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ASSOCIATION BETWEEN SELF-EFFICACY AND ACADEMIC PROCRASTINATION MIDWIFERY STUDENTS

Esty Setyo Utaminingsih[1(*)], Bulan Kakanita Hermasari[2]
Universitas Sebelas Maret, Surakarta, Indonesia[12]
estysetyoutami7@gmail.com[1], dr.bulan.kakanita@staff.uns.ac.id[2]

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Abstract

The tendency to procrastinate tasks can potentially become habitual and can lead to procrastination on the next lesson, so this is a severe problem quite serious for students. Self-efficacy determines how students feel, think, and motivate themselves. Self-efficacy is an important thing that students must own. Students with high self-efficacy can learn the material quickly and feel confident when doing a task. This research examined the relationship between self-efficacy and academic procrastination. Midwifery Students, Medical Faculty of Universitas Sebelas Maret. The research method was an analytical observational design using a cross-sectional approach and a total sampling technique. Ninety-one students were analyzed as a sample. The collecting data used the scale of self-efficacy and academic procrastination. The self-efficacy instrument had a reliability value of Alpha Cronbach (α) 0.808 and a value of Corrected Item Total Correlation 0.304 - 0.517. The academic procrastination scale had an Alpha Cronbach reliability value (α) of 0.915; the total item coefficient was 0.30-0.58. The bivariate analysis used the Spearman correlation technique. Based on the study, the scale of self-efficacy and academic procrastination, the value of the correlation coefficient of r = -0.617 and p = 0.000 (p <0.05), which showed a significant negative relationship between the two variables, indicated by the higher the self-efficacy, the lower the academic procrastination, and vice versa, the lower self-efficacy, the higher the student's academic procrastination. The level of students' self-efficacy was in the medium category, with a percentage of 76.9%, and also were classified as having a medium level of academic procrastination, as many as 72.5%. There is a significant correlation between self-efficacy and academic procrastination.

Keywords: Academic Procrastination; Midwifery Student; Self-Efficacy

(*) Corresponding Author: Utaminingsih, estysetyoutami7@gmail.com

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INTRODUCTION

Learning is the main task of a student (Simanullang & Rajagukguk, 2020), but not all students have good learning management (Tinmaz & Lee, 2020). Management problems in learning are often experienced, such as assignment delays (Nguyen, 2021). The behavior of procrastinating and doing academic tasks is called academic procrastination (Liu et al., 2020). Tendency to procrastinate tasks can potentially become habitual and can lead to procrastination on the next lesson, so this is a severe problem quite serious for students (Zarrin et al., 2020). According to Svartdal et al. (2020), procrastinating students will take longer to complete their studies. It harms students and hinders study progress and academic failure (Rijal et al., 2022).

Procrastination is one of the essential issues to be researched (Vargas, 2017). The frequency of procrastination is relatively high (Malkoç & Mutlu, 2018). Based on the results of research conducted by Balkis & Duru (2017) in Turkey, more than 49.4% of female students had higher academic procrastination. Over one-third of their daily activities are used for sleeping, playing, or watching television (Muyana, 2018).

Procrastination harms students, such as wasted time (Jannah & Muis, 2014). The procrastination effect can make students lazy and passive (Utaminingsih et al., 2024), causing them to procrastinate, hesitate to take the initiative, or be afraid to start doing the task (Moonaghi et al., 2021). Procrastination can also cause a decrease in individual productivity and work ethic, making personal quality low (Kandemir, 2014). Individuals doing this will cause anxiety in themselves, making it hard to concentrate (Jannah & Muis, 2014) and putting pressure on them. They tend to experience negative emotions due to the inability to complete tasks appropriately and on time (Cinthia & Kustanti, 2017). In addition, it can lead to motivation to learn and self-confidence becomes low (Zacks & Hen, 2018).

Batool et al. (2017) conveyed that tackling or solving the problem of academic procrastination requires belief in the ability to deal with issues related to lectures and take the necessary actions to complete the task to get the desired result (Utaminingsih, 2023). Self-efficacy is the capacity or ability to do something (Zagoto & Florina, 2019). Self-efficacy determines how people feel, think, motivate themselves, and behave (Shepherd, 2016). Self-efficacy is an important thing that students must own (Mehmet et al., 2014). Students with high self-efficacy can learn the material quickly and feel confident when doing a task (Rowbotham & Schmitz, 2013). In addition, self-efficacy will encourage someone to empower their potential (Kandemir, 2014).

A self-efficacy ability can help determine how much effort is and how much a person survives in adversity (Tuhardjo et al., 2016). On the contrary, people who have low self-efficacy will doubt their abilities and shy away from complex tasks (Liao et al., 2014). They slacken their efforts and quickly give up in the face of difficulty (Chaudhary & Jain, 2015). They are slow to recover from the sense of failure due to failure enough to make them lose faith in their abilities (Alqurashi, 2016), so a student must have high self-efficacy to make the changes required (Drysdale & McBeath, 2014). In addition, high self-efficacy results in more persistent study habits (Saeid & Eslaminejad, 2016).

Self-efficacy determines the activity when learners do assignments (Yokoyama, 2019). Students will confidently carry out activities and be judged to be able to do so (Cassidy, 2015). On the other hand, individuals will tend to avoid tasks and situations that are perceived to be beyond their ability (Honicke & Broadbent, 2016). This situation shows that self-efficacy is directly related to procrastination (Damri et al., 2017).

This study involved a sample of twelve Midwifery Students at Universitas Sebelas Maret. The preliminary study by interview process showed that two students had a low level of procrastination (16.7%), eight students had a medium level of procrastination (66.7%), and two students had a high level of procrastination (16.7%). Therefore, this research will examine the relationship between self-efficacy and academic procrastination among Midwifery Students at the Medical Faculty of Universitas Sebelas Maret.

METHODS

1. Research Method

   The research method was an analytical observational design that used a cross-sectional approach and total sampling technique. The number of midwifery students is

ninety-one. Sugiyono (2015) states that the sample is the entire population if the population is less than one hundred. So, the sampling technique in this study used non-probability sampling, which was done by complete selection. This means that the sample includes all population members as respondents or representatives. The Independent variable of this research was self-efficacy, and the dependent variable was academic procrastination.

2. The Instrument

The instrument used a self-efficacy scale compiled by (Tuhardjo et al. (2016) based on the components of self-efficacy, including level, generality, and strength, with the modified General Self-Efficacy Scale Mathias Jerusalem and Ralf Schwarzer. This instrument had a reliability value of Alpha Cronbach (α) 0.808 and the value of Corrected Item Total Correlation 0.304 - 0.517. This instrument consists of 17 statements, with six positive (Favorable) and 11 negative statements (Unfavorable). The results of the self-efficacy scale scores were grouped by referring to the categorization criteria. The categorization used the level of categorization. Categorizing was to place respondents into separate groups in stages according to a continuum based on the measured attribute criteria of the categorization used in this study, divided into three categories: low, medium, and high (Azwar, 2016). The categorization is presented in Table 1.

Tabel 1.
Categorization based on the Standard Deviation Formula

Kategori	Rumus Standart Deviasi	Skor
Low	x < (average - Standard Junction)	<45
Medium	(average - Standard Junction) ≤ x < (average + Standard Junction)	45≤ x <55
High	x ≥ (average + Standard Junction)	≥55

This research instrument used the academic procrastination scale compiled by Ahmaini (2014). The indicator (component) of academic procrastination is based on Yockey's (2016) research. This instrument has been tested for validity and reliability on 260 students with an Alpha Cronbach reliability value (α) of 0.915; the total item coefficient was 0.30-0.58. This academic procrastination instrument consists of 35 items, choosing one answer from several alternatives' available solutions, namely "Very Appropriate," "Agree," "Not Appropriate," and "Highly Inappropriate." The items on this instrument consist of positive statements (Favourable) and negative statements (unfavorable). The minimum score on this scale was 35, while the maximum score was 140.

The indicators in this study refer to Yockey (2016), which include (1) the task at hand, (2) delays in doing assignments, (3) the time gap between the plan and the actual performance of doing the task, and (4) the tendency to do other activities that are considered bring more entertainment and pleasure. The following is the distribution of indicators in each scale statement, presented in Table 2.

Tabel 2.
Distribusi Indikator dalam Skala Prokrastinasi Akademik

No.	Indicator	Favourable	Unfavourable	Sum
1.	Delays in starting and completing tasks	1, 2, 12, 23	11, 20, 21	7
2.	Delay in completing assignments	8, 24, 28, 30, 35	6, 7, 18, 26, 31	10
3.	Time gap between planned and actual	3, 5, 16, 25	9, 10, 13, 22,	9

No.	Indicator	Favourable	Unfavourable	Sum
	performance		29	
4.	Do other more enjoyable activities	4, 15, 23, 27, 34	14, 17, 19, 32, 29	9
	Total	18	17	35

3. Data Analysis Technique

The data processing technique consisted of: (1) Editing: this activity was carried out by checking the data from the answers on the scale given to the respondents and then correcting whether they had been fully answered. Editing was done in the field so that any deficiencies or inconsistencies could be immediately addressed; (2) Coding: this activity involved assigning numerical codes to the stages of the respondents' answers to facilitate further data processing; (3) Tabulating: this activity was performed by calculating the data from the coded respondents' answers and then entering them into tables; (4) Data Entry: entering data for processing using the SPSS (Statistical Product and Service Solution) 21 for Windows software for analysis.

Data analysis consisted of univariate and bivariate analyses. The univariate analysis aims to explain the characteristics of each research variable, which generally only produces the frequency distribution and percentage of each variable (Sugiyono, 2015). In this study, the variables to be analyzed are the characteristics of the independent variable, namely self-efficacy, and the bound variable, namely academic procrastination. The bivariate analysis aims to determine the relationship between the two variables tested with the Spearman correlation test. The p-value indicated the results, which was meaningful if the p-value <0.05. Correlation testing was on each self-efficacy variable and academic procrastination, a guide to interpreting the value presented in Table 3.

Table 3.
Interpretation of the value of r

Value (r)	Interpretation
0	No correlation
0,01-0,20	Very low
0,21-0,40	Low
0,41-0,60	Slightly low
0,61-0,80	Enough
0,81-0,99	Tall
1	Very high

RESULTS & DISCUSSION

Results

Univariate Data Analysis was intended to provide a general description of self-efficacy and academic procrastination in the respondents studied and an overview of the summary of research data. A report of the research data and respondents' self-efficacy is presented in Table 4.

Table 4.
Frequency Distribution of Self-Efficacy Level

Level of Self-Efficacy	Sample	
	Frequency (person)	Percentage (%)
Low	9	9,9
Medium	70	76,9
High	12	13,2
Amount	91	100

Based on Table 4 above, it is known that the frequency distribution of students based on the self-efficacy level of 91 students is dominated by students with medium levels of self-efficacy, namely as many as 70 people (76.9%). The frequency distribution of students based on the academic procrastination level of 91 students was dominated by students with medium academic procrastination levels of as many as 66 people (72.5%). The distribution of academic procrastination level of the Midwifery Students Program at Universitas Sebelas Maret is presented in Table 5.

Table 5.
Frequency Distribution of Academic Procrastination Level

Level of Academic Procrastination	Sample	
	Frequency (person)	Percentage (%)
Low	11	12,1
Medium	66	72,5
High	14	15,4
Amount	91	100

The results of the analysis of the relationship between self-efficacy and academic procrastination using the Spearman correlation test and an error rate of 5% using SPSS 21.0. The analysis using SPSS is presented in Table 6.

Table 6.
Correlation Test Results of Self-Efficacy and Academic Procrastination by using the Spearman Correlation Test

Variable	Academic Procrastination	
	Correlation coefficient Spearman	p
Self-Efficacy	-0,617	0,000

Based on statistical tests using SPSS, the results of statistical tests obtained a p-value of 0.000 ($p < 0.05$), which means the hypothesis was accepted so that it can be concluded that there is a significant relationship between self-efficacy and academic procrastination in students of the Diploma IV Midwifery Students Programs of Medical Faculty of Universitas Sebelas Maret with a strong correlation that is -0.617 which means the direction of the negative relationship is the higher the level of self-efficacy, the lower the level of academic procrastination and the lower the self-efficacy, the higher the academic procrastination with sufficient correlation strength.

The results of this study indicate the acceptance of the hypothesis that there was a relationship between self-efficacy and academic procrastination with a negative correlation direction in students. Based on the analysis results using the Spearman correlation technique, on the scale of self-efficacy and academic procrastination, the correlation coefficient value of $r = -0.617$ and $p = 0.000$ ($p < 0.05$). The value showed a significant negative relationship between the two variables, indicated by the higher the self-efficacy, the lower the academic procrastination, and vice versa, the lower self-efficacy, the higher the student's academic procrastination. The results of this study are in line with research conducted by (Liu et al., 2020), (Malkoç & Mutlu, 2018), (Arias-Chávez et al., 2020), and (Zhang et al., 2018), which shows a significant negative relationship between self-efficacy and procrastination.

The results showed that, out of the total sample, 76.9% of students' self-efficacy scores were in the medium category. In addition, 13.2% of respondents had high self-efficacy, and 9.9% had low self-efficacy. This means that self-efficacy students of the Diploma IV Midwifery Students Program are classified as medium. Even though the student's self-efficacy was at the medium level, 9.9% still had low self-efficacy. This could have led to significant issues, as students with low levels of self-efficacy were likely to encounter difficulties in completing their academic assignments, potentially resulting in academic failure. Prior studies have demonstrated that low self-efficacy adversely affected students' abilities to set goals, manage time effectively, and persevere in the face of challenges, thereby increasing the probability of poor academic outcomes (Liu et al., 2020; Padilla et al., 2017; Yokoyama, 2019). Insufficient self-efficacy often contributed to heightened anxiety, diminished motivation, and procrastination, all of which were key factors in academic underachievement. Good self-efficacy is needed. When students have high self-efficacy, it has an essential impact that they can immediately direct action (Utaminingsih & Puspita, 2023), work on and complete lecture assignments, become the primary motivator for success, and believe they can handle events and situations effectively (Malkoç & Mutlu, 2018).

The results of research on students with a low level of self-efficacy were the theory put forward by Arias-Chávez et al. (2020) that self-efficacy tends to decrease due to the lecturer's little attention to the progress of individual students. This followed the conditions in the Diploma IV Midwifery Students Program, related to academic guidance given by academic supervisors who were still less, mostly only done at the beginning of the semester or during Course Selection Sheet activities. This data was obtained from the results of interviews with students. Based on the results of interviews with five students, with each of 5 different academic supervisors, we got data that all academic supervisors only do educational guidance with students at the beginning of the semester or when they carry out Studi Plan Card activities. Besides that, it was also caused by pressure related to the transition to the place of learning, and this was by the circumstances of the majority of students, namely 70.3%, who came from non-Universitas Sebelas Maret institutions.

Academic procrastination scores for these students were classified as medium; as many as 72.5% of respondents have a medium level of academic procrastination, as many as 15.4% of respondents have a high level of academic procrastination, and the remaining 12.1% have a low level of academic procrastination. These results illustrate that the average level of academic procrastination in the Diploma IV Educator Midwife Program students was in the medium category.

Laziness to do tasks can come from psychological conditions such as anxiety or stress due to pressure caused by the number of lecture assignments and deadlines that are almost the same (Abdi Zarrin et al., 2020), which encourages delaying the tasks given (Balkis & Duru, 2017). This matters according to the theory put forward by Batool et al.

(2017). The other factors that can affect academic procrastination include self-confidence, motivation, conscientiousness, and self-regulation, which is not good (Mehmet et al., 2014). This was due to the many tasks and academic activities that students must do in the Diploma IV Midwifery Students Program, so it often creates a feeling of laziness to work on tasks because they expect to be able to complete all tasks correctly and on time. Factors that affect procrastination academic achievement can be seen from the indicators contained in the academic procrastination scales, such as delays in completing assignments, time gaps between plans and actual performance, and engaging in more enjoyable activities (Jones & Blankenship, 2021).

Steel (Steel & Klingsieck, 2016) suggests that task characteristics also can lead to academic procrastination behavior. Individuals tend to avoid tasks that are unpleasant for them. Humans will naturally avoid unpleasant stimuli (Weaver et al., 2008). The more unpleasant the situation is, the more often the individual avoids it, as does the coursework (Nguyen, 2021). Characteristics of tasks that make students lazy to do them will increase procrastination behavior (Zacks & Hen, 2018).

Improving self-efficacy was one of the efforts to reduce academic procrastination behavior (Mehmet et al., 2014). High self-efficacy will reduce fear of failure (Cassidy, 2015) (Liu et al., 2020) and improve problem-solving and thinking skills (Saeid & Eslaminejad, 2016). The opinion also supported Batool et al. (2017) that high self-efficacy would achieve better performance because the individual had strong motivation, clear goals, stable emotions, and the ability to perform well on activities or behavior.

Procrastination can be reduced by increasing self-discipline so students can use their time well (Drysdale & McBeath, 2014). Using time well and setting priorities for essential tasks will help students avoid things that cause them to procrastinate doing their assignments (Jones & Blankenship, 2021). Effort and perseverance to learn make students believe in their abilities and strive to achieve their academic goals honestly according to their abilities (Karatas, 2015). Meanwhile, students who are not confident in their abilities will tend to do everything possible to achieve their academic goals (Bartimote-Aufflick et al., 2016). Padilla Rodriguez & Armellini (2017) said that individuals who had high self-efficacy had lower levels of anxiety and depression than individuals who had low self-efficacy, so they were able to deal with tasks better (van Rooij et al., 2017).

Generally, students in the DIV Midwifery Students Program of Universitas Sebelas Maret have average procrastination scores. However, a high procrastination score can cause harmful things such as stress, frustration, other emotional disturbances, and academic failure (Liu et al., 2020). Thus, with these consequences, various efforts can be made to overcome procrastination by improving learning strategies (Arias-Chávez et al., 2020) and increasing self-efficacy (Varghese et al., 2015). In addition, support from parents is also necessary to motivate students to study well (Kandemir, 2014). Conditioning is a good learning place (Drysdale & McBeath, 2014), and efforts to improve a conducive situation so that there is motivation to learn (Mehmet et al., 2014). The existence of rewards/ rewards after the achievement of the task can increase a person's motivation (Malkoç & Mutlu, 2018) to complete the task better and not procrastinate (Steel & Klingsieck, 2016). It can cause the limitations of this approach because it cannot explain the causal mechanism of the variables studied (Utaminingsih et al., 2023). After all, the research data collection was done only once (van Rooij et al., 2017).

CONCLUSION

The study revealed a significant inverse correlation between self-efficacy and academic procrastination among midwifery students at Universitas Sebelas Maret. Students who exhibited higher levels of self-efficacy tended to procrastinate less, while those with lower self-efficacy were more prone to delaying their academic tasks. The statistical analysis demonstrated a strong negative correlation coefficient of r = -0.617, indicating that as self-efficacy increased, academic procrastination decreased, and vice versa. Most of the students were categorized as having medium levels of self-efficacy (76.9%) and academic procrastination (72.5%). At the same time, a smaller proportion of the sample displayed either high or low levels. These findings suggest that moderate self-efficacy is prevalent. However, lower self-efficacy among some students could lead to difficulties in managing academic responsibilities, potentially resulting in adverse outcomes such as poor academic performance. The research underscores the critical role of self-efficacy in helping students effectively manage their time, overcome challenges, and avoid procrastination. Therefore, enhancing students' self-efficacy could serve as a valuable strategy for reducing academic procrastination and fostering better educational outcomes.

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