

## STUDENTS ACADEMIC PROCRASTINATION: THE EFFECTS OF TIME MANAGEMENT

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### Abstract

Students are subjects in educational activities and school education, of course they have different tasks to complete. The background to this research is that students complete assignments in the morning and during school breaks, students are late doing assignments because they chat with friends, read novels, and sleep in class, students choose to participate. organization instead of doing assignments, students come late to school, spend a lot of time playing on cellphones and chatting with friends. This research aims to find out how much influence management has. time against student academic procrastination. The research method used is a correlational quantitative approach. The main population of this research was all students in class X and XI, totaling 116 students. The sample using the Proportional Stratified Random Sample technique was 70 students. The instrument used was a questionnaire. Data is processed through editing, coding, scoring and tabulation. The data analysis technique used is a simple linear regression test and the coefficient of determination (R<sup>2</sup>) test is used for high percentage effects. Based on analysis of the coefficient of determination, the R<sup>2</sup> result was 0.194, which shows that the influence of the time management variable is 19.4% and the remaining 80.6% is influenced by other variables. Thus, the biggest impact of time management on academic procrastination is 19.4%.

**Keywords:** Time management, academic procrastination

### 1. Introduction

Students are subjects who participate in educational and educational activities school. At this school students experience learning. After experiencing this learning experience, it is hoped that students will experience changes based on what he has learned from the learning experience. (Antonio Putri, Atika, 2022). Students as subjects, teachers are never separated from learning and implementation of their duties. The different tasks and activities carried out by students require strategies to complete these tasks. Students have different methods, some work immediately and some postpone assignments. People who tend to procrastinate before starting a task or task are called procrastinators. According to Umar, people tend to procrastinate before starting a task or task is called a procrastinator. (RYH, 2021). Academic procrastinators include people who waste time and put off school or college assignments or other activities that are less important and enjoyable. The behavior of delaying school assignments is called academic procrastination (Yolanda, 2018). Academic procrastination is the tendency to consciously and repeatedly postponing school-related tasks. People who likes to procrastinate (procrastinator) has difficulty getting things done within the specified time, often too late in preparation or unable to complete school assignments on time (Wicaksono, 2017). The author focuses on academic postponement on students' academic assignments at school. These delays include delays in collecting workhome, delays in reading textbooks, delays in studying, and delays in engaging in enjoyable activities for entertainment and time-passing purposes. Tardiness can have a negative impact on students. Someone who has difficulty completing work on time, is often late, over-prepares, or fails to complete tasks on time is a procrastinator. So, it can be said that procrastination viz Ineffective use of time, and when faced with a task, someone tends not to do it immediately (Nafeesa, 2018).

Failure to complete academic assignments will result in delays. (Uswati Estil & Santosa Budi, 2022).

MN Ghufon and Risnawati Academic procrastination as procrastination behavior can be interpreted as delays in starting and completing assignments, delays in completing assignments, time limits between planning, and so on. to increase actual efficiency. observable indicators in pursuit more enjoyable things (Risnawita. S. R, 2012). One of the characteristics of academic procrastination is that there is a time lag between planning and actual implementation. So that students do not fall behind in their learning, students must be able to plan their time well. Time management allows a person to use his time regularly and productively rather than wasting it for useless activities. For students in particular, good time management greatly influences their lives. Someone who knows how plan and manage time well so you can focus more on your studies. Good time management helps students to be disciplined in life. Most students complain that they don't have enough time to do homework, study, rest and mostly play. (Harlina et al., 2014).

If time planning is done seriously, it will certainly bring better results if there is great discipline and commitment from those who must faithfully follow the predetermined time planning and carry it out. (Syelviani, 2020). According to Reza, the characteristics of good time management are procrastination, directed time planning, clear goals, prioritization of activities and the ability to coordinate the flow of communication, so that ability to improve. completing tasks, physical abilities and not. knowing other things, being able to make good decisions and controlling bad habits (Reza, J, 2010).

Based on observations of students at SMA Negeri 1 Gunuang Omeh District in classes X and Students do more fun activities such as playing gadgets, chatting with friends, reading novels, sleeping in class compared to the assignments given by the teacher during learning, especially if the teacher cannot come and give assignments only to students. Apart from that there are also phenomena related to time management, namely students choose to join organizations such as student council organizations rather than making assignments given by the teacher, students play a lot with cellphones, talk to friends in class and some sleep in class during lessons, students arriving late to school, students doing homework at school. Based on interviews with students and supervisors at SMA Negeri 1 Gunuang, Omeh District, the information obtained was related to academic procrastination, namely that students postponed making assignments because they thought there was still tomorrow to do the assignments, there were also those who had planned to make assignments but did not do them according to plan, students not making a schedule for making assignments, students doing assignments when the deadline for submitting assignments is urgent, students delaying doing assignments with difficult questions and relying on smart friends to do it, students choose not to go to certain class times if assignments cannot be completed, and students play with cellphones, talking with friends, reading story books and some falling asleep in class instead of doing assignments.

Apart from that, there are also things related to time management, namely students deliberately come to class late, do assignments in the morning during learning hours and break times and students are tired because they do assignments late at night. Based on the above, the researcher draws a temporary conclusion that there are students who cannot manage their time or manage their time well so that these students often postpone assignments given by teachers at school. So, the aim of this research is to find out how much time management influences academic procrastination.

## 2. Method

### 2.1. Population and Sample

The type of research method used in this research is a quantitative correlational approach. The main population of this study consisted of 116 class X and XI students. The sample for this research consisted of 70 students. The method used is *probability sampling with the Proportional Stratified Random Sample technique*. *Proportional Stratified Random Sample Technique* is a sampling technique where the population has members/elements that are not homogeneous and are proportionally stratified (Sugiyono, 2009).

### 2.2. Data Collection

Information is collected through questionnaires. This research questionnaire is a structured questionnaire that contains answers to questions. This questionnaire is Likert type. The order of Likert scale items is grouped into positive and negative items. Element positive is an element that supports a certain statement positively, while negative elements are elements that support certain statements negatively. Two questionnaires namely Time Management Questionnaire and Questionnaire Academic Procrastination was used in this research. The Time Management Questionnaire uses Atkinson's theory of goal setting, prioritization, planning, assertiveness, assertiveness and focus, and avoiding procrastination (Atkinson, 2009). The number of points on the time management questionnaire is 28 statement points. Meanwhile, the academic procrastination questionnaire uses the theory of M. N Ghufroon and Risnawati with indicators of delays in starting and completing tasks, delays in completing tasks, time gaps between planning and real action, and other more fun activities. (Risnawita. S. R, 2012). The number of items in this questionnaire is 27 statement items.

### 2.3. Data Analysis

When filling the instrument, the data is obtained before analysis processed first by editing, meaning the author checks the respondents' answers and provides clear instructions about the data. Second, *coding* categorized by giving a label or code to each answer. Third, giving a score, namely. give value to alternative answers. Fourth, tabulation, namely. create a table to enter answers (Bungin, 2011).

Simple linear regression equation test, F test, and coefficient of determination test used for data analysis. The simple linear regression test is only used on independent and dependent variables to predict or estimate the value of an independent variable that is influenced by the independent variable. (Siregar, nd). The F test shows whether all independent variables included in the model simultaneously influence dependent variable with a significance level ( $\bar{y}$ ) of 5%, F distribution with degrees of freedom ( $\bar{y}$ ; K-1,nK) (Nurcahyo, 2018). Meanwhile, the coefficient of determination test is a number that states or is used to determine the contribution of one or more variables X (independent) to variable Y (dependent) with the formula  $D = (r_{xy})^2$ . The normality test and linearity test are used as requirements for data analysis. All data analysis tests were searched using SPSS 20.

### 3. Results and Discussion

#### 3.1. Results

**Table 1.** Decriptive Statistics

|                          | N  | Range | Minimum | Maximum | Average | Std. Deviation |
|--------------------------|----|-------|---------|---------|---------|----------------|
| Time Management          | 70 | 45,00 | 54,00   | 99,00   | 84,7857 | 10,18082       |
| Academic Procrastination | 70 | 42,00 | 57,00   | 99,00   | 85,5000 | 9,19475        |
| Valid N (listwise)       | 70 |       |         |         |         |                |

From the statistical table that describes the results of the research above, it is known that the maximum time management variable is 99, which means a score The highest of all 70 respondents was 99, and the minimum score was 54 meaning the lowest overall score of 70 respondents was 54. Meanwhile the range 45, mean 84.7857 and standard deviation 10.18, which means the data is less variable because the standard deviation value is smaller than the mean or can be called more consistent or so the data is more homogeneous. N in this table means the number of respondents is 70 students.

Describing the results of the research above, it is known that the maximum academic procrastination variable is 99, which means the highest score of all 70 respondents is 99, and the minimum is 57, which means the lowest score of all 70 respondents is 57. Meanwhile range means the range of data obtained from 42 points. The maximum-minimum value is 42, the mean is 85.5000 and the standard deviation is 9.19, that is, the data is less variable because of the standard deviation. the value is lower than the mean or can be called more consistent or more homogeneous.

N in this table means the number of respondents is 70 students.

**Table 2.** One-Sample Kolmogorov-Smirnov Test

|                                  |                | Manajemen Waktu | Prokrastinasi akademik |
|----------------------------------|----------------|-----------------|------------------------|
| N                                |                | 70              | 70                     |
| Normal Parameters <sup>a,b</sup> | Rata-Rata      | 84,79           | 85,50                  |
|                                  | Std. Deviation | 10,181          | 9,195                  |
| Most Extreme Differences         | Absolute       | ,121            | ,093                   |
|                                  | Positive       | ,081            | ,071                   |
|                                  | Negative       | -,121           | -,093                  |
| Kolmogorov-Smirnov Z             |                | 1,010           | ,781                   |
| Asymp. Sig. (2-tailed)           |                | ,259            | ,575                   |

a. Test distribusi is Normal.

b. Calculated from data.

The results of the KS/Kolmogorov-Smirnov normality test obtained a significance value (sig) for the time management variable of  $0.259 > 0.05$ . Meanwhile, the significance value (sig) of the academic procrastination variable is  $0.575 > 0.05$ . Because of its significance value of 0.259 and 0.575 is greater than 0.05, so the residual value can be considered normally distributed based on basic decision making guidelines.

**Table 3.** ANOVA Table

|   |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|---|----------------|--------------------------|----------------|----|-------------|--------|------|
| Procrastination Academic *<br>Time management | Between Groups | (Combined)               | 2728,783       | 32 | 85,274      | 1,016  | ,478 |
|   |                | Linearity                | 1200,795       | 1  | 1200,795    | 14,310 | ,001 |
|   |                | Deviation from Linearity | 1527,988       | 31 | 49,290      | ,587   | ,934 |
|   | Within Groups  |                          | 3104,717       | 37 | 83,911      |        |      |
|   | Total          |                          | 5833,500       | 69 |             |        |      |

The results of the linearity test above obtained significance (sig) of linearity deviation amounting to 0.934 > 0.05, so that variable (X) time management and variable (Y) Academic procrastination can be concluded that there are conclusions as follows: Because the significance value of 0.934 is greater than 0.05, it is obtained linear relationship based on basic decision making guidelines. Based on the results of the prerequisite tests above, it can be concluded that the two tests are normally distributed and have a linear relationship.

**Table 4.** Simple Linear Regression Equation Test Coefficients<sup>a</sup>

| Model           | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-----------------|-----------------------------|------------|---------------------------|--------|------|
|                 | B                           | Std. Error | Beta                      |        |      |
| (Constant)      | 120,242                     | 8,334      |                           | 14,428 | ,000 |
| Time management | -,410                       | ,098       | -,454                     | -4,198 | ,000 |

a. Dependent Variable: Prokrastinasi akademik

Based on the data above, the constant factor is 120.242, meaning at time X is zero (0). This means that if Time Management has a value of (0), then academic procrastination is 120,242. The regression coefficient for the Product Quality variable is 0.430. This means that every time the time management variable increases by 1 point, the academic procrastination value decreases by 0.430 with the other variables estimated remaining constant.

**Table 5.** F Test ANOVA<sup>a</sup>

| Model      | Sum of Squares | df | Mean Square | F      | Sig.              |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 1200,795       | 1  | 1200,795    | 17,626 | ,000 <sup>b</sup> |
| Residual   | 4632,705       | 68 | 68,128      |        |                   |
| Total      | 5833,500       | 69 |             |        |                   |

a. Dependent Variable: Prokrastinasi akademik

b. Predictors: (Constant), Manajemen Waktu

From the F test above, it can be seen that the influence of X on Y simultaneously is Sig < 0.05 or Fcount > Ftable. The calculated F value is 17.626. The probability is 0.05 for percentage distribution of Ftable values. To determine the Ftable value, Df(N1) = k-1 (k number of variables), then 2-1 = 1, df(N2) = nk (n is the number of samples, namely 70 - 2 = 68). Therefore, the Ftable value is 3.98. Based on this table then determined the value of Fcount (17.626) > Ftable (3.98). Because the significance value is < 0.05 (0.000 < 0.05), it can be concluded that time management has an influence which is significant for students' academic procrastination.

Tabel 8 Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | ,454 <sup>a</sup> | ,206     | ,194              | 8,254                      |

a. Predictors: (Constant), Time Management

Based on the coefficient of determination test above, it can be explained that the percentage of influence of an independent variable on the dependent variable is called the coefficient of determination and is given by R squared. The coefficient of determination (R<sup>2</sup>) is calculated as follows. This product is 0.194. This means the magnitude of the influence of the independent variable (time management) on the dependent variable (academic procrastination) was 19.4%, and the remaining 80.6% (100%– 19.4%) were not influenced by these variables.

### 3.2. Discussion

The research results revealed that the influence of time management on academic procrastination was 19.4%. This can be seen when the influence of two variables is known. The technique used to see the size the influence of two variables is the analysis of the coefficient of determination. Test result with an R<sup>2</sup> of 0.194, it shows that the influence of the time management variable is 19.4% and the remaining 80.6% is influenced by other variables not considered in this research.

Based on the research results, it was found that time management is one of the factors that can influence academic procrastination. This research is in line with Nolan Akinsola's theory which states that time management is a factor in procrastination. Time management is the ability to plan the use of time in daily life, especially in the field of education, as efficiently and effectively as possible to achieve goals and priorities, planning and scheduling, use of time and organizational skills to achieve it. individual goals. the ability to control and dominate. (T Akinsola T & Tella, 2008). Apart from that, Nolan also mentioned other factors that influence time management in Akinsola. So lack of focus or lack there of awareness is another cause of procrastination. This difference can be caused by environmental influences including noise, a messy work desk, and homework in bed. Additionally, fear and anxiety are associated with failure. People in this category spend more time worrying about what happened than how to solve the problem. Lack of confidence in one's own abilities also causes procrastination. Unrealistic expectations and an overly perfectionist attitude. (T Akinsola T & Tella, 2008). In line with that, Santrock in (Sagita, 2017) said, causes of students procrastinating in studying include poor time management, difficulty concentrating and feelings of fear and anxiety. According to another opinion, procrastination is influenced by factors that shape self-concept, sense of responsibility, self-confidence and fear of recognition, difficulty in making decisions, rebellion against authority control, lack of will, and so on. Job requirements, standards that overestimate skills. (Burka, JB & Yuen, 2008). According to Kunti Mu'alima's research, factors that influence academic delays are internal factors such as self-regulation of learning, self- efficacy, time planning and self-control, while external factors are parents and older people, including environmental support, friends. (Mu 'alima, 2016).

According to Ferrari, there are two factors that influence academic delays, namely as follows:

a. Internal factors.

1) Natural conditions which include gender, age and of children.



Older children usually receive more attention, protection and help, especially if their parents do not experienced. The youngest child is usually spoiled, especially if he is older than his older sibling.

2) Physical conditions influence the development of delays academic.

According to Ferrari, procrastination is often driven by belief, but the level of intelligence does not influence procrastination.

3) A person's psychological state and personality also influence the occurrence of delays.

For example, the relationship between interaction skills and the level of worry in social relationships, Milgram. A person's perfectionist attitude usually influences procrastination more. A person's motivation also has a negative effect on procrastination. The more motivated you are to complete assignments, the less likely you are to procrastinate on schoolwork.

- b. External factors causing people's tendency to postpone education are parental models, family environment, society and schools. According to Ferrari and Olivete, the father's authoritarian parenting style causes daughters to always procrastinate, while the father's authority causes daughters not to procrastinate. According to Milgram (MN Gufron), environmental conditions, namely an environment that is tolerant of delays, affect a person's delays compared to a fully controlled environment. (Risnawita. S. R, 2012).

Apart from that, Romantun found in his research that there were two factors which influence academic delays:

a. Internal factors

1) Aspek Mental

The Mental Aspect refers to an individual's emotions. According to Wade, emotions are stimuli that include bodily and facial changes, cognitive appraisals, subjective feelings, and behavioral tendencies, all according to rules embedded in culture. People with a mindset positive produces positive emotions (Wade, C and Tavis, 2007). People with positive emotions can act quickly and carefully and think positively. When you get a task, do it immediately without thinking about postponing it.

2) Self-efficacy.

The result of the cognitive process, or the concept of self-efficacy, refers to the extent to which an individual is able to evaluate his abilities, potential and tendencies to be integrated into certain activities to face future situations. beliefs held by a person (Gregory, 2010).

3) Self-regulation

Although self-regulation is easily recognized through behavior, such as organizing one's behavior to achieve goals, self-regulation also involves cognitive and emotional processes. Solomon and Rotbhlum (Yerdelen, s. McCaffery, A, & Klassen, R, 2016) found that the inability to manage time, which causes delays in work or assignments, is associated with academic procrastination behavior, which is one of the indicators. Ocak and Boyraz argue that time management skills can reduce delays in completing tasks and help complete tasks faster (Boyraz, 2026).

b. Factors from outside yourself

Social support,

First parents are the most important form of social support for a person. This support is support that supports, not criticizes the individual. Actively listen to other people's stories and provide emotional support and assistance. This functional support is

intended to faithfully accompany people who need support, provide a sense of comfort, attention and support. second, Friends is a source of social support and has a close relationship with the surrounding environment. Social support from peers means emotional support. Social support can increase self-efficacy in finding solutions to personal problems. Third, teachers are a source of social support in education. Teachers can provide social support in the form of gratitude and emotions. (Rohmatun, 2021)

#### 4. Conclusion

Based on the research results, it can be concluded that the influence of time management on academic procrastination is 19.4%. This can be seen from the analysis of the coefficient of determination which has a value of 0.194. This shows that the influence of the time management variable is 19.4%, while 80.6% is caused by the influence of other variables. This was not taken into account in the study

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