ANALYSIS OF THE FACTORS CAUSING PROCRASTINATION IN THE PREPARATION OF THESISFOR EDUCATION STUDENTS STATE UNIVERSITY SOCIETY MEDAN

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Abstract

This study discusses the factors that cause procrastination in the preparation of theses for students majoring in public education at Medan State University. This research was conducted using a descriptive approach with quantitative methods. The purpose of this research is to analyze the factors that cause procrastination in the preparation of thesis for students majoring in public education at Medan State University. The sample in this study included 41 students majoring in Community Education from the 2016-1019 class. The research results were influenced by two factors, namely internal and external factors. From these two factors, it was found that the factor that most influences the occurrence of procrastination in the preparation of a thesis is the internal factor with a value of 46%. This means that student procrastination is caused by the student's physical condition, such as the desire to graduate on time, make improvements after the thesis guidance process, and ease of accessing theories or journals related to the thesis. The causes of procrastination are also influenced by the student's psychological condition, such as having knowledge of standard and scientific vocabulary, being able to express the right thoughts and ideas in completing the thesis, having a clear schedule and being able to make the best possible time to complete the thesis.

Keywords: Procrastination, Thesis

Abstrak

Penelitian ini membahas tentang faktor-faktor penyebab terjadinya penundaan dalam penyusunan skripsi pada mahasiswa jurusan pendidikan negeri Universitas Negeri Medan. Penelitian ini dilakukan dengan menggunakan pendekatan deskriptif dengan metode kuantitatif. Tujuan penelitian ini adalah untuk menganalisis faktor-faktor penyebab penundaan penyusunan skripsi pada mahasiswa jurusan pendidikan negeri Universitas Negeri Medan. Sampel dalam penelitian ini berjumlah 41 orang mahasiswa jurusan Pendidikan Masyarakat angkatan 2016-1019. Hasil penelitian dipengaruhi oleh dua faktor yaitu faktor internal dan eksternal. Dari kedua faktor tersebut diketahui bahwa faktor yang paling mempengaruhi terjadinya prokrastinasi dalam penyusunan skripsi adalah faktor internal dengan nilai sebesar 46%. Artinya penundaan mahasiswa disebabkan oleh kondisi fisik mahasiswa, seperti keinginan untuk lulus tepat waktu, melakukan perbaikan setelah proses bimbingan skripsi, dan kemudahan mengakses teori atau jurnal yang berkaitan dengan skripsi. Penyebab terjadinya prokrastinasi juga dipengaruhi oleh kondisi psikologis mahasiswa, seperti memiliki pengetahuan tentang kosa kata baku dan ilmiah, mampu mengungkapkan pikiran dan gagasan yang tepat dalam menyelesaikan skripsi, mempunyai jadwal yang jelas dan mampu memanfaatkan waktu sebaik-baiknya. untuk menyelesaikan skripsinya.

Kata kunci: Prokrastinasi, Skripsi

INTRODUCTION

One of the mandatory requirements for completing university education is completing a thesis. A thesis is a scientific work or independent research that must be prepared by students at undergraduate (S1) level as part of the requirements for obtaining a bachelor's degree. Hadikusuma (in Wisudaningtyas, 2012) said that a thesis is a scientific paper that must be prepared by students at undergraduate (S1) level as one of the requirements for completing education at a college or university. A thesis is a final study assignment carried out to show that students have mastered their field of study and are able to carry out independent research. Students in completing their final assignment in the form of a thesis must: has high totality, both by conducting research through observations, interviews, collecting opinions or through literature searches. Therefore, it is not surprising that many students said that the thesis was a very heavy burden. Most of the students who are at the final level of their studies do not want to answer the questions asked of them regarding their thesis work and even do not want to hear the word "thesis". They consider the thesis to be a very sacred thing to discuss. Some students even admitted that they had procrastinated on completing their thesis due to too many revisions and did not have any ideas for working on their thesis, which would cause them to feel anxious when they remembered their unfinished thesis (Husnia, 2015).

Not all students have the ability to manage their time well. So, the problem of managing time is a problem for some students, especially final year students who are writing their thesis. The phenomenon is that students delay working on their thesis, do college assignments, postpone studying when facing exams and sometimes even choose to do things that are more enjoyable and not related to their assignments or thesis. This shows a tendency not to carry out duties and obligations immediately. Some of the activities above are indications of procrastination behavior in carrying out and completing assignments and theses.

Students who procrastinate are said to be procrastinating, this can be seen from the student's thesis guidance card by calculating the time the student starts working on the thesis until the student completes the thesis. According to Brown and Holzman (in Ghufron & Risnawita, 2015) procrastination is a term used to indicate a tendency to delay completing a task or job. Individuals who do not immediately complete a task and continue to postpone the task, whether for reasons or not, are committing procrastination.

According to Ghufron & Risnawita (2015) influencing factors academic procrastination can be categorized into two factors, namely factors external factors such as parental parenting style or environmental conditions, and factors internal such as an individual's physical condition or an individual's psychological condition such as the amount of motivation or feelings of anxiety. Students who experience anxiety and difficulties in working on a thesis can cause delays completing the task or what is often called procrastination in science psychology.

Academic procrastination is a behavioral tendency to delay the implementation or completion of tasks in 6 academic areas (composing assignments, studying for exams, reading, administrative performance, attending meetings and academic performance in general) which is carried out continuously, whether it is a short-term delay or a short-term delay. approaching a deadline or long-term delays that exceed the deadline, thereby disrupting performance within a limited time span by replacing activities that are not so important (Rumiani, 2016).

Medan State University is one of the favorite universities in North Sumatra Province, specifically in Medan City. Medan State University has a vision to become a superior university in the fields of education, industrial engineering and culture which consists of several faculties

including, Faculty of Languages and Arts (FBS), Faculty of Social Sciences (FIS), Faculty of Mathematics and Natural Sciences (FMIPA) , Faculty of Engineering (FT), Faculty of Sports Sciences (FIK), Faculty of Economics (FE), and Faculty of Education (FIP). According to the North Sumatra Province Central Statistics Agency (2022), the number of Medan State University students is 26,788 people. This number shows that there is still a lot of student interest in choosing to study at Medan State University. Therefore, every student is expected to be able to carry out their studies well and be able to complete their education with satisfactory results and on time.

Medan State University has determined that its students will study for no more than 7 years or 14 semesters. Therefore, this year's class of 2016 students will be the last year to complete their studies at Medan State University because they have reached 7 years or 12 semesters, but there are still students in the class of 2016 who have not yet completed their studies, especially students from the Department of Public Education, Faculty of Education.

Apart from students in the class of 2016, there were also students from the class of 2017, 2018, 2019 who experienced delays in completing their lectures and preparing their theses. According to survey data, students who experienced delays in preparing their thesis in the Public Education Department included; There are 5 students from the class of 2016, 5 students from the class of 2017, 20 students from the class of 2018, and 11 students from the class of 2019. Based on data on procrastination behavior among students in completing their theses, the author is interested in conducting research with the title "Analysis of the factors that cause procrastination in preparing theses among students majoring in public education at Medan State University."

METHODS

Research methods are strategies for obtaining data for specific purposes. The type of research used is quantitative analysis with descriptive methods. Gravetter & Forzan (2018) quantitative research is based on measuring variables in subjects to obtain scores in the form of numerical values which are then analyzed and interpreted using statistical procedures. Sugiyono (2015) added that the descriptive method is a method that can describe the collected data and aims not to make conclusions that can apply to the general public. The reason the researcher chose this type of research was because it was considered appropriate to analyze the factors that cause procrastination in the preparation of theses among students majoring in public education at medan state university.

This research was conducted at the department of community education, faculty of education, medan state university, located on jl. Willem iskandar / pasar v, medan, north sumatra. This research was conducted for 2 months from june to august 2023. The population in this study were medan state university community education students class 2016-2019 with a total of 190 students. The purposive sampling technique is a data collection technique with certain considerations and criteria. The criteria used in this research include:
a. students who have not submitted a thesis title
b. students who have not done a proposal seminar
c. students who experience procrastination in preparing their thesis

So the number of samples taken in this research was 41 students. The procedures and quantitative research design used in this research according to (sugiyono, 2015) are as follows:
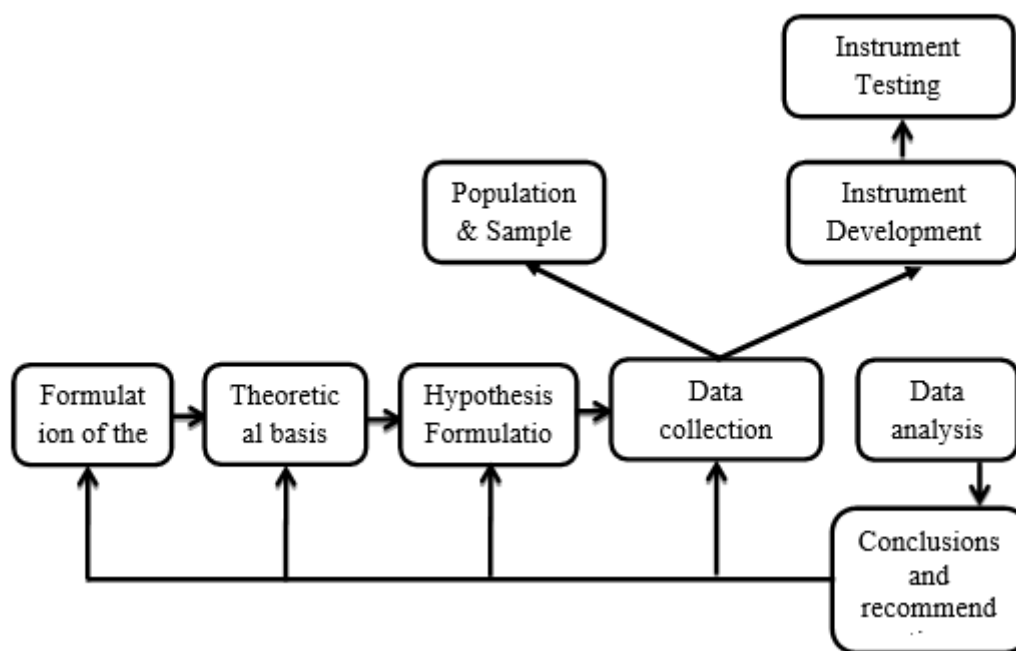
Figure 3.1. Components and Process of Quantitative Research

Based on Figure 3.1, the problems in research that use quantitative data can then be identified. Next, problem identification can be formulated based on phenomena in the field, then create a title based on the existing problem. The title created by the researcher is an analysis of the factors that cause procrastination in the preparation of theses for students majoring in public education at Medan State University. After the problem can be identified and limited, then the problem can be formulated. Basically, the problem formulation can be made in an interrogative sentence. From several question formulations, researchers applied theory to be able to answer the question formulations. Therefore, the theory used is a formulated theory that answers the research questions. The answer to a question is called a hypothesis, so a hypothesis is a temporary answer to the question. The hypothesis used in this research is that there are factors that cause procrastination in the preparation of theses among students majoring in public education at Medan State University. Apart from that, the truth is proven according to data from the field. Next, data collection is carried out. Data collection on the population used as a sample, namely Community Education students at Medan State University Class 2016-2019. Then instrument development requires a questionnaire to find accurate data. Instruments can be accepted if their validity and reliability have been tested. After the data is collected, the collected data can be analyzed. In quantitative research, statistical data is used for data analysis. Then discuss the data from the analysis. Data can be explained using tables, frequency distribution tables, line graphs, bar graphs, pie charts and pictograms. In discussing the research results, the data obtained is explained in detail. After explaining the research results, conclusions and suggestions can then be given. Conclusions can contain brief answers to each question in the problem formulation based on the data collected. Based on the suggestions made by researchers, it is hoped that existing problems can be resolved immediately.

RESULTS AND DISCUSSION

Result
Internal Factors

Table 1. Recapitulation of Average Scores for Internal Factor Variables

No	Indicator	Average
1.	Individual Physical Condition	3,91
2.	Individual Psychological Condition	3,55
	Overall Average	3,73

Based on Table 1 above, the internal factor indicator has an average value of 3.73, meaning that the high level of student procrastination is caused by the student's physical condition, such as the desire to graduate on time, make improvements after the thesis guidance process, and ease of accessing related theories or journals. with a thesis. The causes of procrastination are also influenced by the student's psychological condition, such as having knowledge of standard and scientific vocabulary, being able to express the right thoughts and ideas in completing the thesis, having a clear schedule and being able to make the best possible time to complete the thesis.

External Factors

Table 2. Recapitulation of Average Scores for External Factor Variables Table

No	Indicator	Average
1.	Parenting Style	3,83
2.	Environmental conditions	3,38
	Overall Average	3,66

Based on Table 2 above, the internal factor indicator has an average value of 3.73, meaning that the high procrastination of students is caused by the parents' parenting style, such as having a sense of responsibility to parents to immediately complete the thesis, parents often monitoring the child's progress and development. In working on the thesis, parents provide guidance and direction regarding the schedule and deadlines that must be met in working on the thesis.

Table 3. Frequency Distribution of Factors Causing Procrastination in Thesis Preparation among Students Majoring in Public Education

No.	Indicator	Percentase	Category
1.	Internal factors	3,73	Very high
2.	External Factors	3,60	Very high
	Average	**3,66**	Very high

Source: Processed research data, 2023

Based on the results of data tabulation in Table 3, the procrastination factor consisting of internal factors and external factors falls into the very high category, but the most dominant is the internal factor with a value of 3.73, which means that student procrastination is caused by the student's physical condition, such as the desire to graduate. on time, making improvements after the thesis guidance process, and easy access to theory or journals related to the thesis. The causes of procrastination are also influenced by the student's psychological condition, such as having knowledge of standard and scientific vocabulary, being able to express the right

thoughts and ideas in completing the thesis, having a clear schedule and being able to make the best possible time to complete the thesis. If summarized in the graph it can be seen as follows:
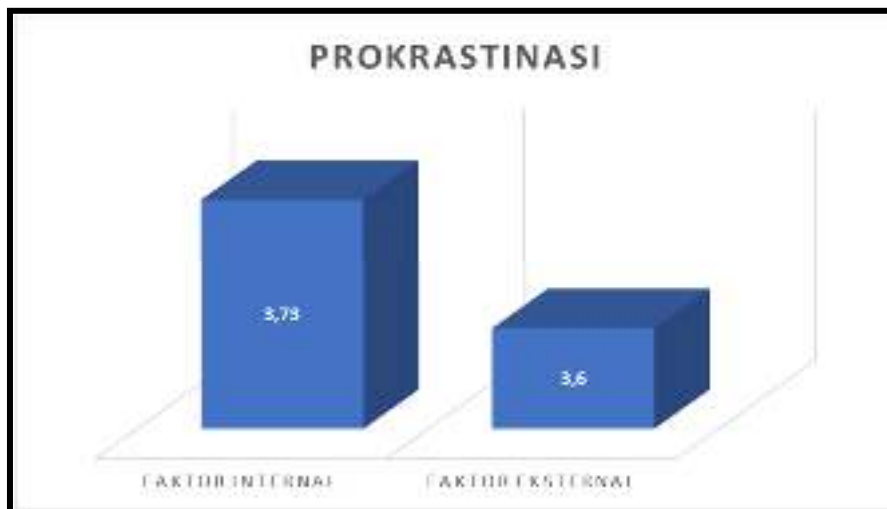

Figure 2. Graph of Average Procrastination Factor Score Results

Propensity Test
After describing the questionnaire data, the next stage is to describe the data using a trend test. The trend test aims to see a general picture of the trend of each variable so that an overview of each variable under study can be obtained. The following is an illustration of the tendency of procrastination factors which consist of internal factors and external factors :

Internal Factors
The internal factor variable data in this research is reviewed in terms of aspects; Students' interest or motivation, and the materials and literature they work on. Based on the trend results test, the internal factor variable data is obtained as follows:

Is known :

$$\text{Mean (M)} = \frac{\sum X \text{ (Amount of data)}}{n \text{ (many data)}}$$

$$= \frac{1204}{41}$$

$$= 29.4$$

$$\text{Standar. Deviation (SD)} = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$= \sqrt{17}$$

$$= 4.1$$

Tabel 4. Internal factor trend test

No.	Skala Skor Mentah	Nilai Matang	Tabel Konversi	Kategori	F	%
1.	M-1,5 SD	23,2	x ≥ 35	Sangat Tinggi	3	7%
2.	M - 0,5 SD	27,3	31 ≤ X 35	Tinggi	6	15%
3.	M+0,5 SD	31,4	27 ≤ X 31	Sedang	19	46%
4.	M+1,5 SD	35,5	23 < X ≤ 27	Rendah	10	24%
5.			X ≤ 23	Sangat Rendah	3	7%
Total					41	100%

From the results of Table 4 above, it can be explained that the statements from internal factors are included in the medium category because they have a total of 19 frequencies or 46%. In more detail it will be presented in the percentage diagram for the internal factor trend test as follows:

Figure 3. Internal Factor Tendency Percentage Diagram

External Factor
Data on external factor variables in this research are reviewed in terms of aspects; parental parenting style, and environmental conditions. Based on the trend results test, external factor variable data is obtained as follows:

$$\text{Mean (M)} = \frac{\sum X \quad \text{(Jumlah data)}}{n \quad \text{(banyak data)}}$$

$$= \frac{1184}{41}$$

$$= 29$$

$$\text{Standar. Deviation (SD)} = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}}$$

$$= \sqrt{25}$$

$$= 5$$

Tabel 5. Internal factor trend test

No.	Skala Skor Mentah	Nilai Matang	Tabel Konversi	Kategori	F	%
1.	M-1,5 SD	21,5	$X \geq 36$	Sangat Tinggi	3	7%
2.	M - 0,5 SD	26,6	$31 \leq 36$	Tinggi	7	17%
3.	M+0,5 SD	31,2	$27 \leq 31$	Sedang	16	39%
4.	M+1,5 SD	35,7	$22 \leq X\,27$	Rendah	13	32%
5.			$X \leq 22$	Sangat Rendah	2	5%
Total					41	100%

From the results of Table 5 above, it can be explained that statements from external factors are included in the medium category because they have a total of 16 frequencies or 39%. In more detail it will be presented in the percentage diagram for the internal factor trend test as follows:

Figure 4. Internal Factor Tendency Percentage Diagram

Based on the description of the trend test above, it is known that internal factors are more likely to influence the occurrence of procrastination in the preparation of student theses. This is proven by the results of the trend test (internal factors > external factors) = 46% > 39%. This means that student procrastination is caused by the student's physical condition, such as the desire to graduate on time, make improvements after the thesis guidance process, and ease of accessing theories or journals related to the thesis. The causes of procrastination are also influenced by the student's psychological condition, such as having knowledge of standard and scientific vocabulary, being able to express the right thoughts and ideas in completing the thesis, having a clear schedule and being able to make the best possible time to complete the thesis.

Discussion

Based on the results of research that has been carried out using questionnaires, the results obtained in this research are that the factors causing procrastination in the preparation of theses in students majoring in Community Education, Medan State University are due to internal factors consisting of the individual's physical condition and individual psychological condition, as well as external factors that consisting of parental parenting style and environmental conditions.

Internal Factors
Individual Physical Condition
Factors within the individual that also influence the emergence of academic procrastination include students' interest or motivation, the material and literature they work on. Factors within the individual that also influence the emergence of academic procrastination include student interest or motivation. If a student does not have a clear interest or goal regarding the topic of the thesis being written, they may tend to postpone the work because they do not feel motivated to do it. Students who feel unsure about their ability or knowledge in writing a thesis may tend to postpone the work for fear of facing challenges or producing unsatisfactory work. If a student is not truly interested in their chosen research topic, they may feel bored or lack motivation to conduct further research and complete the thesis.

Individual Psychological Conditions

Individual psychological condition factors that also influence the emergence of academic procrastination include academic ability and time management. If someone feels less confident regarding their academic abilities, they may tend to postpone academic work, including writing a thesis. Fear of failure or not being able to meet expected standards can be a cause of procrastination. The individual may feel intimidated by complex tasks or doubt their ability to complete them. If a student has difficulty understanding the research topic or material related to the thesis, this can cause anxiety and lack of self-confidence. As a result, students may tend to postpone work because they feel intimidated by a difficult thesis or cannot overcome the challenges they face. Preparing a thesis requires good research and writing skills. If students have not mastered these skills, they may have difficulty searching and evaluating literature, formulating a research framework, or organizing and organizing their ideas clearly. This can lead to frustration and a tendency to procrastinate.

External Factors

Parenting Style

Procrastination factors that influence the emergence of academic procrastination include parental involvement and support, parental supervision. Low parental involvement or lack of emotional and academic support may contribute to academic procrastination. When individuals do not feel supported by their parents, they may tend to lose motivation and responsibility towards their academic work. Lack of encouragement, praise, or realistic expectations from parents can make individuals feel less motivated to complete assignments on time. This can negatively impact their ability to overcome procrastination. If parents apply pressure or have unrealistic expectations regarding their thesis, this can cause anxiety and fear of failure in students. As a result, students may tend to delay their work or avoid difficult assignments. If parents do not provide sufficient emotional support, such as encouragement, recognition, or praise for student efforts and achievements, this can reduce motivation and increase the tendency to procrastinate. Students may experience difficulty in writing a thesis if they do not get practical support from their parents, such as help in organizing a schedule, getting the necessary resources, or gaining access to relevant literature and information. This can cause frustration and confusion, which can ultimately affect progress in preparing the thesis.

Environmental conditions

Environmental factors that influence the emergence of academic procrastination include the availability of facilities and infrastructure, and access to technology. The availability of adequate facilities and infrastructure can influence the tendency of academic procrastination. For example, if an educational institution does not provide comfortable study facilities, such as reading rooms or discussion rooms, students may find it difficult to focus and work effectively. Limited facilities such as a lack of quiet and clean study rooms can affect student motivation and productivity, thereby increasing the risk of procrastination. Yes, the availability of adequate facilities and infrastructure can influence the occurrence of procrastination in the preparation of a thesis. Procrastination is the tendency to postpone or avoid tasks that should be done, and many factors can influence this tendency. One of the factors that can trigger procrastination is the lack of facilities and infrastructure needed to complete tasks, including writing a thesis. For example, if a person does not have adequate access to a library, a quiet study space, or access to necessary software and equipment, they may have difficulty starting or continuing their work.

CONCLUSION

Based on descriptive research results and data processing that has been done conducted regarding the analysis of factors causing procrastination in the preparation of theses among students majoring in Community Education, Medan State University, influenced by two factors, namely internal and external factors. From these two factors, it was found that the factor that most influences the occurrence of procrastination in the preparation of a thesis is the internal factor with a value of 46%. This means that student procrastination is caused by the student's physical condition, such as the desire to graduate on time, make improvements after the thesis guidance process, and ease of accessing theories or journals related to the thesis. The causes of procrastination are also influenced by the student's psychological condition, such as having knowledge of standard and scientific vocabulary, being able to express the right thoughts and ideas in completing the thesis, having a clear schedule and being able to make the best possible time to complete the thesis.

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