adequately. *And the last*, Doing other activities that are more fun. Procrastinator students tend to deliberately not finish their assignments immediately, but use the time they have to do other activities that are deemed more fun and bring entertainment, such as reading (newspapers, magazines, or other story books), watching, chatting, walking, listening to music, and so on, so that it takes up the time he has to do the tasks he has to complete.

So, it can be concluded that the characteristics of academic procrastination can be seen from the attitude of a person who procrastinates starting and completing assignments, delays in working on assignments, whether tasks are quickly completed and prefers to do other activities that are more fun than doing assignments.

3. Types of Academic Procrastination

According to Ghufron (2010: 154-155) divides procrastination into two categories, namely:

a. *Functional Procrastination*

It is namely the delay in doing tasks that aim to obtain complete and accurate information.

b. *Dysfunctional Procrastination*

It is a purposeless delay that results in ugly and causes problems. There are two forms of dysfunctional procrastination based on their goal of delaying, namely decisional procrastination and avoidance procrastination. Decisional procrastination is a delay in making a decision. This form of procrastination is a cognitive antecedent in delaying starting to do work in conditions that are perceived as full of stress. Procrastination is carried out as a form of coping that is used to adjust to making decisions in situations that are perceived as full of stress.

This type of procrastination occurs as a result of failure to identify tasks, which then creates conflict within the individual, so that eventually a person delays to decide on a problem. Decisional procrastination is related to forgetfulness, failure of cognitive processes, but not related to a person's lack of intelligence. Meanwhile, the avoidance procrastination is a delay in visible behavior. Procrastination is done as a way to avoid tasks that are deemed unpleasant and difficult to do. Procrastination is carried out to avoid failure to complete future work. So, it can be concluded that there are two types of procrastination, namely: 1). Functional Procrastination, namely delays in doing tasks that aim to obtain more

complete and accurate information. 2). Disfunctional Procrastination, namely purposeless delay that results in ugly and causes problems.

3. Factors Causing Academic Procrastination

The factors that influence academic procrastination can be categorized into two types, namely internal factors and external factors. According to Ferrari (in M. N. Ghufon, 2003: 28) states, procrastination interferes in two ways:

1. Internal factors

It is namely the factors contained within the individual that affect procrastination. These factors include the physical condition and psychological condition of the individual, namely:

a. The first, Natural conditions

It is consisting of the sex of the child, age, and birth order. According to Ferrari (M. N. Ghufon, 2003:28), Factors from within individuals that also influence the emergence of academic procrastination are in the form of physical conditions and individual health conditions, for example: fatigue.

Someone who experiences fatigue will have a higher tendency to procrastinate than those who do not. The level of intelligence that a person has does not affect the procrastination behavior, although procrastination is often caused by the presence of irrational beliefs that a person has.

b. Second, Psychological conditions

It is personality traits owned by individuals also influence the emergence of procrastination behavior, for example the relationship between social abilities and anxiety levels in social relationships, Millgram (M. N. Ghufon, 2003: 28). A person's

perfectionist attitude usually affects the procrastination behavior higher. The amount of someone's motivation will also negatively affect procrastination. The higher motivation of the individual is when facing a task, the lower the tendency for academic procrastination, Briordy (M. N. Ghufon, 2003: 29).

2. External Factors

It is factors that are outside the individual that affect procrastination. These factors include parental care and a conducive environment, namely a lenient environment.

a. Parenting style

The results of research by Ferrari & Ollivete (in Ghufon, 2010: 165) found that authoritarian parenting styles lead to procrastination tendencies, while authoritative parenting styles do not cause procrastination. Mothers who have a tendency to do 'avoidance procrastination' cause their daughters to also have a tendency to do 'avoidance procrastination' as well. In contrast to authoritarian parenting, parents who educate their children democratically will lead to assertiveness, because children feel they are given the freedom to express themselves so that they will feel confident.

b. Environmental conditions

Academic procrastination occurs more in a low-supervised environment than in a supervised environment. Someone tends to be diligent in doing the task if someone is watching him. Conversely, when no one is watching, they feel more free to do their assignments now or later.

In addition, social and community factors can also influence academic procrastination. Off-campus activities are indeed good to help broaden students' insights. However, not all

activities are good for students. If a person does too many activities outside the home and off campus, while he is not able to share his study time.

Meanwhile, Steel (in Gunawinata, et al., 2008: 257-258) also presents the results of his research. He found four main factors that support procrastination behavior. These factors are:

1. Phenomenology of Procrastination

The person procrastinating doesn't really mean to delay. Initially he had the intention to start completing the task, but for various reasons he finally put it off. They procrastinate to avoid feeling anxious and hope that the next day they will have a better performance. However, without realizing it, they will feel more anxious when the grace period gets closer.

2. Task characteristics

The character of the assignment given by the lecturer may also have an influence on procrastination behavior. The character referred to here can be seen from the provision of rewards and punishments. When a student submits his assignment late and the lecturer does not give punishment (punishment), then the student tends to repeat his behavior again. When it happens continuously, procrastination can form as maladaptive behavior.

The character of the task that affects the procrastination can also be seen in the type of task, whether the task is a preferred task or not. If someone gets an assignment that they don't like, what might happen is to avoid doing it. This is called task aversiveness.

3. Individual Differences

Catrunada & Puspitawati, et al (2008) found that there is a significant difference in the tendency of thesis task procrastination based on introvert and extrovert personality types among students.

Introverted students have a greater tendency to procrastinate thesis assignments than extrovert students. This is because the performance of extroverted individuals in motor activities will look more powerful, and will take the initiative to move more quickly. Conversely, individuals with introverted personality types tend to slow down their movements in motor activities.

Furhermore, Solomon & Rothblum (1984: 503) state that procrastination occurs not only due to bad time management and wrong study habits, but also related to the interaction between the behavioral, cognitive and affective components of the perpetrator. Specifically, Solomon and Rothblum (1984: 509) divide the factors that cause procrastination as follows:

1. Fear of failure

Many people who procrastinate because they feel anxious about the judgment or criticism of others. They are afraid when other people find flaws in the tasks they have done. This fear arises because they worry too much if he fails to do his job properly. Excess anxiety can be caused by a lack of confidence in one's abilities. The high standards set by the University can also make students even more afraid if they cannot reach these standards. In the end, the students preferred to avoid this fear by doing nothing.

2. Anxiety

Anxiety is caused by excessive worry or fear. This worry can arise from irrational thinking or from feeling traumatized. Excess anxiety can cause physical problems such as stomach pain, dizziness, wanting to urinate or defecate and other disorders. As a result, someone who experiences anxiety becomes unfocused in doing his job.

Anxiety is distinguished from actual fear, it arises because of an obvious cause and the existence of facts or circumstances that are really dangerous, while anxiety arises because of a response to a

situation that does not seem frightening or can also be said to be the result of a fiction, fiction. own thoughts (subjective presumptions) and also a personal prejudice that causes a person to experience anxiety.

3. Perfectionism

A perfectionist will set his goals too high and have too much ambition. This thinking tends to refer to individuals who evaluate their own qualities as too extreme. Perfectionists indirectly create unrealistic thoughts and stresses (mind and mind) that are actually disturbing. If students are perfectionists, the impact is seen when they are working on assignments. There are students who collect materials data until they are complete and then do it. There are also students who are always dissatisfied with the results they have done. Indirectly, they are stalling for time until the submission period ends.

4. LowSelf-Confidence

Confidence is one aspect of personality that is very important in human life. Confident people believe in their own abilities and have realistic expectations. Even when their hopes do not come true, they are positive and can accept it. Confidence is important to build yourself better. Someone who lacks self-confidence means that he is not completely sure of his abilities.

This can be influenced by irrational thoughts. We feel that we cannot complete an assignment because if the result of the assignment is bad we will be scolded by the lecturer. If we continue to think like that, until whenever we will not be able to complete the task properly. Our time is wasted just thinking about things that are not going to happen.

5. Perceived Aversiveness of the Task

Regarding the task as something unpleasant is the result of irrational thinking. By thinking negatively like that, students do not really do their work (lazy). They tend to underestimate and procrastinate to do it. Finally, the results of their work were not optimal. This has an impact on a low performance index. This factor is related to the dislike of being involved in academic activities and a lack of energy or enthusiasm from students.

Moreover, numerous factors of academic procrastination have been identified through past literature. Identifying those possible dimensions of academic procrastination, therefore, is one step towards the creation of a valid and reliable scale. Six unique factors of academic procrastination are exemplified in the literature. It is believed that these factors describe those who procrastinate in academic. The six factors of academic procrastination are psychological beliefs about abilities, distractions, social factors, time management, personal initiative and laziness (Mc.Closkey, 2011:6). Firstly, it is psychological belief about abilities. This has been defined in similar studies as sensation-seeking (Steel, 2010). In other words, academic procrastinators seek, either actively or passively, to work under pressure. Those who procrastinate have an undeniable belief in their ability to work under pressure.

In fact, this belief in ability might have some basis in other psychological research. Students have phrased as an academic self-concept (Sokolowska, 2009). This self-concept is a self-reflective view individuals hold of themselves and students either believe themselves to be effective or ineffective students. The more students believe that they are ineffective, the more likely they are to procrastinate and “cram” before tests due to their self-confidence in their abilities and positive view of themselves. “Cramming” for tests is when students procrastinate, or wait until the night or hours before an exam or project to begin studying. These challenges may promote

an emotional allure for some students in which they feel more compelled to study during these sessions.

Secondly, it is distraction of attention. Studies on procrastination have determined that those who procrastinate are easily distracted by more interesting or fun activities. They intentionally place more pleasing activities ahead of appointments or deadlines. Procrastinating individuals tend to sleep, watch television or play instead of working on more important things in order to distract or distance themselves from responsibilities.

Distracting one from responsibilities also gives “an out” if one fails at that task (Steel, 2007). For example, if a student has an extremely difficult test or project due and is afraid of failing, he or she can protect self-worth or self-esteem by giving an outside excuse or external distracter for failing. Thus, the student instead distracts himself or herself with another activity, blaming failure on said activity. Therefore, a unique characteristic of procrastinators is that they tend to immerse themselves in distractions.

Thirdly, it is social factors of procrastination. Social factors, such as friends or family could keep one from keeping timelines or deadlines. This task aversion to school work was recognized by Brownlow and Reasinger (2000) as one of the major reasons procrastinators put off school work. Social factors can promote task aversiveness or task avoidance, both of which are dimensions of procrastination mentioned by Schraw et al., (2007). Traditional college students are those in their early adulthood and late adolescence, aged 18-23 years of age. Such an age is characterized by social adjustment and independence. Students attempt to juggle and schedule time with family, friends and work. Add a newfound sense of independence and autonomy to this struggle and college students can turn away from school work and deadlines and choose instead to work or socialize with friends. Therefore, social factors

are indicative and promotive of procrastination.

Fourthly, it is time management skills. Time management can be defined as having an ability to consciously control activities and behaviors so as to maximize one's available time (Mish, 1994 in Mc. Closkey, 2011). Procrastinators tend to have an inability to manage their time and experience a wide discrepancy between their actual intent and their realized behaviors. Difficulty in managing one's time was discovered in previous studies as a reason why students academically procrastinate (Solomon & Rothblum, 1984 in Mc.Closkey, 2011:8).

Time management skills are not an inherent trait, but a learned characteristic within individuals. Time management is "a critical contributor to procrastination in academic settings" (Sokolowska, 2009: 18). To succeed in an academic environment, students must show up on time to classes and keep deadlines. They must also complete assignments and tests by predetermined dates. Juggling a large course load, homework, projects and assignments usually requires an individual to maximize his or her free time. Poor time management could result in forgetting to turn in an assignment, unintentionally putting off studying until the last minute or working on other, less important activities instead of academic work. Thus, failing to manage time effectively could be a defining characteristic of academic procrastinators.

Fifthly, it is personal initiatives. Such a delay can occur not only because of social or situational variables but also because of attitudinal or personality characteristics such as initiative. Initiative is a general readiness or ability to begin or carry out tasks energetically (Mish, 1994). If a student lacks initiative, he or she will not have a certain drive to complete a task or assignment on time. Lack of motivation or personal initiative was mentioned by Caruth (2002) as a reason for procrastination. Generally, students are more

effective academically when they are motivated. Motivation is a drive to succeed and can either be internal or external.

Those students who have an internal drive to complete academic work also procrastinate less. Conti (2000) found that students with intrinsic reasons for completing academic work procrastinate less while those who are externally motivated to complete academic work experience high procrastinatory tendencies. Carden, Bryant and Moss (2004) support this supposition and found that students who are internally-oriented procrastinate less academically when compared to those who are externally-oriented. Personal initiative is most synonymous to internal motivation. Therefore, it is proposed that those students who possess personal initiative and the intrinsic drive for completing their academic work procrastinate to a lesser extent.

Lastly, it is laziness. Laziness is a tendency to avoid work even when physically able (Mish, 1994). Aversiveness and laziness were factors that accounted for 18% of the variance in reasons for students' procrastination according to Solomon and Rothblum (1984). If students are physically avoiding school work, they are merely putting off all of this work until the end of the semester. Thus, they are exhibiting a degree of laziness and task aversiveness.

According to a recent theoretical study on procrastination, up to 40% of students stated that they would drop a college course if the professor expected too much of students or was too inflexible on due dates or deadlines (Schraw et al., 2007). Thus, academic procrastination might involve the tendency to avoid a great deal of school work, or laziness.

From some of the figures' opinions regarding the factors that influence procrastination above, we can conclude that procrastination is not only influenced by factors originating from outside the individual (external factors), but also factors from within

the individual (internal factors). From the many factors that have been mentioned, the researcher draws a number of factors which are considered as general factors and only the strongest factors. Researchers conclude that procrastination can be caused by various reasons, including: fear of failure, anxiety, perfectionism, lack of self-confidence, perception of tasks, fatigue, time management, and the environment, etc.

The explanation about factors causing procrastination can be shown in the table below:

Table 1. Factors Causing Academic Procrastination

No.	Factors Causing Procrastination		Indicators
1.	Internal Factors	<ul style="list-style-type: none"> • Natural Conditions 	Faktor dari dalam diri individu yang turut mempengaruhi timbulnya prokrastinasi akademik adalah kelelahan, lelah, lemah, dsb.
		<ul style="list-style-type: none"> • Phenomenology of Procrastination 	Mereka menunda-nunda untuk menghindari perasaan cemas dan berharap keesokan harinya mereka akan memiliki kinerja yang lebih baik.
		<ul style="list-style-type: none"> • Psychological Conditions 	a. Fear of Failure: Siswa merasa takut ketika orang lain menemukan kecacatan dalam tugas yang mereka kerjakan. Ketakutan ini muncul karena mereka terlalu khawatir jika mereka gagal
			b. Anxiety: Anxiety muncul karena ketakutan yang nyata, muncul karena sebab yang jelas dan adanya fakta atau keadaan yg jelas. c. Perfectionism: Mereka terlalu berambisi dan memiliki standar yang terlalu tinggi

			<p>d. Low Self-Confidence: seseorang yang merasa tidak percaya akan kemampuannya.</p> <p>e. Aversiveness of the Task: Merasa tugas adalah sesuatu yang tidak menyenangkan.</p> <p>f. Abilities: Siswa merasa diri mereka efektif atau tidak efektif dalam akademik</p> <p>g. Distractions: Mereka mendahulukan sesuatu aktivitas yang lebih menyenangkan daripada membuat tugas atau deadline</p> <p>h. Time Management: Secara sadar memiliki banyak waktu untuk aktivitas untuk memaksimalkan waktu yg tersedia</p> <p>i. Personal Initiative: Siswa yang tidak memiliki inisiatif tidak akan menyelesaikan tugas tepat waktu.</p> <p>j. Laziness: Siswa lebih memilih menunda tugas sampai akhir semester karena kemalasan</p>
2.	External Factors	<ul style="list-style-type: none"> • Parenting Style 	Orang tua yang tidak bertanya akan tugas anaknya menyebabkan anak cenderung menunda-nunda tugas hingga ditanya.
		<ul style="list-style-type: none"> • Environmental Conditions 	Seseorang cenderung rajin dalam mengerjakan tugas jika ada yang mengawasinya. Sebaliknya, ketika tidak ada yang melihat, mereka merasa lebih bebas untuk menunda tugas yang diberikan.
		<ul style="list-style-type: none"> • Task Characteristics 	<ul style="list-style-type: none"> • Hal ini dapat dilihat dari pemberian reward dan

			<p>punishment. Ketika seorang mahasiswa terlambat menyerahkan tugasnya dan dosen tidak memberikan hukuman (punishment), maka mahasiswa tersebut cenderung mengulangi perilakunya lagi.</p> <ul style="list-style-type: none"> Hal ini juga dapat dilihat pada jenis tugas, apakah tugas tersebut merupakan tugas yang disukai atau tidak. Jika seseorang mendapat tugas yang tidak disukainya, yang mungkin terjadi adalah menghindarinya.
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No	Categories of Procrastination		Indicators
1	Functional Procrastination		Seseorang yang cenderung menunda untuk mengejar tugas yang bertujuan untuk memperoleh informasi yang akurat
2	Dysfunctional Procrastination	Decisional Procrastination	Seseorang yang biasanya gagal dalam memahami tugas sehingga membuat mereka menunda untuk mengambil suatu keputusan. Hal ini berhubungan dengan seseorang yang pelupa
		Avoidance Procrastination	Seseorang yang menghindari tugas dan menundanya karena dianggap tidak menyenangkan dan sulit untuk dikerjakan.
3	Purposive Delay		Merasa bahwa menunda-nunda adalah hal yang biasa terjadi oada seseorang dalam menyelesaikan tugas

B. REVIEW OF RELEVANT STUDIES

The researcher has found some researches that relevant with the

problem being discussed in this study. First research is from McCloskey (2011) entitled "Academic Procrastination." He found that there were eight hypotheses in this research, the first hypothesis predicted that precision would positively relate to academic success, the second hypothesis predicted that the personality construct of conscientiousness would be negatively related to scores on the APS, the third hypothesis predicted that academic procrastination would accurately predict, and be negatively correlated with, grades in school, the fourth hypothesis predicted that conscientiousness, in and of itself, does not fully predict a person's grades in school, the fifth hypothesis, account for variance in academic outcomes above and beyond conscientiousness, the sixth hypothesis which predicted that the APS would significantly correlate with the most widely used procrastination scale, the APS proved superior at accounting for variance in grades in school, supporting hypothesis seven, and in the hypothesis eight, the APS proved far superior at predicting grades in school.

The similarity of his research and this research are both discussing about academic procrastination. The difference between his research and this research are focus of the research. His research described academic procrastination widely by using many scales as the measurement of his research. Meanwhile, this research will describe about factors causing procrastination on academic activities by the students.

Second research comes from Journal Biblio Couns entitled "Students Academic Procrastination on Doing Thesis" written by Ramadhani and Darma (2019). They found that the level of academic procrastination of the faculty and teacher education students of the University of PGRI Palembang is in the high category on doing thesis. Furthermore, the results of the hypothesis test that has been done

using the T-Test then there is no significant difference in the level of academic procrastination of FKIP Palembang PGRI students between the sexes of men and women. The similarity of their research and this research are both analyzing about Students' academic procrastination. The difference of their research and this research are they also try to analyze level of academic procrastination between men and women while this research will not try to compare the level of academic procrastination.

Third research comes from Journal of Behavioural Sciences entitled "Prevalence of Academic Procrastination and Reasons for Academic Procrastination in University Students" written by Afzal and Jami (2018). They found that procrastination was found to be more prevalent in social sciences" students than natural sciences", so are the various reasons for procrastination. Therefore, junior and social sciences" students need attention to address their academic procrastination related issues. The similarity of their research and this research are both discussing about academic procrastination on University students. The difference between their research and this research are the focus of the research. Their research also discuss about academic procrastination on University students and the reasons for academic procrastination while this research only focus on the factors causing procrastination on academic activities by the University students.

Then, it comes from Counsellia Journal entitled "Academic Procrastination on Guidance and Counseling Students" written by Siti Muyana (2018:45-51). She found that there were four categories in scaling academic procrastination on students; very high, high, moderate and low. In very high scale, there were 6% students from 229 total of the students did academic procrastination, 81% in high scale, 13 in moderate scale and 0% in low scale.

The similarity of her research and this research are both discussing about academic procrastination on students. In contrast, the difference of her research with this research are her research describes academic procrastination on Guidance and Counseling students, while this research will describe factors causing academic procrastination on students of English Teaching Department.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive quantitative research with cross-sectional design which is one in which data are collected from selected individuals at a single point in time. According to Gay (2000:275), descriptive research determines and describes the way things are; it involves collecting data in order questions concerning of the current status of the object of study. Descriptive research focuses on evaluation research that explains and describes event, The design of this research is descriptive quantitative research it is to answer the phenomena and data that is happening in the field.

According to Gay Mills and Airasian (2012:7) quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. The design of this research was cross sectional research. Gay (2000:279), states that cross sectional involves the collection of data from selected individual in a single time period (however long it takes to collect data from the participants).

Dealing with the theory, this research described factors causing procrastination on academic activities by the sixth semester students of English Teaching Department of IAIN Batusangkar Registered in 2021/2022 Academic Year.

B. Population and Sample

1. Population

According to Gay (2000:122), population is the group of the interest of the researcher, the group to which she or he would like the result of the study to be generalized. The population of this research is all the students of English Teaching Department in the

six-semester registered in 2021/2022 academic year. Total population of this research was 65 students as stated in this table below:

Table 3
Population of this Research

No	Class	Number of Student
1	TBI A	23
2	TBI B	22
3	TBI C	20
Total Numbers of Students		65

The table shows that there are 65 students of sixth semester students registered in 2020/2021 academic year participated in this research. Consisted of class A, B and C. The researcher chose them all because the researcher herself has already investigated them in such an English subjects, and then found the problem of this research from it.

2. Sample

Sample is the process of selecting a number of individual represents the larger group from which they selected (Gay, 200:121). In this research, the researcher took all of the students as sample, because the population less than 100. According to Fraenkel and Wallen (2009:106), a minimum sample is 100 in the descriptive research. It means that the researcher will use total sampling technique to take the sample. According to Sugiyono (2010: 85), total sampling is a sampling technique if all members of the population are used as sample. Those, the population of this research was 65 students which meant that automatically the population became the sample. The sample was 65 students from the sixth semester students registered in 2020/2021 academic year.

C. Research Instrument

The research instrument of this research used close-ended questionnaire. The researcher chose it because it facilitated the researcher herself in processing the data, and does not require a long time in filling out the questionnaire. Close-ended questionnaire is type of questionnaire that the researcher provides the answer.

According to Gay (2012: 186), close-ended is the types of questionnaires that requires respondents to choose among the response options provided by the researcher. The purpose of the questionnaire is to get information which is relevant to the research purpose. The items developed based on the theories of factors causing procrastination on students' academic activities.

By using close-ended questionnaire, it helped the respondent to answer quickly and ease researcher to conduct data analysis for entire questionnaire that be collected. The questionnaire has been constructed by the researcher in Indonesia language. The questionnaire used to see the factors causing procrastination on students' academic activities. The questionnaire constucted by researcher in Indonesia language. The data taken by using questionnaire that distributing to the students. The questionnaire constructed from several factors causing procrastination on students' academic activities. After the students respond the questionnaire, the data have been transferred to quantitative data.

The questionnaire developed by using a five Likert Scale in order to assess the subjects of the study about their levels of agreement or disagreement in a quantifiable manner. The researcher asked the respondents to choose the most appropriate description.

To construct the questionnaire, the researcher used some steps as supported by Arikunto (2005: 135), first, the researcher identifying variable of the problem. Second, , the researcher elaborate variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking

description from each sub indicators into questionnaire items. The last, completing questionnaire with instruction and pre face. In this research, the researcher used 'yes no' questionnaire to obtain the data.

The example of the questionnaire can be seen in the following table below:

Table 4
Example of Questionnaire Statement

No	PERNYATAAN	JAWABAN	
		Yes	No
1.	Apakah anda menunda-nunda dalam menyelesaikan tugas karena anda kelelahan?		

To get the correct data of the questionnaire, the most important principles are validity and reliability.

1. Validity

Validity is the most important characteristic of a test in order to get the appropriate of data collection. According to Gay, Mills and Airasian (2012:160), validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Validity is, therefore, "the most fundamental consideration". The researcher conducted several ways to ensure the validity of the contents of the instrument. It was content validity. According to Hendryady (2017: 171) content validity ensures that measurements include a sufficient set of items and represent concepts. The more items that reflecting the whole concept being measured, the greater the content validity.

Based on this, the initial step that researchers do is the researcher makes a comparison table of experts' opinions regarding the factors causing procrastination on students' academic activities, and then the researcher will draw a conclusion. After drawing conclusion from the table, the researcher made a table specification of the instrument which would be translated into research instrument.

According to Sugiyono (2010: 129), technically the content validity testing can be helped by using table specification. After the research instrument was completed, the researcher asked three validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research instruments. The reason for the researcher in choosing these three validators were, one of these validators has an educational background on evaluation, so it is suitable to become a validator. The second is one of these validators is a lecturer who teaches language testing courses, where in this subject the lecturer teaches how to arrange and make a good test, and the last is that one of these validators has a literary education background, so in this case the validator is more focused on the language aspects of the instruments that the researchers will have been made.

After receiving input from the experts the instrument revised the questionnaire in accordance with the suggestions of the validators. According to Matondang (2009: 90) the content validity of a test does not have a certain amount calculated statistically but it is understood that the test is valid based on a review of the table specification.

Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficient calculated statistically. However, to be more convincing about the content validity of this instrument, researchers used the Aiken's V formula in Hendryady

(2017: 173) to calculate the content-validity coefficient based on the results of evaluating three validators for an item in terms of the extent of the item. Represents the measured constructed.

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$$V = \frac{\sum s}{[n (C - 1)]}$$

$$S = R - l_o$$

Where: l_o = Lowest scoring rate
 C = Highest score
 R = The number given by the validator
 n = Number of validator

The validity of this research instrument in general after using *Aiken's* formula was 0,83 (high), whereas the validity of the instrument based on each validator; (0,53) moderate validity from the first validator, (0,67) high validity from the second validator and (0,67) high from the third validator. This instrument is considered as **valid**. For more detail calculation, see appendix (6)

2. Reliability

Beside the validity, a questionnaire also should be reliability. According to Gay (2000:169), reliability is the degree to which a test consistently measures whatever it is measuring. Reliable is consistent, it means that, establishing by determining the relationship between scores resulting from administering the same test, the same group on different.

To see the reliability of questionnaire, according to Fraenkel and Wallen (2009: 156), the researcher used the *Spearman Brown* formula as follows:

Where:

r_i : The reliability of the instrument

r_b : Correlation index between two instrument halves

The reliability of the instrument was **0,976**. It meant that the reliability reliability of the questionnaire reliable and categorized as very high reliability. For more calculation see appendix (7).

D. Technique of Data Collection

Technique of data collection of this research was by distributing the questionnaire to respondents. The researcher delivered the questionnaire by using Google form. Google form is one of tool to collect data. The researcher shared a link of the questionnaire to all of the respondents. Then, the students responded the questionnaire. After that, the researcher found the data and analyzed the data.

E. Research Procedure

This research conducts by applying several steps as follows:

1. Finding research problem

After reading some sources and discussing with academic advisor, the research problem was found by the researcher. The research problem was the impact of factors causing students' procrastination on

academic activities. It involves the sixth semester students of English Teaching Department 2020/2021 academic year as the population and sample of this research.

2. Collecting the source and references

To be able comprehend the problem, as many as related sources and references about the research problem collected and discussed. Those were about the factors causing procrastination on students' academic activities by the sixth semester students of English Teaching Department at IAIN Batusangkar registered in 2020/2021 academic year.

3. Writing a research design

The researcher started to write a research proposal based the sources and references found. The research proposal included the design how to do the research, what kinds of instrument that used to the research. The design on this research was descriptive quantitative and it belongs to quantitative research. There would be used an open-ended questionnaire to know factors causing procrastination on students' academic activities.

4. Collecting the data

After constructing the document, the researcher distributed the open-ended questionnaire to the sample of the research via google from through this link <https://forms.gle/vXbppBtXo9dE2UAv5>.

5. Analyzing the data

The data has been described and analyzed by using descriptive analysis. The researcher started with coding the data from the respondents and then the researcher calculated the data frequency and also percentage.

6. Reporting the research

Based on the result of the questionnaire, the researcher came up with the conclusion and suggestions.

F. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. Because the indicators used that come from existing theoretical foundations, this factor analysis is a confirmatory factor, which aims to test the theory empirically or confirm the existing factor structure. In this technique, the data have been analyzed by several steps:

1. Classifying the test based on the different situations of procrastination.
2. Classifying the factors causing procrastination on the students' academic activities. After collecting the data via open-ended questionnaire, responses will be coded based on the procrastination academic.
3. Tabulated the data into table.
4. Percentage the data by using formula as suggested by Sudijono (2005: 43)

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Index of percentage

F = Number of frequencies

N = amount of respondents

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter described factors causing students' procrastination on academic task by the English Teaching Department students at IAIN Batusangkar. The data were taken from the score of questionnaires that were given to the respondents. The questionnaire was constructed from five main factors of factors causing students' procrastination on academic task that explained by several experts. There were two main factors students' procrastination on academic task. The explanation of those factors have explained in the following table below.

Table 4.1
Factors Causing Students' Procrastination on Acedemic Task

No	Factors causing Procrastination on Academic Task	Item	Sub-Item	
1	Internal Factors	Natural Condition		
		Phenomenology of Procrastination		
		Psychological Condition	Fear of failure	Anxiety
			Perfectionism	Low self-confidence
			Aversiness of the task	Distractions

			Time management
			Personal initiative
			Laziness
2	External Factors	Parenting Style	
		Environmental Conditions	
		Task Characteristics	

1. Internal Factors

Internal factors were one of the factors that influenced students' procrastination in academic task. In internal factor, there were some sub indicators. There were: natural conditions and phenomenology of procrastination.

Table 4.1 showed the percentages and mean of students' responses from internal factors in factors causing students procrastination in academic task at IAIN Batusangkar.

Table 4.2

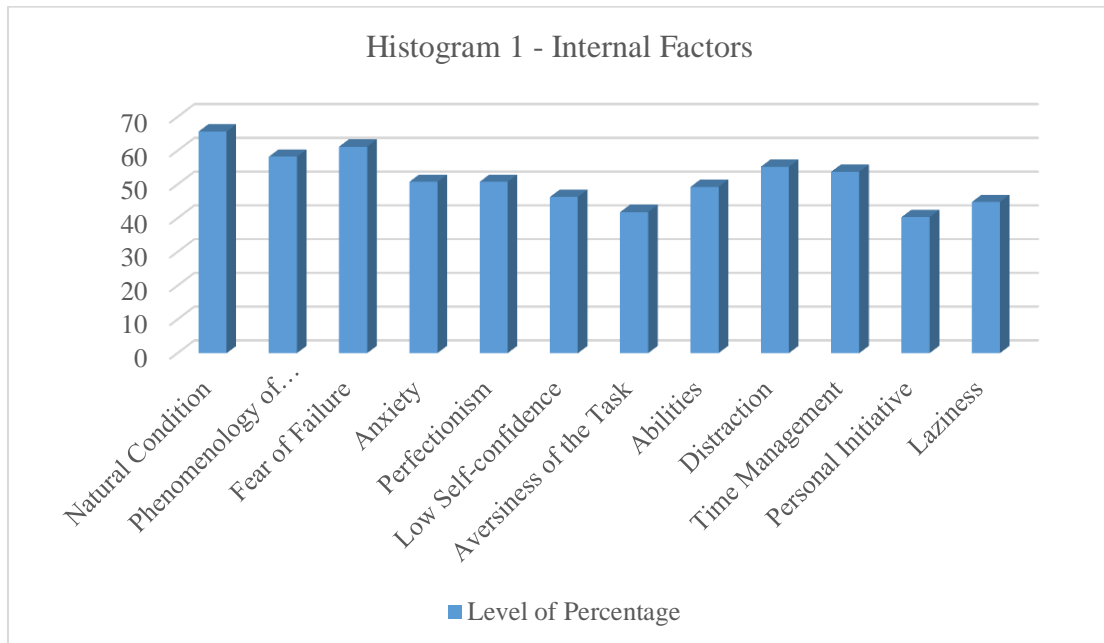
The Percentage Table of Students' Responses in Internal Factors

No	Item	Sub-item	Yes		No	
			F	%	F	%
1	Natural Condition		44	65.67%	23	34.33%
2	Phenomenology of Procrastination		39	58.21%	28	41.79%
3	Psychological Condition	Fear of failure	41	61.19%	26	38.81%
		Anxiety	34	50.75%	33	49.25%
		Perfectionism	34	50.75%	33	49.35%

		Low self-confidence	31	46.27%	36	53.73%
		Aversiveness of the task	29	41.79%	38	58.21%
		Abilities	33	49.25%	34	50.75%
		Distractions	37	55.22%	30	44.78%
		Time management	36	53.73%	31	46.27%
		Personal initiative	27	40.30%	40	59.70%
		Laziness	30	44.78%	37	55.22%
Mean				51.5%		48.5%

From the table of percentages above, it can be seen that there was 51.5% of the participants procrastinated on their academic task in the internal factors. In internal factors there were 3 indicators and 10 sub-indicators. The percentage of the factors causing students' procrastination on academic activities by the English Teaching Department Students at IAIN Batusangkar can be seen in the histogram below.

Histogram 4.1
The Percentage of Factors Causing Procrastination on Academic Task
in Internal Factors



From the table above, the researcher will explain one by one the meaning of internal factors, namely:

a. Natural Conditions

Natural condition was one of the factor that influenced factor causing procrastination on academic activities. The data show that (65.67%) participants agreed that they felt procrastinating came from natural condition which meant it came or occurred from students themselves such as exhausted body and tired. When 34.33% did not procrastinate the task even they were tired.

b. Phenomenology of Procrastination

Phenomenology of procrastination was also one of the factors that influenced factor causing procrastination on academic activities. The data show that 58.21% participants agreed that they had frightened about the task and they believed postponing tasks until tomorrow would cure their anxiety. While 41.79% of participants did not procrastinate eventhough they frightened about the task.

c. Psychological Conditions

Psychological conditions was one another cause of factor causing students' procrastination. In psychological conditions, there were sub-indicators that divided into nine categories such as: fear of failure, anxiety, perfectionism, low self-confidence, abilities, distractions, time management, personal initiative and laziness. Each of categories will be explained as follow:

1. Fear of failure

Fear of failure was one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (61.19%) students which meant students felt fear about the task and they thought they were going to failure so they procrastinated it. When 38.81% of the participants did not procrastinate the task eventhough they felt fear.

2. Anxiety

Anxiety was another factor in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (50.75%) students agreed that anxiety could occur or something happened real in their life while 49.25% of partipants did not procrastinate because of anxiety.

3. Perfectionism

Perfectionism was one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (50.75%) students agreed that some of students have higher task standard and made them procrastinated it until they have reached the perfect level of their task while 49.35% of partipants annouced that they did not procrastinate even they

had perfect level of the task.

4. Low self-confidence

Low self-confidence also was one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (46.27%) students agreed which meant that students have lower self confidence because they did not believe about their ability so they postponed finishing the task because of that, while 53.73% of participants did not feel confidence was the factor to procrastinate academic task.

5. Aversiveness of the Task

Another factor that influenced the factor causing students' procrastination on academic activities in psychological condition was aversiveness of the task. The data showed that (41.79%) agreed which meant that students thought when finishing the task, they felt that these academic tasks were not something that made them happy. While 58.21% of participants felt that academic task was a must.

6. Abilities

Another factor that influenced the factor causing students' procrastination on academic activities in psychological condition was abilities. The data showed that (49.25%) students agreed which meant that students thought they were not effective in academic including academic task so that they procrastinated doing the tasks while 50.75% of participants did not feel abilities was the factor to procrastinate academic task even they thought they were not effective in academic task.

7. Distractions

Another factor that influenced the factor causing students' procrastination on academic activities in psychological condition was distractions. The data showed that (55.22%)

students agreed that doing other activities that made them happy rather finishing the task and they easily got distracted while 44.78% of participants did not feel distraction was the factor to procrastinate academic task.

8. Time Management

Time management was also one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (53.73%) students agreed which meant students did not have capability in managing the time to use available times to do the task. Because of bad time management, their task became higher but they did not want to finish them. While 46.27% managed their time very well to do the task given.

9. Personal Initiative

Another factor that influenced the factor causing students' procrastination on academic activities in psychological condition was personal initiative. The data showed that (40.30%) students agreed that students did not have initiative to start doing the task so that they procrastinated it. They thought they could do it later. When 59.70% of participants did not feel personal initiative was the factor to procrastinate academic task because they had initiative mindset to start the task immediately.

10. Laziness

Laziness was the last factor in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (44.78%) students agreed that they felt lazy to do the tasks and preferred to choose procrastinating tasks until the edge of the time while 55.22% announced that they were not sort of lazy person.

b. External Factors

External factors were another factor that influenced factor causing students' procrastination on academic task by the English Teaching Department students at IAIN Batusangkar. In external factor, there were some sub indicators. They were: parenting style, environmental condition and task characteristics.

Table 4.2 showed the percentages and mean of students' responses from external factor in factors causing students procrastination in academic task at IAIN Batusangkar.

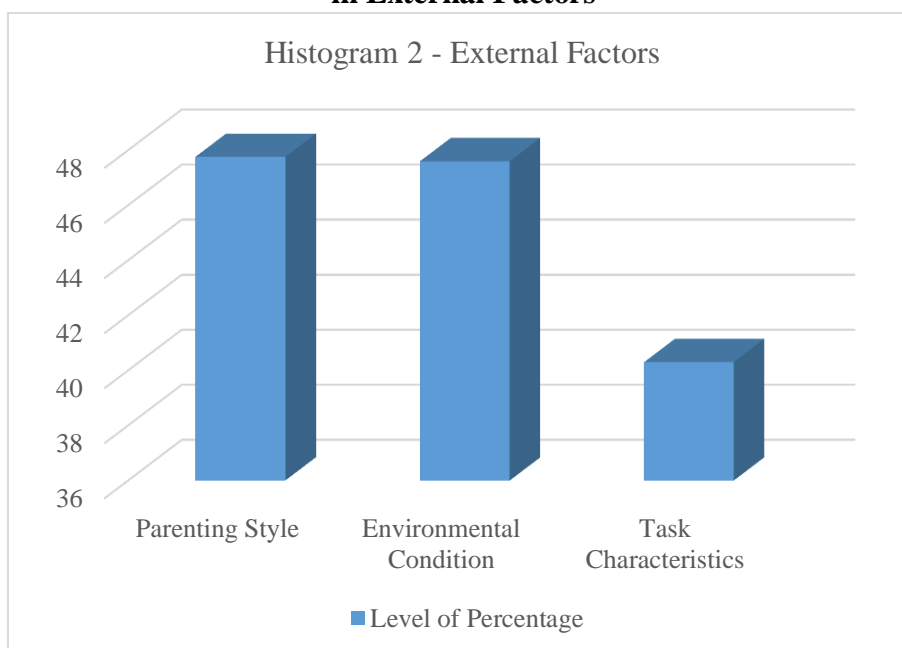
Table 4.3

The Percentage Table of Students' Responses in External Factors

No	Item	Yes		No	
		F	%	F	%
1	Parenting Style	32	47.76%	35	52.24%
2	Environmental Conditions	32	47.76%	35	52.24%
3	Task Characteristics	27	40.30%	40	59.7%
Mean			45.27%		54.73%

From the table of the percentages above, it can be seen 45.27% students procrastinated academic task in external factors. There were 3 indicators in external factors. The percentage of the factors causing students' procrastination on academic activities by the English Teaching Department Students at IAIN Batusangkar can be seen in the histogram below:

Histogram 4.2
The Percentage of Factors Causing Procrastination on Academic Task
in External Factors



From the table above, the researcher will explain one by one the meaning of eksternal factors, namely:

a. Parenting Style

Parenting style was one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that there was 47.76% students believed that if their parents did not ask them about the task, they would not do it. They occasionally procrastinated the task until their parents ask them about their academic task itself while 55.24% of partipants did not feel that being asked by their parents was a starting point to do academic task.

b. Environmental Conditions

Environmental condition was one of the factors in

psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that there was 47.76% students agreed which meant that students procrastinated academic task because of situation around them.

Then When 55.24% of participants announced that situation around them was not the factor to procrastinate academic task.

c. Task Characteristics

Task characteristic was one of the factors in psychological conditions that influenced the factor causing students' procrastination on academic activities. The data showed that (40.30%) students agreed this factor was one of the factor that causing procrastination on academic task. In other hand, 59.70% of participants did not procrastinate task based on task characteristics.

B. Discussion

Based on the data analysis about factors causing procrastination on academic activities by the English Department at IAIN Batusangkar, it has showed some results that could be taken about factors causing procrastination on academic activities. They were namely; internal factors such as natural condition, phenomenology, and psychological condition that was divided into fear of failure, anxiety, perfectionism, low self-confidence, aversiveness of the task, abilities, distractions, time management, personal initiative, laziness. Also, the external factor such as parenting style, environmental conditions, and task characteristics. Next, functional procrastination, dysfunctional procrastination and purposive delay.

The instrument used is a close-ended questionnaire which contains factors that cause students to procrastinate in completing academic assignments. There are 2 factors that cause academic procrastination, namely, internal and external factors. Internal factors are one of the factors that influence student procrastination in doing academic assignments. On internal factors, there are 2 indicators, namely: psychological conditions,

and procrastination phenomenology. External factors are other factors that influence the occurrence of student procrastination in doing academic assignments. On external factors, there are 3 indicators, namely: parenting patterns, environmental conditions and task characteristics. The previous questionnaire was validated first by several experts.

The researcher used the formula $P = F/N * 100\%$ to analyze the data as suggested by Sudijono (2005). After that, the researcher distributed the instrument to the respondents via google form. The results obtained are, for natural conditions 65.67%, phenomenology of procrastination 58.21%, fear of failure 61.19%, anxiety 50.75%, perfectionism 50.75%, low self-confidence 46.27%, aversity of the task 41.79%, distractions 55.22%, time management 53.73%, personal initiative 40.30%, laziness 44.78%, parenting style 47.76%, environmental conditions 47.76%, and task characteristics 40.30%. For the reliability, the researcher used the formula of sperman brown $r_i = 2 * r_b / (1 + r_b)$. The result of instrument reliability is 0.93 (very high). This study uses a descriptive quantitative method using a cross-sectional design. The population in this study were 65 sixth semester students out of a total of 65 registered in the 2020/2021 academic year. The instrument used is a close-ended questionnaire which contains factors that cause students to procrastinate in completing academic assignments.

Furthermore, Aversiness of the task was 41.79%, which means that the students think when finishing the task, they feel that these academic tasks are not something that make they feel happy with. They feel that task is not pleasant things. Then, Abilities was 49.25% which means that students think they are not effective in academic including academic task so that they procrastinate in doing the task. Distractions was 55.22%. It means that the students do others activities that make them happy rather than finishing the task. Once they get distracted, the higher they procrastinate the task given. Next, Time management was 53.73% which means the students do not have capability in managing the time to use available times to do the task. Because of bad time management, their tasks become much than

before but they do not want to finish them.

Next, Personal initiative was 40.30% which means that the condition when students do not have initiative to start doing the task so that they procrastinate it. They think they can do it later. Laziness was 44.78%. It means that students feel lazy to do the tasks and prefer to choose procrastinating it until the edge of the time. Also, parenting style was 47.76% which means that the students procrastinate the task because their parents do not ask them whether they have the task or they do not. They occasionally procrastinate the task until their parents ask them about their academic task itself.

Furthermore, Environmental conditions was 47.76% which means that students procrastinate the academic task because of situation around them. Then, Task characteristics was 40.30% which means that students procrastinate the task because of the task characteristics. If they do not like the task, they will postpone in doing that and choose the task they like.

Based on the explanation above, the result of this research discovered that students faced all the factors causing procrastinate in academic task. This result is supported by relevant research by Afzal & Jami (2018) that conducted in University of Quaid-i-Azam, Pakistan. The findings showed that some reason for academic procrastination for instance task aversiveness, time management, laziness, and decision making. It was also revealed that academic procrastination prevails magister education level (PhD). In their research, the highest factor or significant predictor (reason) for academic procrastination was task aversiveness. It because students felt that the task seemed unpleasant and caused boredom for the students. To compare with this research, the highest factor of factors causing procrastination was natural condition with 65.67%. In this condition, there are something occurs inside the students that affects the academic procrastination such as exhausted body, and tired. It can be lots of activities in the college or so much assigned task given for them.

In addition, the results of research that conducted by Bojuwoye (2019),

the research was conducted in senior high school in Kwara State, Nigeria. The result of his research uncovered the causes of procrastination were lack of motivation, lack of skill to complete task, fear of failure, fear of success, and Indecision. The result indicated that Indecision was the highest factor above other causes by the respondents of this study. It because some people (respondents in his research) are so hard to make decision because they wait for their friends to make decision for them. Until that time they will procrastinate the academic task. To compare with this research, the researcher found that the highest factor of factors causing procrastination was natural condition with 65.67% which means that factor came out from students themselves. They felt really tired because of their daily activities and ended up procrastinating the academic tasks and decided to finish it later.

To concluded that 65.67 percent of natural conditioning respondents were the highest category of factors causing delays in academic activities. The results of the calculated validity are generally 0.83 (very high), while the results of each validator are 0.75, and the reliability results are 0.93 (very high).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research concludes that there were some factors that causing procrastination on academic procrastination by the English teaching department students at IAIN Batusangkar. They were natural conditions, phenomenology of procrastination, fear of failure, anxiety, perfectionism, low self-confidence, aversiveness of the task, abilities, distractions, time management, personal initiative, laziness, parenting style, environmental conditions, task characteristics, functional procrastination, decisional procrastination, avoidance procrastination and the last was purposive delay. These results also answered the formulation of the research about what are the factors causing procrastination on academic activities To sum up, natural conditions was the highest category of factors causing procrastination on academic activities in the category high.

B. Suggestion

1. Lecturer

These findings might help lecturers to plan and take actions. The researcher suggests for the lecturers to change their conventional learning strategies into students' center-learning ones. They could use effective learning strategies, or project-based learning, for example. To make students more active in a group project. This can encourage students to conduct an in-depth investigation and encourage the responsibility on them in completing the tasks that have assigned.

2. Students

From the result of this research, natural conditions were the highest factor of factors causing procrastination on academic activities. Thus, the researcher suggests for students to reduce academic procrastination behavior, students can think about their future and do small things such as making plans for completing

assignments, and making a time schedule that is expected that students can pay more attention to the thesis in order to get good results.

3. Next Researcher

The researcher suggests to other researcher to consider to conduct other research about factors procrastination on academic activities but it can be divided between male and female students. As we know, the result will be different between them because female students tend to finish tasks and not postpone it

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