



The Relationship Between Self-Efficacy and Social Support and Students' Academic Procrastination

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ABSTRACT

Many students at SMAN 2 Kuala Kapuas often experience procrastination in their studies and do not fully understand the importance of not procrastinating. Self-efficacy and Social Support cause this from their families and the surrounding environment. The purpose of this study is to determine the relationship between self-efficacy and social support for academic delay in grade XI students of SMAN 2 Kuala Kapuas. This research method uses a quantitative approach with an explanatory research method. The population of this study is 188 people, with random sampling techniques. And a research sample of 60 people. The collection technique used questionnaires. Data analysis using computerized SPSS by correlation and using the t-test. The validity and reliability of the questionnaire of the research are all more than 0,321 and more than 0,60. The results of the study showed that there was a relationship between self-efficacy and Academic Procrastination in Class XI students of SMAN 2 Kuala Kapuas. There is a relationship between Social Support and Academic Postponement in Class XI students of SMAN 2 Kuala Kapuas. There is a relationship between Self-efficacy, Social Support, and Academic Delay in Class XI students of SMAN 2 Kuala Kapuas. The conclusion is that there is a relationship between Self-efficacy, Social Support, and Academic Procrastination in Class XI students of SMAN 2 Kuala Kapuas; therefore, it is necessary to pay attention to the occurrence of Academic Procrastination in students so that they no longer have difficulties in postponing their assignments.

INTRODUCTION

Many students neglect their academic responsibilities, such as frequently procrastinating on completing assignments. In the educational context, this behavior is often known as academic procrastination (Rahayu, 2020). The negative impact of procrastination is a decline in learning outcomes. This is because students often fail to complete their assignments optimally due to procrastination. Burka and Yuen (Arnani, 2022) suggest that every individual procrastinates regardless of their age, gender, or status, whether they are students or workers.

Researchers conducted a preliminary survey (pre-research) to several students of class XI SMAN 2 Kuala Kapuas with the results found that class XI students of SMAN 2 Kuala Kapuas are known to tend to complete assignments on time rarely, prioritize hobbies over doing assignments, delay doing assignments given by teachers, feel stressed, bored, and tired when doing assignments, and submit them at the last minute of assignment submission time. Many other researchers have also tried to research procrastination behavior in class XI students of SMAN 2 Kuala Kapuas in various regions. Based on the conclusions from interviews with Guidance and Counseling Teacher Mrs. Yeni in class XI students of SMAN 2 Kuala Kapuas, students procrastinate. With characteristics such as delaying assignments, repeatedly procrastinating despite receiving warnings or punishments in class, considering the assignments difficult, so they are reluctant to do them, and prefer to do other activities outside of assignments, such as playing with gadgets and being busy with school organizations. However, the most dominant level of procrastination occurs in grade 11 because they have faced grade 10 before, so they feel they have enough experience dealing with the many assignments given and working on assignments close to the deadline. Meanwhile, grade 12 students are more focused on exams and choosing where to continue their education.

Rationale of Study

In the interviews of three students in grade XI of SMAN 2 Kuala Kapuas, namely K, L, and R, explained that the act of delaying the completion of academic assignments is often done. New students will work on the assignment close to the collective deadline, because they are more interested in activities outside of academics, such as participating in extracurricular activities at school, namely OSIS and sports activities. Students admitted that their actions were indeed not good. However, students also added that the subjects that are the assignments are sometimes challenging to understand, so they choose to cheat on classmates or not do it at all, provided they do it not alone but with several friends in the class. Students are less confident in their own abilities, so they prefer to avoid and postpone assignments.

Based on an interview with one of the subject teachers, Mrs. Riska explained that the dominant reason for students to postpone their work is that they think the assignments given are complex. Hence, students tend to feel unsure of their potential and choose to avoid doing assignments that are very close to the deadline of the assignment and alternatives that are considered appropriate without the need for more effort in completing the assignment by cheating on the work of friends who have been completed and are considered correct in completing the assignment. Based on the results of the preliminary study conducted by researchers, it was found that as a result of their frequent procrastination on assignments, class XI students of SMAN 2 Kuala Kapuas tend to be unsure and doubtful that their grades will still be good. On the other hand, students need to have confidence and trust in their abilities in order to carry out the tasks given by the teacher well. This belief in one's abilities is usually called self-efficacy in psychology.

Researchers conducted a preliminary survey of a few students of grade XI of SMAN 2 Kuala Kapuas, where it was found that they felt confident that they could achieve their life goals and were able to compete positively with other friends. However, in academics, they tended to be less confident in their abilities, which was characterized by more frequent internet searches and viewing of friends' work when facing complex tasks, compared to being confident in trying to do it themselves. In everyday life in the learning environment, they tended to feel unsure about expressing their opinions, including preferring to remain silent when asked by the teacher because they were not sure they could answer the question.

One factor influencing academic procrastination in students is self-efficacy. Self-efficacy is a person's belief in their ability to organize and carry out the necessary actions to achieve a certain level of performance. A person's efficacy is needed to determine how much effort is exerted and how persistent they are in overcoming various obstacles in solving them. The stronger the self-

efficacy, the more persistent and tenacious the individual will be in their efforts (Rifai, 2019). Self-efficacy determines the choice of behavior or activities that individuals will undertake, confidently carrying out activities they are deemed capable of doing. Conversely, individuals will tend to avoid tasks and situations perceived as exceeding their capabilities.

The second factor that impacts academic procrastination in students is family support, as family is the closest people to the student. According to Ayuni (2020), family members perceive supportive individuals as always ready to provide help and assistance when needed. Family support is a lifelong process, with the nature and type of support varying at different stages of the life cycle. Family support encompasses the family's attitudes, actions, and acceptance of the patient. Support can come from others (parents, children, husband, wife, or siblings) close to the patient. It can take the form of information, specific behaviors, or material items that can make the individual feel cared for, cared for, and loved.

Literature Review

Etymologically, self-efficacy consists of two words: "self" as an element of personality structure and "efficacy," which means self-assessment, whether good or bad actions can be carried out, right or wrong, capable or incapable of what is required (As'ad, 2013). According to Bandura (Kunti, N. 2017), Self-efficacy refers to a person's perception of their ability to organize and implement actions to display specific skills. Baron and Byrne (Kunti, 2017) stated that Self-efficacy is a person's assessment of their ability or competence to perform a task, achieve a goal, and produce something. Meanwhile, Schultz (Kunti, N. 2017) defines self-efficacy as our feelings of adequacy, efficiency, and ability to face problems.

Ritter (Gultom, 2021) said that social support refers to emotional, instrumental, and financial assistance from a person's social network. Similarly, Gottlieb (Gultom, 2021) states that social support consists of information or advice, both verbal and nonverbal, tangible assistance or actions provided by social familiarity or obtained through their presence, and has emotional or behavioral benefits for the recipient. According to Friedman (Zuraida, 2017), family social support is a relationship between the family and the social environment. Santrock (Zuraida, 2017) stated that family social support is support from parents by providing individuals with opportunities to develop their abilities, learn to make decisions about what to do, be accountable for all their actions, and take their own initiative.

Procrastination is the tendency to delay starting or completing a task altogether in order to engage in other unnecessary activities, thus hindering performance and preventing it from being completed on time (Aini, 2021). Solomon and Rothblum (1984) suggest that procrastination is more than just the time required to complete a task; it also includes consistent and repeated delays (Solomon & Rothblum, 1984).

Objectives

The aim is to determine: 1) The relationship between self-efficacy and academic procrastination of 11th-grade students of SMAN 2 Kuala Kapuas. 2) The relationship between social support and academic procrastination of 11th-grade students of SMAN 2 Kuala Kapuas. 3) The relationship between self-efficacy, social support, and academic procrastination of 11th-grade students of SMAN 2 Kuala Kapuas. 4. The Relationship between Self-Efficacy, Social Support, and Academic Procrastination of 11th-grade SMAN 2 Kuala Kapuas students.

METHODS

Research Design

Quantitative research emphasizes the analysis of numerical data processed using statistical methods. Quantitative methods will determine the significance of relationships between variables.

The method used in this study is correlational, which aims to determine or detect the presence or absence of relationships between two or more variables under study.

Procedure

Data collection used a questionnaire. The population in this study was 188 11th-grade students of SMAN 2 Kuala Kapuas. The sampling technique used was random sampling, with a sample size of 60 students.

Measures

This study used a questionnaire with a Likert scale and tested for validity and reliability.

Data analysis

Data analysis used SPSS computerized analysis, analyzing the correlation, F-tests, t-tests, and determination tests results. This method is carried out to determine whether there is a relationship between the independent and dependent variables in this study.

RESULT AND DISCUSSION

Results

In this study, hypothesis testing uses multiple regression, which will be empirically tested to find the functional relationship between two or more independent variables and the dependent variable, or to predict two or more independent variables against the dependent variable. The results of this study's multiple linear regression test can be seen in the table below.

Table 1. Results of the Multiple Linear Regression or Multiple Effects Test

Variabel Independen	Variable Dependen	Koefisien	T _{count}	Sig
Self Efficacy (X1)	Academic Procrastination (Y)	0.521	13.410	0.000
Social Support (X2)		0.688	4.525	0.000
Konstanta = 4.489			F _{count} = 279.907	
R = 0.953			Sig = 0.000	
R Square = 0.908			F _{table} = 3.14	
Adjusted = 0.904			t _{table} = 1.667	

(Source: data processed by researchers, 2024)

Based on Table 1, the results of the coefficients above can be developed using a multiple linear regression equation model as follows, $Y = \alpha (4.489) + X\beta_1 (0.521) + X\beta_2 (0.688) + e$. Suppose the values in Table 5.12 above are substituted. In that case, the following values are obtained: A constant of 4.489 means that if Self-Efficacy and Social Support are absent, then Academic Procrastination will be 4.489. The regression coefficient X1 has a positive effect of 0.521 with a significance level of $0.000 < 0.05$, meaning that every one-unit increase in Self-Efficacy will increase Academic Procrastination by 0.521. Conversely, every one-unit decrease will decrease Academic Procrastination by 0.521, assuming X1 remains constant.

The Regression Coefficient X2 has a positive effect of 0.688, sig $0.001 < 0.05$, meaning that every increase in one unit of Social Support will increase Academic Procrastination by 0.688. And conversely, every decrease in one unit of Self-Efficacy will decrease Academic Procrastination by 0.688, assuming that X2 remains constant. Tanda (+) menunjukkan arah hubungan yang searah sedangkan tanda (-) menunjukkan arah hubungan yang berbanding terbalik antar variabel independen (X) dengan variabel dependen (Y).

Based on Table 1 above, the $F_{count} = 279.907 > F_{table} 3.14$ with a 0.000 probability below 0.05. This indicates that all independent variables, namely Self-Efficacy and Social Support, significantly affect the Academic Procrastination of Students at SMAN 2 Kapuas. Thus, H1 is

accepted. Based on Table 1, this test compares the probability value or p-value (sig-t) with a significance level of 0.05. If the p-value is less than 0.05, H_a is accepted; conversely, if the p-value is greater than 0.05, H_a is rejected.

The t-test results for the Self-Efficacy variable (X_1), as shown in Table 5.22 above, obtained a calculated t of 13,410 > t table 1.667 with a probability of 0.000, which is below 0.05. Thus, H_2 is accepted, which means there is a partial influence of Self-Efficacy on Academic Procrastination of SMAN 2 Kapuas students (Y). The t-test results for the Social Support variable (X_2), as shown in Table 5.12 above, obtained a calculated t of 4,525 > t table 1.667 with a probability of 0.001, which is below 0.05. Thus, H_3 is accepted, which means there is a partial influence of Social Support on the Academic Procrastination of SMAN 2 Kapuas students (Y).

The coefficient of determination (R^2) measures the model's ability to explain variation in the Academic Procrastination variable. The coefficient of determination value is between 0 and 1. An R^2 value close to one indicates that the independent variables in the study provide almost all the information needed to predict variation in the Academic Procrastination variable.

Bias is a fundamental weakness of using the coefficient of determination due to the number of independent variables included in the model. Therefore, using the adjusted R^2 when evaluating regression models is recommended. The R^2 value is 0.908. This statistical calculation indicates that the independent variables explain 90.8% of the variation in the dependent variable. In comparison, the remaining 1.2% is explained by other variables, such as motivation, school environment, and peer group.

Discussion

The Relationship between Self-Efficacy and Academic Procrastination in Grade XI Students of SMAN 2 Kuala Kapuas is analyzed using the t-test results, which show that the calculated t-value is greater than the t-table value ($13.410 > 1.667$) and the significance value is less than 0.05. Therefore, Hypothesis 2 is accepted, indicating a positive and significant effect between Self-Efficacy and Academic Procrastination in Grade XI Students of SMAN 2 Kuala Kapuas.

Academic procrastination has many negative impacts on Grade XI Students of SMAN 2 Kuala Kapuas and the environment. According to E. Surijah & Sia (T., 2017), students who delay their studies waste time and opportunities, which makes them less productive. Furthermore, academic procrastination becomes a material burden for parents and can lower the accreditation scores of faculties and universities. A study by Ulfah et al. (2019) found that students often face several obstacles when writing their theses. Obstacles that influence students' revision of their theses include confusion in developing theory (3.3%), lack of methodological knowledge (10%), difficulty editing arguments (10%), and difficulty interpreting research results (13.3%). Research conducted by Ulfah shows that students often encounter obstacles in completing their theses and need effort and self-confidence to overcome them (Ulfah, 2019).

Many studies have shown that students frequently engage in academic procrastination. Heni conducted research on academic procrastination among 60 Informatics Engineering students at Widya Dharma University, Klaten. The results showed a significant relationship between hardiness and academic procrastination, with an r value of -0.945 ($p = 0.01$); thus, the hypothesis in this study was accepted. In conclusion, there is a negative relationship between the two variables, meaning that the higher a person's hardiness, the lower the level of academic procrastination in final-year students (Aini, Z., & Heni, R., 2017).

According to Bart (Ghufron, 2018), students with high self-efficacy recognize ability and effort as dominant factors. Self-efficacy helps determine whether to engage in certain behaviors. The extent to which students can regulate their behaviors must be considered, along with their information and beliefs about potential losses or benefits. The author concludes that self-efficacy is a type of self-belief that inspires and encourages confidence in completing challenging tasks.

Student learning behavior significantly impacts the continuity of their learning. Efficient learning can be achieved through the use of appropriate strategies, including effective time management for participating in teaching and learning activities, studying at home, in groups, and for exams. Good learning behavior can be achieved when students are aware of their responsibilities, have the confidence and strength to improve their behavior, and manage their time effectively between studying and non-studying activities.

Bandura (Baron, 2015) also explains that self-efficacy is a person's evaluation of their ability or competence to perform a task, achieve a goal, or overcome obstacles. Self-efficacy determines the choice of behaviors or activities that individuals will confidently carry out, as well as those they are deemed capable of doing. Conversely, individuals will tend to avoid tasks and situations that are perceived to exceed their abilities. One of the main reasons students procrastinate on academic assignments is that they perceive them to be difficult. They are unsure of their abilities, so they avoid completing assignments at the last minute, often resorting to copying from friends' work. A person's intrinsic motivation will influence whether or not procrastination occurs. The higher a person's motivation in carrying out a task, the lower the tendency to procrastinate (Ferrari, 2012). Other aspects of an individual that can influence procrastination are self-esteem, self-efficacy, self-consciousness, self-control, and self-critical thinking (Ferrari, 2012). Ferrari (2012) suggests that two factors influence individuals to procrastinate: internal and external factors. The first is due to internal factors, namely, factors originating from within the individual that cause academic procrastination.

Park and Sperling (2012) explained in their research that procrastination is more influenced by poor self-regulation and avoidance behavior (Park, 2013). Secondly, external factors, such as environmental influences, shape a person's tendency to engage in academic procrastination. The influence of peers or peer groups, which causes students to procrastinate on academic assignments, is one external factor contributing to academic procrastination. In this case, students will form groups with their peers and seek conformity or engage in activities that align with group norms to be accepted within their environment. If the peer group is reluctant to start and complete academic assignments, then the individual also tends to be lazy in doing so.

This kind of conformity will negatively impact students' ability to complete their academic assignments. In academic activities, teachers will assign assignments and set deadlines for submission. However, not all students can complete academic assignments by the specified deadlines. In reality, many students still procrastinate. A factor that causes students to procrastinate is also the group they work with. Students are used to doing assignments with their classmates, so when friends are busy with personal activities, a student may become lazy and wait until others are also working on their assignments.

Factors that influence students' academic procrastination are not just self-confidence issues; they also include peer influence. Students tend to imitate their peers' bad behavior. For example, after school, their peers do not go straight home but instead go to the nearest internet cafe to play games. This results in neglected homework time, and when it is time to submit assignments, students either copy their friends' work or do not submit it at all. The Relationship between Social Support and Academic Procrastination in XI-grade Students at SMAN 2 Kuala Kapuas, as indicated by the t-test results, shows that the calculated t-value is greater than the table t-value ($4.525 > 1.667$), and the significance value is less than 0.05. Therefore, Hypothesis 3 is accepted, indicating a positive and significant effect between Social Support and Academic Procrastination in XI-grade students at SMAN 2 Kuala Kapuas.

This aligns with Triyanto's (2021) research, which revealed differences in procrastination levels among students based on gender, indicating that male students have higher levels of academic procrastination than female students (Triyanto, E., 2021). Because each individual develops according to their biological characteristics, gender differences allow for different

potentials in each individual (Amin, G., 2019). Each individual has different experiences with the social support they receive, and not all of them have a positive impact (Astuti, 2013). Furthermore, a study conducted by Amelia and Hadiwinarto (2020) on the relationship between social support and academic procrastination among 10th-grade students at SMA Negeri 2 Mukomuko showed a negative relationship between social support and academic procrastination, meaning that the higher the social support, the lower the academic procrastination among students (Amelia, 2020).

According to Ferrari, Johnson, and McCown (1995), there are four aspects of academic procrastination: delaying the start or completion of assignments, delaying completion, a time gap between plans and actual performance, and engaging in other, more enjoyable activities. Laziness, forgetfulness, fatigue, lack of concentration, poor time management, and in-depth study of the material are internal factors that contribute to academic procrastination in students (Rofiqah, 2018). Furthermore, external environmental factors also contribute to academic procrastination. One example is an environment with low supervision, which leads students to procrastinate in completing their assignments (Candra, 2014). For example, in Islamic boarding schools (pesantren), students may not necessarily receive full supervision daily. Furthermore, the numerous activities at Islamic boarding schools can also trigger academic procrastination in students.

Each experiences different levels of social support, and not all of them have a positive impact (Astuti, 2013). This is supported by research by Lee and Ybarra (2017), who stated that each individual has different views on the social support they receive, and that it depends on how they receive it and with whom they receive it (Lee, R. M., Draper, M., & Lee, S., 2001). Ferrari, Johnson, and McCown (1995) stated that parents' high demands for their children's success can cause anxiety and restlessness in children if their expectations are not met. This can lead to academic procrastination, which involves delaying the completion of tasks to achieve results that meet parents' expectations. The Influence of Self-Efficacy and Social Support on Academic Procrastination in 11th-grade students at SMAN 2 Kuala Kapuas, with F test results showing that the calculated F value is greater than the F table value ($279.907 > 3.14$). The significance value is less than 0.05, indicating that hypothesis 1 is accepted. Therefore, there is a significant positive influence between Self-Efficacy and Social Support on Academic Procrastination in grade XI students of SMAN 2 Kuala Kapuas. This is because students who join organizations tend to conform more to their organizational groups than those who do not. Ferrari (1995) suggests that two factors influence individuals to procrastinate: internal and external factors. The first is due to internal factors, namely, factors originating from within the individual that cause academic procrastination behavior. As explained by Park (2013), procrastination is more influenced by poor self-regulation and the tendency to avoid tasks. The second is due to external factors, namely, those originating from outside the individual, such as environmental influences that shape a person to engage in academic procrastination. Self-efficacy determines the choice of behaviors or activities that individuals will confidently carry out, as they consider themselves capable of performing them. On the other hand, individuals tend to avoid tasks and situations perceived to exceed their abilities. Janssen and Cartoon (Muktiyaningtyas, 2013) stated that self-consciousness, self-esteem, Self-Efficacy, and social anxiety also influence academic procrastination. Self-efficacy is a form of individual confidence in one's ability to achieve personal goals. Self-efficacy can manifest as individuals' feelings, thoughts, self-motivation, and the desire to achieve something.

The existence of Self-Efficacy in individuals will impact four processes, namely: 1) Cognitive processes, the influence of self-efficacy on cognitive processes can arise in various formats. Purposeful behavior is regulated by prior thinking in realizing goals. Goal setting is influenced by an individual's assessment of their capabilities; 2) Motivational processes, self-confidence in self-efficacy plays a key role in self-regulation of motivation. Individual motivation is generated through cognitive processes. Individuals motivate themselves and direct actions through various exercises. Individuals believe in what they do and constantly anticipate the potential outcomes of their

actions. Individuals will set their goals and plan exercises before taking action by designing them according to future values; 3) Affective processes, individuals believe in the influence of their capabilities in overcoming stress and depression in facing threats or difficult situations, such as on their motivation. Self-efficacy will make individuals more able to overcome all problems that threaten their existence; 4) Selection processes, through self-confidence in their capabilities, individuals tend to act selectively or make choices regarding the achievement of their life goals. Individuals will choose problem-solving and goal achievement according to their capabilities. Individuals who doubt their capabilities have low levels of aspiration and commitment (Bandura, 2005).

Several relevant studies that can support this research include research by Asti Kartika Muktiyaningtyas (2013). There is a very significant negative relationship between self-efficacy and academic procrastination. The research subjects' self-efficacy levels were classified as high, while their academic procrastination levels were classified as moderate. In this study, the independent variable was self-efficacy, and the dependent variable was academic procrastination. Relevant research supporting this study includes the work by Nelia & Murjito (2010), which found a significant relationship between self-efficacy and academic procrastination. The correlation between each dimension of self-efficacy and academic procrastination is significant. In this study, the independent variable was self-efficacy, and the dependent variable was academic procrastination. Students will inevitably encounter learning activities and the obligation to complete both academic and non-academic study assignments. These academic activities include studying, doing assignments, exams, practicums, and final assignments. Meanwhile, non-academic activities include school organizations, seminars, and both soft skills and hard skills training aimed at developing students' potential (Nelia, 2014).

In addition, social support influences the Academic Procrastination of class XI students at SMAN 2 Kuala Kapuas. Students with low social support tend to procrastinate academically, while those with high social support exhibit less academic procrastination. This statement aligns with Afriani's (2013) opinion, which states that one reason for academic procrastination is the lack of social support, influenced by the decision-making process of determining whether an action is right or wrong. Social support and academic procrastination: This means that the higher the level of social support, the lower the level of academic procrastination. Conversely, the lower the social support, the higher the academic procrastination. This is in line with research by Khanezza Amelia I (2020). The results of the study showed a significant negative relationship between social support and academic procrastination, with an r_{xy} of -0.517 and a significance level of 0.000 ($p < 0.05$). This indicates a negative relationship between social support and academic procrastination, meaning that higher social support correlates with lower academic procrastination.

The social support that students need is the responsibility of the guidance teacher to enhance. The guidance teacher has complete duties, responsibilities, authority, and rights in Guidance and Counseling activities for several students. This includes providing Guidance and Counseling services to all students at the school, where they work to help students achieve optimal growth and development (Zuraida, 2017).

The research results indicate a relationship between self-efficacy, social support, and academic procrastination, which can lead to students lacking a clear understanding of their tasks and responsibilities. When self-efficacy and social support are strong, students will experience fewer problems with academic procrastination when completing their schoolwork.

Limitations and Recommendations for Further Research

The limitations of the problem in completing this research are as follows: 1) This research relies on students as its unit of analysis. However, it can be considered to change the unit of analysis to a sample of this research. 2) The author needed quite a long time to be able to complete

the data collection because not all class XI students of SMAN 2 Kuala Kapuas immediately filled out the questionnaire that had been given.

CONCLUSION

Self-efficacy is related to academic procrastination in eleventh-grade students at SMAN 2 Kuala Kapuas. Self-efficacy has a positive and significant effect on academic procrastination, indicating that higher self-efficacy will decrease academic procrastination. Social support is related to academic procrastination in eleventh-grade students at SMAN 2 Kuala Kapuas. Social support has a positive and significant effect on academic procrastination, suggesting that increased social support can lead to greater academic procrastination.

Self-efficacy and social support are related to academic procrastination in eleventh-grade students at SMAN 2 Kuala Kapuas. Self-efficacy and social support have a positive and significant effect on academic procrastination, indicating that higher levels of these factors will increase academic procrastination.

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