

## **ANALYSIS OF PROCRASTINATION IN COMPLETING FINAL ASSIGNMENTS (CASE STUDY OF UMS FACULTY OF TEACHER TRAINING AND EDUCATION STUDENTS, CLASS OF 2017)**

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### **Keyword**

*2017 class of students, procrastination, academic and non-academic*

### **Abstract**

*Students have activities related to both academic and non-academic matters, so they are required to manage these activities well. Students who do not complete their final assignments within the recommended timeframe are said to be procrastinating, as this occurs in relation to writing their final assignments. They often experience problems requiring a long time, due to difficulty managing time between meeting with lecturers and working, resulting in delays in completing their final assignments. This study aims to determine procrastination patterns among students of the 2017 intake of the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta. The method used is a qualitative case study approach, located at Muhammadiyah University of Surakarta. Data were collected through in-depth interviews with informants.*

## **INTRODUCTION**

The difficulty students experience when they are late in completing their studies at university is referred to as procrastination. Procrastination has long been experienced by many final-year students, but this is due to a lack of awareness of the need to complete their final assignments on time. Students are encouraged to complete their studies within the allotted time. According to Ferrari (in Nur, Hamid, Dian, Riska, 2019), students who procrastinate often submit assignments late, using various excuses to gain extra time to complete them. They usually choose enjoyable activities such as playing online games, traveling, watching movies, and so on. Procrastination is a characteristic of students who want to gain extra time to complete their assignments.

Students are required to achieve good academic performance, but most students face various challenges, including having jobs or businesses, and a lack of time to complete assignments that should be completed immediately. Students essentially want to stop procrastinating, but they don't find the right way to end this procrastination so they can graduate on time. Procrastination is carried out by almost all students, even those with good abilities, but there are always factors that make them procrastinate. Therefore, procrastination causes these students with good abilities to have less than optimal results. Therefore, action is needed to address the problem of academic procrastination that occurs among students through design planning or social patterns.

In early adulthood, individuals tend to behave responsibly both financially and personally. Economic independence in individuals can be seen through their decisions to explore the workforce, leading many students to choose between college and work. Specifically, students' needs in higher education are diverse and must be met to ensure their learning process is not disrupted. This is what drives them to enter the workforce. Santrock (2011) states that there are

two criteria indicated by emerging adulthood: demonstrating behavior that is economically independent and responsible for their behavior. This research is further supported by Hidayah (2016), who states that working students are those who actively engage in both study and work. These two activities can be carried out simultaneously and support each other. It is hoped that by working, one can save money for living expenses and tuition, while by studying, one can gain higher education and build a much brighter future. Based on the foregoing, the research problem is formulated as follows: "How do procrastination patterns occur among students of the 2017 intake of the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta?"

## **METHOD**

This research used a qualitative method with a case study approach. Muhammadiyah University of Surakarta was chosen as the research location because many students still engage in academic procrastination. The research was conducted at Muhammadiyah University of Surakarta. The informants were students from the 2017 intake of the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta. Data collection techniques included detailed interviews and observations conducted in June 2024. After data collection, data analysis was conducted, including data classification through data reduction, followed by checking data validity by drawing conclusions..

## **RESULTS**

of the study found four factors contributing to academic procrastination among students at the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta: poor time management, difficulty concentrating, and lack of self-confidence. Poor time management was the primary factor contributing to procrastination among students at the Faculty of Teacher Training and Education. Some of the research informants already had jobs or businesses, so they felt they had an income and chose to postpone working on their final assignments. Some students of the Faculty of Teacher Training and Education were married and had children, so their time was more focused on their families. In carrying out their research, informants were sometimes unable to decide which to prioritize first. They preferred to pursue their respective businesses or jobs rather than attending lectures if their studies and activities clashed. In addition, informants tended to procrastinate in completing assignments given by lecturers. This caused delays in completing their studies and graduating later than the specified time.

## **DISCUSSION**

The second factor is difficulty concentrating on academic tasks on campus. Many factors contribute to these students' impaired concentration. One of the most significant is their current addiction to online games. Sometimes they even miss classes because they stay up late playing games. And when they force themselves to attend, they only feel sleepy in class. The third factor is a lack of self-confidence and anxiety surrounding their final thesis exams. This decreased confidence among informants when many of their classmates had already completed their studies. As a result, they sometimes attended lectures alone, mingling with those in lower classes. This creates doubts among final-year students who should be able to finish on time, but they choose to procrastinate, claiming they haven't prepared for their thesis defense. This mindset is a barrier to academic procrastination among final-year students, particularly those in the Faculty of Teacher Training and Education, class of 2017. After conducting interviews, the students who served as informants in this study indicated that it was largely influenced by psychological factors or factors within the students themselves. This is evident in the large number of students who procrastinate due to personal reasons such as a lack of self-confidence and an inability to concentrate on their own performance. Concrete and Emotional Impacts of Academic Procrastination Students who have experienced academic procrastination report that the losses they experience have a significant impact on their lives, including unfulfilled responsibilities to their parents, missed deadlines resulting in having to pay tuition fees again,

and losing friends because everyone has already completed their final assignments. The concrete impacts of academic procrastination in students have three consequences: on the procrastinator themselves, on the university, and on their social environment. The emotional impacts experienced by students who procrastinate include teasing from neighbors who inevitably compare them to their peers who should have already completed their studies. This leads to a further lack of confidence and feelings of inferiority. To address the phenomenon of academic procrastination among students at the Faculty of Teacher Training and Education, efforts must be made by various parties, including the Head of Study Programs, Academic Advisors, and especially the parents of procrastinating students. These efforts include: first, improving academic services, maximizing the role of academic advisors, and establishing good communication with final-year students. Second, efforts by the Head of Study Programs include establishing good communication with the students, providing guidance and direction, and providing support. Third, efforts by parents include monitoring the progress of the thesis and providing regular support.

## **CONCLUSION**

Academic procrastination is a behavior that tends to avoid or postpone tasks due to other goals or the availability of more enjoyable activities. Factors contributing to academic procrastination include:

a) Poor time management; b) Difficulty concentrating; c) Fear of failure; and d) boredom with the assignment. 2) The impacts of procrastination are divided into two: concrete impacts and emotional impacts. These factors cause students to delay completing their final assignments. The impact of academic procrastination on students in the Faculty of Teacher Training and Education includes both concrete and emotional impacts. Concrete impacts include the impact on the procrastinator and the campus, which is related to the image of the study program/department within the Faculty of Teacher Training and Education. Emotional impacts are divided into three categories: heightened stress, frustration and anger, and lower motivation.

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