

Relationship between Achievement Motivation with Academic Procrastination in College Students

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Abstract: This study outlines the relationship between achievement motivation and academic procrastination at college students. The focus of the research was the students of Institut Agama Kristen Negeri that involved 100 students. Achievement motivation variables consist of for indicators namely responsibility, creativity, value, and passion. Medium procrastination variables include perceived time, intention-action gap, emotional distress, and perceived ability. The researcher analyzed the data with Product Moment correlation techniques from Karl Pearson. The results showed that there was a relationship between achievement motivation and academic procrastination on students. Students with high motivation for achievement will complete the task on time or avoid procrastination.

Index Terms: College student, procrastinate, achievement

I. INTRODUCTION

In everyday life, students are required to show their academic work and be able to manage their time in generating works, innovations, and ideas. Students must be able to manage their time efficiently so that the study completion can be achieved. However, the fact shows that many students often postpone work or in the psychological literature referred to as procrastination. Academic procrastination is a kind of delay in completing formal assignments related to academic assignments (school assignments or coursework). Academic procrastination has many negative consequences which are namely academic assignments are ignored by students, or if done at a limited time, the results are not optimal. Procrastination also causes someone losing opportunities.

This time management problem is many problems for students. The previous study described that student frequency in procrastinating the academic work completed for various reasons. The causes of the delay are fear, failure, and anxiety. Delay in assigning tasks is not only caused by study habit or time management, but also involving linkages between behavioral, cognitive, and affective components [1]. Moreover, self-variable that is very influential on procrastination is self-regulated learning [2]. Furthermore, postponement behavior is considered a habit in student life. Some students who claimed to be procrastinators revealed that procrastination was considered a lifestyle [3].

Procrastination is a specific behavior with indications: 1) there is an element of delay, both to start and complete a task or activity. 2) produce other far-reaching consequences, such as delays in completing tasks and failures in doing assignments, 3) involves a task that is perceived by procrastinators as an essential task to be worked on, such as office assignments, school assignments, or household assignments, 4) produce unpleasant emotional states, such as feelings of anxiety, feelings of guilt, anger, panic, and so on [4][5].

The trigger for procrastination is the presence of external conditions. In theory of reinforcement, described that procrastinator never or seldom receives punishment. He felt that he was benefited because delaying the work was finally completed. whereas a cognitive behavioral theory explains that delaying behavior results from errors in thinking and the existence of irrational thoughts on tasks such as fear of failure in completing a task [6].

In the other side, students have an academic challenge in showing positive performance or academic achievement. The challenge encourages students to show their achievement, or in other words, students have the motivation to generate academic achievement. The motivation for students is something that can arouse, direct and maintain behavior. Besides that, some terms that connote the same as motivation are needs, desires, hopes, and motives [7]. Specifically, Achievement motivation is an individual driver to achieve results with certain standards and overcome obstacles in achieving goals. Someone who has achievement motivation shows characteristics such as: likes to work hard, is resilient, needs real feedback, is future-oriented, doesn't like to waste time, is optimistic, is responsible and takes risks [8].

Procrastination for student colleges results in a series of academic problems. The consequences of this behavior are aborting the course, delaying the completion of the study, low academic quality and academic performance that are not by academic standards. Academic procrastination is a sedentary behavior and will always be a barrier to one's success. Therefore if someone has high academic procrastination, then it must have something to do with motivation, because if someone has the motivation, then procrastination behavior can be reduced. Based on the assumption, the authors assess that there is a relationship between achievement motivation and academic procrastination.

II. RESEARCH METHOD

This study is quantitative with correlational analysis approach. The independent variable of the study is procrastination (X), and the dependent variable is achievement motivation (Y). The population of the study was students of Institut Agama Kristen Negeri Ambon in the third semester of six study programs. Samples were randomly selected with a total of 100 people representing all study programs at the study site.

Instruments built on indicators in both variables (Table 1).