

The Relationship Between Learning Motivation and Academic Procrastination in Final Year Students in the Covid-19 Endemic Era

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Abstract: Currently, we have entered the endemic phase of COVID - 19 which has changed the learning system a lot. Final - year students in the COVID-19 endemic phase are required to adapt to the changes that are occurring. Examples of changes that can occur are learning motivation and academic procrastination. Motivation to learn is the presence of strength and driving force within which functions as a builder of desire and willingness to take action so as to achieve goals. Academic procrastination has the meaning of suspending or delaying the completion of a task and is categorized as a failure of self-regulation. This study aims to determine the relationship between learning motivation and academic procrastination in final-year students of the COVID-19 endemic era. This research was carried out using a correlational quantitative method. Researchers used a purposive sampling method to find participants. The participants of this study were 165 final semester students aged 21-25 years at X University in Jakarta, who have domicile origins from Java Island, Kalimantan Island, Sulawesi Island and Sumatra Island. Motivation was measured using the Academic Motivational Scale - Short Indonesian Language Version (AMS-SILV) ($\alpha = .832$) and academic procrastination was measured using the Academic Procrastination Scale (APS) ($\alpha = .91$). Due to the abnormal distribution of the data, the data was processed using the Spearman correlation test which obtained a sig. = 1.000 and the value of $r = 0.091$ which means that learning motivation has no significant relationship with academic procrastination.

Abstrak: Saat ini sudah memasuki fase endemi COVID - 19 yang banyak mengubah sistem pembelajaran. Mahasiswa akhir pada fase endemi COVID-19 dituntut untuk beradaptasi dengan perubahan yang terjadi. Contoh perubahan yang dapat terjadi adalah motivasi belajar dan prokrastinasi akademik. Motivasi belajar adalah adanya kekuatan dan daya pendorong dalam diri yang berfungsi sebagai pembangun keinginan dan kesediaan untuk melakukan sebuah tindakan sehingga dapat mencapai tujuan. Prokrastinasi akademik memiliki arti berarti penangguhan atau penundaan penyelesaian suatu tugas dan dikategorikan sebagai kegagalan pengaturan diri. Penelitian ini bertujuan untuk mengetahui hubungan motivasi belajar dengan prokrastinasi akademik pada mahasiswa akhir era endemi COVID-19. Penelitian ini dilaksanakan dengan metode kuantitatif korelasional. Peneliti menggunakan metode purposive sampling untuk mencari partisipan. Partisipan penelitian ini adalah 165 mahasiswa semester akhir dengan usia 21-25 tahun di Universitas X di Jakarta, yang memiliki asal domisili dari Pulau Jawa, Pulau Kalimantan, Pulau Sulawesi dan Pulau Sumatera. Motivasi diukur menggunakan Academic Motivational Scale - Short Indonesian Language Version (AMS-SILV) ($\alpha = .832$) dan prokrastinasi akademik diukur menggunakan Academic Procrastination Scale (APS) ($\alpha = .91$). Dikarenakan penyebaran data tidak normal, data diolah menggunakan uji korelasi Spearman yang memperoleh hasil nilai sig. = 1.000 dan nilai $r = 0.091$



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yang berarti motivasi belajar tidak memiliki hubungan signifikan dengan prokrastinasi akademik.

INTRODUCTION

The COVID-19 pandemic has had a significant impact on learning at all levels of education, including universities. Universities implement distance learning in an effort to maintain the quality of education (Syafii et al., 2023). This distance learning is learning that uses facilities or media, especially internet-based, which allows interaction between teachers and learners (Prawiyogi et al., 2020). Related to this, there are studies that show that in online learning, feedback from students is considered not good (Arum & Susilaningih, 2020). Over time, many argue that distance learning is considered less effective. Therefore, the Government and the Ministry of Education and Culture made a new statement regarding education in Indonesia, namely hybrid learning. The impact of hybrid learning has elicited a more positive reaction among students. Many students like hybrid learning, because they can get material and hear explanations directly. So that they can understand the material provided. In addition, they can also interact with friends directly. However, if they are asked to choose online learning, hybrid learning or face-to-face, many of them choose face-to-face learning (Layn et al., 2022). Director General of Pharmaceutical and Medical Devices of the Ministry of Health (Kemenkes) Rizka Andalucia said Indonesia has moved towards transitioning from a pandemic to an endemic. But that does not mean free from the COVID-19 virus (Isdarmadji, 2023). This transition clearly affects the realm of education, and students in higher education are no exception. Students in higher education will definitely face duties and responsibilities, especially in the academic field they live (Kreniske, 2017). Students are also required to follow every lecture process and activity properly (Zahri et al., 2017). Therefore, an efficient and effective way of learning is needed to achieve maximum achievement. But in fact, there are often problems that arise in the

implementation of tasks. One example is academic procrastination.

According to (Sandra, 2013), academic procrastination is the tendency of individuals to respond to the tasks charged, where it is done by buying time in starting or doing a job, and doing other activities that are not needed intentionally. Sandra also added that academic procrastination is a specific behavior that includes procrastination, starting or completing tasks or activities; produce other, more far-reaching consequences; involves a task that is important to do; create an unpleasant emotional state, such as feelings of anxiety, guilt and others. Based on the above, it can be concluded that academic procrastination is the postponement of an important task to do, intentionally, which often causes an unpleasant emotional state for the perpetrator.

According to (Purba, 2015), some factors that can influence procrastination are (1) locus of control, meaning the ability to structure, guide, organize and direct forms of behavior that can lead to positive actions; (2) social support factors, which are one form of support carried out by the social environment to form verbal and nonverbal advice that provides benefits for individuals as social beings; (3) personality factors, can be interpreted as a form of traits in individuals that determine their behavior; and the 4th factor of perfectionism, which means ideal self-actualization. Academic procrastination that occurs among students and university students is influenced by several factors, one of which is learning motivation (Ghufron & Rusnawita, 2014). The role of motivation in the implementation of learning activities is to create passion, feelings of pleasure, and enthusiasm for learning, so that students will take the time to learn more, and be diligent to do tasks of their own accord (Sardiman, 2020).

In academics, procrastination behavior is usually found when someone is given a task, but he tends to delay doing tasks, and prefers to do things that are not

important, such as playing games (Rezkiya et al., 2022). If a person does not have motivation, procrastination behavior will arise in him. When the behavior arises, a person will delay completing the task given so that it affects himself. Someone who is not motivated to learn, then the effort he makes is not structured like a person who has motivation (Rezkiya et al., 2022). Motivation itself comes from the Latin word, namely "movere" which means to move or the urge to move. According to (Sardiman, 2020), "learning motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the desired goals of the learning subject can be achieved". According to (Winarni et al., 2016), motivation comes from the word motive, which is a condition within oneself that encourages certain activities, whether consciously or unconsciously, to achieve a goal. Learning motivation is a mandatory requirement for learning and plays an important role in giving passion or enthusiasm in carrying out learning activities. Motivation is not only a driver to achieve good results, but also contains efforts to achieve learning goals (Puspitasari, 2013).

In the past few years, research has been conducted related to the relationship between these two variables. Hasanah (2017) conducted a study involving 100 students, related to the relationship between learning motivation and self-control on procrastination. The results of the study stated that there was no relationship between academic motivation and academic procrastination. However, in a study conducted by (Fitri et al., 2019) to 73 students, related to the relationship between motivation and procrastination, the results of the study showed a negatively directed correlation between achievement motivation variables and academic procrastination. Research conducted by (Rezkiya et al., 2022) during the pandemic, involving 109 final students related to similar variables, shows that self-motivation has an influence on academic procrastination. However, research conducted by (Reza, 2015) related to the

relationship between motivation and academic procrastination showed that there was no significant relationship between the two variables. From the explanation above, because there are still differences in the results of previous studies, therefore there is still a need to examine whether learning motivation can affect procrastination actions in final year students, especially during the COVID-19 endemic period.

Problem Statement

Based on the introduction that has been described, the formulation of the problem proposed in this study is how is the relationship between learning motivation and academic procrastination in final year students in the endemic era of COVID-19?

METHODS

This research is a quantitative correlational survey research with purposive sampling sample techniques. The measuring tool used to measure motivation variables is the Academic Motivation Scale – Short Indonesian Language Version (AMS-SILV) adapted by (Natalya, 2018) from the previous measuring tool developed by (Vallerand et al., 1992). This measuring instrument has 15 statement items that measure seven dimensions of motivation. The seven dimensions are intrinsic motivation to know, intrinsic motivation toward accomplishment, intrinsic motivation toward experience stimulation, extrinsic motivation external regulation, extrinsic motivation introjected, extrinsic motivation identified, and amotivation. Measurements in the AMS-SILV measuring instrument use a Likert scale of one to six. After reliability testing, the AMS - SILV measuring instrument has a Cronbach's alpha value of 0.832. Furthermore, to measure academic procrastination variables, researchers use the Academic Procrastination Scale (APS) developed by (McCloskey & Scielzo, 2015), and then adapted to Indonesian by researchers using expert judgment. This measuring instrument

has a total of 25 grains, and 5 dimensions inside this measuring instrument. The five dimensions are, beliefs about one's own abilities, disturbances in the surrounding environment, social factors, time

management, and laziness. Measurements in APS analyzers use a Likert scale of one to five. The APS analyzer has a Cronbach's alpha value of 0.91. The complete data can be seen in table 1.

Table 1 Variable Reliability Test Results Before and After Item Removal

Variable	Early Alpha Cronbach	Late Alpha Cronbach
Learning motivation	0.759	0.832
Academic procrastination	0.878	0.910

RESULTS AND DISCUSSION

This study was conducted on 165 participants with criteria (a) women and men, (b) students are still actively studying, (c) aged 21-25 years and (d) are in semester 7 and above. This study did not limit the ethnic, religious, and racial backgrounds of the participants. Data collection is carried out using questionnaires in the form of google forms. After the data was collected, there were a total number of participants as

many as 165 final students aged 21-25 years in Jakarta who came from Java, Kalimantan, Sulawesi and Sumatra. The picture of the participants of this study can be seen from demographic data consisting of gender, age, relationship status, college semester, residence to study, domicile, and postponement of the trial. Results for the description of participants based on each type of demographic data can be seen in table 2.

Table 2 Participant Overview

Data Type	n	%
Jenis kelamin		
Man	48	29.1
Woman	11	70.9
Age		
21	53	32.1
22	61	37.0
23	20	12.1
24	17	10.3
25	14	8.5
Relationship status		
Single / Lajang	80	48.5
Marry	55	33.3
Dating	30	18.2
Semester perkuliahan		
7	67	40.6
8	95	57.6
10	3	1.8
Where to live while studying		
Nourishment	70	42.4
Living with parents at home	61	37
Apartment	32	19.4
Husband	1	0.6
Live with siblings	1	0.6
Domisili		
Pulau Jawa	10	63
	4	
Borneo Island	30	18.2
Sulawesi Island	16	9.7

Pulau Sumatera	15	9.1
Postpone the trial		
Never	42	25.5
Ever	12	74.5
	3	

From the table of participants above, it can be seen that the total number of participants is dominated by female participants, aged 22 years, single, and many of them are in semester 8. Then, for housing while studying, the majority of them live in boarding houses, then for the origin of the domicile of the participants, many of them come from Java. Finally, among the 165 participants, 123 have already had hearings postponed. Then in this study, the normality test was carried out with the Kolmogorov-

Smirnov One-Sample technique. A data is declared normally distributed, if it has a p value > 0.05 and if $p < 0.05$ then the data is not normally distributed. Based on the results of the normality test, it is known that the significance value of the motivation variable is $p = 0.000 < 0.05$ and the significance value of the academic procrastination variable is $p = 0.000 < 0.05$. Therefore, it can be inferred that the data is abnormally distributed. Data is seen in table 3.

Table 3 Normality Test Results

	Learning motivation	Academic procrastination
<i>Kolmogrov-Smirnov Z</i>	.134	.122
<i>Asymp. Sig. (2-tailed)</i>	.000	.000

Because the data is not normally distributed, researchers conducted a correlation test using the Spearman Correlation test which aims to see the relationship between motivation and academic procrastination. The Spearman Correlation test has a rule that if the significance value $p < 0.05$, then the independent variable has a relationship with

the dependent variable. Based on the results of the Spearman Correlation test that has been carried out, a correlation value of 0.091 and a significance greater than 0.05 was obtained. Based on the results of these data, it can be concluded that, learning motivation has no correlation with academic procrastination. The results of the correlation test can be seen in table 4.

Table 4 Correlation Test Results

Variable	p	r
Learning motivation	1.000	0.091
Academic procrastination	1.000	0.091

Furthermore, researchers conducted different tests on learning motivation variables. On gender and postponed status, researchers used the Mann-Whitney U difference test. In age, relationship status, college semester, residence while studying, and domicile the difference test was carried out using the Kruskal-Wallis difference test.

In this variable, there are five demographics that have a significance value of $p < 0.05$, namely on age, relationship status, residence while studying, domicile, and postponement of trial, which means that the data has differences. More complete data can be seen in table 5.

Table 5 Test Results of Different Learning Motivation Based on Participant Demographics

Group	Sig (p)	Information
Gender	0.371	There is no difference
Age	0.000	There is a difference
Relationship Status	0.000	There is a difference

Semester of lectures	0.135	There is no difference
Where to live while studying	0.000	There is a difference
Domicile	0.000	There is a difference
Postpone the trial	0.000	There is a difference

After that, researchers conducted different tests on academic procrastination variables. On gender and postponed status, researchers used the Mann-Whitney U difference test. In age, relationship status, college semester, residence while studying, and domicile the difference test was carried

out using the Kruskal-Wallis difference test. In this variable, there are four demographics that have a significance value of $p < 0.05$, namely on age, relationship status, domicile, and postponement of the trial. More complete data can be seen in table 6.

Table 6 Different Test Results of Academic Procrastination Based on Participant Demographics

Group	Sig (p)	Information
Gender	0.630	There is no difference
Age	0.015	There is a difference
Relationship Status	0.000	There is a difference
Semester of lectures	0.783	There is no difference
Where to live while studying	0.071	There is no difference
Domicile	0.000	There is a difference
Postpone the trial	0.034	There is a difference

This study was conducted to look at the relationship between motivation and procrastination in final students, which showed no significant relationship between learning motivation variables and academic procrastination. The results of this study are supported by research conducted by (Reza, 2015), that learning motivation in individuals has no effect in reducing or increasing academic procrastination behavior in students. Based on categorization data in this study, it was found that the level of learning motivation and academic procrastination showed high scores. This may occur due to several factors, one of which is that although the type of motivation namely amotivation and intrinsic motivation shows a significant effect on academic procrastination, it does not contribute significantly to differences in academic procrastination caused by experience factors (Ghadampour et al., 2015). Furthermore, the results of the correlation test in this study showed no significant correlation or relationship. The results of this study are supported by research conducted by (Reza, 2015), that learning motivation in individuals does not correlate in reducing or increasing academic

procrastination behavior in students. In the study, the data obtained showed the results of motivation and procrastination were equally low. Furthermore, in this study, additional analysis was carried out with different tests on participants, namely in final students ranging from gender, age, relationship status, lecture semester, residence while studying, postponed trial status, and domicile. From the test results, there were five differences in age, relationship status, residence while studying, postponed trial status and domicile.

The difference in motivation levels with age is in line with research conducted by (Ennis et al., 2013) which states that there is an impact of age and motivation on cognitive efforts. For differences in the level of academic procrastination to age in line with research conducted by research conducted by (Beutel et al., 2016) found that academic procrastination related to age, namely the age range of 14 to 29 years showed the highest level of procrastination, then continued to decline with age until the age range of 60 to 69 years, then increased again when aged 70 years and more. Further differences are seen based on relationship

status, differences in the level of motivation to relationship status supported by research conducted by Rabu and (Rabu & Wilhelmus, 2018) found that there is a positive impact of having a partner, namely having a healthy competitive relationship, learning together and increasing motivation to learn, and also has a negative impact, namely forgetting and difficult to manage time, can also disrupt learning. For academic procrastination, research by (MANIHURUK, 2022) states that dating students cause higher academic procrastination when compared to non-dating students. Further differences are made to where to live while studying. The level of learning motivation that has differences in residence while studying is in line with research conducted by (Mesra et al., 2016) found that learning motivation and the learning environment both contribute to learning outcomes. Further differences were made to the status of postponing college. Judging from the motivation variable, researchers assume that if an individual has been delayed, then the individual will have a fear of failure. Research by (Fakhria & Setiowati, 2017) has found that there is an impact caused by fear of failure and achievement motivation. The higher the fear of failure, the lower the achievement motivation felt by the individual. Then, the postponement status of the trial also has an impact in terms of academic procrastination. In accordance with research conducted by (PK et al., 2022), the results show that fear of failure has a significant influence on academic procrastination. Different tests that have differences are aspects of domicile. The level of learning motivation that has differences in aspects of domicile is supported by research conducted by Pribudi (2017) states that domicile has a significant effect on motivation. (Novanto, 2015) also added that ethnic and cultural differences have their own psychological influence, especially students who come from outside Java. For the results of the academic procrastination difference test, researchers have not found any data that can help to support the results that researchers found.

CONCLUSION

Based on the results of this study, the relationship between learning motivation and academic procrastination in final students in the COVID-19 endemic transition era showed a correlation of $p > 0.05$ for the variables of learning motivation and academic procrastination. Thus, it can be concluded that there is no significant relationship between the variables of learning motivation and academic procrastination. The data show that when the level of motivation is high, the level of academic procrastination can also be at a high level. In this study, different tests were carried out and found differences in data on the level of motivation and academic procrastination in several categories. The data showed that there were differences based on age, relationship status, postponed trial status, residence while studying and domicile. Then for the difference test on gender and semester of lectures, there was no difference.

Suggestions that can be given for future research that will examine the relationship between learning motivation and academic procrastination, can review this research, so that the results of the study can be useful as reference material for future research with similar variables. Future research can examine with target participants other than students with different age ranges, different situations and a wider scope. Then, further research can use the post-COVID-19 pandemic timeline to determine the relationship between learning motivation and academic procrastination in individuals. Seeing the importance of maintaining learning motivation to avoid academic procrastination, researchers suggest to lecturers and study program teams, assisted by the Student Executive Board (BEM), to prepare programs and materials with professional experts for new students to be more aware of this phenomenon. For the general public, this research can add science so that similar variables and topics can be better understood, and can help to understand social phenomena that occur in society itself.

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