ACADEMIC PROCRASTINATION WITH SELF-EFFICACY COMPLETED THESIS STUDENT COUNSELING AND GUIDANCE PROGRAM CLASS OF 2013 STKIP BUDIDAYA BINJAI

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Abstract

Self efficacy is a person's belief in his ability to overcome various situations that arise in his life. The phenomenon that occurred in the student of BK Study Program class of 2013 felt that they had not been able and lacked the confidence to be able to complete the thesis on time so as to lead to academic procrastination. This study aims to look at the relationship between academic procrastination and self efficacy in completing the thesis of 2013 Guidance and Counseling study program students at Binjai Cultivation STKIP. This study used a correlational qualitative method with a sample of students of the 2013 BK study program totaling 30 randomly. This study uses a Likert scale model. The results of this study indicate that there is a relationship between academic procrastination and self efficacy in completing the thesis of 2013 Guidance and Counseling Study Program students in Binjai Cultivation STKIP

Keywords: *Academic procrastination, self-efficacy, completion of student thesis*

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A. Introduction

Students who are studying in college are required to complete their studies within a predetermined period of time. In an effort to achieve a Bachelor's degree students are required to face various stages and tasks one of which is completing a thesis which is one of the requirements for a student to get abachelor 's degree .

The reality that exists to complete studies is not easy. To graduate from college, students must face various challenges, obstacles and obstacles both from within and from outside themselves. The effort to achieve success in working on and completing the thesis requires the effort and confidence of students in overcoming these obstacles. Self-confidence is also called the term *self efficacy* . *Self efficacy* is a person's belief in his abilities in overcoming various situations that arise in his life (Bandura, 1994). *Self-efficacy* in general is not related to skills possessed, but is related to individual beliefs about things that can be done with the skills that they have no matter how large. *Self-efficacy* affects several aspects of one's cognition and behavior.

The problems faced by students in completing studies are time management or lack of time discipline. Based on the academic data obtained from the STKIP Budidaya Binjai General Administration Agency (BAU), it was found that in 2011 and 2012 students there were only 244 students who were able to graduate and counseling within 4 to 5 years of the 2011 and 2011 guidance and counseling students. 2012, which totaled 389 students, means that there are still 38% of students or 174 students who have not been able to graduate as expected. Based on the submission of some 2011 students and 2012 transportation who have not graduated to date, they prefer to focus on carrying out their work and there are also those who choose to build a household first rather than completing their thesis. From the various exposures above, it can be assumed that the above phenomenon is attributed to academic pr ostrastination .

The term procrastination comes from Latin *procrastination* with the prefix " *pro* " which means pushing forward or moving forward and the suffix "*crastinus* " which means tomorrow's decision when combined becomes "suspend" or "delay until the next day.

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March 23rd, 2019

According to Ghufron (2010) "Procrastination is said to be delayed if the delay is carried out on an important task, repeatedly intentionally, and creates a subjective feeling of discomfort felt by a proclamator. Meanwhile Milgram (1991) says procrastination is a specific behavior include (1) a behavior that involves elements of delay, both for starting and completing tasks or activities; (2) produce other further consequences, such as delays in completing tasks or failures in doing tasks; (3) involves a task that is perceived by procrastinators as an important task to be carried out, such as office tasks, school assignments and household duties; (4) produce unpleasant emotional states, such as feelings of guilt, feelings of guilt, anger, panic and so on.

The various descriptions above illustrate the need for an effort to find out the level of academic procrastination in 2013 students of STKIP Budidaya Binjai counseling and counseling study programs who are pursuing a thesis course program. The execution and completion of the thesis is very important and is one of the tasks that affect the length of the lecture period of a student, the higher the level of academic procrastination in students the longer the time students can receive their graduation.

There are many obstacles faced by the 2013 guidance and counseling study program students at STKIP Budidaya Binjai in the process of completing the thesis that is being carried out. Based on the results of interviews with students of the 2013 guidance and counseling study program, STKIP Budidaya Binjai consisted of 4 students, with the initials MFS, ANP, FD, and MF. And make observations made in March until May 2017. Students have difficulty in determining the appropriate theme or research title to be used as thesis material. There are also students who find it difficult to explain to the supervisor about why he chose a thesis title. Then there are students who have difficulties in finding references that are appropriate to the thesis they are working on, sometimes students also have difficulty adjusting their time and the time the supervisor in conducting thesis guidance, as well as the number of revisions discourage and reduce students' confidence in completing their thesis.

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March 23rd, 2019

Based on observations, there is a tendency that the constraints faced by students are caused by individual students who have a tendency for students to concentrate on doing thesis, the slow pace of students working on theses so that they require more time completing thesis, students are afraid to do thesis guidance, and student tendencies prefer to do activities that are more fun than doing thesis. These things prevent students from completing their thesis according to the time expected by students.

In addition to the problems or constraints above, students of the 2013 guidance and counseling study program STKIP Budidaya Binjai felt that they were not yet able and lacked confidence to be able to complete their thesis thoroughly. There is a tendency to see friends who can do theses faster and better so that students feel unable to achieve what their friends are doing. This situation illustrates the low level of *self-efficacy* , which is meant by low *self-efficacy* is the individual "considers himself basically unable to do everything around him. In difficult situations, people with low *self-efficacy* tend to give up easily. "

There are also students of the 2013 guidance and counseling study program STKIP Budidaya Binjai who have the confidence to be able to finish their thesis well and feel able to deal with problems during the process of working on the thesis, and feel able to find solutions to help him overcome the problems he face in the process of working on the thesis. The above figures show there are students who have *self-efficacy* is high, which is *self-efficacy is*high is "believe that they are able to do something to change the events around him, people with *self-efficacy* of high'll try harder to overcome existing challenges "

The purpose of this study is to look at the relationship of academic procrastination with *self efficacy to* complete the thesis of 2013 Guidance and Counseling Study Program students in Binjai Cultivation STKIP.

B. Method

This research is included in correlational quantitative research. The population in this study were students of BK Study Program class of 2013 Binjai Cultivation STKIP while the sample of this study were 30 students

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March 23rd, 2019

who were randomly selected. The instrument used is a *Likert* model *scale* . Test the validity of the instrument using the *Product Moment Correlation* and reliability test using the *Alpa Cronbach* formula .

The collected data was analyzed by calculating the average score of academic procrastination and *self efficacy in* completing the thesis. After the description of the data, the data ranges or intervals are calculated. Irianto (2012) explains that to calculate the range of data or intervals can be done by calculating the highest data minus the lowest data then divided by the number of classes, so that the classified categories are obtained. Furthermore, the data obtained were analyzed using the *Product Moment Correlation .*

C. Research Finding
1. Description of Research Data
a. Academic Procrastination

The psychological scale for the academic procrastination variable consists of 29 valid statements. The lowest answer score is 1 and the highest is 4, so that the lowest total score is known to be 29 and the highest is 116. From the results of data collection that has been done, the lowest total score is 40 and the highest total score is 107. Descriptive analysis obtained a *mean* value of 77.967 *median* of 79 and a *standard deviation* of 12.449.Determination of categories is classified into five categories: very low, low, normal, high, and very high. Next is the frequency distribution of categories from academic procrastination.

Table 1. Distribution of Frequency of categorization of Academic Procrastination

No.	Score	Absolute frequency	Relative frequency (%)	Information
1	29.0 - 46.4	1	3.34	Very low
2	46.4 - 63.8	1	3.34	Low
3	63.8 - 81.2	18	60	Normal
4	81.2 - 98.6	8	26,66	High
5	98,6 - 116,0	2	6.66	Very high
	Total	30	100	

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March 23rd, 2019

From the table above, it can be seen that there are 1 student included in the very low category. 1 student included in the low category. 18 students included in the normal category. 8 students included in the high category. And there are 2 students who fall into the very high category.Thus it can be concluded that some students of 2013 guidance and counseling from Binjai Cultivation STKIP who have procrastination levels are in the normal category with a frequency reaching 60%.

b. *Self-Efficacy*

The psychological scale for the self-efficacy variable consists of 28 valid statements. The lowest answer score is 1 and the highest is 4, so it is known that the lowest total score is 28 and the highest score is 112. From the results of data collection, the lowest total score is 59 and the highest total score is 105. Descriptive analysis obtained a mean value of 80.9 median of 81 and a standard deviation of 11,077. Determination of categories is classified into five categories: very low, low, normal, high, and very high. Next is the frequency distribution of categories of *self-efficacy* .

Table 2 . Frequency Distribution of *Self-Efficacy* Categorization

No.	Score	Absolute frequency	Relative frequency (%)	Information
1	28.0 - 44.8	0	0	Very low
2	44,8 - 61,6	2	6.66	Low
3	61,6 - 78,4	9	30	Normal
4	78.4 - 95.2	16	53.34	High
5	95,2 - 112,0	3	10	Very high
	Total	30	100	

From the table above it can be seen that there were no students included in the very low category. 2 students included in the low category. 9 students included in the normal category. 16 students included in the high category. And there are 3 students who fall

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March 23*rd***, 2019**

into the very high category.Thus it can be concluded that some students of guidance and counseling for the 2013 Binjai Cultivation STKIP who have a high level of *self-efficacy* with gasoline reached 53.34%.

2. Hypothesis testing

After the normality test and linearity test, the research data can be tested for the hypothesis. Test the hypothesis in this study using the *product moment* correlation analysis formula whose calculations are assisted by PASW *Staristics* 18. The relationship proposed in this study is that there is a relationship between academic procrastination and *self-efficacy* in completing the thesis on students of guidance and counseling in the 2013 Binjai Cultivation STKIP.

Acceptance criteria for Ha if p (sig) <0.05. The test statistic used is the *product moment* correlation test at the 5% significance level . Based on computational calculations obtained p (sig) = 0,000, then it can be concluded that the null hypothesis (Ho), which states there is no relationship between academic procrastination and self-efficacy in completing the thesis on students of guidance and counseling class of 2013 Binjai Cultivation STKIP, rejected. Thus the alternative hypothesis (Ha) states that there is a relationship between academic procrastination and self-efficacy in completing the thesis on the 2013 guidance and counseling students of Binjai Cultivation STKIP, received at a significance level of 5%.

These findings interpret there is a match between academic procrastination and student self-efficacy in completing a thesis, but it does not address symptoms if students who have low self-efficacy have high academic procrastination due to a positive contributing correlation of 0.701.This empirical finding supports the research hypothesis which states: "There is a relationship between academic procrastination and self-efficacy in completing the thesis on student counseling and counseling 2013 Binjai Cultivation STKIP ".

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March 23rd, 2019

D. Discussion

Based on the data analysis presented above, it can be obtained the results of research that some 2013 Guidance and Counseling students of STKIP Budidaya Binjai who are completing their thesis have a high level of *self-efficacy* and the level of academic procrastination in completing thesis that tends to be normal. Individuals with low *self-efficacy* consider themselves basically unable to solve everything around them , while someone with high *self-efficacy* believes that they are able to do something to change events around them. In difficult situations people with high *self-efficacy* will try harder to overcome challenges existing, while people with low *self-efficacy* tend to give up easily.

Based on calculations derived *product moment* correlation test correlation coefficient (r) for the relationship between academic procrastination with *self-efficacy* in resolving research amounted to 0.701 which means the relationship between academic procrastination with self-efficacy in completing the thesis in the strong category. The 5% significance test results show that the null / zero (Ho) hypothesis with the preconditions P (sig)> 0.05 is rejected, then the results of this correlation analysis support the research hypothesis that has been proposed, namely there is a relationship between academic procrastination and self-efficacy in resolving thesis on student of guidance and counseling class of 2013 Binjai Cultivation STKIP.

Individuals who have Low self-efficacy tends to do academic procrastination, so that each individual has a different level of procrastination and success in fulfilling each individual's tasks also varies. Individuals who have low self-efficacy will find it difficult to motivate themselves so they canreduce their efforts in completing the task at hand, besides that individuals also have a weak commitment to life goals to be chosen, individuals do not feel confident being able to work in certain fields and contexts. Individuals who have a low self-efficacy tendency to do academic procrastination tend to be high. And vice versa, if individuals have high self-efficacy , they will look dominant in their ability and business factors, individuals also believe themselves capable of success and success, they feel confident that they will achieve

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4.0 based on Local Wisdom." in Sabty Garden Hotel-*Kisaran North Sumatra,***
March 23*rd***, 2019**

success when they strive with all their abilities. Individuals who have a high self-efficacy tendency to do academic procrastination tend to be low. So that individuals will be motivated to study hard and actively in order to be able to finish the thesis well. And for the 2013 guidance and counseling students, the STKIP Budidaya Binjai had a high level of self-efficacy and had normal academic procrastination.

The proof of the hypothesis in this study can also be seen from the response of the answers given by the subject on the scale of academic procrastination in completing the thesis. The number of students who have academic procrastination is very low as much as 3.34%, then as much as 3.34% is low, normal is as much as 60%, then as much as 26.66% is high, and 6.66% for the very high category. This interpreted that most students had normal academic procrastination. It can also be seen from the response of the answers given on a scale of self-efficacy, it is known that 6.66% students of guidance and counseling STKIP Binjai Cultivation force in 2013 had a low self-efficacy, students who have normal levels of self-efficacy for 30%, then high at 53.34% and very high at 10%. This can occur because there are several influencing factors, including: experience of success, other people's experiences, verbal persuasion, and individual emotional states .

Based on the hypothesis testing, the results of a positive and significant relationship between self-efficacy and academic procrastination are obtainedin completing the thesis on students. That is, that the higher the self-efficacy students have, academic procrastination in completing the thesis will be higher but in this study academic procrastination tends to be normal. The contribution of self-efficacy can be seen from the acquisition of the R Squaredetermination coefficient of 0.473. This also means that 0.527 is caused by other variables.

This can be illustrated by the problems that occur in Binjai Cultivation Guidance and STKIP students, where students who have low self-efficacywhen faced with problems in facing thesis tend to make a reason for failure. These problems include the demands of the supervisor who are too high to cause difficulties in completing the thesis,

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March 23rd, 2019

difficult references to be found causing difficulties in completing the thesis, always delaying in completing the thesis, feeling unable and lack of confidence in their ability to complete the thesis completely and difficulty completing the thesis within 1 semester. Therefore students can overcome academic procrastination in completing their thesis and improve self-efficacy by recognizing the symptoms of academic procrastination in completing their thesis, always thinking positively, being persistent in trying and being confident in their own abilities. So, the results of this study prove that there is a relationship between academic procrastination and self-efficacy in completing the thesis on the 2013 guidance and counseling students of STKIP Budidaya Binjai (accepted hypothesis).

E. Conclusion

The conclusions from this study include:
1. The level of academic procrastination in completing the thesis on students of guidance and counseling study program in the 2013 Binjai Cultivation STKIP is in the category of normal tendencies. Based on the results of the relative frequency distribution score, 60% of students who have normal academic procrastination.
2. The level of *self-efficacy* in students of guidance and counseling for the 2013 Binjai Cultivation STKIP is in the high tendency category. Based on the results of the relative frequency distribution scores, students who have *self-efficacy* in the high tendency category are 53.34%.
3. There is a relationship between academic procrastination and *self-efficacy* in completing the thesis on students of 2013 guidance and counseling study program Binjai Cultivation STKIP.

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March 23rd, 2019

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