## Research Article

# Factors That Related the Academic Procrastination of New Students in Learning with the Blended Learning

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## Abstract

**Aims:** Academic procrastination will harm student academic achievement. Based on the research results at nursing school in West Java, second-level students showed high academic procrastination behavior (Utami, 2021), and the effects of interviews with a lecturer showed that about 20% of new students did academic procrastination. So, research is needed on the factors that affect academic procrastination in students.

**Objective:** This study aims to determine the factors that related the academic procrastination of new students in learning with *blended learning*.

**Methods:** This study uses a quantitative descriptive: a *cross-sectional study,* the respondents are a convenience sampling of 167 new students, data collection by questionnaire. Analysis of the data used in this study is the *Pearson Correlation Moment, Mann-Whitney Test, Spearman Rank Correlation*, Point-biseral correlation*,* and *linear regression.*
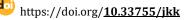
**Results:** Academic procrastination behavior tends to be high, self-efficacy tends to be low, and self-control is moderate (70.8%). The most influential factors in the academic procrastination of new students are gender, self-efficacy, and self-control, which are significantly related to -Value 0.00.

**Conclusion:** Male gender and self-control are the most influential factors in academic procrastination.

**Suggestion:** For academics, they can maximize the SCL (*Student Centered Learning*) learning method with *Blended learning,* and for students, especially boys, they must increase their activeness and independence in learning so that it is expected to increase self-efficacy and self-control.

**Keywords**
**Academic procrastination; Self-efficacy, Self-control,** *Blended learning*

## INTRODUCTION

The Covid-19 pandemic has changed the learning system, where classroom learning was initially face-to-face to virtual, using technology such as video or *web conferencing*. Adapting to the impact of the pandemic carried out by the world of education is currently considered effective using the *Blended Learning system. Blended learning* is a combination or combination of various learning both *online* and *offline*. The learning process requires new students to be able to adapt so that academic achievement and competence can still be achieved. New students or first-year students will have to adapt to learning methods because the learning methods used will be different from those used in high school, where learning for students will be more challenging (1). Lectures with *blended learning* make new students find it difficult to adapt, which will trigger a *culture shock* that results in a decreased learning motivation of new students, which will lead to the emergence of procrastination behavior in the academic field.

Academic procrastination is the behavior or behavior of individuals who have a habit of procrastinating on tasks that lecturers have given until the deadline, which causes students to become lazy and often experience academic failure (2). According to (3), the behavior of these procrastinators tends to choose to do activities that are more pleasing to them than to do work or academic tasks, resulting in adverse effects or losses on themselves. The impact caused by this academic procrastination behavior is the delay in graduation, which will affect the future of students as well as the image of the university (4).

Since the 2021-2022 academic year, STIKep PPNI West Java has started implementing the SCL learning method with *blended learning*. The results of an interview with a lecturer found that about 20% of new students/level 1 at STIKep PPNI West Java carried out academic procrastination, namely procrastinating on doing assignments and doing assignments at the end of the deadline. This is because new students are still adjusting to the SCL (*Student Centered Learning*) method and also the application of *blended learning*. The results of research on academic procrastination at STIKep PPNI West Java in level 2 students show that academic procrastination behavior is still in the high category (5).

The factors that influence students who do academic procrastination are internal factors and external factors (6). Internal factors are factors that exist within oneself that cause procrastination behavior, such as physical conditions where students procrastinate due to physical constraints. In contrast, different psychological conditions include self-efficacy, self-control, and self-esteem.

The study (7) found a relationship between self-control and academic procrastination. The higher the level of student self-control, the lower the level of academic procrastination and vice versa. This study was conducted on final-year students who were working on a thesis. Then in the study (8), the results obtained in his research show a significant negative relationship between self-efficacy and academic procrastination, so it can be concluded that students with high self-efficacy will be followed by low academic procrastination. And vice versa.

In a study conducted by (9) on junior high school students, it was stated that the gender that tends to do academic procrastination is male. In this study, it was stated that academic procrastination could also be viewed from the point of view of age. However, unlike the research conducted by , which states that there is no influence of gender on academic procrastination, this study was conducted on students using a comparative quantitative approach.

Based on this background, the formulation of the problem in this study is what factors affect the academic procrastination of new students in *blended learning method learning*. This study aims to determine the

factors that influence the academic procrastination of new students in *blended learning method learning*. This research is also helpful as initial data on the evaluation of the SCL method with *blended learning,* which has only been implemented for one year at STIKep PPNI West Java.

## METHODS

This study used a descriptive correlation design with a *cross-sectional study design.* The independent variable is self-efficacy and self-control, as well as demographic characteristics factors of age, gender, last education, and study program. At the same time, the dependent variable is academic procrastination in new students using *blended learning*. This research was conducted from June to July 2022. This research was conducted at STIKep PPNI West Java. The population in this study were all new students or level one for the academic year 2021/2022 totaling 168 people (S1 Nursing study program: 109 and Nursing D3 study program: 59 people) who were learning the SCL method with *blended learning*. The sample used is a *total sampling* of 168 people*.* Inclusion criteria included nursing students at level 1 who were undergoing *blended learning* and willing to be involved in research. The participation rate was very high, as evidenced by the number of returned and completely filled out questionnaires, which were 167 people.

The instrument used is a questionnaire made online through *Google Form* consisting of: demographic data questionnaire (Age, Gender, Type of high school and study program), *Self-Control Scale (SCS)* developed in 2004, Tangey *General Self-Efficacy Scale (GSE)*developed by Matthias Jerusalem and Ralf Schwarzer in 1995, and *the Tuckman Procrastination Scale (*TPS*) questionnaire,* adapted from *the Tuckman Procrastination Scale* developed by BW Tuckman in 1991.

Research ethics begins by explaining to respondents that this study will not display information about the respondent's identity, which is the application of the principle of Anonymity. Researchers provide clear and complete research information to respondents and will not lie to respondents. The researchers also gave the same treatment and did not discriminate among the respondents during the study, applying the veracity principle. In applying the principle of beneficence, researchers conduct research according to procedures to get maximum results. Furthermore, the researchers used the principle of Non-Maleficence by providing a sense of security and comfort to the respondents during the research process and ensuring that the research would not cause harm or harm to the respondents.

Univariate analysis was used to describe each variable. Variables with continuous data were analyzed for mean, standard deviation, minimum and maximum values with 95% CI or = 0.05; nominal and ordinal variables were analyzed by frequency distribution. Bivariate analysis using *Pearson Correlation Moment, Mann Whitney, Kruskal-Wallis H test, and Spearman Rank Correlation* was used to obtain the correlation value between the independent and dependent variables. Using the simple Linear Regression test, multivariate analysis is used to see the relationship between several independent variables and one dependent variable.

## RESULTS

Students' academic procrastination scores tend to be high with a mean of 41.38 (SD 6,996), the majority occurred in male students with a mean of 47.25 (SD: 6,488), in undergraduate nursing students with a mean of 42.10 SD 6,817), and in students from MA school with a mean of 43.48 (SD 5.887) (Table 4.1).

### Table 1. Academic Procrastination N (167)

| Variable | Min-Max | Mean(±SD) |
|---|---|---|
| **Academic Procrastination** | 21-55 | 41.38 ±6,996 |
| **Gender** | | |
| Male | 21-55 | 47.25±6.488 |
| Female | 23-53 | 39.65±6.220 |
| **Study Program** | | |
| D3 | 23-54 | 40.07±7.187 |
| S1 | 21-55 | 42.10±6.817 |
| **Type of High School** | | |
| SMA | 21-55 | 41.04±7.576 |
| SMK | 24-54 | 41.17±6.117 |
| MA | 32-54 | 43.48±5.887 |

The average age of the respondents is 19 years (SD 1,378), most of them are women (76%), most of them are in a Bachelor of Nursing (64.7%), and most of them are from high school (58.7%) (Table 2).

### Table 2. Demographic Characteristics

| Variable | Total f (%) |
|---|---|
| **Age (Mean (±SD))** Min: 18 Max: 30 | 19.25 ± 1,378 |
| **Gender** Male Female | 40 (24%) 127 (76%) |
| **Study Programs** D3 S1 | 59 (35.3%) 108 (64.7%) |
| **Type of High School** SMA SMK MA | 98 (58.7%) 48 (28.7%) 21 (12.6%) |

The average self-efficacy value of respondents is 30 (SD = 3.663), and most of the respondents have moderate self-control scores (71.3%) (Table 3).

**Table 3. Self Efficacy/Self-Efficacy and Self-Control**

| Variable | Total f (%) |
|---|---|
| **Self-Efficacy/** **Self-Efficacy Mean (±SD)** Min: 20 Max: 40 | 30.06 ± 3.663 |
| ***Self Control*/Self-** Control Low self-control Moderate self-control High self-control | 34 (20.4%) 119 (71.3%) 14 (8.4%) |

Age, study program and type of high school did not have a significant relationship with academic procrastination (ρ-Value > 0.05). Meanwhile, gender, self-control (r) -0.456, self- efficacy (r) -0.348 with -Value 0.00 have a significant correlation with academic procrastination. Self-control and self-efficacy have a moderate correlation coefficient, the lower the value of self-efficacy and self-control, the higher the level of academic procrastination (Table 4).

**Table 4. Academic Procrastination Relationship with Demographic Characteristics, Self-Efficacy, and Self-Control**

| Variable | Academic Procrastination (*Continuous*) | | Statistical test used |
|---|---|---|---|
| | -Value | r | |
| **Age** | 0.113 | -0.123 | *Pearson Correlation Moment* |
| **Gender** | 0.00 | - | *Point -Biserial correlation* |
| **Study Program** | 0.065 | - | *Point Biserial Correlation* |
| **Type High School** | 0.341 | - | *Pearson Correlation Moment* |
| **Self Efficacy** | 0.00 | -0.348 | *Pearson Correlation Moment* |
| **Self Control** | 0.00 | -0.456 | *Spearman Rank Correlation* |

The results of linear regression analysis, the most influential variables on academic procrastination of new students with a value of -Value 0.00 < 0.05, namely gender and self-control, the self-efficacy variable obtained a -Value value of 0.02 < 0.05. These three factors have predictive power for academic procrastination, with a contribution of 51.4% (Table 5).

**Table 5. The Most Influential Factors on New Student Academic**

| Variable | Academic Procrastination | | 95.0% Confidence | | -Value |
|---|---|---|---|---|---|
| | | | Interval for B | | |
| | | | Lower Bound | Upper Bound | |
| Unstandardized | | | | | |
| | B | Std error | | | |
| **Gender** | -7,781 | 0.896 | -9,550 | -6.012 | 0.00 |
| **Self Efficacy** | -0.370 | 0.115 | -0.598 | -0.143 | 0.02 |
| **Self Control** | -0.341 | 0.051 | -0.441 | -0.241 | 0.00 |

R Square = 0.514 x 100% = 51.4%

# DISCUSSION

1. **Overview of Academic Procrastination in New Students Students**

    Academic procrastination scores tend to be high, especially for male students, in the Bachelor of Nursing study program, from MA school. These results align with research (10,11) that academic procrastination in students tends to be high. Academic procrastination carried out by students can occur for several reasons, including lack of understanding of the material, lack of knowledge of task instructions from lecturers, laziness in students, lack of confidence in the tasks being done, and lack of confidence in completing their assignments (12). Male students tend to be less disciplined and lazy in doing tasks. The nursing undergraduate study program requires a study period of 4 years, so students may experience boredom in learning. The lack of student adaptation to the *Blended Learning* and SCL (*Student Centered Learning*) learning system can also cause increased academic procrastination.

2. **Description of Age, Gender, Type of School Origin, and Study Program for New Students**

    The average age of respondents is 19 years, which is in line with the calculation of the gross enrollment rate for undergraduate students in the 18-30 year range. Students in this age range enter an essential stage, namely late adolescence (13). According to him, students aged 18-23 are in a phase of self-adjustment, social, and independence and tend to focus more on doing something fun (11). The majority of respondents are female, in line with (14), who said that the majority of the gender of nursing students were women. This is probably because education in the nursing profession requires patience,

perseverance, and patience, which are usually the characteristics of many women. The type of high school (SMA) is the most common type among the respondents (58.7%); this happens because most types of high school education in Indonesia are SMA. As many as 64.7% of respondents came from the Bachelor of Nursing study program. This is in line with today's society, which prefers the minimum education to be at the undergraduate level.

3. **Overview of Self-Efficacy and Self-Control in New Students**

    The average self-efficacy value of new students (is 30.06). New students experience difficulties in learning, such as different methods from high school, lecture assignments, challenging lessons, and diverse academic systems (15). Someone with a high level of self-efficacy believes that they can do something. In contrast, someone with low self-efficacy considers himself unable or able to do everything around him. Not yet optimal adaptation of *blended learning method learning* and low motivation from PA lecturers will trigger low self-efficacy scores of new students. Most new students (71.3%) have moderate self-control; this is in line with research (16) found that the self-control of new students was in a low category. Learning with the blended learning method during this pandemic requires students to exercise self-control during lectures. Self-control is a person's ability to intentionally restrain or inhibit behavior towards activities that are not useful or of less importance. Someone who has good self-control must be disciplined; this is what reflects the orderliness of the rules that apply to blended learning.

4. **Relationship of Age, Gender, Type of School Origin, Study Program with Academic Procrastination in New Students**

There is no significant correlation between age and new student academic procrastination behavior (ρ-Value 0.113 > 0.05). These results align with research (17) which states that academic procrastination behavior can occur at all ages, both students and college students. Still, age is not one of the factors that can affect academic procrastination. There is a significant relationship between gender and academic procrastination in new students (ρ-Value 0.00 <0.05). New students who are male tend to do academic procrastination. This is in line with research (18) that male students carry out the highest average academic procrastination because women tend to have high self-efficacy compared to men. According to Sousa (19), women are more interested in spending time in structured rooms and more aware of time, while men are more likely to spend time outside and unstructured; this happens in blended learning. Research (20) supports this research which states that concentration and enthusiasm in learning for female students are higher than for male students. In *blended learning*, male students tend to be boring and unattractive because there is no direct interaction.

The study program did not significantly correlate with new students' academic procrastination. The study program chooses nothing to do with academic procrastination behavior because each study program has a different learning load; this is in line with Neville's research in (21) which states that the study program is not related to academic procrastination behavior, This is because the levels in higher education such as D1, D2, D3, S1, S2, and S3 have different responsibilities in each lesson. The higher the level of education, the more complex the learning will be. Therefore, the behavior of academic procrastination can be carried out by students with any level or study program, but the study program is not one of the factors that affect academic procrastination. There is no significant relationship between recent education and academic procrastination behavior in new students. The type of high school before entering the student level does not become the influence of someone doing academic procrastination because the basic majors influence student learning outcomes they take such as in SMA and MA majoring in Science-IPS, SMK with related majors where they focus on what is taught in their chosen course. Each individual has a different character towards perseverance and motivation in learning (22).

5. **The Relationship of Self-Efficacy with Academic Procrastination in New Students**

There is a significant correlation (ρ-Value 0.00 <0.05) between self-efficacy and academic procrastination behavior in new students with a negative correlation coefficient value of (r) -0.348, which means the lower the efficacy value, the high academic procrastination scores. These results are in line with research (8) showing a negative relationship between self-efficacy and academic procrastination, meaning that students with high efficacy will be followed by low scores of academic procrastination; on the other hand, if low efficacy will be followed by increased procrastination scores. In line with the theory according to Ferrari (18) namely, self-efficacy is one of the factors that influence academic procrastination behavior. The self-confidence possessed by students becomes a positive thing and is very helpful for individuals in learning.

6. **Relationship of Self-Control with Academic Procrastination in New Students**

Self-control has a negative correlation (r: -0.456) with the academic procrastination of new students, meaning that the lower the self-control score, the higher the academic procrastination of new students. This is in line with research ((7), which states that self-control is negatively correlated with academic procrastination. Self-control is one of the internal factors that affect student academic procrastination (6) In line with the theory expressed by Ferrari in research (18), there is a self-control factor influencing academic procrastination behavior. Self-control is needed in the learning process in organizing and directing oneself to achieve the desired learning goals.

## 7. The Most Influential

Factors The most influential factors on the academic procrastination of new students in learning with *blended learning* are gender and self-control with a value of -Value 0.00, while efficacy is slightly different with a value of -Value 0.02. This can be caused based on the nature or character of the female sex, which is more concentrated and enthusiastic about learning (20). Good self-control and self-efficacy in education can enable individuals to focus on tasks or learning activities (18).

## CONCLUSION

Students' academic procrastination scores tend to be high with a mean of 41.38 (SD 6,996), the majority occurred in male students with a mean of 47.25 (SD: 6,488), in undergraduate Nursing students with a mean of 42.10 SD 6,817), and in students from MA school with a mean of 43.48 (SD 5.887). The average age of the respondents is 19 years old (SD 1,378), most of them are women (76%), most of them are in Bachelor of Nursing (64.7%), and most of them are from high school (58.7%). The average self-efficacy value of respondents was 30 (SD = 3.663), and most had average self-control

scores (71.3%).

Age, study program, and type of high school did not have a significant relationship with academic procrastination ($\rho$-Value > 0.05). Meanwhile, gender, self-control (r) -0.456, self- efficacy (r) -0.348 with -Value 0.00 significantly correlate with academic procrastination. Self- control and self-efficacy have a moderate correlation coefficient; the lower the value of self-efficacy and self-control, the higher the level of academic procrastination. The results of linear regression analysis, the most influential variables on academic procrastination of new students with a value of -Value 0.00 < 0.05, namely gender and self-control, the self-efficacy variable obtained a -Value value of 0.02 < 0.05. These three factors have predictive power for academic procrastination, with a contribution of 51.4%.

In the future, academics are expected to be able to maximize learning methods with the SCL (*Student Centered Learning*) method and also the application of *blended learning* that can increase self-efficacy and self-control.

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