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Article

## The Influence of Learning Motivation and Self-Efficacy on Academic Procrastination of Pertamina University Students for the Batch of 2020, 2021, 2022, and 2023

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**Abstract:** This research aims to determine the relationship between Learning Motivation and Self-Efficacy on Academic Procrastination among Pertamina University students class 2020 to 2023. This research uses a quantitative descriptive approach using a questionnaire for data collection. Researchers used the Slovin formula to determine the number of respondents to be used in this research with a tolerance value of 10%. The results of this research are that learning motivation partially influences academic procrastination with a significance value of  $0.001 < 0.05$ , self-efficacy partially influences academic procrastination with a significance value of  $0.000 < 0.05$  and the learning motivation and self-efficacy variables influence simultaneously or together towards academic procrastination with a significance value of  $0.000 < 0.05$ . It was concluded that the two independent variables that the researcher used had a negative and significant effect on the dependent variable.

**Keywords:** *Motivation, Self- Efficacy, Academic Procrastination.*

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### 1. Introduction

Higher education has a very important role in creating students who are independent, enthusiastic, creative and responsible. This can of course be realized through a long learning process that every student must go through. The learning process in higher education, which is usually called lectures, cannot be separated from the obligation to complete academic and non-academic tasks. Students as learning subjects will of course always be faced with academic and non-academic tasks. Studying is a time full of challenges for students. On the one hand, students are required to complete complex academic tasks, while on the other hand, students also use the environment and friends as motivation

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for learning. Based on observations that the author made while on campus, it was found that many students complained that their grades were bad.

It is stated that they face many challenges in learning such as lack of motivation in learning. Most students said that they were not interested in studying in class due to several things, such as the lecturer's presentation of the material being undesirable, likes being sleepy and sleeping in class. Apart from that, they also mentioned that they had problems with self-confidence in their abilities, which caused them to not be active in class and choose to be passive group members. The lower a person's motivation and confidence in learning, the lower their willingness to carry out academic activities. When this happens to students, it will of course result in a decrease in grades and a decrease in GPA each semester.

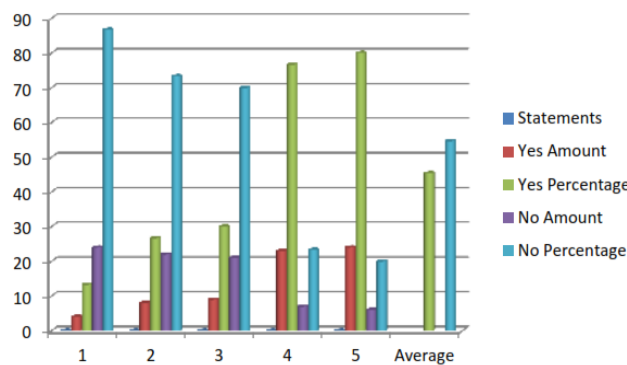


Figure 1. Sample observation of procrastination among student

From the graph above it can be seen that more than half of the students observed carried out procrastination actions. This means that students tend not to study at home and tend to procrastinate in doing the assignments given.

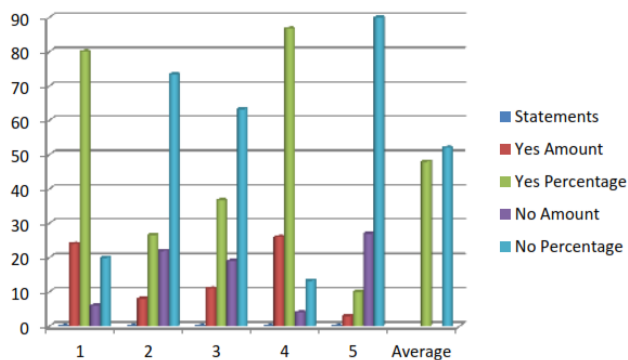


Figure 2. Sample observation of motivation among student

From the graph above, it can be said that Pertamina University students who were sampled for observation tend to have low motivation to study.

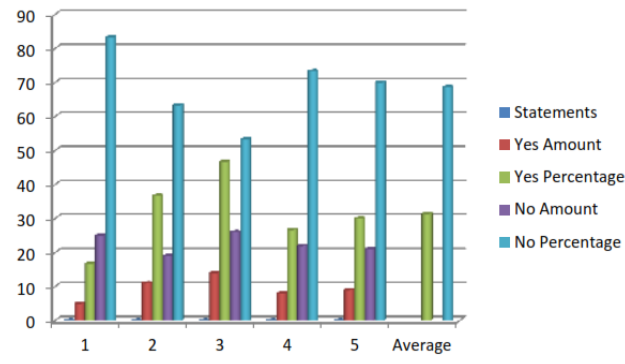


Figure 3. Sample observation of a self-confidence among student

From the graph it can be said that Pertamina University students who were sampled for observation tend to have low self-confidence and belief in their abilities.

A previous study by Pratiwi S & Endah M [1] relating to "The Influence of *Fear of Failure* and Learning Motivation on the Academic Procrastination of Students Coming from the Akseleras Program" showed an *Adjusted R Square value* of 0.396 which can be interpreted as the variables fear of failure and Learning motivation can explain the academic procrastination variable by 39.6% and the remaining 60.4% is explained by other variables. These findings provide a strong basis for continuing further research to understand how fear of failure and learning motivation can influence academic procrastination behavior among students. Apart from that, other research conducted by Hendrik T. [2] regarding the correlation between self-efficacy and academic procrastination among students showed an *Adjusted R Square value* of 0.461, which means that the self-efficacy variable can also explain academic procrastination behavior among students.

In this research, the author focuses on the influence of learning motivation and self-efficacy on the academic procrastination behavior of Pertamina University students class 2020-2023. Procrastination or the habit of procrastinating work is a big obstacle for students in achieving academic achievement. If procrastination behavior is carried out continuously, it can result in a decrease in academic grades and of course this will cause the student's GPA (Achievement Index) to also decrease. Apart from that, academic procrastination behavior carried out by students also risks resulting in students not graduating on time. Cahyono [3] stated in his research entitled "The Negative Impact of Academic Procrastination on the Low Graduation Rate of Students at the University of Borneo Tarakan" that the graduation index for students who graduated on time was below 50%. This shows that the higher the level of procrastination carried out by students, the more difficult it will be for students to graduate on time. The tendency for procrastination behavior in students and low confidence in students' self-abilities and motivation has made researchers interested in conducting research on " The Influence of Learning Motivation and Self-Efficacy on the Academic Procrastination Behavior of Pertamina University Students Class of 2020, 2021, 2022 and 2023."

## **2. Literature**

### **2.1 Definition of Learning Motivation**

Motivation is an urge within a person to do something useful to fulfill needs and desires [4]. This is in line with Thohir's [5] opinion that the motivation that exists within a person will be a driving force to do something because it has a desired goal. Hamzah B. Uno (2011:23) states that learning motivation is internal and external encouragement for students who are studying to make changes in behavior which generally has several indicators, namely as follows: (1) the desire and desire to succeed; (2) there is encouragement and need for learning; (3) there are hopes and aspirations for the future; (4) there is appreciation for learning; (5) there are interesting activities in learning; (6) the existence of a conducive learning environment that enables students to learn at a high level.

### **2.2 Definition of Self- Efficacy**

Baron and Byrne [6] define self-efficacy as the belief a person has in their ability to perform certain tasks, achieve goals and overcome obstacles. On the other hand, Bandura [7] explains that self-efficacy is the belief that a person has that they can carry out activities or can take the actions necessary to achieve certain results. Meanwhile, in the academic world, self-efficacy is defined as an individual's belief regarding his or her ability to achieve learning goals [8].

### **2.3 Definition of Academic Procrastination**

Procrastination comes from Latin, namely *procrastinare* which consists of two words *pro* which means moving forward and *crastinus* which means tomorrow's decision. Which then when combined means postponing until the next day [9]. Knaus [10] defines procrastination as an automatic habit of postponing something that is important and has a period of time until the specified time expires. Rumiani [11] stated that academic procrastination is a behavioral tendency to delay the implementation or completion of tasks in 6 academic aspects, namely composing tasks, studying for exams, reading, administrative performance, attending meetings, and academic performance in general which is carried out continuously, whether it is long-term delays. short term, delays before the deadline, or long-term delays that can disrupt academic performance. So, from several understandings conveyed by experts, it can be concluded that academic procrastination is an individual behavior that tends to delay the implementation and completion of academic activities repeatedly which can have a negative impact on the perpetrator himself.

## **3. Methods**

The form of approach used by the author in this research is quantitative descriptive. Quantitative research is a type of research that uses a lot of numbers in its results in a structured and systematic manner [12]. This type of research is a type of non-experimental research that is quantitative in nature. Non-experimental research is research that describes the relationship between one variable and another variable. Siyoto & Sodik [12] stated that this type of research design has three forms, namely Cross Sectional, Correlation, and Survey. In this study, researchers used a correlational design. By using quantitative correlational methods, the aim is for researchers to know the influence of learning motivation and self-efficacy as independent variables on the academic procrastination behavior of Pertamina University students as the dependent variable.

## **4. Results**

Results and Discussion outline the research steps, including research design, research procedures, processing, research results and analysis of research results. The author can add the necessary subtitles to this section. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

### 4.1 Descriptive Analysis of Variables

#### 4.1.1 Motivation to Learn

Based on the results of data processing consisting of 5 statements on the Learning Motivation variable (X1) it produces a total average value of 3.90, with the highest average of 4.26 for the statement "I discuss if I experience learning difficulties", and the lowest average of 3.48 in the statement "I try to ask questions after learning is finished". This means that respondents tend to discuss and simply ask questions in class after the lecturer explains the material.

#### 4.1.2 Self-Efficacy

Based on the results of data processing consisting of 32 statements on the Self-Efficacy variable (X2) it produces a total average value of 3.45, with the highest average of 4.47 for the statement "study subject matter at home before studying at campus", and the lowest average of 2.89 on the statement "doing tasks when feeling bored". This means that respondents tend to study before going to campus and tend not to do assignments when they feel bored.

#### 4.1.3 Academic Procrastination

Based on the results of data processing consisting of 32 statements on the Academic Procrastination variable (Y), the total average value is 3.49, with the highest average of 4.25 at Y14, namely "studying until late at night because I haven't finished completing the assignment" and the average the lowest was 3.04 in Y16, namely "Taking time to start working on planned tasks. From this statement, it can be concluded that students as respondents tend to slack off on assignments and are seen studying until late at night.

### 4.2 Hypothesis Testing

#### 4.2.1 F Test

Based on the test results, it shows a significance value of 0.000, which is smaller than 0.05, and the calculated F is 19,643 with an f table of 3.08 which is also greater than the f table value. This can be interpreted that the Learning Motivation variable (X1) and the Self-Efficacy variable (X2) together or simultaneously influence the Academic Procrastination variable (Y).

#### 4.2.2 T Test

Based on the results of tests carried out by researchers, learning motivation towards academic procrastination has a significance value of  $0.001 < 0.05$  and T count is 3.582 which is greater than the R table value of 1.6 with a negative coefficient direction, which means that the learning motivation variable towards academic procrastination has an influence. Meanwhile, self-efficacy towards academic procrastination has a significance value of  $0.000 < 0.05$  and the T count is 5.143, which is greater than the R table value 1.6

with the coefficient direction being negative, which means that self-efficacy towards academic procrastination has a partial influence.

## 5. Discussion

### 1. Learning Motivation on Academic Procrastination (H1)

Hypothesis 1 of this study was concluded to be proven. This can be explained from the results of the t test carried out on the work discipline variable which has a value of  $0.001 < 0.05$  and a calculated T of 3.582 which is greater than the R table value of 1.6 with the direction of the coefficient, and it can be concluded that learning motivation on academic procrastination has a negative influence.

### 2. Self-Efficacy on Academic Procrastination (H2)

Hypothesis 2 of this study was concluded to be proven. This can be explained from the results of the t test carried out on the work discipline variable which has a significance value of  $0.000 < 0.05$  and a calculated T of 5.143 which is greater than the R table value of 1.6 with the coefficient direction being negative, which means that self-efficacy on academic procrastination has a partial influence.

### 3. Learning Motivation and Self-Efficacy on Academic Procrastination (H3)

Hypothesis 3 of this research was concluded to be proven. This can be explained from the results of the F test which shows a significance value of 0.000, which is smaller than 0.05, and the calculated F is 19,643 with an f table of 3.08 which is also greater than the f table value. This can be interpreted that the Learning Motivation variable (X1) and the Self-Efficacy variable (X2) together or simultaneously influence the Academic Procrastination variable (Y).

## 6. Conclusion and Recommendations

This research aims to determine and understand the influence of learning motivation and self-efficacy on the academic procrastination of Pertamina University students class 2020 to 2023. Based on the results of this research:

1. Based on the results of the partial test (T), it is explained that there is a significant influence between the Learning Motivation variable (X1) on the dependent variable Academic Procrastination (Y) among Pertamina University students from the class of 2020 to the class of 2023. It can be concluded that H1 is accepted and H0 is rejected.
2. Based on the results of the partial test (T), it is explained that there is a significant influence between the Self-Efficacy variable (X2) on the dependent variable Academic Procrastination (Y) among Pertamina University students from the 2020 to 2023 class. It can be concluded that H2 is accepted and H0 is rejected.
3. Based on the results of the simultaneous test (F), it is explained that there is a simultaneous influence between the variables Learning Motivation (X1) and Self-Efficacy (X2) on the dependent variable Academic Procrastination (Y) among Pertamina University students from 2020 to 2023. It can be concluded that H3 is accepted and H0 rejected.

4. Based on the Adjusted R Square value, it can be concluded that the variables Learning Motivation (X1) and Self-Efficacy (Y) can explain the Academic Procrastination variable (Y)

#### 6.1 Theoretical Suggestions

It is hoped that the results of this research can become a reference for further research involving various subjects and research models. Future researchers can provide additional research variables so that measurements are not only based on learning motivation and self-efficacy variables, but can also use other variables such as time management, fear of failure, academic stress and many more.

#### 6.2 Practitioner Advice

1. Based on the statement above, it can be explained that the Learning Motivation variable (X1) has the smallest value in statement X1.3 with a value of 3.48. This explains that they tend to ask questions when learning is finished. Therefore, researchers provide suggestions for students to be more active in asking questions using the *Active Learning learning method* so that there will be lots of questions and discussions during class.
2. Based on the statement above, it can be explained that the Self-Efficacy variable (X2.) has the smallest value in statement X2.16 of 2.89, this is related to doing tasks when you feel bored. Therefore, researchers provide advice so that students can make themselves always enthusiastic and immediately do assignments before they are submitted.
3. Based on the statement above, it can be explained that the Academic Procrastination variable (Y) has the smallest value at Y14 of 3.04 which is related to stalling for time to start working on previously planned tasks. Advice that can be given by researchers is that students do not waste time in starting work.
4. This research can help companies understand the factors that influence procrastination behavior in the workplace. By understanding employee motivation and self-efficacy levels, companies can design training programs that support more efficient time management and reduce procrastination tendencies in completing work tasks.
5. Apart from that, employees who are able to manage their learning motivation well and have a high level of self-efficacy tend to be more productive. Thus, knowledge of these factors can help companies in increasing the overall productivity of work teams.

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**Conflicts of Interest:** The authors declare no conflict of interest.

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