# Procrastination Seen from Parents' Social Support and Self Efficacy of Students

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| Article Info | ABSTRACT |
|---|---|
| | Procrastination is carried out by students on the background of several things, such as difficulty making decisions so that students tend to follow decisions even though it is detrimental to themselves. In addition, there are also some students who feel worried and afraid of being wrong in completing assignments but are embarrassed to ask teachers and parents this results in an increase in the level of procrastination at MAN Magelang Regency seen when students are given assignments that are not completed, so they tend to see the results of friends' work. This study aims to empirically examine the relationship between parental social support and self-efficacy with procrastination in MAN students in Magelang Regency. This study uses quantitative methods. The number of subjects in this study amounted to 304 students, the sampling technique used was proportional stratified random. Collecting data using procrastination scale, parental social support scale, and self-efficacy scale. Analysis of the data used in this study using multiple linear regression analysis with assumption test. The results of testing the hypothesis together obtained an R value of 0.811 with a significance value of 0.000 (p <0.01), providing an effective contribution of 65.8%. These results indicate that the hypothesis is accepted that there is a significant relationship between parental social support and self-efficacy with procrastination. This means that the higher the parent's social support and self-efficacy, the higher the level of procrastination. |

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## BACKGROUND

Work delays are very common in any world, especially in the world of education. Madrasah Aliyah Negeri students tend to delay usually caused by laziness and activities felt more attractive from the psychological condition of the students themselves. This is supported by research sabella, Romiaty and Sangalang (2021) the intensity of playing online games is one of the influences on the emergence of academic procrastination behavior in students. Madrasah Aliyah Negeri students usually have an age range between 16 years to 18 years old, at that age vulnerable usually students are easily influenced by group or peer activities so override their responsibilities as a student, especially doing assignments.

According to Erikson (2010) students in the age range of 12-18 years have developmental tasks to prepare themselves into adulthood and this requires greater responsibility than before by not delaying tasks. In addition, according to Sullivan (2012) the age of adolescents with the age range of 16-20 years is the stage of adolescent personality begins to form as serious as learning to achieve a career in the future, and his ideals are more realistic. This is in line with cinthia and kustanti research (2017) teenagers have a tendency to group and follow friendship styles so tend to forget their duties and responsibilities to learn. Therefore, it can be interpreted that students tend to do procrastination because the friendship environment also tends to do procrastination.

According to Burka and Yuen (2008) procrastination is a delay in completing a job to be completed at a later time. While according to Knaus (2002) procrastination is a fixed response or a habit can be viewed as a *trait* involving behavioral components and other related mental structures either known directly or indirectly. Procrastination is seen as more than just a tendency to respond to tasks that are not liked and seen as not completed successfully. Procrastination is categorized as procrastination if it occurs repeatedly so that it becomes a habit or sedentary pattern, can be done by a person when facing a task and the delay is resolved by the irrational belief in looking at a task.

Interview researchers found That students feel the task given by the teacher is too much it makes students feel bored then do delays and choose to play with friends rather than do the task even resulting in the completion of the task until the deadline. Lack of control or supervision from the elderly in doing the task so that students casually delay doing the task. Research according to Anisahwati (2019) suggests that students who get parental social support are less likely to procrastinate.

Delays made by students can be influenced by themselves or factors from their environment. This is reinforced by the opinion of Burka and Yuen (2008) stating that there are several things that affect the behavior of procrastination or procrastination the first factor is an internal factor in the form of anxiety, fear and physical consequences (fatigue). External factors in the form of environmental conditions, namely support or pressure obtained from relationships with others (peers) or environmental conditions where the individual lives. This triggers the emergence of delays, abandoned tasks and has an impact on low value. Students also mentioned that they do not attach importance to academic achievement but only as a formality so as not to be scolded by parents.

Master BK stated that the high level of procrastination in MAN Magelang Regency was seen when students were given assignments that were not completed, so students tended to see the results of friends' work. Although students have been

given counseling, shiva has not shown any change in doing the task. At the time of empty lesson hours most students chat with friends, there are also those who play *games* via mobile phones, as well as students eat in class without regard to the assignment given. Delays are done by students behind several things such as difficulty making decisions so that students tend to follow the decisions of friends even though it is detrimental to themselves. In addition, there are also some students feel worried and afraid of being wrong in completing the task but embarrassed to ask the teacher and his friend. BK teacher also mentioned some efforts that have been made such as intensive coaching and monitoring of students to see their academic development and see whether the student is still doing procrastination or not, in addition to the parent call aimed at parents to know the development of students while in school and the academic development of students. This is done because of the limitations of teachers in monitoring the development of students outside of school, therefore the need for cooperation between teachers and parents in monitoring the learning process of students. However, most parents of students are busy working so there is a lack of time in monitoring students' learning and lack of *education* for parents in terms of education. Based on this, students do not get attention from parents.

Research Ilyas and Suryadi (2018) found four procrastination behaviors, namely students delaying doing tasks and choosing to wait for cheats from friends, delays in collecting tasks, the belief that tasks can be done later or weak in time regulation, the absence of matching teachers of subjects. Atfilah research (2021) social support can affect procrastination behavior, the higher parental social support results in decreased procrastination behavior.

Findings in the field, parents are too busy working so less attention to children. Especially regarding development in school, parents give full confidence in children. But these beliefs tend to be misused not to do tasks and prefer to skip school or play with friends. Parents are lacking in providing advice and motivation to their children even though students get rapport grades under KKM (Minimum Completion Criteria). This is in line with Atika and Rashid's research (2018) that the socio-economic status of parents can support the development of children, so this can be used as a guide for parents to pay attention to their children both to parents from low, middle and high.

According to Sarafino and Smith (2014) social support is a sense of comfort, care, *support* and help provided to others or groups. Social support is obtained from anyone, one of which is parents. Parents are individuals with strong emotional ties to their children. Santrock (2012) explains that parents have an important role to play in shaping children's character in social relationships. This means that low social support from parents emotionally, instrumentally, and a form of appreciation for students can lead to the emergence of procrastination behavior.

The results of argaleta research (2014) parental social support affect the delay of students in working and completing tasks. This is in line with lastary and rahayu research (2018) if a student gets high social support from parents then the level of academic procrastination carried out will decrease, conversely if parental social support is low it will increase procrastination. Parental social support can play a big role in the emergence of procrastination behavior in students. According to Hurlock (2011) social support or older people can cause feelings of value, acceptance, and give rise to strong emotional bonds between parents and students.

According to Setyawan (2017) parents are the figures closest to students, where a student has an emotional closeness with parents, then when experiencing difficulties do not feel afraid to be scolded so that it has an impact on the low level of procrastination, due to the control of parents when parents already know the child's problems. According to Friedman (2008) factors that affect parental social support including socioeconomic class, education level, age, occupation and income can affect the way parents provide social support to students.

According to Burka and Yuen (2008) in addition to social support as an external factor there is also one of the internal factors behind procrastination, namely *self-efficacy*. According to Ormrod (2008) *self-efficacy* is the belief of the individual to achieve goals. According to Bandura (1986) *self-efficacy* refers to a belief related to the ability and ability of individuals to achieve or complete their learning tasks with a predetermined target of results and time. Students have high *self-efficacy* will remain excited when experiencing difficulties in completing tasks with a high level of difficulty, this is due to the student's confidence in completing the task, so that students can complete the task on time. As for students who have low *self-efficacy* will feel pessimistic when facing difficulties in doing tasks and the experience of failure before makes students not confident in doing tasks, and students also procrastinate on assignments. This makes students tend to cheat on a friend's work without considering the work is right or wrong. Students are used to cheating indicates having low *self-efficacy* due to the shadow of past failures to the results of work is not satisfactory.

Pudjiastuti (2016) students who have a high level *of self-efficacy* can do tasks independently in a timely manner. This is reinforced by bandura's opinion (1997) states that *self-efficacy* includes several factors, namely the experience of success in the past, the similarity of the success that has been achieved by others in doing a task *social models*, physical condition and affection of a person can affect the performance and assessment of *self-efficacy*, And get suggestions from others. The need for planning in doing tasks and a clear goal is needed to complete the planning to avoid procrastination behavior. A student is not easy to have high *self-efficacy* without social support. According to Lastary and Rahayu 's research (2018) there is a positive relationship between *self-efficacy* and social support.

Based on previous exposure, researchers formulated the problem that is whether there is a relationship between parental social support and *self-efficacy* to procrastination in MAN students in Magelang Regency? The purpose of this study was to empirically test the relationship between parental social support and *self-efficacy* with procrastination in MAN students in Magelang Regency.

## RESEARCH METHODS

### Research subject

The population is all students of MAN 1 Magelang Regency and MAN 2 Magelang Regency which consists of three majors, namely science majors, social studies majors, and religion majors totaling 2393 students. The number of subjects in this study amounted to 304 students. Determination of the sample in this study was by using a proportionate stratified random technique. The number of samples to be used in the study was determined using the Isaac and Michael sample determination table for an error rate of 5%.

### Data Measurement Method

The data research method in this research is to distribute a questionnaire

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scale. The scaling model used by the researcher is in the form of a Likert scale model(Azwar, 2014)There are three scales used in this study, namely the Procrastination scale, the parental social support scale, and the self-efficacy scale. The scale of this research questionnaire has gone through the stages of the process in order to get good psychometric results. Stages of the process is to test the validity of the content through a review of the measuring instrument as a whole. This stage is accompanied by professional judgment so that the grammar of each item of the scale statement is a reflection of the representation of what will be measured.

### Research data analysis

The data analysis in this study was multiple linear regression analysis which was analyzed using the SPSS 21.0 program. Multiple regression according to Sugiyono (2017) is a data analysis that can be used by researchers, if researchers want to predict how the conditions (up and down) of the dependent variable (criteria), and the predictor factors are manipulated (increase in value) on two or more independent variables stated.

### RESEARCH RESULT

### Measuring Instrument Trial Preparation

The stages of research are carried out, such as researchers conducting trials of measuring instruments with the aim that the scale used can represent the variables to be measured. The scale that has gone through the professional judgment stage will go through the stage of distributing questionnaires in the form of statements via google form with respondent criteria that have really been determined which directly provide research questionnaires to respondents

who will fill out. The distribution of the procrastination scale, parental social support and self-efficacy was carried out on July 25, 2021 with the number of respondents being 304 students at MAN Magelang Regency.

### Test Results of Measuring Instruments

The results of the trials carried out by scoring stages that enter the results of filling out respondents in the Microsoft Excel tabulation. Data from Microsoft Excel will then be copied to the SPSS software version 21.0 for Windows to facilitate the analysis process. Trial analysis was conducted to determine the function of the measuring instrument item using the corrected item total correlation (rit) and reliability coefficient (rtt) on the procrastination scale, parental social support, and self-efficacy.

The coefficient limit according to Azwar (2012) is the correlation coefficient value of items with a total value of more than 0.30 whose number can exceed the value of the item to be specified which will be used as a scale, then the selection of the items with the highest discrimination power index. On the other hand, if the number of items that pass is insufficient, it can be considered lowering the criteria limit such as 0.25 so that the items can be achieved.

### Item Analysis
*Procrastination scale*

The item selection test on the Procrastination scale has two stages: with SPSS 21.0 software. The results of the analysis of the Procrastination scale with a Cronbach alpha value of $\alpha = 0.838$ there are 16 items that fall and 24 items are valid with rit = 0.897, the following is a table of items that fall on the Procrastination scale:

**Table 1 Procrastination Scale Drop Items**

| No | Characteristic features | Items Favorite | Unfavorable | Amount |
|----|------------------------|----------------|-------------|--------|
| 1. | Delay starting or completing tasks | 1, 9, 17, 25, 33 | 5, 13, 21, 29, 37 | 8 |
| 2. | Delay in completing assignments | 2, 10, 18, 26, 34 | 6, 14, 22, 30, 38 | 5 |
| 3. | Gap between plan and actual performance | **3,** 11, 19, 27, 35 | **7,** 15, 23, 31, 39 | 7 |
| 4. | Do more fun activities | **4,** 12, 20, 28, 36 | **8, 16,** 24, 32, 40 | 4 |
| | **Total** | 20 | 20 | 24 |

*Parental social support scale*

The item selection test on the parental social support scale has two stages: with SPSS 21.0 software. The results of the analysis of the Procrastination scale with a Cronbach alpha value of $\alpha = 0.875$ there are 12 items that fall and 28 items are valid with rit = 0.917, the following is a table of items that fall on the Procrastination scale:

**Table 2 Items Dropped Parental Social Support Scale**

| No | Aspect | Items Favorite | Unfavorable | Amount |
|----|--------|----------------|-------------|--------|
| 1. | Emotional support | 1,17,33,2,18 | 9,25,10, 16,34 | 8 |
| 2. | Support friendship or togetherness | 3,19,35,4,20 | 11.27,12,28,36 | 9 |
| 3. | Information support | 5,21,37,6,22 | **13.29,** 14, 30,38 | 5 |
| 4. | Instrumental support | 7,23,39, 8,24 | 15,31,16, 32,40 | 6 |
| | **Total** | 20 | 20 | 28 |

*Self-efficacy scale*

The item selection test on the self-efficacy scale has three stages: with SPSS 21.0 software. The results of the analysis of the Procrastination scale with a Cronbach alpha value of $\alpha = 0.823$ there are 22 items that fall and 26 items are valid with rit = 0.869, the following is a table of items that fall on the Procrastination scale:

**Table 3 Dropout Items on the Parental Social Support Scale**

| No | Characteristic features | Items Favorite | Unfavorable | Amount |
|----|------------------------|----------------|-------------|--------|
| 1. | Sure can face obstacles | 1,13,25,37 | **7,**19,31, 43 | 4 |
| 2. | Diligent in completing tasks | 2,14,26,38 | 8,20,32, 44 | 8 |
| 3. | Believe in your own abilities | **3.15,**27, 39 | 9,21,33, 45 | 3 |
| 4. | Seeing adversity as a challenge | **4,**16,28, 40 | 10,22,34,46 | 3 |
| 5. | Able to set goals and able to commitment | **5,**17,29, 41 | **11.23,35,** 47 | 3 |
| 6. | Able to rise from failure | 6,18,30, 42 | 12,24,36, 48 | 5 |
| | **Total** | 24 | 24 | 26 |

**Assumption Test Results**

*Normality test*

The results of statistical analysis of correlation data simultaneously show a significant explicit correlation. In this study, the normality assumption test is shown in table 4.

**Table 4 Normality test**

| Variable | Sig. | Description |
|---|---|---|
| Procrastination | 0.129 | normal |
| Parental social support | 0.200 | normal |
| *Self-efficacy* | 0.319 | Normal |

Based on the results of the normality test above, it is known that procrastination had p = 0.129 (p > 0.05), then parental social support had p = 0.200 (p > 0.05), and self-efficacy p = 0.319 (p > 0.05). the results of the normality test showed that the three variables had a normal score distribution.

*Linearity test*

**Table 5 Linearity test**

| Variable | F Count | Sig. | Description |
|---|---|---|---|
| Social support of parents with procrastination | 79,748 | 0.000 | linear |
| *Self-efficacy* with procrastination | 569,576 | 0.000 | liner |

Based on the results above, the social support of parents with procrastination has an F count of 79.748 with sig = 0.000 (p <0.05) which proves that the results of the analysis have a linear influence betweenparental social support with procrastination. The table above also shows that *self-efficacy* with procrastination has an F count of 569.576 with sig = 0.000 (p > 0.05) proving that self-efficacy with procrastination has a linear effect.

*Multicollinearity test*

**Table 6 Multicollinearity test**

| Variable | Tolerance | VIF |
|---|---|---|
| Social support | 0.792 | 1.263 |
| *Self-efficacy* | 0.792 | 1.263 |

The results of the multicollinearity test on parental social support and self-efficacy obtained the tolerance value of each variable of 0.792 and the VIF value of 1.263, thus it can be said that in each independent variable there is no multicollinearity.

*Hypothesis testing*

**Table 7. Results of Regression Analysis Test**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Sig. |
|---|---|---|---|---|---|
| Determination analysis | 0.811 | 0.658 | 0.655 | 5,221 | 0.000 |

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Based on the table above, the R value is 0.811 with a significance value of 0.000 (p < 0.05). This shows that the hypothesis is accepted, namely that there is a significant relationship between parental social support and self-efficacy with procrastination. This means that the higher the parental social support and self-efficacy, the higher the level of procrastination.

The degree of relationship between parental social support and self-efficacy with procrastination is included in a very strong correlation indicated by an R value of 0.811 in the interval 0.80 – 1,000 (Sugiono, 2014). Meanwhile, the simultaneous effective contribution or contribution of the independent variable with the dependent variable is R2 = 0.658 (65.8%), and the rest (34.2%) is determined by other variables.

The second hypothesis is a minor hypothesis. It examines the relationship between parental social support and procrastination and examines the relationship between self-efficacy and procrastination.

**Table 8 Hypothesis Test Results of Parental Social Support and Self Efficacy**

| Variable | Beta | Sig | Correlation | |
| --- | --- | --- | --- | --- |
| | | | Zero-order | Partial |
| Social support of parents with procrastination | -0.095 | 0.013 | -0.443 | -0.142 |
| *Self-efficacy* with procrastination | -0.763 | 0.000 | -0.807 | -0.758 |

Based on the calculations in the table above, it shows that: the variable of parental social support has a partial value (r) of -0.142 with a significance value of 0.013 <0.05. It can be concluded that the hypothesis is accepted, that is, there is a significant negative relationship between parental social support and procrastination. This means that the higher the social support of parents can reduce the level of procrastination in students. The effective contribution of parental social support variables with procrastination can be calculated using the formula SE = x zero x 100% with SE = -0.095 x -0.443 x 100% = 4.209%. It can be concluded that the variable of parental social support that has a relationship with procrastination has an effective contribution of 4.209%.

The self-efficacy variable has a partial (r) value of -0.758 with a significance value of 0.000 <0.05. These results can be concluded that the hypothesis is accepted, that is, there is a significant negative relationship between self-efficacy and procrastination. This means that the higher self-efficacy can reduce procrastination in students. The effective contribution of the self-efficacy variable with procrastination can be calculated using the formula SE = x zero x 100% with a count of SE = -0.763 x -0.807 x 100% = 61.57%. It can be concluded that the self-efficacy variable has a relationship with procrastination has an effective contribution of 61.57%.

**DISCUSSION**

Regression analysis showed that there was a very significant association between parental social support and *self-efficacy* with procrastination. Procrastination is a delay in completing academic tasks up to a predetermined time limit and repeatedly. This is in accordance with the opinion expressed by Ferrari, Johnson, and McCown (1995) procratation is a habit of procrastinating to do tasks, the habit is considered reasonable and then attached to the personality of the individual. A student is used to delay completing a task, of course, due to several factors. As Ferrari, Johnson, and McCown (1995) argue, that

procrastination is influenced by factors in the individual (internal) and environmental (external).

One of the external factors in the study was parental social support. As the results of the first minor hypothesis test found that there was a significant negative relationship between parental social support and procrastination. The results of this study are in line with Jayanti's research (2020) states that parental social support plays a significant role in procrastination. This is in line with the research of Suhada, Ekawarna, and Syuhada (2020) states that parental social support with procrastination has a negative relationship, it is because when students feel parents provide support to them while doing tasks and there is attention from parents then students are increasingly encouraged to complete tasks to avoid procrastination behavior. Safitri's research (2018) found that parents have a very important role in the learning process of students. Parents who provide full support during the student's learning process can lower the level of delay in completing the task.

Parental social support will help in solving and providing solutions to problems faced by students. Thus, it can be said that parental social support can play a role in lowering the level of procrastination. According to Baron and Byrne (2006) parental social support is a feeling of physical and psychological comfort provided by parents. If the social support of parents owned by students is high, then students tend to be able to make decisions about the situation they are experiencing and tend to be able to prioritize something more important to do first.

Students with high parental social support tend to feel recognized in the family so motivated in completing the task, but if the student does not have the social support of parents, then will lose the spirit to complete the task. According to Friedman

(2008) individuals who get parental social support then tend to feel the attitude of affection, acceptance and comfort provided by parents.

The second factor that can affect procrastination is *self-efficacy*. The results of the analysis of the second minor hypothesis stated that there is a significant negative relationship between *self-efficacy* and procrastination. The results of this study are in line with Wulandari's research (2020) stating that *self-efficacy* has a negative relationship with procrastination. This is in line with herawati and Suyahya's research (2019) stating that students have low self-confidence in completing tasks that cause procrastination. Students who have low *self-efficacy* will find it difficult to motivate themselves to reduce effort in completing tasks, so students tend to delay until they get cheats from friends to complete tasks. The results of other studies that support this research are mudalifah and madhuri research (2019) students experience confusion to complete the task because they have not mastered the material of the task given.

*Self-efficacy* will help students in solving the problems faced, in addition *self-efficacy* also encourages individuals in achieving desired goals. Thus, it can be said that *self-efficacy* can play a role in determining the success of students in achieving the expected goals. According to Bandura (1986) *self-efficacy* is a belief in the ability and ability of individuals to perform activities. The link between *self-efficacy* and procrastination indicates that the individual's belief to be able to complete the activity can realize themselves from the behavior of procrastination, caused by the experience of success in the past to give rise to motivation in completing the activity in accordance with the target time that has been determined.

Students with high *self-efficacy* tend to complete tasks in earnest, whereas students

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with low self-efficacy when facing difficulties tend to avoid them. This is in line with research Rifayanti et al (2018) suggest that students who get *amazing skill* training are considered effective in lowering procrastination. Students who have received training are able to manage time well and promote which ones are considered more important. According to Alwisol (2010) *self-efficacy* can be obtained, changed, or improved through one of four sources, namely the experience of performance, the experience of vikarius, social persuasion, and giving rise to emotions. Performance experience is an experience that has been achieved, the experience of vikarius obtained from the existence of social models, social persuasion is a sense of trust in the realistic nature of what is persuasion.

The result of calculating the determinant coefficient, the highest and most dominant free variable in contributing to procrastination is *self-efficacy* has an effective contribution of 61.574%, then parental social support becomes the lowest variable and less dominant in contributing to procrastination with an effective contribution of 4,209%. Showing that *self-efficacy* exerts the most influence on procrastination. The higher *the self-efficacy* contained in students, it can provide encouragement to achieve goals, so that a student can avoid delay behavior. While parental social support has less influence on procrastination when parents provide support, but students feel less confident about their ability, students tend to delay.

Lowering the level of procrastination in students can be done in various ways not only from parents, but from the school, especially counseling guidance teachers also have an important role in approaching students and providing guidance, especially to students who delay in performing assignments. Research Erfantinni, Purwanto and Japar (2016) suggests that to lower the level of procrastination in students needed a CBT community counseling service *cognitive restructuring* technique. Students who have received community counseling services and the supervision of parents in the learning process are able to lower the level of procrastination in students. As for other ways to lower the level of procrastination according to research Rifayanti, Aulia, Sapari & Misriyanti (2018) suggest that students who get *amazing skill* training are considered effective in lowering procrastination. Students who have received training are able to manage time well and promote which ones are considered more important.

This research has been carried out and conducted in accordance with scientific procedures, but there are still many shortcomings and limitations in its implementation including many factors that affect student procrastination very much, while discussed in this study only uses two variables, namely parental social support, and *self-efficacy*. And the instrument in this study in the form of scale using the help of *google form* application where it has weaknesses that researchers are unable to control and supervise one by one respondents in filling the scale according to or not with the circumstances in the respondent.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of research data analysis and discussion of parental social support and self-efficacy with procrastination, it can be concluded as follows: there is a significant relationship between parental social support and self-efficacy with procrastination in MAN students in Magelang Regency. Has an effective contribution of 34.2% There is a significant negative relationship between parental social support and procrastination in MAN students in Magelang Regency. Has

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an effective contribution of 4.209%? There is a significant negative relationship between self-efficacy and procrastination in MAN students in Magelang Regency. Has an effective contribution of 61,57%? Self-efficacy is a variable that has a significant relationship and has a greater effective contribution than the variable of parental social support.

Suggestions that can be given by researchers, namely: For students are expected to be motivated in doing assignments because they already get a picture of the future if they still have procrastination behavior which of course will harm students themselves. the task so that students will feel happy and confident in the hope that it can reduce the level of procrastination, and the results of this study are expected to be a consideration for conducting research related to procrastination, besides that, it is hoped that further researchers can develop research on procrastination by looking at other factors that influence procrastination and for theory development by using other reference sources to measure the scale that will be used in research.

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