THE RELATIONSHIP OF MATHEMATICS LEARNING MOTIVATION AND ACADEMIC PROCRASTINATION BEHAVIOR IN HIGH SCHOOL/KEAR STUDENTS IN BUKITTINGGI

Rayhan Ramadhan

Department of Psychology, Faculty of Psychology and Health, Padang State University

e-mail:rayhanramadhann1999@gmail.com

ABSTRACT

The aim of this research is to determine whether there is a relationship between academic procrastination behavior and motivation to learn mathematics in high school students in Bukittinggi City. The data collection technique used was accidental sampling technique so that a sample of 50 people was obtained. The method used in this research is quantitative with a correlational design with product moment correlation data analysis techniques based on questionnaire data with scales of learning motivation and academic procrastination. The results of data analysis show that the correlation value between mathematics learning motivation and academic procrastination is 0.260, meaning that there is a significant relationship between mathematics learning motivation and academic procrastination behavior in high school students in Bukittinggi City. This shows that if motivation to learn mathematics is high then students' academic procrastination behavior will tend to be low.

Keywords: *Learning Motivation, Academic Procrastination*

INTRODUCTION

Nowadays, education does not only focus on cognitive abilities, but also focuses on developing the skills and affection of school students. And also an attitude of responsibility in solving problems must also be developed in education in completing the tasks given. The behavior of delaying to complete a given assignment is referred to as academic procrastination behavior.

The origin of the word procrastination itself comes from Latin, namely "pro" which means more advanced, more forward, preferable and "crastinus" which means going forward, tomorrow.(Steel & Konig, 2006). Solomon and Rothblum (1984) stated that procrastination is a tendency to delay completing a task by choosing to do other activities that are not useful which causes the task to be neglected and not completed according to schedule.

Sandra and Djalali (2013) say that individuals who cannot divide their time well and effectively and are negligent in doing so are called procrastination.(Nisa, Mukhlis, Wahyudi, & Putri, 2019).

Piers Steel and Cornelius J. Konig (2006) stated that procrastination is the deliberate delaying of activities that will be carried out even though they know that the delaying behavior could have a bad impact on the individual. According to Rumiani (2006) procrastination is a person's tendency to delay carrying out an activity.

Sandra and Djalali (2013) say procrastination is postponing action, postponing it until a future day or time. Tuckman (1991) explains that procrastination is a person's tendency to avoid certain activities or tasks that must be completed (Wahyuningtiyas S, F, & Amalia, 2019).

So procrastination is delaying in completing activities that should be completed because one prefers to do other activities that are more enjoyable, which results in delays in completing activities that should be urgent and more important. Academic procrastination is a delay in completing tasks related to academic activities or learning activities.

According to Ferrari, et al (1995: 11) procrastination behavior contains 4 aspects, namely:

a. *Perceived time*that islow intention to start completing tasks

   Someone who tends to procrastinate is someone who cannot complete deadlines that are oriented to the present without considering the future. He realizes that the task must be completed, but he procrastinates doing it. This causes the individual to fail to estimate the time needed to carry out the task.

b. *Intention-action,*the gap between desire and action.

   This difference between desire and action is reflected in students who do not complete assignments even though they have the desire to complete them. This is also related to the time lag between planning and actual performance. He struggles to get work done on time. A student may have planned to start work at a predetermined time, but when that time arrives, he does not follow the plan, causing delays or even being unable to complete the task completely at once.

c. *Emotional distress,*feelings of anxiety when procrastinating.

   Procrastination behavior will bring discomfort to people who like to procrastinate, and the negative consequences it causes will cause anxiety to people who like to procrastinate. Initially the students were calm because they felt they still had a lot of time. Not realizing that time is running out, it makes them anxious because the task has not been completed.

d. *Perceived ability,*aknow confidence in your own abilities.

Even though procrastination is not related to a person's cognitive abilities, doubts about one's abilities can cause someone to procrastinate. This, coupled with the fear of failure, causes a person to blame themselves for their incompetence. To avoid the emergence of these two feelings, a person may avoid studying at school for fear of failure.

Ferrari (Racmahana, 2002) explains that procrastination is the behavior of putting things off until later, which is identical to a form of laziness. More Ferrari (Sari, 2016) explained that one of the things that influences students to carry out academic procrastination behavior is the lack of motivation to learn in these students.

Motivation is an urge within a person to do something so that the set goal is achieved. Motivation can foster enthusiasm in a person so that students who have motivation will be encouraged to study more seriously. According to Sugeng (Krismony, Parmiti, & Japa, 2021) Learning motivation is a psychological condition that can encourage someone to do something.

Ernata (2017) states that motivation is a force that can change a person's internal energy into real activity and encourage him to try to change his behavior for the better. Another opinion, Brophy (in Koca, 2016) states that learning motivation is a competency obtained through modeling, communicating expectations and direct instruction or socialization by significant others.

Meanwhile, Warti (2016) revealed that motivation is the will, desire, desire that comes from within each individual which can encourage someone to carry out their duties. So, motivation is energy in the form of encouragement within a person which can change a person's behavior for the better so that there is an urge to carry out activities or real activities.

The learning motivation instrument developed is in accordance with the grand theory used, namely referring to aspects of learning motivation developed based on Uno's (2010) theory, namely:

1. There is a 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 an interesting desire to learn
5. There is a conducive learning environment

Based on this description, researchers are interested in conducting research with the title "The relationship between motivation to learn mathematics and academic procrastination behavior in high school/K students in Bukittinggi City".

RESEARCH METHODS

Respondent

The respondents in this research were 50 high school and vocational school students in Bukittinggi City who were selected using accidental sampling techniques. Questionnaires or questionnaires were distributed to respondents via media, namely Google Forms, because now learning is done online. In the process of filling in and collecting data there was no element of coercion from the researcher towards the respondents.

Instrument

To see the relationship between motivation to learn mathematics and academic procrastination behavior in high school/K students in Bukittinggi City, researchers carried out measurements using a questionnaire created based on indicators of learning motivation and academic procrastination.

The number of statements in the mathematics learning motivation variable is 30 statements and the number of statements in the academic procrastination variable is 20 statements. Each statement item is given five types of answers according to the liker scale, namely Very Suitable (SS), Suitable (S), Doubtful (R), Not Appropriate (TS) and Very Unsuitable (STS). To test the level of learning motivation and academic procrastination, researchers used SPSS 21 with the product moment correlation test.

Data analysis

The method used in this research is a correlational quantitative approach which aims to find out whether there is a relationship between motivation to learn mathematics and academic procrastination behavior in high school/K students in Bukittinggi City. The variables involved in the research are learning motivation and academic procrastination. The data analysis technique used is product moment analysis with the SPSS 21 application.

Data analysis in this research was carried out in several stages. The first stage is to create a measuring tool in the form of a questionnaire which will be distributed to

respondents using a Likert scale and distributed via Google Form. The data obtained via the Google form was then analyzed using SPSS 21. Data analysis used the product moment correlation test technique. Before carrying out product moment testing, several stages are carried out, namely normality test, linearity test and hypothesis test.

Before the data is analyzed using product moment correlation, the data first undergoes a normality test. After carrying out the normality test and the data is declared normal, then the linearity test is carried out. The final stage carried out is hypothesis testing. Testing carried out with product moments using SPSS 21 media.

RESULTS AND DISCUSSION

Results

1. Normality test

   From the normative test using SPSS 21, the data used in the research is normal where the data significance level is > 0.05, namely learning motivation 0.053 and academic procrastination 0.077. In this study, researchers took data from the Kolmogorov-Smirnov significance because the subjects in this study were 50 people.

Table 1. Normality Test Table

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Motivasi Belajar (X)	,124	50	,053	,962	50	,113
Prokrastinasi Akademik (Y)	,118	50	,077	,953	50	,046

a. Lilliefors Significance Correction

2. Linearity Test

   From the Linearity test using SPSS 21, researchers found that there is a linear relationship between variable Apart from that, the f calculated data obtained is smaller than the f table, namely 1.061 < 1.983.

Table 2. Anova table

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Academic Procrastination (Y) * Learning Motivation (X)	Between Groups	(Combined)	2120,053	25	84,802	1,162	,357
		Linearity	262,423	1	262,423	3,597	,070
		Deviation from Linearity	1857,631	24	77,401	1,061	,443
	Within Groups		1751,067	24	72,961		
	Total		3871,120	49			

3. Hypothesis testing

Hypothesis testing was carried out to see whether the relationship between motivation to learn mathematics and academic procrastination behavior among high school/K students in Bukittinggi City was positive or negative. From the results of calculations using SPSS 21, researchers found that the relationship between variable X and variable Y was negative.

The relationship is negative if the significant level of data is > 0.05 and the relationship will be positive if the significant data results are < 0.05. The results of data testing with SPSS 21 are 0.260. From the existing results, it can be said that the relationship obtained is negative because 0.260 > 0.05.

Table 3. Correlation Table

Correlations

		Learning Motivation (X)	Academic Procrastination (Y)
Learning Motivation (X)	Pearson Correlation	1	-,260
	Sig. (2-tailed)		,068
	N	50	50
Academic Procrastination (Y)	Pearson Correlation	-,260	1
	Sig. (2-tailed)	,068	
	N	50	50

CONCLUSIONS AND RECOMMENDATIONS

The subjects in this research were 50 high school students in Bukittinggi City. The relationship between mathematics learning motivation and students' academic procrastination behavior was measured using a questionnaire created based on indicators of learning motivation and academic procrastination. The statement items in the questionnaire

are made multiple choice, each question is accompanied by five answer choices, namely Very Suitable (SS), Suitable (S), Doubtful (R), Not Suitable (TS) and Very Unsuitable (STS).

Item questions are made according to predetermined aspects and indicators. The learning motivation questionnaire that the researchers used was a questionnaire developed by Ni Putu Aprilia Krismony, P. et al (2021) which is contained in the journal Development of research instruments to measure learning motivation, which consists of 30 statements. Meanwhile, the academic procrastination level questionnaire used was developed by Muhammad Sholihin, consisting of 20 statement items.

After the researcher distributed the questionnaire via Google Form, the next step was to process the questionnaire data into data in the form of numbers. After all the data required for the research is complete, the next step is to analyze the data. Data analysis was carried out using the product moment correlation test with SPSS 21. In carrying out the product moment correlation test, several data tests had to be carried out.

The first thing to do is test the normality of the data. The normality test aims to ensure that the data to be processed is normal. From the normality test carried out, it was obtained 0.053 for learning motivation and 0.077 for academic procrastination. From the normality test carried out, it is known that the data the researchers used were normal because 0.053 and 0.077 > 0.05.

After carrying out the normality test, the next thing to do is the linearity test. The linearity test was carried out to determine whether there was a relationship between variable The significant level of data obtained in this linearity test is 0.443.

From the linearity test carried out, it is known that there is a relationship between variable X and variable Y because 0.443 > 0.05. After carrying out the linearity test, the final stage carried out is hypothesis testing.

Hypothesis testing is carried out to see whether the relationship between variable X and variable Y is positive or negative. The relationship is said to be positive if the significant value obtained is <0.05 and the relationship is said to be negative if the significant value obtained is >0.05. Based on the analysis carried out, the significant value obtained was 0.068.

From the significant value obtained, it can be concluded that the relationship between variable X and variable Y is negative because 0.068 > 0.05. From the analysis carried out using the product moment correlation test, it can be concluded that there is a

linear relationship between variable X and variable Y, but the relationship between these variables is negative, which means that variable

Apart from that, this also shows that the relationship between variable X and variable Y is not in the same direction. It can be said that the higher the student's learning motivation, the lower the student's academic procrastination. On the other hand, the lower the student's learning motivation, the higher the academic procrastination.

Motivation is one of the factors that can influence academic procrastination in students. This is in accordance with Briordy's opinion(Tamimi, 2011)that the higher the motivation an individual has when facing a task, the lower his or her tendency to carry out academic procrastination.

In line with this, Ghufron & Rini Risnawita (2011: 164-165) state that the amount of motivation a person has will also influence procrastination negatively. This means that the higher the motivation to learn, the lower the tendency to engage in academic procrastination because this can hinder the achievement of goals.

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