

## The Analysis of Relationship Between Learning Motivation And Student Procrastination Behavior in Public Elementary School

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### Abstract

This study aims to prove that there is a relationship between learning motivation and students' academic procrastination behavior at one of the Public Elementary School in Sukabumi, West Java. The research method used in this study is a quantitative method. The population is a group of elements or cases, be it individuals, objects or events, which are related to specific criteria and are something that becomes the target of generalizations set by the researcher to study and draw conclusions. The population in this study were all fifth grade elementary school students with a total of 64 students, consisting of 41 male students and 23 female students. Independent variables, namely variables that can influence or influence other variables and are denoted by the variable X. Based on the research results obtained through the process of data analysis and discussion, it can be concluded that there is a negative and significant relationship between learning motivation and students' academic procrastination with an r count of -0.539 and is in the category of moderate relationship level. The existence of a negative relationship means that if student learning motivation is high then student academic procrastination is low, and vice versa if student learning motivation is low then student academic procrastination is high.

**Keywords:** learning motivation, procrastination, student, school, elementary school.

### Abstrak

Penelitian ini bertujuan untuk membuktikan adanya hubungan antara motivasi belajar dengan perilaku prokrastinasi akademik siswa di salah satu Sekolah Dasar Negeri di Sukabumi Jawa Barat. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas V sekolah dasar yang berjumlah 64 siswa, terdiri dari 41 siswa laki-laki dan 23 siswa perempuan. Berdasarkan hasil penelitian yang diperoleh melalui proses analisis data dan pembahasan, dapat disimpulkan bahwa terdapat hubungan negatif dan signifikan antara motivasi belajar dan prokrastinasi akademik siswa dengan r hitung -0,539 dan berada pada kategori tingkat hubungan sedang. Adanya hubungan yang negatif artinya jika motivasi belajar siswa tinggi maka prokrastinasi akademik siswa rendah, begitu pula sebaliknya jika motivasi belajar siswa rendah maka prokrastinasi akademik siswa tinggi.

**Kata Kunci:** motivasi belajar, prokrastinasi, siswa, sekolah, sekolah dasar.

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## INTRODUCTION

One of the ideals and National Goals of the Republic of Indonesia contained in the fourth paragraph of the Preamble to the 1945 Constitution of the Republic of Indonesia is to educate the life of the nation. Talking about the intellectual life of the nation is closely related to education. Education in a country can reflect the progress of that country, because through education humans can develop knowledge, social, spiritual, skills, experience, and broad-mindedness. The process of education is an

effort to develop one's potential to become a quality human being. To give birth to a quality society, the educational process that runs must also be of quality. In the process of quality education, the role of professional educators is needed. An educator is said to be professional if he always prepares a plan before learning activities so that he can master the material to be delivered to students (Badaruddin, 2015).

School is a formal educational institution in which there are teaching and learning activities. Apart from being a place to transfer knowledge to make students smart and intelligent, schools also have a responsibility in shaping the character and morals of students. Learning is not a foreign word for students and is even an inseparable word from educational institutions. A person is said to learn when there is a change in him, both changes in knowledge and behavior. Learning is essentially an activity carried out by a person consciously which results in changes in behavior in him, both in the form of new knowledge and skills as well as in the form of positive attitudes and values. Each student has a different learning style so that the behavior in learning also varies. Students who have effective study habits tend to be more responsible and disciplined in each of their learning processes to get high learning outcomes as desired (Basleman & Syamsu, 2011). However, students who have bad study habits tend to procrastinate in doing assignments, waste time, and are reluctant to ask if there is something they don't know. Academic procrastination is a person's tendency to delay completing work or academic assignments. Every individual must have done procrastination, not even a few elementary school students who often postpone homework or can be called academic procrastination. Academic procrastination is of course influenced by several factors including psychological, physical, and environmental. One of the psychological factors that influence it is motivation (Djamarah, 2018).

Academic procrastination carried out by students is usually due to the feeling of laziness that exists in students. In addition, students who feel they have to do their assignments perfectly and make it a heavy burden so as to give an unpleasant impression also tend to practice academic procrastination. Among students, the attitude of academic procrastination is very common. Not a few students prefer to do activities that are considered fun rather than start working on their academic assignments. In learning, motivation is needed to increase enthusiasm so that students feel happy and motivated to learn. As Sardiman argues, students who have strong motivation will have a lot of energy to carry out learning activities. Someone who has high enough intelligence, may fail due to lack of motivation. Therefore learning motivation is very important for students to have, both motivation that comes from themselves and the environment. Motivation can be said as a psychological drive for someone so that they are compelled to take action to achieve certain goals (Fu'adah, 2022). This is supported by Syaiful who says that motivation is a psychological symptom in the form of encouragement that arises in a person consciously or unconsciously to perform an action with a specific purpose.

Thus students who have the motivation to learn will be serious in learning in order to achieve the desired learning goals. In addition, students who are motivated in learning will make learning a

priority before doing other fun activities (Ghufron & Rini, 2011). Motivation can be influenced by two factors, namely intrinsic and extrinsic. Intrinsic factors that influence motivation are factors that come from within the students themselves. For example, the willingness of students to learn and find out to develop their knowledge. Extrinsic factors are factors that come from outside the student's self, such as encouragement from parents, teachers, friends, and the environment. Therefore, all parties are involved in shaping the motivation to learn in each individual (Hikmah, 2017). The success of learning activities is not only seen from student factors, but also the learning processing system factors that are carried out in schools. There are several factors that can be used as a benchmark for the success of education in schools, one of which is by looking at the success of the teaching and learning process in achieving goals. This study aims to prove that there is a relationship between learning motivation and students' academic procrastination behavior at one of the Public Elementary School in Sukabumi, West Java.

## **METHOD**

This research employed a quasi-experimental approach using a non-equivalent control group design. The research method used in this study is a quantitative method. Quantitative research method is research that requires a lot of numbers, starting from data collection, interpretation of the data, as well as the appearance of the results. The research design used in this study is correlation or correlation to see the relationship between the two variables. The population is a group of elements or cases, be it individuals, objects or events, which are related to specific criteria and are something that becomes the target of generalizations set by the researcher to study and draw conclusions. The population in this study were all fifth grade elementary school students with a total of 64 students, consisting of 41 male students and 23 female students. Independent variables, namely variables that can influence or influence other variables and are denoted by the variable X. The independent variable in this study is learning motivation. The dependent variable, namely the variable that gets the influence of the independent variable and is denoted by the variable Y. In this study the dependent variable is students' academic procrastination. In this study data collection for learning motivation and students' academic procrastination behavior was using a questionnaire. Questionnaire is a data collection tool that uses a written list. In this study the questionnaire used was a closed questionnaire with a rating-scale form. A closed questionnaire is a questionnaire prepared in the form of a question that provides alternative answers, then the respondent is asked to give an answer by placing a check mark or circling the letter in front of the alternative answer according to his condition. This questionnaire is used to find out how much learning motivation students have and also the level of student academic procrastination.

## **RESULTS AND DISCUSSION**

This research is correlated with learning motivation as the X variable and academic procrastination as the Y variable. Data collection in this study used a questionnaire for these two variables, with the X variable in which there were 18 statement items with 6 aspects, namely the desire to succeed, encouragement needs in learning, the existence of hopes and aspirations, appreciation in learning, interesting activities in learning, as well as a conducive learning environment. In variable Y, which also uses a questionnaire, there are 29 statement items with 5 aspects, namely delays in starting or completing tasks, delays in completing tasks, time gaps between plans and actual performance, doing other activities that are more enjoyable, and irrational beliefs.

Research statistical testing has been carried out from analysis testing to hypothesis testing. After calculating and processing the data on each variable, learning motivation at SDN Sukabumi Selatan 07 is in the medium category with a percentage of 71.875% as well as academic procrastination is in the medium category with a percentage of 67.19%. Even though the average student has motivation in learning, students also do academic procrastination. This can be caused by several things, for example delays in doing assignments resulting in delays in submitting assignments. After processing the data on each variable, the researcher then tested the analysis prerequisites with the normality test and linearity test. The results of the normality test for the two variables are that the data is not normally distributed with the learning motivation variable having a significance value of 0.001 and the procrastination variable having a significance value of 0.004. Both of these variables have a significance value  $<0.05$ . The linearity test shows that the significance value of the deviation from linearity is  $0.006 < 0.05$  so that the two variables are not linear. Because the results show that the data is not normal and not linear, a non-parametric test of the Rank Spearman model is performed. Correlation analysis using the Rank Spearman model assisted by using the SPSS IBM 22 application shows a correlation coefficient value of -0.539 which indicates that the relationship between variables is quite strong. The coefficient of determination or the amount of contribution given by learning motivation with academic procrastination is 27.3% and the remaining 72.7% is influenced by other factors not examined in this study. The direction of the relationship that occurs between the two variables is a negative relationship because there is a negative symbol (-) on the correlation coefficient value. So it can be concluded that the higher the student's learning motivation, the lower the student's academic procrastination, and vice versa if the learning motivation is low, the higher the student's academic procrastination. This motivation can be interpreted as encouragement to do a task as well as possible. So that the higher the learning motivation an individual has when facing a task, the lower the tendency for academic procrastination.

Then the results obtained are  $r_{count} > r_{table}$ , ( $0.539 > 0.250$ ) with a significance value of  $0.000 < 0.05$ , which means that there is a significant relationship between the variables of learning motivation and students' academic procrastination. The causes of procrastination itself are many things such as bad time management, low motivation, fear of being wrong, difficult to concentrate, uncomfortable environment, lack of understanding of the task so that it is difficult, and lazy to work

on it and finally the task is delayed. Based on the description above, it shows that learning motivation has an influence on students' academic procrastination. Both have a correlation or relationship where if learning motivation is low then academic procrastination is high and if learning motivation is high then academic procrastination is low.

## **CONCLUSION**

Based on the research results obtained through the process of data analysis and discussion, it can be concluded that there is a negative and significant relationship between learning motivation and students' academic procrastination with an  $r$  count of  $-0.539$  and is in the category of moderate relationship level. The existence of a negative relationship means that if student learning motivation is high then student academic procrastination is low, and vice versa if student learning motivation is low then student academic procrastination is high.

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