Academic self-efficacy as a predictor toward decisional procrastination among college students preparing a thesis in Indonesia

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Abstract

Preparing a thesis often becomes a load by college students and finally they procrastinate to do it. On this research aimed to know how academic self-efficacy had a role on decisional procrastination towards college students preparing a thesis. 120 college students were taken as respondents by purposif sampling technique. the instruments were academic self-efficacy scale adopted by Bandura (1977) and The Melbourne Decision-Making Questionnaire (Mann, Burnett, Radford, & Ford, 1997). The result of data analysis by using simple regression found that academic self-efficacy influenced significantly on decisional procrastination toward college students preparing a thesis.

Keywords: Academic Self-Efficacy, Decisional Procrastination, College Student

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INTRODUCTION

Thesis is a scientific work that must be written by students as part of the academic requirements to obtain a bachelor’s degree at an undergraduate level. In fact, many students work on thesis more than the time limit determined by the college. The tendency not immediately start when facing a task was an indication of postponing behavior in the completion of the task (Shams, 2016; Zusya & Akmal, 2016) which is usually also called procrastination. Someone who procrastinated was often uneasy in his direction, even in the research Sarirah (2017) found that procrastinators lack psychological well-being. In this study trying to examine one type of procrastination, namely decisional procrastination. According to Mann et al. (1997), decisional procrastination was a maladaptive pattern in delaying decisions when faced with conflicts and choices. This form of procrastination was a cognitive barrier in delaying to start doing a job in dealing with situations that were perceived as stressful (Kristanto & Abraham, 2016; Mai & Thuy, 2015). A person with high decisional procrastination tend to take more time to find information to make decisions, especially when faced with a large number of alternative choices which were then considered.

In his research found that every year there are more than 50% of students who graduate not on time. This was reinforced by Tatan (2015) study which found that the factors that led to the delay of students in working on their thesis or final project were students’ understanding of their thesis, the role of thesis guidebook, anxiety, mastery of statistics, guidance services, intensity of guidance. The obstacles that were felt when compiling this thesis made them become lazy to do thesis and tend to procrastinate (Srantih, 2014; Yilmaz, 2017).

One of the factors a person doing procrastination was self-efficacy (Zusya & Akmal, 2016). Bandura (1977) defined self-efficacy as an individual’s beliefs about his ability to regulate and take actions needed to produce certain achievements. According to Nugraheni, El Hafiz, and Rozi (2016) self-efficacy in the academic context could also be called academic self-efficacy. Academic self-efficacy was a student’s belief in their ability to carry out academic tasks, such as preparing themselves for examinations and preparing papers (Zusya & Akmal, 2016). The more a person feels confident in his abilities, the greater the effort he did and became more active because he believed that his ability could help in carrying out a task despite facing obstacles or obstacles
to achieving high academic achievement (Chairiyati, 2013; Suharti & Pramono, 2016). Students who had high academic self-efficacy tend to choose challenging activities, kept trying hard, and stayed in business despite experiencing unpleasant things (Nugraheni et al., 2016). Arlinkasari and Akmal (2017) found that students who had high self-efficacy will be able to overcome various demands as college students. Conversely students who had low academic self-efficacy will easily give up when facing difficulties in facing college assignments.

Self-efficacy had a very important role in the dynamics of the emergence of procrastination. The existence of confidence in an individual and high hopes of success made a person having a high desire to achieve a goal, then the lower the tendency of an individual in procrastination as well as vice versa (Zusya & Akmal, 2016).

The results of Zusya and Akmal (2016) study were not in line with the findings of Julianda (2012S) who found that there was a negative relationship between self-efficacy and procrastination in the academic field in students. This means, the higher one’s self-efficacy, the lower their tendency to procrastinate. A study that discusses the relationship between self-efficacy and procrastination had been carried out, but seldom discusses based specifically on decisional procrastination, therefore, from the description above, the researcher wants to see the Decisional Procrastination Role Against Academic Self Efficacy on Students Who are Writing Thesis.

**LITERATUR REVIEW**

**Academic Self-Efficacy**

Self-efficacy was defined as a person’s belief in their ability to produce a designated level of performance influencing the activities of events that affect their lives (Bandura, 1994). Bandura (1994) believed that the most important factor in learning is self-efficacy. According to Nugraheni et al. (2016) self-efficacy in the academic context could also be called academic self-efficacy. Individuals who had high self-efficacy will be confident about their ability to do a task even though the task is difficult.

There were three dimensions of self-efficacy according to Bandura (1977). First, level, this dimension was related to the level of task difficulty when individuals felt able to do it. If an individual was faced with a task that was set according to the level of difficulty, individual self-efficacy might be limited to tasks that were easy, moderate, or even include the most difficult tasks, in accordance with perceived limits to meet the demands of the required behavior on each level. This dimension had implications for selection behavior that would be tried or avoided. Individuals would try behaviors that were considered capable of doing and avoiding behaviors that were beyond their perceived limits. Second, strength. This dimension related to the level of strength of individual beliefs or expectations about their abilities. The hope of the weak was easily swayed by unsupportive experiences. Conversely, solid expectations encouraged individuals to survive in their efforts. Although there could be less experience. This dimension was directly related to the level dimension, such as the higher the difficulty level of the task, the weaker perceived trust to solve it, and the three dimensions of generalization (generality). This dimension was related to a wide area of behavior where individuals felt confident in their abilities. Limited to certain situations or activities and in a variety of activities or situations that vary (Maulana, 2017; Teik Ee & Aman, 2015; Tuhardjo & Rafsanjani, 2016).

**Decisional Procrastination**

Decisional procrastination was a delay in decision making. This form of procrastination was a cognitive barrier in delaying to start doing a job in dealing with situations that were perceived as stressful (Kristanto & Abraham, 2016).

Mann et al. (1997) said that decisional procrastination was a type of avoidance, this was characterized by high conflict, loss of hope for a better solution, no time target, and also associated with high stress. High individuals who made decisional procrastination required a longer time to make decisions when having many alternative choices (Ferrari & Dovidio, 2000).

The fact that decisional procrastination could affect anyone such as workers, employees, students, and students. Hammer and Ferrari (2002) found that higher decional procrastination occurred in college graduates compared to high school graduates. This was because college graduates had more work responsibilities and high-level pressures that lead to increased decisional procrastination.

Decisional procrastination implied a tendency to forgetfulness, cognitive failure, such as underestimat-
ing the amount of time needed to complete a task, failure to evaluate or even forget the fundamental aspects of fragility, deficit processing information (Di Fabio, 2006). Decisional procrastination was a form of procrastination that starts from the cognitive process until finally someone delaying to start his task. Based on the explanation above, it could be concluded that decisional procrastination was a delay in making deliberate decisions for a certain period of time when faced with choices and conflicts.

METHOD

Research Design
This study used quantitative research methods. The type of research used in this study was correlational research. Where the purpose of this study was to determine the role of academic self-efficacy on decisional procrastination in students who compile the thesis.

Respondent
In this study, researchers took 120 students who were writing their thesis. The sampling technique used is non-random sampling.

Instruments

Academic self-efficacy
The measuring instrument of the academic self-efficacy variable of the researcher made its own scale based on Bandura (1977) theory which amounts to 18 items and has been corrected by expert judgment. With reliability of 0.911. After the trial was found, there were 1 items that were dropped so that the total academic self-efficacy scale used in the research was 17 items.

Decisional procrastination
The decisional procrastination scale in this study adapted from the Mann et al. (1997) scale, namely The Melbourne Decision-Making Questionnaire. The number of items is 5 with a reliability coefficient of 0.802 and translated into Indonesian. The scale trial found no items missing, so in the study there were still 5 items used.

Data Analysis
Analysis of the data used in this study uses simple regression analysis, which was an analysis method to determine the ability of independent variables in predicting the dependent variable. In the testing the researchers used SPSS version 22.0 software.

RESULT

Variable Description

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Hypothesis Test

Based on the results of the hypothesis using SPSS version 22 with Simple Regression analysis obtained the coefficient of determination ($R^2$) .168 which implied that the influence of the independent variable (X) on the related variable (Y) is 16.8% while the rest was influenced by other variables not investigated by researchers. The results of $F$ arithmetic = 23.862 with a significance level of .00 < 0.05 and Beta obtained a value of -.410, then $H_0$ is rejected and $H_a$ is accepted which means that there is a significant negative role of academic self-efficacy on decisional procrastination for students who are preparing thesis so that the equation the regression can be written $Y = a + bX$ or 23,864 + (-211).

DISCUSSION

The results of the statistical analysis of this study showed a significance level of $p = .00$ ($p < .005$) and Beta obtained a value of -.410 which means that there was a significant negative role of academic self-efficacy on decisional procrastination for students who did thesis. This means that the higher the academic self-efficacy of students, the lower the decisional procrastination of students.

Conversely, the lower the student’s academic self-efficacy, the higher the level of decisional procrastination in students. This was in accordance with previous research conducted by Damri, Engkizar, and Anwar (2017) explained that self-efficacy of students was in the high category which means that students had a high level of self-confidence to be able to complete lecture tasks. Whereas for the category of academic procrastination students were only in the medium category. The medium category only meant that most students still showed procrastination in starting to work on lecture assignments, causing delays in completing the task. The high self-confidence was not enough without being implemented in the form of real actions. According to the analysis by the author, it was possible to have other factors that caused students to tend to behave delays (Damri et al., 2017).

Delaying a job and allowing it to come in the future is called procrastination (Zusya & Akmal, 2016). One form of procrastination was decisional procrastination. According to Jennis and Mann (Zeisler, 2011) decisional procrastination was a maladaptive pattern in delaying decisions when faced with conflict and choice. A person with high decisional procrastination tend to take more time to find information to make decisions, especially when faced with a large number of alternative choices which were then considered.

Burka and Yuen (2008) said that procrastination or delayed can occur due to two factors, namely internal factors including the physical condition of the subject who is exhausted, and the psychological condition of subjects who had low self-efficacy, while external factors included environmental factors that affected a person to delay or procrastination. Steel (Hapsari, 2016) also stated that self-efficacy was one factor that influences the emergence of procrastination behavior.

Individuals who had low self-efficacy tend to perform academic procrastination and tend to feel difficulties in motivating themselves so that they reduced their efforts in completing the task at hand (Mahendrani & Rahayu, 2014s). The results of this study showed that as many as 0 students with a percentage of 0% had low academic self-efficacy, students who had moderate academic self-efficacy were 74 students with a percentage of 61.67%, while students who had high academic self-efficacy were 46 students with a percentage of 38.34%. According to Bandura this happened because there were several influencing factors including: experienced of success, experience of others, verbal persuasion, and individual emotional state (Mahendrani & Rahayu, 2014s).

It was in accordance with the response of the answers given by the subject for the decisional procrastination scale. Response of students who had a low decisional procrastination of 4 students with a percentage of 3.34%, students who had moderate decisional procrastination of 102 students with a percentage of 85%, while students who had high decisional procrastination as many as 14 students with a percentage of 11.67%. Then it can be concluded that the high academic self-efficacy in students will determine the deciding procrastination of students.

The relationship between academic-self-efficacy and decisional procrastination had an effective contribution of $\beta .410$ and $R^2 .168$. It meant 16.8% academic self-efficacy had contribution toward decisional procrastination and the remainder due to other factors, such as metacognitive and learning strategies (De Palo, Monacis, Miceli, Sinatra, & Di Nuovo, 2017), negative affect (Goroshit & Hen, 2018) and the self-discrepancies found in the research of Orellana-Damacela, Tindle, and Suarez-Balcazar (2000) that the self-discrepancies in which a person felt experiencing real-self discrepancies and self-ideals make someone procrastinated.
CONCLUSION

Based on the hypothesis test, it can be seen that there was a significant negative role between academic self-efficacy of decisional procrastination in students who were preparing their thesis, so that the higher a person’s academic self-efficacy, the lower the decisional procrastination of students.

This study had implications especially in the field of education in explaining the role of motivation especially self-confidence or students’ perceptions of the tasks faced affected their performance. becoming a problem if students did not believe in their ability to do the task so that eventually they postpones in doing his task. For further research considered demographic factors such as individual differences and the types of tasks that affected procrastination.

REFERENCES


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