

THE ROLE OF ACADEMIC MOTIVATION IN PREVENTING STUDENTS' ACADEMIC PROCRASTINATION DURING ONLINE LEARNING AMID THE COVID-19 PANDEMIC

Annisya Apriliani¹, *Dina Syakina², Nur Zaskia Rahmayanti³, Holy
Greata³, & Reno Laila Fitria⁵

^{1,2,3,4,5}Faculty of Psychology, Mercu Buana University Jakarta

*Corresponding email: dina.syakina@mercubuana.ac.id

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Abstract: Academic procrastination is a severe problem students faced during online learning amid the Covid-19 pandemic. One of the predictors that can reduce academic procrastination is increasing academic motivation. This research aimed to determine how academic motivation could affect students' academic procrastination during online learning amid the Covid-19 pandemic. A total of 619 students participated in this research. The Yockey Academic Procrastination Short Scale (APS-S) and Vallerand's Academic Motivation Scale (AMS) were used to measure procrastination and motivation, respectively. Academic motivation and academic procrastination were analyzed using multiple regression analysis. The results showed that academic motivation consisting of intrinsic, extrinsic, and amotivation influenced 15.6% of academic procrastination behavior. Intrinsic motivation and amotivation had a significant effect on academic procrastination. Procrastination tended to be done by men. Meanwhile, women's intrinsic motivation tended to be higher than men's, with higher extrinsic motivation in academics.

Keywords: **Intrinsic Motivation, Extrinsic Motivation, Academic Procrastination**

INTRODUCTION

Behavior that intentionally delays or avoids learning tasks that must be completed before a set deadline is known as academic procrastination (Tuckman, 2005). A person who procrastinates consciously knows that they must complete their task but chooses to postpone the work or task (He, 2017). Academic procrastination behavior occurs in students in Indonesia, such as the research results by Lukman (2018) that 64.1% of

students practiced academic procrastination when they studied in college. As a behavior that has a negative connotation, procrastination gives a negative impact on individuals and results in non-material and material losses (Batool et al., 2017). The negative effects of non-material academic procrastination are a decrease in the cumulative achievement index (Ramadhan & Winata, 2016; Zuraida, 2017), a failing grade in the courses taught, and the threat of *dropping out* for passing the specified study limit (Rahman et al., 2018). Meanwhile, the material adverse effects of academic procrastination are the loss of up to trillions of rupiah in costs to pay tuition fees and student living expenses for each delay made (Sagita et al., 2017).

The COVID-19 pandemic currently engulfing the world has disrupted all activities, including the teaching and learning process, at the elementary and university levels. As a result, many countries, including Indonesia, have replaced face-to-face learning with online learning. However, online lectures had both positive and negative impacts on students. One of the positive impacts was learning without knowing time and space limits and being safe from the dangers of the COVID-19 virus (Argaheni, 2020). As for the negative impact, students tended to be high in academic procrastination (Santelli et al., 2020). Students felt that the supervision carried out by the lecture institution was not as strict as face-to-face learning. Boredom from not being able to socialize and difficulty adapting to new learning systems (*offline to online*) caused students to become unmotivated to learn and procrastinate (Meeter et al., 2020).

Many factors affected academic procrastination behavior in students, both internally and externally. For instance, internal factors included (1) gender; males were higher for academic procrastination (Abdi Zarrin et al., 2020), (2) personality, such as the individual's low conscientiousness (Baun et al., 2020), (3) physical conditions such as fatigue (Rusmaini and Rahayu, 2019), (4) intellectual level (Klingsieck et al., 2012), and (5) academic motivation (Malkoç and Mutlu, 2018). Furthermore, the external factors included (1) parenting, authoritarian parenting (Rohmatun & Taufik, 2014), (2) insufficient time management knowledge (Hakim et al., 2017; Rakes et al., 2013), and (3) environmental conditions, such as an unstable environment, low classroom rules and classroom supervision (Nafeesa, 2018; Rakes et al., 2013; Tuckman, 2005).

New challenges faced during the online learning period during the COVID-19 pandemic sometimes caused fear and stress resulting in disruptions in doing assignments (Biricik & Sivrikaya, 2020; Driessen et al., 2020). Stress is a form of individual response to discomfort in a situation, problem, threat and pressure from within and from outside oneself that can affect health and cause sociological, emotional, behavioral and cognitive responses to the individual himself (Wisudawati & Damayanti, 2021). Moreover, students also faced *online fatigue*, which was fatigue from working *online* with an unlimited time limit that made a person perform academic procrastination (Stefenel & Neago, 2020). Wardani and Firmansyah (2019) stated that fatigue or often called burnout can affect a person's quality of life. One of the keys to avoiding this is through engagement, where engagement can increase enthusiasm, productivity, motivation, and loyalty to individuals (Wardani & Fatimah, 2020; Wardani & Oktafiansyah, 2020; Wardani, Sekarini, Syaputra, Kartikawati, Dawanti, Mulia, & Malek, 2021).

Several internal and external factors, which had been described previously, including academic motivation, were indicated to be strong predictors in preventing academic procrastination behavior due to academic motivation (Yurtseven & Doğan, 2019). In addition, research conducted by Kusnierz et al. (2020) on academic motivation and academic achievement also stated that academic motivation was a significant predictor of preventing procrastination (Naz et al., 2020)

Academic motivation is defined as an impulse that arises in students both intrinsically and extrinsically, affecting more effective learning activities to achieve educational goals (Vallerand et al., 1992). Academic motivation consists of three dimensions, i.e., (1) intrinsic motivation, defined as motivation that comes from within the individual. This motivation includes *knowing* (curiosity, want to explore), *accomplishing things* (desire to create achievement), and *experiencing stimulation* (feeling of pleasure and satisfaction to be involved or participate in an activity that produces an experience for him). Furthermore, (2) extrinsic motivation is defined as motivation based on the rewards that are obtained when performing the behavior and this motivation includes *external regulation* (his behavior has been controlled by grades or graduation), *introjection* (his behavior is controlled by internal understanding to start an activity) and *identification* (having an understanding that learning activities are

essential for its own sake), and (3) amotivation is a condition where individuals are not intrinsically and extrinsically motivated (Vallerand et al., 1992).

Several previous research had different views on the relationship between academic motivation and procrastination. Muhammed-Shittu's research (2020) reported that academic motivation was negatively correlated with academic procrastination. The research results explained that if an individual had high academic motivation, the level of academic procrastination was low. Rakes and Dunn (2010) showed that intrinsic motivation also had a substantial relationship with procrastination in the academic field. If individuals had high intrinsic motivation, then procrastination in the academic field would be low. Lee's research (2005) stated that intrinsic motivation affected academic procrastination but did not significantly contribute to academic procrastination. Yurtsevan and Dogan (2019) revealed that amotivation was a significant factor in academic procrastination. Meanwhile, intrinsic and extrinsic motivation had no significant relationship with academic procrastination. Reza's research (2015) also stated that academic motivation did not affect reducing or increasing academic procrastination.

Based on previous research, it can be concluded that there were still inconsistent results on the relationship between academic motivation and academic procrastination. Therefore, it could be further investigated and confirm the relationship between them, especially during the Covid-19 pandemic. Thus, this research objective is to determine the relationship between students' academic motivation and academic procrastination. It was because procrastination behavior was a problem that must be handled seriously that came from personal and was supported by the situation (Goroshit, 2018). Based on the research background, the research questions included (1) is there a relationship between intrinsic academic motivation and academic procrastination; (2) is there a relationship between extrinsic academic motivation and academic procrastination in students in the Greater Jakarta; and (3) is there a relationship between amotivation and academic procrastination in students in the Greater Jakarta during online learning amid the COVID-19 pandemic?

METHOD

Research Participants

This research used a quantitative design with a correlational type using an accidental sampling technique. The research respondents were all students in Greater Jakarta who took part in online learning amid the COVID-19 pandemic. Six hundred and nineteen respondents participated in this research spread across the Greater Jakarta area.

Research Instruments

The instruments used to measure academic procrastination behavior include Yockey's (2016) *Academic Procrastination Short Scale* (APSS) and Vallerand's (1992) *Academic Motivation Scale* (AMS) to measure academic motivation. All measuring instruments had four responses, i.e., very appropriate (SS), appropriate (S), inappropriate (TS), and wildly inappropriate (STS).

Vallerand's (1992) AMS scale consisted of 32 items and was divided into three dimensions, i.e., (1) intrinsic motivation ("I feel happy and satisfied when learning new things"), (2) extrinsic motivation ("college will help me to enter the world of a career that I want"), and (3) amotivation ("I do not understand what I am doing while in college"). Yockey's (2016) APSS scale consisted of five items that measured academic procrastination, e.g., the items "I intentionally delayed my final project until the last minute of submission" and "I know I have to do the assignment, but I am tough and reluctant to do it".

All research instruments have gone through a *forward* and *back translation process*, i.e., adapting measuring instruments from English to Indonesian. After this process, all instruments went through an *expert judgment* process to assess the readability and understanding of the items by four people (two experts in the field of education and two respondents).

Research Procedure

After the *expert judgment* process was carried out, the measuring instrument was tested to see the validity and reliability of each measuring instrument. The content validity test was carried out by expert judgment. All measuring instruments were categorized as valid. Meanwhile, the process of reliability of the procrastination instrument was classified as reliable with $\alpha = .75$. The academic motivation instrument was also

reliable, with α above 0.89. After testing the measuring instrument, the data collection procedure was conducted using a questionnaire given *online* via *Google Form* and distributed through social media.

Data Analysis

The data analysis procedure was carried out with the help of JASP 13.0 software. The test used in this research was the T-test, correlation test, and multiple regression test in hypothesis testing.

RESULTS

Based on the research results, respondents were dominated by women (87.24%), with the majority aged 16 to 20 years (66.07%) currently pursuing a bachelor's degree (88.85%), unmarried (*single*), and unemployed.

Table 1: Respondents' Demographic Data

Description	Total	Percentage
Gender		
• Female	540	87.24%
• Male	79	12.76%
Age		
• 16-20	409	66.07%
• 21-25	204	32.96%
• 26-45	6	0.96%
Educational Level		
• D3 (3-Year Diploma)	62	10.02%
• S1 (Bachelor's Degree)	550	88.85%
• S2 (Master's degree)	7	0.97%
Marital Status		
• Unmarried (<i>Single</i>)	610	98.55%
• Married	9	1.45%
Domicile		
• Bekasi	168	27.14%
• Bogor	76	12.28%
• Depok	64	10.34%
• Jakarta	198	31.99%
• Tangerang	113	18.26%
Occupational Status		
• Unemployed	577	89.98%
• Worked	42	6.79%

Based on the results of categorization (Table 2) showed that respondents had procrastination (45.56%) and intrinsic academic motivation (63.81%), which were categorized as moderate (see Table 2). Meanwhile, extrinsic

academic motivation was categorized as high (82.23%) and low to moderate amotivation.

Table 2: Categorization Table

Variable	High	Moderate	Low
	N (%)	N (%)	N (%)
Procrastination	160	282	177
	(25.85%)	(45.56%)	(28.59%)
Motivation	159	395	65
	(25.69%)	(63.81%)	(10.5%)
Motivation	509	101	9
	(82.23%)	(16.32%)	(1.45%)
Amotivation	78	249	292
	(12.6%)	(40.23%)	(47.17%)

Based on the correlation test results between respondents' demographic variables and procrastination variables (Table 3), it was found that there was no relationship between respondents' demographic data and academic procrastination.

Table 3: Correlation between Demographic Data and Academic Procrastination and Academic Motivation

Variable	Academic Procrastination
Age	0.050
Gender	0.046
Marital Status	-0.018
Education	0.039
Occupational Status	0.029
Intrinsic Motivation	-0.266**
Extrinsic Motivation	-0.074

Variable	Academic Procrastination
Amotivation	0.363**

*Description: ** $p < 0.01$*

Meanwhile, a significant negative correlation was found between intrinsic motivation and procrastination ($r = -0.266, p < 0.01$) and a significant positive correlation between amotivation and academic procrastination ($r = 0.363, p < 0.01$). It indicated that the lower the intrinsic motivation of the respondents, the higher the procrastination carried out, and the higher the amotivation, the higher the tendency to academic procrastination.

Hypothesis testing in this research was done by using multiple linear regression tests. Based on Table 4, intrinsic motivation, extrinsic motivation, and amotivation explained 15.6 percent of the academic procrastination *variance* ($F = 37.96; p < 0.01$). In detail, it was also known that intrinsic motivation had a significant negative relationship with academic procrastination ($r = -0.167, p < 0.01$) and amotivation had a significant positive relationship with academic procrastination ($r = 0.319, p < 0.01$). These results indicated that hypotheses 1 and 3 were supported, whereas hypothesis two was not supported because the extrinsic motivation was not related to academic procrastination ($r = 0.077, p > 0.05$).

ANOVA test and T-test were also performed in this research as additional analytical tests. The T-test results showed a significant difference between gender and academic procrastination. These results indicated that male tended to have higher academic procrastination than females ($p < 0.05$). Meanwhile, the ANOVA test showed that young respondents tended to do academic procrastination higher than those in old age ($p < 0.05$). The educational background did not have a significant difference in academic procrastination.

Table 4: Multiple Linear Regression Results of Academic Motivation with Academic Procrastination

Variable	B	SE
<i>Constant</i>	0.020	0.037
Intrinsic Motivation	-0.167**	0.041
Extrinsic Motivation	0.077	0.040

Amotivation	0.319**	0.040
R ²		0.156**
F		37.96**
df1, df2		3, 615

Description: *p<0.05; **p<0.01

DISCUSSION

This research aimed to determine the relationship between academic motivation and procrastination in students during online learning amid the Covid-19 pandemic. The results showed that intrinsic motivation, extrinsic motivation, and amotivation contributed 15.6 percent to predicting academic procrastination. Intrinsic motivation (H₁ was accepted) and amotivation (H₃ was accepted) were predicting students' academic procrastination. These results indicated that high intrinsic and low amotivation could prevent academic procrastination. It was in line with the research of Rakes and Dunn (2010) and Cerino (2014) that between intrinsic and extrinsic, intrinsic motivation was a predictor of reducing academic procrastination behavior because if someone were intrinsically motivated, they would be more willing to engage in tasks or activities even if they were intrinsically motivated without reward (Young et al., 2011). Furthermore, Alp and Sungur (2017) also state that if a person is not intrinsically and extrinsically motivated (amotivation), he tends to do academic procrastination.

Respondents' academic procrastination was in the moderate and low categories. These results indicated that some respondents felt they often postponed their lectures until the last minute and knew they had to do their homework but chose to postpone it. Academic procrastination carried out by male and female students was significantly different. These results were in line with Aini and Mahardayani's (2011) research that men were more likely to do academic procrastination on easy tasks. Meanwhile, he would first assess his ability for tasks that were considered difficult. If he could not do it, he would delay until the deadline for collection approaches. In addition, Limone et al. (2020) research stated that men tended to be high in procrastination due to poor ability to manage time and poor learning strategies.

The results also showed that procrastination was significantly different with age, where young people tended to procrastinate higher than older

people. Beutel et al. (2016) stated that late adults tended to be able to use practical problem-solving strategies compared to early adults. Besides, their research also revealed that perception was one of the factors why young people tended to do academic procrastination because they thought that they still had many choices and opportunities in their future compared to late adults who thought that time was limited. This condition is of course very important, considering that teenagers are the next generation of the nation that is the foundation of the progress of a nation (Risnawati, Nuraqmarina, & Wardani, 2021).

Intrinsic motivation in this research was in the moderate to high category. It indicated that the research respondents felt happy and satisfied when they had to learn new things and happy when they could achieve personal goals in lectures because they considered lectures or learning a fun process. Intrinsic motivation was not significantly different between gender, age category and level of education, occupational status, and marital status.

The extrinsic motivation of respondents was in the high and moderate categories. It was interesting because the percentage of respondents who answered extrinsic motivation in learning tended to be greater than the percentage in the category of intrinsic motivation. These results indicated that respondents felt that lectures or the learning process were an aid in preparing for their careers and would become helpful people for others when they completed college and got a prestigious job with a good income.

The extrinsic motivation of male respondents was significantly different from females. This result was in line with the research conducted by Naz et al. (2020) in a Pakistani study of 162 university students showed that women tended to be more internally motivated (intrinsically) than men, who tended to be more extrinsically motivated. It indicated that men tended to view the learning process as one of the determinants of future careers (Ardura & Pérez-Bitrián, 2018). Age was also found to be significantly different in extrinsic motivation. It might be related to individual physiological processes. According to Nurani and Astuti (2013), the individual's ability to learn new things was optimal at the 23 to 45 years old because it was supported by body organs and health that supported perfect learning.

The extrinsic motivation was also different in occupational status, where respondents who had worked did not have higher extrinsic motivation than respondents who had not worked. These results also indicated that the academic process of respondents who have worked was no longer seen as vital because it was not a determinant of getting a job but as an increase in career paths and awards from others (Schunk, Meece, & Pintrich, 2014).

Amotivation was in the moderate to low category. These results indicated that the respondents sometimes felt that they did not know why they had to go to college and did not understand what was being done. Amotivation was significantly different between men and women, where men tended to be more highly motivated than women. These results were in line with the research conducted by Kunanithaworn et al. (2018), which stated that women were relatively consistent in controlling their internal and external motivations compared to men.

This research was conducted in the context of the Covid-19 pandemic, where all respondents filled out questionnaires online. Therefore, there was a research limitation it was challenging to conduct direct supervision in filling out questionnaires and *building rapport* better with research respondents.

CONCLUSION

Based on the research results, it could be concluded that academic procrastination, especially in distance learning, tended to be influenced by one's intrinsic motivation and amotivation. The higher the intrinsic motivation and the lower the amotivation, the lower the tendency to procrastinate. Yurtseven and Dogan (2019) state that extrinsic motivation is not a strong predictor of academic procrastination but rather intrinsic motivation. Women's procrastination tended to be lower than men. In addition, women's intrinsic motivation was also found to tend to be higher than men tended to be higher in extrinsic motivation. Students felt that they had a low level of motivation or even had the amotivation to attend online lectures. Hence, it is suggested for them to be able to make clear goals and develop plans and try to follow the plan to achieve the desired goals. Furthermore, the University also needs to provide group counseling abiding with a theme of intrinsic motivation.

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Contribution authors

Annisya Apriliyani has contributed substantially to the conception and design, data acquisition, data analysis and interpretation. Dina Syakina has been involved in drafting or critically revising for important intellectual content, design, data acquisition, data analysis and interpretation, and given final approval of the version to be published. Nur Zaskia Rahmayanti has been involved in revision of the manuscript and interpretation. Holy Greata & Reno Laila Fitria have contributed substantially to the data acquisition, data analysis and interpretation.

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