

# Analysis of Peer's Influence on Academic Procrastination

Evi Winingsih, Denok Setyawati and Khoirul Afidah

*Guidance and Counseling, Universitas Negeri Surabaya, Kampus Lidah Wetan, Surabaya, Indonesia*

*ewiwingsih@unesa.ac.id*

**Keywords:** Peer, Academic Procrastination.

**Abstract:** The purpose of this study was to analyse the influence of peer environment and academic procrastination. Researchers use qualitative research with descriptive method. The Data collected using interview and observation method. From the results of the research indicated there is procrastination experienced by students of class XI Social science, it is evident from the existence of information from the counsellor that the delay tasks among high school students, and especially class XI social science is commonplace. Based on interviews with guardian and geography teachers it can be concluded that as many as 90 percent of students of class XI social science 1, 2, 3, and 4 do academic procrastination. Peer's factor is one of many factors to procrastination degree. Academic procrastination occurs because of low self-regulation levels, combined with low self-efficacy that can lead to lower academic achievement. In addition, academic achievement is also influenced by the social environment of teenagers is peers. The results showed that the actions of members of peers and the role of peers have an influence on adolescent academic achievement. Peer was contributing to making a positive and negative student's behaviour.

## 1 INTRODUCTION

Procrastination play a role in decreasing adolescent academic achievement. Academic procrastination occurs because of low self-regulation levels, combined with low self-efficacy that can lead to lower academic achievement (Judge and Bono, 2001). In addition, academic achievement is also influenced by the social environment of teenagers is peers. The results show that the actions of peer members and the role of peers have a positive impact on the improvement of adolescent academic achievement. (Michael and Teresha, 2008) explain that the role of friends in adolescent life will have a positive effect on adolescent achievement. (Sears et al, 2000) also explains that the actions of positive members such as a sense of appreciation and acceptance by friends will make the confidence of a better teenager, a more stable emotion so as to be able to solve all problems including in terms of lessons so that their learning outcomes get better (Ernawati et al, 2014). If the ability of self efficacy and academic procrastination can affect academic achievement either directly or indirectly, the biological factor of adolescents may have equal contribution to achievement of academic achievement (Theresya, 2014).

The factors that play an important role to increase or decrease academic achievement such as self-efficacy, achievement motivation, academic procrastination and gender (Azar, 2013). Self-efficacy determines the individual action to achieve their goal. High self-efficacy can affect motivation in both and negative ways. High Procrastination can affect to academic achievement.

Academic achievement is the status of knowledge, understanding, and skills of the subject matter at a time (Rubin, 2011). Academic achievement is usually assessed in three ways: grades from schools, standardized test scores, and teacher ratings (Pinxten et al, 2010). Report from data the 2012 International Student Assessment (PISA) Program reveals that Indonesian student achievement covering science, reading and math literacy is ranked 64th out of a total of 65 countries in the PISA (OECD 2012) survey. This shows that the achievement of Indonesian teenagers is still relatively low. Academic achievement can be viewed as a complex relationship between individual abilities, self-perception, task assessment, expectations of success, cognitive strategies and self-regulation, gender, socioeconomic status, performance and individual attitudes toward school (Clemons 2008). The statement shows that the

academic achievement is influenced by 2 factors that is external factor from external (self) or from within (adolescent) of adolescent. Adolescence is a time of self-discovery.

In the search process of identity, adolescents tend to look for identification figures through their social environment, especially friends who have the same age or commonly called peers (Ernawati et al, 2014). Interaction with peers is one of the external factors that can affect academic achievement in adolescents, have peers in a higher-grade classroom, potentially able to perform academic ability distribution (Burke, 2008).

In addition, the sense of appreciation and acceptance by friends will create a better confidence of a child, a more stable emotion so that the child is able to solve all the problems including in terms of lessons so that the learning outcomes they get even better (Ernawati et al, 2014). In addition to external factors, academic achievement is also influenced by factors that exist within the adolescent or commonly called internal factors. Bandura (1997) suggests that students can directly set themselves about how they interact with the learning environment. However, it all depends on their perception of ability to face the current reality or commonly known as self-efficacy. Self-efficacy can be defined as a person's belief in his ability to organize and implement a series of actions to achieve his desired goals (Bandura, 1997). Students who always consider themselves able to spend more effort in the learning process and able to survive longer than students who doubt their ability, especially when faced with difficult situations (Schunk, 2004). In addition, students who consider their level of confidence to be quite high will try harder, achieve more, and persist in performing their duties compared to people who consider low self-esteem (c, 2010).

In other words, students who have high self-efficacy will have high academic achievement because it can improve the quality of thinking, cognitive skills and improve perseverance to find solutions to problems (Bandura 1997). (Bong, 2001) argued that self-efficacy is also a significant predictor of academic value or adolescent achievement. Students who have high self-efficacy will try to immediately do and complete the academic tasks and not easily give up in achieving the desired target. However, students with low self-efficacy tend to avoid and procrastinate academic tasks (Ellis and Knaus, 2002). The term postponing this task is commonly known as procrastination. Procrastination is defined as a failure to perform academic activities within the desired timeframe or

delay to complete the task until the end of the activity (Wolters, 2003). In a study put forward by (Onwuegbuzie, 2004) reported that almost all students do academic procrastination. Procrastination also refers to situations of academic concern in the completion of academic assignments such as preparing for exams, doing homework, and writing papers.

These definitions indicate that procrastination is a delaying behaviour in performing the academic tasks assigned. Several studies have suggested that academic procrastination has a negative impact on academic achievement (Beck et al. 2000; Ellis and Knaus, 2002). This decrease in academic achievement includes lower values and lower average values (Jackson, 2012). In addition, Lestariningsih (Fibriana, 2009) also revealed that social support may affect academic procrastination in students. In this case, social support received by teenagers one of them is a relationship with peers (Burke, 2008). With peers, it is very effective to help students to complete academic tasks. When students get support from peer environments in the form of emotional attention, they will have better self-assertiveness and acceptable attitudes, develop self-awareness, positive thinking, independence, and the ability to own and achieve everything they want (Fibriana, 2009). Academic procrastination is also statistically related to self-efficacy (Jackson, 2012).

In the research explain procrastination and peer's influence. The data is collected with observation and interview. The result is one of many factors academic procrastination is peer's influence.

## 2 METHODS

Qualitative research is research on descriptive research and tends to use analysis the process and meaning (subject perspective) are more highlighted in qualitative research. The theoretical basis is used as a guide to focus the research in accordance with the facts in the field. Researchers use qualitative type of research with descriptive method. By describing how moral development in grade VII students of junior high school. In collecting data using observation and interview method.

Descriptive research is one type of research whose purpose is to present a complete picture of the social setting or is intended for exploration and clarification of a social phenomenon or reality, by way of describing a number of variables concerning the problem and the unit examined between the phenomena being tested. [1] In this study,

researchers have a clear definition of the subject of research and will use the who's question in digging needed information. [2] The purpose of descriptive research is to produce an accurate picture of a group, to describe the mechanism of a process or relationship, to provide a complete picture of either verbal or numerical form, to present basic information about a relationship, to create a set of categories and to classify the subject of research, to explain a set of stages or processes, as well as to store information is contradictory about the subject of research.

Descriptive research is one type of research whose purpose is to present a complete picture of the social setting or is intended for exploration and clarification of a social phenomenon or reality, by way of describing a number of variables concerning the problem and the unit examined between the phenomena being tested. [1] In this study, researchers have a clear definition of the subject of research and will use the who's question in digging needed information. [2] The purpose of descriptive research is to produce an accurate picture of a group, to describe the mechanism of a process or relationship, to provide a complete picture of either verbal or numerical form, to present basic information about a relationship, to create a set of categories and to classify the subject of research, to explain a set of stages or processes, as well as to store information is contradictory about the subject of research.

Descriptive research studies the problems in society as well as the procedures prevailing in society and certain situations, including on relations' social science, activities, attitudes, views, and ongoing processes and the effects of a phenomenon. In descriptive method, the researcher can just compare certain phenomena so that it is a comparative study. Sometimes researchers conduct a classification, as well as research on the phenomena by setting a standard or a certain norm so that many experts call this descriptive method with the name of normative survey (normative survey). With this descriptive method is also investigated position (status) phenomenon or factor and see the relationship between one factor with other factors. Therefore, descriptive method is also called status study (status study). Descriptive methods also want to study the norms or standard, so that descriptive research is also called the normative survey. In descriptive method can be studied normative problem together with problem of status and also make comparisons between phenomenon. Such studies are generally referred to as descriptive

studies or studies. The time perspective to be reached in descriptive research, is the present time, or at least the timeframe still affordably in the respondent's memory.

### 3 RESULTS AND DISCUSSION

From the results of the research indicated there is procrastination experienced by students of class XI social science, it is evident from the existence of information from the counsellor that the delay tasks among high school students, and especially class XI is commonplace. Based on interviews with geography teachers it can be concluded that as many as 90 percent of students of class XI social science 1, 2, 3, and 4 do academic procrastination. Academic procrastination is more prevalent in high-procrastination classes. The data obtained from social science guardians teachers 1, 2, 3 and 4 that students who are often late to collect tasks are students who have a friendly category. In line with the homeroom teacher, geography teacher said in social science class 3 there are 2 students who are always late to collect tasks. When clarified to guidance and counselling teachers they are close friends. The geography teacher also informed that in the social science class 4 there were approximately 25 people out of 30 students who collected the tasks not on time.

Peer's factor is one of many factors to procrastination degree. Academic procrastination occurs because of low self-regulation levels, combined with low self-efficacy that can lead to lower academic achievement (Judge and Bono, 2001). In addition, academic achievement is also influenced by the social environment of teenagers is peers. The results showed that the actions of members of peers and the role of peers have an influence on adolescent academic achievement.

Students with higher academic procrastination have low levels of performance and have low self-efficacy and end up with a low score (Jackson, 2012). There are many factors influencing academic procrastination, one of which is individual environmental condition, i.e. school environment, learning process in school, and location of school in town or village (Gunawanita and Hanik, 2008). So, it cannot be denied, that academic procrastination and decline in adolescent achievement also occur in schools located in rural areas. Based on these matters, it is important to examine the external and internal factors of students such as peer relations, self-efficacy and academic procrastination in terms of achievement of academic in rural areas. This is because there is no deeper research on academic

procreation in rural areas. In addition, in accordance with the Constitution number 20 of 2003 which states that the achievement of equal achievement in both rural and urban areas is one indicator of the success of the national education system that ensures equal distribution of educational opportunities, quality improvement and relevance and efficiency of education management to face Challenges according to the changing demands of Local, National, and Global life.

This study revealed that adolescent girls tend to have higher levels of academic achievement than boys. Women tend to have a neat personality in learning and have a higher learning motivation, while men tend to be less lazy to learn and be indifferent to the motivation to learn (Zahroh 2008). Different growths in male and female adolescents both physical and psychic will also affect the overall behavioural pattern, not least in the achievement of academic achievement (Goleman 1999). However, in this study found no influence between age and achievement This is because the adolescents in this study are in the same age range that is the final adolescence, so the data collected is relatively homogeneous. In general, the achievement of academic achievement held by adolescents shows good results. This explains that adolescents have the motivation for high achievement and high learning persistence, it can also be seen from the level of delay in doing the academic task is also low. Teenagers generally have enough level of confidence in carrying out tasks and goals.

#### 4 CONCLUSIONS

Based on the symptoms and results of the assessment analysis needs that have been done can be seen that many of the students of class XI social science who experienced academic procrastination. Social support factors are also believed to negatively affect academic procrastination (Andarini and Fatma, 2013). One of the social support mentioned is the environment of peers. In addition, students who have higher academic procrastination have low performance levels and have low self-efficacy and end up with a low score (Jackson, 2012).

#### REFERENCES

Andarini, S. R., Fatma, F., 2013. Hubungan antara distress dan hubungan sosial dengan prokrastinasi akademik mahasiswa dalam menyusun skripsi, *Jurnal Talenta Psikologi*. 2(2)

Azar, F. S., 2013. Self-efficacy, achievement motivation and academic procrastination as predictors of academic achievement in pre-college students, *Proceeding of the Global Summit on Education*. Iran: Orumieh University.

Bandura, A., 1997. *Social foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ: Prentice Hall. 1997. *Self-Efficacy: The exercise of control*, Freeman. New York.

Beck, B. L., Koons, S. R., Milgram, D. L., 2000. Correlates and consequences of behavioral procrastination: the effects of academic procrastination, self-consciousness, self-esteem, and self-handicapping. *Journal of Social Behaviour and Personality*. 15: 3-13.

Bong, M., 2001. Role of self-efficacy and task-value in predicting college students course performance and future enrolment intentions. *Contemporary Educational Psychology*. 26: 553-570.

Burke, M. A., 2008. *Classroom per effects and student achievement*. Working Papers. 8(5).

Clemons, T. L., 2008. *Underachieving Gifted Students: A social cognitive Model*. The National Research Centre on The Gifted and talented. University of Virginia.

Ellis, A., Knaus, W.J., 2002. *Overcoming procrastination*, New American Library. New York.

Ernawati, N. L. M. D., Sadia, I. W., Putu, A., 2014. Pengaruh pola asuh orang tua interaksi teman sebaya dan kecerdasan emosional terhadap hasil belajar IPA. *Journal Program Pascasarjana Universitas Pendidikan Ganesha*. 4.

Fibriana, R., 2009. *Prokrastinasi akademik ditinjau dari motivasi berprestasi dan dukungan sosial*. [skripsi]. Surakarta (ID): Universitas Sebelas Maret.

Goleman, D., 1999. *Kecerdasan Emosional: Mengapa EI Lebih Penting dari IQ*, PT Gramedia Pustaka Utama. Jakarta.

Gunawinata R., Hanik, L. H., 2008. Perfeksionisme, prokrastinasi akademik, dan penyelesaian skripsi mahasiswa. *Indonesian Psychological Journal*. 23 (3): 256-276.

Jackson, M. H., 2012. *Role of academic procrastination, academic skills on course outcome for college students in developmental education*. [dissertation], University of Georgia. Georgia.

Judge, T., Bono, J., 2001. Relationship of core self-evaluations traits - self-esteem, generalized self-efficacy, locus of control, and emotional stability-with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*. 86: 80-92. learning perspective. *Journal of Educational Psychology*. 95: 179-187.

Michael, R. D., Teresa, K., 2008. Achievement motivation in adolescents: the role of peer climate and best friend. *International Journal of Behavioral Development*.

Onwuegbuzie, A. J., 2004. Academic procrastination and statistics anxiety, *Assessment & Evaluation in Higher Education*. 29: 3-19.

Pinxten, M., De Fraine, B., Van Damme, J., D'Haenens E., 2010. Causal ordering of academic self-concept

- and achievement: effects of type of achievement measure. *British Journal of Educational Psychology*. 80: 689-709.
- Rubin, M., 2011. A glossary of developmental education terms compiled by the CRLA task force on professional language for college reading and learning. *Journal of College Reading and Learning*. 23(2): 1-14.
- Schouwenburg, H. C., 2004. *Procrastination in academic settings: General introduction*.
- Schunk, D. H. 2004. *Learning theories: An educational perspective*. Upper Saddle River, Pearson. NJ
- Sears, D. O., Freedman, J. L., Peplau, L.A., 2000. *Psikologi sosial*, Erlangga. Jakarta.
- Syah, M., 2013. *Psikologi Pendidikan, Remaja Rosdakarya*. Bandung.
- Theresya, J., 2014. *Pengaruh gaya pengasuhan, self-efficacy, dan self regulated learning terhadap prestasi akademik remaja*. [skrsocial sciencei], Institut Pertanian Bogor. Bogor.
- Wolters, C., 2003. *Understanding procrastination from a self-regulated*
- Zahroh, F., 2008. *Pengaruh gender terhadap motivasi memilih sekolah dan prestasi belajar siswa di SMK PGRI Turen Malang*. [skrsocial sciencei], Universitas Negeri Malang. Malang.