



## The Effect of Academic Procrastination and Learning Motivation on Learning Achievement of English Department Students in Universitas Negeri Padang

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### Abstract

This research was conducted to determine the effect of academic procrastination and learning motivation on the learning achievement of English education students at Padang State University. This type of research is quantitative. The population in this study were students of English Language Education at Padang State University class of 2019 with the sampling technique using proportional random sampling. The number of samples used were 72 student. Data collection techniques used questionnaires and documentation with a Likert scale rating to measure respondents' answers. The data analysis technique uses path analysis with the help of the SPSS version 25 program. The results of this study indicate that (1) academic procrastination influences learning achievement, (2) learning motivation influences learning achievement and (3) academic procrastination and learning motivation influences simultaneously and significant to learning achievement. The implementation of this research is so that English Education students can increase their learning motivation and not take the action of procrastinating doing assignments so that English Education students can improve their learning achievement optimally.

### Keywords:

*Academic Procrastination, Learning Motivation, and Learning Achievement*

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## INTRODUCTION

Education is a lifelong activity, with a learning component to the majority of human endeavors (read and learn). Learning and education are inextricably linked since education is essentially an aspect of learning. The process of learning is also a primary or primary activity in the field of education. Learning itself is a transformation from ignorance to knowledge and from impossibility to capability, with the purpose of achieving learning itself through the learning process. Since the beginning of time, people have tried to educate and teach others by presenting them to the most basic

concepts through environmental cues like sound, color, taste, shape, and so on. (Mohammad Irham dan Novan Ardy Wiyani: 19)

In universities, educational processes include learning activities. This indicates that students' experiences with the learning process as students have a significant impact on whether educational goals are met successfully or not. Effective study habits are characterized by a student's ability to live with complete responsibility and discipline in every learning act in order to achieve high learning achievement. (Rudy Fatchurrocmann, 2011).

The cumulative achievement index remains low, showing that there are still elements that influence learning results. Slameto (2010: 54-60) believes that there are two types of factors that influence learning outcomes: internal and external influences. Internal factors are those that come inside students, such as learning discipline, physiological factors (students' physical state), and psychological conditions (intelligence, talent, interests, motivation). Environmental factors, family, and instruments are examples of external influences (curriculum, infrastructure, and educators). According to Azhar (2013: 174), self-efficacy, success motivation, academic procrastination, and gender all have a role in improving or reducing academic achievement. Internal and external influences are the focus of research among the many elements that determine learning performance. Especially student academic procrastination, learning motivation.

According to Ferrari (in Racmahana, 2002: 132), procrastination is defined as the act of delaying anything till the next day, which is the same as being lazy. Academic procrastination is defined as delays in completing tasks in an academic context. A procrastinator is someone who has a habit of delaying or not starting things right away (Ghufron, 2010: 157). This has a detrimental impact on the learning process as well as learning outcomes.

Based on the problem described above, the researcher wants to know if there is a correlation between academic procrastination and learning motivation on learning achievement among the seventh grade English Department students at Universitas Negeri Padang. The authors are interested in researching academic procrastination, learning motivation on learning achievement.

## **RESEARCH METHOD**

This type of research is a type of quantitative research. Quantitative research is research conducted by collecting numerical data, then the numbers are processed and analyzed to obtain a science behind these numbers (Nanang, 2012:20).

The design of this research is correlational research. Correlation research is useful for analyzing the relationship between one variable and another or how one variable affects other variables. This research is to obtain empirical data as quantitative research that is needed to determine whether there is a significant relationship between academic procrastination and learning motivation of the seventh grade English Department students in learning.

This study's population consisted of English Department seventh-grade students. The sample was purposefully selected, with 72 students serving as subjects.

The researcher used a questionnaire design employing the Likert Scale style to collect data. M. Affandi Arianto, S.Pd, M.Pd., lecturers from the English Language

Literature Department, Universitas Negeri Padang, reviewed the questionnaire and interview aspects for the standardized instrument procedure.

The questionnaire items were distributed through Google Form. The items of the questionnaire should be answered by selecting one of four options: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The descriptive analysis was used to evaluate the data collected. The data was given in the form of tables and summarized in detail.

## RESULT AND DISCUSSION

### Research Finding

#### A. Learning Achievement (Y)

Learning achievement variable data is measured based on the Grade Point Average of English education students' class 2019. In processing this data, in general, the frequency distribution for learning achievement can be described as follows:

NO	GPA			Class						
	K-1	K-2	K-3	K-4	K-5	NK-1	NK-2	NK-3		
1	2,50 - 3,00	-	3	2	3	2	1	-	1	
2	3,01 - 3,50	9	7	6	6	5	8	8	8	
3	3,51 - 4,00	-	-	-	-	2	-	1	-	
∑	9	10	8	9	9	9	9	9		
Mean	3,37	3,18	3,04	3,10	3,29	3,19	3,36	3,16		
IPK Minimum	3,18	2,75	2,50	2,80	2,86	2,88	3,03	2,74		
IPK Maksimum		3,50	3,50	3,60	3,45	3,67	3,33	3,79	3,50	

Based on the table above, it is known that the sample size is 72 students. The average GPA of students in English Department for K-1 class is 3.37, K-2 class is 3.18, K-3 class is 3.04, K-4 class is 3.10, K-5 class is 3.29, NK-1 class is 3.19, NK-2 class is 3.36, and NK-3 class is 3.16. From the table, the minimum GPA for K-1 class is 3.18, K-2 class is 2.75, K-3 class is 2.50, K-4 class is 2.80, K-5 class is 2.86, NK-1 class is 2.88, NK-2 class is 3.03, and NK-3 class is 2.74. From the table the maximum GPA for K-1 class is 3.50, K-2 class is 3.50, K-3 class is 3.60, K-4 class is 3.45, K-5 class is 3.67, NK-1 class is 3.33, NK-2 class is 3.79, and NK-3 class is 3.50. This overall shows that the GPA of students in English Department class 19 can be categorized as good.

#### B. Academic Procrastination (X1)

Based on the results of research in the field, it can be explained that in general, students of the English Department often do procrastination. This can be seen from the average statement on the questionnaire that the researchers have distributed and the results get a Mean score is 2.58 and a TCR score is 64.53% are in the High category.

Academic procrastination among English students is characterized by delays in starting and completing assignments, delays in doing assignments, time gaps between planned and actual performance, and doing more enjoyable activities.

Based on the four indicators in the academic procrastination variable of UNP English students, the highest average score is in item number 9 about "I do my homework until it's finished " of 3.07 with a respondent's level of TCR of 76.74%.

Meanwhile, the one who got the lowest average was statement item number 14 about " I'm waiting for other people to remind about coursework " of 1.89 with a respondent's TCR level is 47.22%. Even so, these two things are in the high category and enough categories.

Based on the table, the average assessment of the academic procrastination variable for economic education students at UNP with the average score is 2.58 with a respondent's level of achievement of 64.53%, which means that the answers from the respondents are included in the high category. This means that the academic procrastination variable for economic education students at UNP is considered high.

### C. Learning Motivation (X2)

Based on the results of research in the field, it can be explained that the learning motivation of English Department students is generally categorized as high. This can be seen from the average statements on the questionnaires that have been distributed by the researchers, namely the Mean is 3.20 and the TCR of 71.43%. Learning motivation among English students is characterized by the desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations of the future, the appreciation in learning, the existence of interesting activities in learning, and the existence of a conducive learning environment, so that allows a student to learn well which is then broken down into several statements.

Based on the six indicators in the variable of learning motivation of students majoring in English, the highest average score is in item number 44 regarding " I am comfortable studying in the classroom because the surroundings are not noisy " of 3.64 with a TCR value 83.33%. While the one who gets the lowest average is statement item number 37 about " I get a gift in the form of goods/objects if I am able to answer the questions given " of 2.31 with a TCR value 57.99%. Even so, these two things are in the very high and quite high categories.

Based on the table, the average assessment of the learning motivation variable for students in the English Department of UNP with an average score of 3.20 with a TCR value 71.43%, which means that the answers from the respondents are in the high category. This means that the variable of student motivation in the English Department of UNP is considered high.

### **Discussion**

Based on the results of data analysis it is known that the Academic Procrastination variable has a significant effect on Learning Achievement because the sig.0.000 value <0.05 means that Academic Procrastination has an effect on Learning Achievement. In accordance with the highest level of achievement of the respondents on the academic procrastination variable, where English Department students concentrate while doing assignments and do their coursework according to the schedule that has been prepared. Procrastination behavior carried out by English Department students UNP on academic achievement where academic procrastination can increase and decrease learning achievement. Academic procrastination of English Department students UNP can increase learning achievement in line with increasing learning motivation where academic procrastination is caused by the irrational aspect of a procrastinator who believes that a task must be completed perfectly so that he feels

safer not to do it immediately. Because if you immediately do the task directly it will produce something that is not optimal. So that when working on assignments, English Department students UNP concentrate because they already have sufficient references to start and complete assignments according to the planned schedule.

Based on the results of data analysis conducted by researchers, it is known that the variable Learning Motivation has a significant effect on Learning Achievement of English Department students UNP because the value is  $\text{sig}.0.000 < 0.05$ , so Learning Motivation has an effect on Learning Achievement in English Department. The results of this study are in accordance with the theory that Learning Motivation influences Learning Achievement.

The learning motivation possessed by English Department students UNP is already in the high category, which means it affects learning achievement, where the higher the motivation to learn, the higher the learning achievement. Learning motivation is one of the factors that influence learning achievement that comes from within students. With the will and desire from within the students of the English Department UNP to learn, it will increase learning achievement. Moreover, it is supported by various aspects of learning support such as professional educators and infrastructure in the English Department of UNP. Of course, this has contributed to improving student achievement in the English Department of UNP.

Based on the results of the analysis of hypothesis testing, it can be concluded that there is a significant influence of the two independent variables together, namely academic procrastination and learning motivation on the learning achievement of students majoring in English at UNP with a sig. of  $0.000 < 0.05$ . Based on the result above, it can be seen that academic procrastination and learning motivation are factors that influence learning achievement. This study shows that academic procrastination and learning motivation have an effect on the learning achievement of English Department students UNP, namely 64.5%. So, 35.5% is influenced by other factors not mentioned and not examined in this study.

## **CONCLUSION AND SUGGESTIONS**

Based on the results of the research and discussion that has been carried out about the Effect of Academic Procrastination and Learning Motivation on Learning Achievement in English Department Students at Universitas Negeri Padang, Academic Procrastination (X1) contributes to Learning Achievement (Y) English Department Students' UNP. This means that academic procrastination has a negative effect on the learning achievement of English Department Students' UNP. Learning Motivation (X2) contributes to Learning Achievement (Y) English Department Students' UNP. This means that learning motivation has a positive effect on the learning achievement of English Department Students' UNP. Academic Procrastination (X1) and Learning Motivation (Y) contribute simultaneously to the learning achievements of students majoring in English at UNP. This means that academic procrastination and learning motivation affect internally and externally the learning achievement of English Department Students' UNP.

Based on the results of the research and conclusions above, to improve learning achievement for English Department students UNP, English Department students UNP should be able to reduce academic procrastination behavior, especially delaying

doing assignments because they don't master the material well. This is because English Department students do not concentrate while studying for some reason, and do not take advantage of the opportunities given by the lecturer when they invite them to ask questions about lecture material. It is hoped that English Department students will concentrate more while studying, and repeat lessons at home and take advantage of the opportunities provided by lecturers when English Department students do not understand the material. English Department students UNP should be able to take advantage of their free time at home to study. There is a push that comes from within or from outside English Department students to take advantage of free time at home to study, so that it will be able to increase student achievement of English Department students UNP. And it is hoped that it can reduce less useful activities such as playing online games, or watching television for hours, etc. English Department students UNP should be able to exchange opinions about lessons together with friends, so that a lot of information about learning will be obtained and can facilitate communication between English Department students.

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