



Academic Procrastination of Chemistry Education Students Based on Gender Perspective

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Abstract: Academic Procrastination of Chemistry Education Students Based on Gender Perspective. After the pandemic, learning was again carried out offline, making students feel anxious and worried about the assignments given by the lecturers. Students' ability to manage time-related to self-discipline is needed during the transition from online to offline learning. This study aims to measure the level of post-pandemic student academic procrastination or delay based on a gender perspective. Gender analysis is crucial because men have synonymously carried out academic delays, so this research needs to be done. This study used a quantitative approach through a cross-sectional exploratory study involving comparative and correlation analysis. The population of this study was students of chemistry education at UIN Walisongo Semarang: semester 1, semester 3, and semester 5. The results showed no significant difference in academic Procrastination between male and female students ($p > 0.05$). The absence of this difference can be due to factors that influence individual development, such as physical, psychological, and social roles, so Procrastination is not determined by gender.

Keywords: *academic procrastination; gender; post-pandemic.*

Abstrak: Prokrastinasi Akademik Mahasiswa Pendidikan Kimia Berdasarkan Perspektif Gender. Pasca pandemi pembelajaran kembali dilakukan secara offline menjadikan mahasiswa merasa cemas dan khawatir terhadap tugas perkuliahan yang diberikan dosen. Kemampuan mahasiswa dalam melakukan pengelolaan waktu yang berkaitan dengan disiplin diri sangat dibutuhkan pada masa peralihan pembelajaran dari online menjadi offline. Penelitian ini bertujuan untuk mengukur tingkat prokrastinasi atau penundaan akademik mahasiswa pasca pandemi berdasarkan perspektif gender. Analisis Gender ini penting dilakukan karena selama ini penundaan akademik identik dilakukan oleh laki-laki sehingga penelitian ini perlu dilakukan. Penelitian ini menggunakan pendekatan kuantitatif melalui studi eksplorasi cross-sectional yang melibatkan analisis komparatif dan korelasi. Populasi penelitian ini adalah mahasiswa pendidikan kimia UIN Walisongo Semarang semester 1, semester 3, dan semester 5. Hasil penelitian menunjukkan bahwa tidak ada perbedaan yang signifikan dalam prokrastinasi akademik antara mahasiswa laki-laki dan perempuan ($p > 0,05$). Tidak adanya perbedaan ini dapat dikarenakan faktor-faktor yang mempengaruhi perkembangan individu, yaitu perkembangan fisik, psikologis dan peran sosial sehingga prokrastinasi tidak ditentukan oleh faktor jenis kelamin.

Kata kunci: *penundaan akademik; gender; pasca pandemic.*

■ INTRODUCTION

The Minister of Education and three other ministers have allowed face-to-face learning in early 2021 on condition that they comply with the Health protocol. Most students welcomed this news because implementing online learning has a significant and essential impact. One of these impacts is boredom in learning, which can reduce interest or motivation to learn. Meanwhile, in the new 2022/2023 school year, several campuses have implemented student learning in full offline. This policy requires adapting learning quickly and precisely because it will affect the process and learning outcome. Individuals who can adapt well have the characteristics of (1) being able to control excessive emotional tension, (2) not showing any personal frustration, (3) being realistic and objective, (4) being able to consider themselves rationally, (5) being able to learn from experience (Mahmudi & Suroso, 2014). Having good adaptability in learning will make it easier to understand the material.

Responding to changes in online learning to offline learning requires solutions from fast and appropriate learning methods so that students can enthusiastically return to online or offline lecture activities. In this case, the purpose is to know how students adapt to learning system changes. During this transitional period, according to the statements of several students obtained through surveys using Google Forms and interviews, most admitted to being anxious, sad, and experiencing demotivation or decreased enthusiasm for learning in the early days of implementing the full offline lecture policy (Setyani & Ismah, 2018). In addition, students are also required to do many lecture assignments given by lecturers.

One of the responsibilities of students is to complete lecture assignments. These tasks have a deadline for submission. Hopefully, students can submit their assignments to the lecturer on time or before the due date. In fact, through interviews with several lecturers, it was found that many students turned in assignments late. The offline learning system should make it easier for students to complete their assignments. Many factors cause students not to be on time to submit their assignments.

Students' ability to carry out lecture activities offline can be influenced by several things. The first thing is the conditions outside the student's self, including time, busyness, the surrounding environment that could be more supportive, and students' financial problems. If these external factors do not support it, it can hinder and make it difficult for students to go through the lecture process. Another thing that can affect students' ability to carry out offline lectures is the students' internal condition, namely the students' ability to manage time related to self-discipline.

Discipline concerning the ability to manage time. Burka and Yuen's research results said that 90 percent of students procrastinate. In contrast, as many as 25 percent of them often need help to complete lecture assignments, and most fail to finish college. The habit of students procrastinating will have a bad influence, and it will become a bad habit. Supposedly, a student has to be aware of the duties and responsibilities, immediately complete each assignment, make the most of every time, and not prioritize other activities.

The behavior of procrastinating when doing academic assignments, including formal tasks, such as coursework or special assignments, is called academic procrastination (Tuasikal & Patria, 2019). Individuals who like to procrastinate are those who like to procrastinate to complete the work at hand even though they have no intention of avoiding the task or are unwilling to do it so that it can take up even more time. Explain academic procrastination is characterized by conditions such as: (1) carrying out the

behavior of delaying the start of a job as well as delays in carrying out academic assignments; (2) the completion of academic assignments is delayed; (3) there is a discrepancy between planning and realization; and (4) prioritizing other activities that are liked or liked rather than doing academic assignments (Tuasikal & Patria, 2019).

A person who procrastinates, referred to as a procrastinator, realizes that he is dealing with work that needs to be completed, where the work benefits himself but repeatedly and deliberately delays, creating feelings of anxiety, discomfort, and guilt. A procrastinator understands clearly that his tasks must be completed immediately and provide good benefits for himself. Even so, he made delays in starting work and completing academic assignments. The procrastinator uses the time he has excessively only to do activities that are not useful, so even in completing essential tasks, he needs to pay attention to the time limit. Procrastinators also experience difficulties doing things before the set and planned time limits, resulting in delays and even failure to complete tasks. In addition, a procrastinator tends to carry out activities he likes more than completing essential tasks. Activities seen as fun or entertaining are usually playing, chatting, watching, traveling, and other activities that take a long time to carry out so that the time that should be used to complete the task has been used up and used up.

Academic Procrastination is often associated with self-efficacy. Self-efficacy refers to a person's belief in the ability to plan and carry out a series of actions to achieve specific goals and perform tasks (AlQudah *et al.*, 2014). Self-efficacy is sometimes defined as a person's belief in the ability to succeed. Self-efficacy is recognizing how someone thinks, feels, and acts (Nzomo *et al.*, 2023). Individuals who are confident in their abilities will be able to face challenging activities and complete them. Robbins and Coulter (2012) suggest that self-efficacy is a person's self-confidence in successfully carrying out a task or job. If a person's self-confidence is higher, it can be concluded that they have high confidence to succeed in a study. Students should have strong self-confidence so they can be encouraged to complete all assignments successfully. If a person's self-confidence is higher, it can be concluded they can complete tasks correctly and on time is also higher. A person's ability and belief that he can perform a specific action in his situation. This understanding emphasizes that self-confidence is generated in a person, and that person can complete the task with the right action in a case that will be faced.

Based on some research results, anyone can experience Procrastination. There is no age limit or gender. The more mature or old a person is, the less procrastination behavior will be (Basri, 2018). Several studies have also shown that academic Procrastination is also related to various personality factors and psychological constructs. Studies based on gender reveal differences in the procrastination behavior of male and female students; male students were found to procrastinate more than female students (Khan *et al.*, 2009). Factors that cause Procrastination also differ between the two sexes. Women show higher scores due to fear of failure (Özer *et al.*, 2009; Phoolka & Kaur, 2012). Self-motivation is also identified as one of the essential correlations of Academic Procrastination. Klassen *et al.* (2010) found a significant relationship between academic procrastination and motivation variables: student self-efficacy, self-regulation, and self-esteem.

Mandap (2016) stated that men reported a higher level of Procrastination than women. Tiruwork (2014) conducted research in Ethiopia, revealing that male students have a higher level of Procrastination than female students. Gender differences with academic procrastination tendencies have become one of the most widely discussed issues because several studies have found no significant results and tend to change (Şirin, 2011). Several studies have been conducted, and the result showed that women are more

at risk of academic Procrastination than men, and vice versa (Balkis & Duru, 2017) (Balkis, 2013).

Findings from various studies show varying results. Baji (2020) revealed that men tend to have a higher level of Procrastination than women. On the other hand, (Haycock, L. A *et al.*, 1998) stated that women are more likely to experience Procrastination than men. Other studies have found no differences between men and women regarding Procrastination (Beswick, G. *et al.*, 1988). The same thing was also found in the self-efficacy variable. The inconsistent results of this study made the researchers want to do further research if the research was conducted at the post-pandemic tertiary level. This study will investigate academic Procrastination and self-efficacy of post-epidemic chemistry education students during offline learning based on a gender perspective. Based on a gender perspective, this study provides information about academic Procrastination and self-efficacy. The results of this study can also provide clear information for lecturers, seek a deep understanding of the scope of this phenomenon among parents and educational institutions, and enable the development of programs to reduce the phenomenon of Procrastination and increase self-efficacy for students.

■ METHOD

This study used a quantitative approach. The population of this study was students of chemistry education at UIN Walisongo Semarang: semester 1, semester 3, and semester 5. The criteria for participants were students who actively participated in odd semester lectures for the 2021/2022 academic year. The researcher chose to use a non-probability sampling technique in the data collection process based on the accessibility and willingness of students to participate. Sampling was carried out by contacting one of the lecturers in charge of each semester to be able to distribute questionnaires via the Google Form link. Based on this process, the number of students in this research is shown in the Table. 1.

Table 1. Research Sample Based on Semester

| No | Semester | N |
|---------------|------------|-----|
| 1 | Semester 1 | 38 |
| 2 | Semester 3 | 42 |
| 3 | Semester 5 | 47 |
| Amount | | 127 |

The instruments used are the Academic Procrastination Scale and the Self-Efficacy Scale, modified from existing measuring instruments with high reliability. Cronbach's alpha value from the Academic Procrastination Scale reliability test is 0.817. Furthermore, Cronbach's alpha value from the reliability test of the Self-Efficacy scale was 0.893. Thus, the two measuring instruments can be declared reliable or trusted to measure student procrastination and self-efficacy.

The Academic Procrastination Scale is a modification of the Thesis Writing Procrastination Scale compiled by (Tuasikal & Patria, 2019). This scale was developed based on (Schouwenburg *et al.*, 2004) which revealed that academic Procrastination consists of four aspects, namely: (1) taking action to delay the time to start doing assignments and when ending task completion; (2) late implementation; (3) inaccuracies between planning and implementation; and (4) choosing to prioritize other work that is preferred over completing college assignments. The Self-Efficacy Scale is a modification of the Thesis Writing Self-Efficacy Scale compiled by Nababan (2013). This scale was

compiled through the results of the author's synthesis based on the theories of experts. Based on some research results, Self-efficacy is measured by some indicators. These are self-confidence in the ability to work, self-confidence to succeed, and self-confidence to face future situations (Shani *et al.*, 2009) (Andre.R, 2007) (Schermerhorn *et al.*, 2011). The t-test was used to describe differences in academic Procrastination and self-efficacy of chemistry education students based on a gender perspective.

■ RESULT AND DISCUSSION

Differences in academic Procrastination in male and female students in each semester can be analyzed using an independent t-test. The analysis results showed no significant difference in academic Procrastination between male and female students ($p > 0.05$). However, based on the average, the highest Procrastination was found in male students in semester 3. The following is the result of the t-test analysis for differences in academic Procrastination.

Table 2. Differences in Academic Procrastination of male and female students

| Semester | Gender | N | Average \pm SD | p |
|------------|--------|----|------------------|-------|
| Semester 1 | male | 7 | 2,22 \pm 0,271 | 0,252 |
| | female | 31 | 2,34 \pm 0,312 | |
| Semester 3 | male | 12 | 2,37 \pm 0,268 | 0,211 |
| | female | 30 | 2,16 \pm 0,386 | |
| Semester 5 | male | 8 | 2,33 \pm 0,279 | 0,694 |
| | female | 39 | 2,31 \pm 0,314 | |

Academic Procrastination from a gender perspective is one of the most researched topics. Various studies were conducted, and the results needed to be more consistent. The findings of this study revealed that students in semesters 1, 3, and 5 had no significant differences in academic Procrastination between male and female students ($p > 0.05$), as shown in Table 2. This study's results align with previous studies by (Mohammed *et al.*, 2013), who found no difference in the tendency for academic Procrastination according to a gender perspective. Furthermore, the absence of this difference can be due to factors that influence individual development: physical and psychological development and social roles (Kristiandani, R. H., & Dewi, 2013).

The results of this study align with several previous researchers who stated that there is no difference in procrastination tendencies between men and women (Effert & Ferrari, 1989); (Watson, 2001); (Hess *et al.*, 2000). Furthermore, the results of research conducted by (Solomon, L. J., & Rothblum, 1984) and (Astrasari, 2015) found no significant differences in academic Procrastination based on gender. Procrastination for men will peak in the mid to late 20s, and for women, the intensity of Procrastination is relatively high in the early 20s (Ferrari *et al.*, 1995).

Musslifah (2012) stated that men and women have similarities in many ways, refuting society's views that men and women are very different. Some of the differences came from the results of the social learning process; the rest were influenced by biological factors (Akmal, 2013). Both men and women are required to be able to learn independently. Students must be able to learn more independently, not depend on others, and be able to do academic tasks as well as possible (Kurniawan, 2013). Realizing that education is essential for the future, male and female students tend to be more independent and active in their learning process, so they tend not to procrastinate academically.

Students who can study independently usually look happy to learn and tend to be able to meet planned goals, manage time, and prepare good assignments.

The results of Lase's research (2014) also show no difference in academic Procrastination between male and female college students, which means gender doesn't affect it significantly. Allen (2003) explains that social learning emphasizes impressions, behavior change cues, and internal mental processes. In this study, men and women select other people's behavior in the same academic environment. That's what causes the difference in the level of academic Procrastination when viewed from gender.

Monks (2006) argues that two factors influence gender-specific behavior. First, biological factors are the basis for developing sex-specific behavior. Second, a social learning process influences certain genders to evaluate what social norms are good or bad for men or women. Further research by Ozer and Ferrari (2011) found insignificant differences between male and female students in academic Procrastination.

Besides gender differences, Academic Procrastination is also related to personality, self-esteem, perfectionism, and neuroticism (Van Eerde, 2003). There are motivational factors and goals (Howell & Watson, 2007). Students' beliefs about procrastination behavior are related to their motivational beliefs (Wolters, 2003). According to Tuckman (1998), procrastinators often have difficulty motivating themselves, and various excuses are used to delay doing academic assignments.

Several studies were conducted to measure the intensity of academic Procrastination behavior. It is known that the intensity of academic Procrastination is affected by some factors: poor self-efficacy, low self-esteem, pressure to complete tasks, personal characteristics, irrational thinking, inability to concentrate, fear of failure, poor time management skills, low ability to solve problems, and work habits (Watson, 2001). Further, academic Procrastination can negatively affect learning, achievement, and quality of life. Research has been conducted to identify the factors that cause this behavior (Rabin *et al.*, 2011). Academic Procrastination is a delaying behavior in completing activities or assignments. Delays are made in the form of not immediately starting work or not carrying out the task until it is complete. As a result, a person will be anxious, affecting psychological well-being, failing to meet deadlines, and affecting his relationships with others (McCloskey, 2011).

■ CONCLUSION

Differences in academic Procrastination in male and female students in each semester can be analyzed using an independent t-test. The analysis results showed no significant difference in academic Procrastination between male and female students ($p > 0.05$). However, based on the average, the highest Procrastination was found in male students in semester 3. The social learning process emphasizes impressions and cues of changes in behavior and internal mental processes. In this study, males and females make selections based on the behavior of other people faced with the same academic environment, which causes no difference in the level of academic Procrastination when viewed from gender. So, academic procrastination is not always done by men; women or men have the opportunity to do academic procrastination.

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