# Analysis of Factors Causing Academic Procrastination in Students

**Drajat Edy Kurniawan**
Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas PGRI Yogyakarta, Bantul Regency, Province of daerah Istimewa Yogyakarta,
Indonesia
Email: drajat@upy.ac.id

## Abstract

Procrastination is the behavior of delaying doing something. In the academic field, this behavior is commonly known as academic procrastination. Students who have this behavior tend to always delay doing college assignments, work on assignments close to deadlines, and spend time on less important things. This study aimed to determine the factors causing the emergence of Academic Procrastination Behavior in Students. This research is qualitative descriptive research with 70 Guidance and Counseling students as subjects. Methods of data collection using the interview method. The data analysis technique uses source triangulation. The results of the study show that the causes of academic procrastination are habits, poor time management, laziness, fatigue experienced by students, as well as work and assignments that are difficult to understand. The conclusion of this study is procrastination and excessive laziness are the main factors that cause procrastination behavior in individuals. Therefore students need to eliminate feelings of laziness to avoid academic procrastination.
**Keywords:** Procrastination, Academic Procrastination, Student Guidance, and Counseling.

## INTRODUCTION

Procrastination is deliberately delaying desired activities even though knowing that delaying them can have negative consequences (Svartdal et al., 2020). The term procrastination comes from the Latin procrastination with the prefix "pro" which means pushing forward or moving forward and the ending "castings" which means "tomorrow's decision" or when combined becomes "to postpone or postpone until the next day"(Pala et al., 2011). Knaus (2010) explains that procrastination is the habit of postponing an important activity and not making assignments on time (Setiyowati et al., 2020). Individuals who like to procrastinate are termed procrastinators(Puspitasari & Suwarjo, 2018). A procrastinator generally commits acts of procrastination only to the extent of delaying doing tasks, causing failure to complete tasks on time. This is in line with Silver's opinion which argues that someone who procrastination does not mean to avoid or does not want to know about the task at hand but only delays doing it so that it takes up the time needed to complete the task (Prihadi et al., 2023). The delay causes failure to complete tasks promptly (Tao et al., 2021). Procrastination in the field of education is commonly referred to as academic procrastination (Yanti et al., 2022). Students often carry out this behavior when they get assignments from the teacher. Students tend to prefer to do other activities first rather than prioritizing completing assignments. Schouwenburg explains that academic procrastination is a behavior of delaying assignments or learning activities for exams and being replaced with other unnecessary activities (Amin, 2019). Work on assignments is carried out after approaching the deadline so that workmanship creates pressure, fear, and anxiety. Furthermore, Wolters added that procrastination is a form of academic avoidance that is used by students and university students when they are in an academic setting, such as in doing assignments and group work (Hossein Karimi Moonaghi et al., 2017).

The main characteristic of a procrastinator is that he is happy to postpone a job. In this regard, Burka & Yuen explain the characteristics of a procrastinator (procrastinator), namely a) prefers to postpone work or tasks, b) thinks it is better to do later than now and postponing work is not a problem, c) continues to repeat procrastination behavior, and d) difficulties in making decisions (Brett L. Beck et al., 2007). Meanwhile, Ferrari said that as a procrastination behavior, procrastination can be manifested in certain indicators that can be measured and observed with certain characteristics in the form of a) Delays in starting or completing tasks at hand, b) Delays in doing tasks, c) Gap in time between planning and task completion, d) Doing other activities that are more enjoyable than doing the tasks that must be done starting to do it or delaying to finish it if he has started doing it before (Wirajaya et al., 2020).

People who do procrastination take longer than the time needed in general to do a task. A procrastinator spends the time he has to prepare himself excessively, or do things that are not needed in completing a task, without taking into account the limited time he has (Barutçu Yıldırım & Demir, 2020). Sometimes these actions result in a person not succeeding in completing his task adequately (Akça, 2012). Slowness, in the sense that a person's slowness in carrying out a task can be a major characteristic of academic procrastination. A procrastinator has difficulty doing something according to a predetermined deadline. A procrastinator often experiences delays in meeting predetermined deadlines, both by other people and plans that he has set for himself (Klassen et al., 2008). A procrastinator deliberately does not carry out his duties immediately but uses the time he has to do other activities that are seen as more fun and provide entertainment, such as reading (newspapers, magazines, or other story books), watching movies, chatting, walking, listening to music, and so on, thus consuming the time he has to do the tasks that must be completed (Shi, 2018). Academic procrastination hurts individual academic achievement. Individual procrastinators tend to be lazy to participate in academic activities, namely in the form of learning activities. This behavior will have an impact on decreasing individual academic achievement. According to Burka & Yuen, procrastination creates external problems, such as delaying doing assignments making us unable to do our assignments properly and getting warnings from teachers, and causes internal problems, such as feeling guilty or regretful (Grant, 2009).

Meanwhile, Mancini argues that the impact of procrastination is divided into internal and external impacts. The internal impact of procrastination is that it makes a procrastinator feel afraid of failure so it makes individuals always make mistakes and delay learning or doing their assignments. Meanwhile, the external impact of academic procrastination, namely tasks that are unpleasant or excessive, as well as unclear tasks, can make anyone want to procrastinate (Gargari et al., 2011). Based on this description, researchers can conclude that the effects of procrastination are divided into two, namely internal and external impacts. Internal impacts will give rise to feelings of guilt or regret for procrastination, while external impacts such as delaying doing assignments make individuals unable to do tasks properly so that their performance decreases (Rajapakshe, 2018). The main focus of this research is to find out the factors that cause academic procrastination. The limitations in this study only lead to the causal factors and have not explained how to overcome academic procrastination. It is hoped that future research can adopt the results of this study so that efforts to prevent and overcome academic procrastination can be found.

**RESEARCH METHODS**
1. Research Design. This study uses a qualitative research method with a case study approach. This research aims to analyze the factors that cause academic procrastination in students. The research results are expected to be used as reference material for further research.

2. Place and Time of Research. This research was conducted in the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, PGRI University, Yogyakarta. This research was carried out with the support of a research grant from LPPM. The time for carrying out this research was for 6 months from October 2022 to March 2023. The reason for choosing a research location was that the researcher was a lecturer in the guidance and counseling study program and was very familiar with the characteristics of the research subjects.

3. Research Subjects/ Research Respondents. The research subjects/respondents were guidance and counseling students totaling 70 people. The 70 research subjects consisted of 20 men and 50 women from all generations.

4. Data Collection Techniques. Collecting research data using interviews with structured interview guide instruments. Some of the aspects that were interviewed were:

**Table 1. List of Questions**

| No | List of questions |
|----|-------------------|
| 1 | What semester are you currently in? |
| 2 | Have you ever postponed doing coursework assignments given by lecturers? |
| 3 | Do you know what the term for procrastinating behavior is doing an activity? |
| 4 | What factors cause you to often procrastinate doing something? |
| 5 | What impact do you get when you postpone doing college assignments? |
| 6 | What efforts have you made to reduce procrastination behavior? |

5. Data analysis techniques. Research data analysis techniques using qualitative analysis. The work process in quantitative research starts with problem formulation, then hypothesis formulation, preparation of data collection instruments, then data collection activities, then data analysis is carried out, and finally research report writing. The work process should not be interchanged, it must be linearly sequential. In qualitative research, conceptualization, categorization, and descriptions are developed based on "events" obtained during field activities. Hence, between activities data collection and data analysis cannot be separated from one another. Both take place simultaneously, the process is cyclical and interactive, not linear. Miles and Huberman (1992:20) describe the process of analyzing qualitative research data as follows (Fadhli et al., 2021).
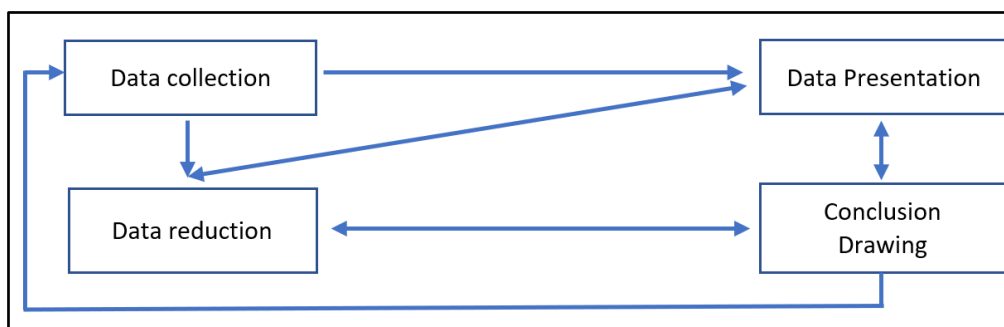


**Figure 1. Qualitative Research Data Analysis Process**

## RESEARCH RESULTS AND DISCUSSION

The results of the study show that academic procrastination is not only influenced by individual internal factors but also by external factors. Internal factors include self-regulated learning, self-efficacy, time management, and self-control, while external factors include support from the environment, parents, and peers. Another literature review, states that two factors cause students to procrastinate, namely internal factors and external factors (Park &

Sperling, 2012). Internal factors are factors that exist within a person's individual, such as physical (physiological) conditions and also psychological conditions. Being physically tired causes a person to tend to postpone work higher than those who don't (Janssen, 2015). Not to mention the added quantity of the number of jobs. While psychological conditions are influenced by several things such as self-regulation, self-confidence, motivation, and self-esteem. External factors are factors that come from outside the individual, such as parenting patterns, and supervisory controls either in the family or school environment (Kuftyak, 2022). Based on the results of interviews with 70 respondents, several research findings were obtained, namely: 1) two factors cause student academic procrastination, namely internal factors and external factors, 2) Internal factors that cause academic procrastination, namely: habits, bad time management, laziness, and fatigue experienced by students, 3) External factors that cause academic procrastination, namely: work and assignments that are difficult to understand. The results of this study can be presented in the following tables and graphs:

**Table 2. Research Results**

| Number of Respondents | Causative factor | | | | | | |
|---|---|---|---|---|---|---|---|
| | Internal factors | | | | External Factors | | |
| | Habit | Bad Time Management | Lazy | Tired | Work | Unclear task | Etc |
| 70 | 20 | 8 | 19 | 5 | 5 | 6 | 7 |
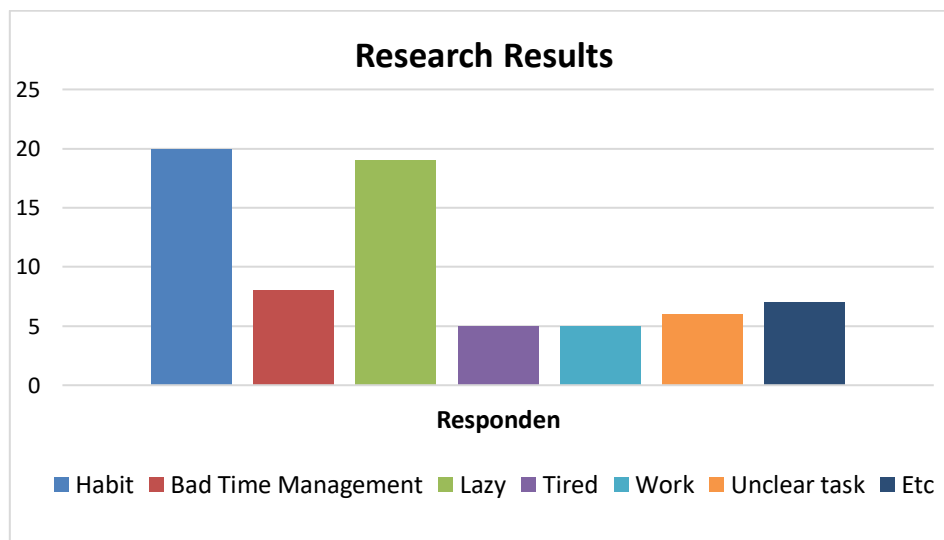


**Graph 1. Research Results**

Referring to the tables and graphs, it can be stated that of the 70 respondents who were the subject of research on the causes of academic procrastination, namely: 20 respondents (28.57%) said that it was caused by habit, 8 respondents (11.43%) answered bad time management, 19 respondents (27.14%) said it was due to laziness, 5 respondents (7.14%) said it was due to fatigue, 5 respondents (7.14%) due to other work that had to be completed, 6 respondents (8.57%) answered unclear tasks, and the remaining 7 respondents (10%) answered because of other things. This study concludes that procrastination and excessive laziness are the main factors that cause procrastination behavior in individuals.

### Discussion

Procrastination is a behavior when someone tends to delay doing something (Jones & Blankenship, 2020). This behavior is generally carried out by people who are used to procrastinating (Girdhar et al., 2020). In the world of education, this behavior is known as

academic procrastination. Academic procrastination is an individual behavior indicated by symptoms of delay in doing academic assignments (Adewale Ojo, 2019). This behavior can be characterized when individuals do not complete assignments at school as soon as possible, choose to keep themselves busy with activities outside of academics, and collect school assignments at the last minute (Babadoğan, 2010). As part of students in higher education institutions, Guidance and Counseling students at PGRI Yogyakarta University are also inseparable from the behavior of academic procrastination. This can be proven by the finding that some students show delaying behavior. Following up on these findings, research was carried out regarding what factors led to the appearance of procrastination behavior experienced by students (Bendicho et al., 2017). The research was carried out using interview techniques with 70 respondents. The results showed that procrastination and excessive laziness were the main factors causing procrastination behavior in individuals. In more detail, this research can reveal several factors that cause academic procrastination in students. These factors are as follows: 1) the habit of procrastinating, 2) poor time management, 3) laziness, 4) fatigue, 5) other work to be done, 6) unclear tasks, and 7) caused by another thing (Candra et al., 2014; Louise Olleras et al., 2022; Priyatmo Silondae & Bimbingan dan Konseling, 2019; Rizal & Rosa, 2023; Wulandari et al., 2021).

The findings are in line with the opinion that the factors that cause academic procrastination in students are internal factors and external factors including (Klassen et al., 2010), students do not understand the material presented by the teacher, are not confident in their abilities (Shaked & Altarac, 2022), are unable to manage time to do assignments and other activities, the four students feel bored and bored because of online/online learning, lack of attention and motivation to learn from parents, and what often happens is signal problems, cell phones, and internet quota(Balhara et al., 2022; Fentaw et al., 2022). In another study, it was explained that the factors that influence academic procrastination behavior are parenting style, environmental conditions, and family economic factors (Makbul et al., 2021; Putri Daryani & Yuni Nugrahayu, 2021).

## CONCLUSION

The conclusion of this study is procrastination and excessive laziness are the main factors that cause procrastination behavior in individuals. Therefore students need to eliminate feelings of laziness to avoid academic procrastination.

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