

## The Long Defining Factor of Undergraduate Students' Term of Study on Economic Faculty Students of Universitas Negeri Padang

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### Abstract

This study aims to know the cause of long defining factor for undergraduate students' term of study in Economic Faculty of Padang State University or Universitas Negeri Padang (UNP) and what the most dominant factors affect it. It is descriptive research where data are obtained from observation and documentation. Based on the description has been proposed that the most influential is intelligence. Majority of students' Grade Point Average (GPA) are 74.12% under 3. In addition, their motivation to join with the department has effect as well on their procrastination to complete their study. When the joined in department is incompatible to students' intention and aptitude, then their motivation to complete their study punctually will degrade.

**Keywords:** *procrastination in study, undergraduate student*

### Introduction

Padang State University or Universitas Negeri Padang (UNP) is not only as one of the state universities, but also it has equal onus yielding graduate in quality and reliable for development locomotive. It has been stated in vision and mission is going to be reached by UNP and other faculties among it.

One of the faculties has equality with UNP's vision is Economic. Economic Faculty of UNP has vision "being the competitive faculty in developing education and science by economy and business". One of the strategies committed to make it comes true is by running academic, profession, and vocational technology education that supported non education field to yield excellent graduate whose piety, independence, and intelligence. One of the vision achievement indicators is graduate index going up, procrastination in study going down, and quickly have job. The ideal grade point of students should be above 3,00. It is required to anticipate job requirement in general which stating minimum grade point is around 2,75-3,00. Whereas, quickly have a job for UNP's graduate was 3 months (52,8%), 3-6 months (23,1%), and more than 6 months (24,1%) (Reported accreditation document). Students' term of study, on the other hand, was normally 4 years for undergraduate (S1) and 3 years for diploma (D3).

The average grade point and quickly have job were good. Meanwhile, students' term of study is should be boosted. Nowadays, the average of students' term of study in Economic Faculty of UNP is 5,1 years for undergraduate (S1) and 4,0 years for diploma (D3). There are some factors generate term of study is long and more than normal. The low grade point is for instance imposes students to retake the course in the next year, low students' discipline prompt them disqualified having final test for a course, students' occupation in organization, onus to complete final tasks for diploma (D3) and thesis for undergraduate students (S1), and etcetera.

Based on the description of the students' long term of study in Economic Faculty of UNP which were 5,1 years for undergraduate (S1) and 4,0 years for diploma (D3), subsequently this study was focused on the cause factors of the students' long term of study in Economic Faculty of UNP, particularly in completing their thesis.

Term of study is time to complete study in following education process in a department (Dwi, 2014). Additionally, it is time needed by college students to finalize their study. Term of study is undertaken to fulfill in undergraduate program (S1).

College students need four years to complete undergraduate program (S1), yet in fact most of students in Economic Faculty of UNP have not completed their study due to time stipulated. Many factors affect it. According to Slamet (2010) that there are two factors defining college students' success during studying, they are internal and external factors. Internal factor is driven from student's itself and it is classified into some aspects below: a) Intelligence. It is innate allowing somebody to act in particular pattern (Purwanto, 2010). Intelligence is a skill consisted of three kinds, ability to face and accustom new situation quickly and effectively, know or apply effectively abstract concepts, recognize relation and probe it quickly. It has effect on learning progress. At the same time, students whose high intelligence are going to be more success than the low one. In fact, those are uncertain to complete their study in short. It is due to a complex process and many factors predispose it, while intelligence is one of the factors within it. b) Intention. It is static inclination to pay attention and memorize some activities. Somebody's activities are regularly watched and followed by happy feeling. The congruence between department and intention encourage students to learn more than incompatible one. Intention has high effect on term of study since if it confronts with the department taken, then they don't learn well. c) Motivation. It is a conscious attempt to drive and watch somebody's behavior doing something to get particular result or goal. In case of term of study, it is the most crucial factor as it generates students to learn well. During learning and teaching, a student is going to success if s/he has motivation in learning. The characteristic of student whose learning motivation shows serious intention and attention of what s/he learns, future oriented, learning activities are considered as future bridge to have future hope, tend to accomplish any challenging tasks, yet they are in line with his/her capability, having strong intention to develop, always have time to learn, and keen in learning and tend to accomplish any tasks given.

On the other hand, external factor is out of student's control which may effect on term of study, like experiences, families, and surrounding environment conditions. a) Family environment. Term of study is predisposed by family like parents' pattern to educate, relation among family members atmosphere that are comprised of household, economy, parents understanding and cultural background. b) Campus environment. It encompasses lecturer's teaching method, curriculum, student and lecture relation, discipline standard, and learning method. c) Community environment. It involves student's activity in a community which beneficial for his/her personality. Mass media like radio, TV, theater, newsletter, magazine, book, comic, and etcetera.

## Methods

This study was conducted to all students in Economic Faculty of Universitas Negeri Padang (UNP) that aimed to know the factors predispose on students' long term of study. It is survey study and committed to get facts from existed phenomena and aimed to elaborate it comprehensively. Regarding to difficulty met with students have not completed their study yet, this sample was targeted to be 83 respondents minimum by Slovin equation and error degree 10%. It was due to majority of them have completed their courses and come in campus once to have thesis supervision.

$$n = \frac{N}{1 + (Ne^2)} = \frac{476}{1 + (476 \times 0.1^2)} = 83$$

The population in this research is all students in Economic Faculty of UNP by tenth semester above and they have not completed their study yet. Population number of this study could be seen on the Table 1.

**Table 1. The Procrastinated Student in Completing Study**

Department	Enrollment Year				Number	
	2009	2010	2011	2012	Number	Percentage
Accounting	9	16	34	59	118	24.8%
Economic Education	5	13	11	61	90	18.9%
Management	9	30	24	54	117	24.6%
Economic Development	18	18	41	74	151	31.7%
<b>Total</b>	<b>41</b>	<b>77</b>	<b>110</b>	<b>248</b>	<b>476</b>	<b>100%</b>

*Source : Academic Administration, 2016*

## Results and Discussion

Data collection in this study was by survey method through questionnaire distribution to respondents. Questionnaire used was extended by researcher team regarding to relevant studies. Before it distributed and filled, the translated questionnaire was consulted to personality expert. Total of questionnaire item was 33 statements, comprised of 13 statements about internal factor and 14 statements concerned to external factor, and 6 statements were due to thesis progress which predisposed procrastination in the long term of study.

Table 1 pointed out that the result of distributed questionnaires might be used of this study. Overall, 100 questionnaires have been distributed and they were back at all, yet the processed questionnaires were 85 (response rate 85%). Meanwhile, unused questionnaires were 15 due to incomplete data. Based on the result, therefore, number of questionnaires processed and analyzed further for this study was 85 and they were 85 that were consisted of four departments in Economic Faculty of UNP and they were sample of this study.

**Table 2. The Result of Distributed questionnaire**

Annotation	Number	Percentage
The distributed questionnaire	100	100 %
The unreturned questionnaire	0	0%
The returned questionnaire	100	100%
The unprocessed questionnaire	15	15%
The processed questionnaire	85	85%

*Source: The Processed Primary Data (2016)*

The result of this study discerned how internal and external factors effect on students' procrastination in completing their study punctually. Internal factor might be discerned from the students' intelligence, intention, and motivation aspects. On other hand, external factor might be investigated from family, campus environment, and community environment effect. Moreover, this study scrutinized how far students' thesis progress who were being respondents. Internal factor predisposed students' procrastination in completing their study were divided into three, intelligence, intention, and motivation. The following Table 3 indicated the data analysis result of intelligence factor.

**Table 3. Students' Intelligence Factor**

Number	Statement	Assessment Frequency				
		SDA	DA	LD	A	SA
1	I can adapt quickly and effectively with new environment	2.2%	4.4%	17.7%	71.1%	4.4%
2	I know or use effectively abstract concepts	0	8.8%	28.8%	55.5%	6.6%
3	I able to learn and understand quickly	0	2.2%	20.0%	71.1%	6.6%

Source: *The Processed Primary Data (2016)*

Referring to the Table 5.3, it might be read that the students who were respondents adaptable quickly and effectively with their new environment (71.1%). Meanwhile, 17.7% were incapable to adapt with their new environment. Furthermore, the rest, 6.6% were incapable or greatly poor to adapt quickly and effectively with their new environment. 4.4% respondents only had capability adapt quickly and effectively with their new environment.

The other indicator used of this study to assess intelligence factor was students' ability to use effectively abstract concepts. From the data processing result, 55.5% respondents agreed that they able to use abstract concepts effectively. However, 28.8% respondents argued that they were lack capable to use abstract concepts. Even, 8.8% respondents stated that they were incapable to use abstract concepts. 6.6% respondents only were greatly able to use abstract concepts effectively use abstract.

Finally, intelligence was gauged by understanding ability and quickly learning indicators. 71.1% respondents felt that if they were able to understand and learn quickly, while, 20% respondents felt that if they lack capable to understand and learn quickly. 2.2% respondents felt that if they were incapable to understand and learn quickly. However, 6.6% respondents felt that if they were greatly able to understand and learn quickly. Furthermore, internal factor predispose students' procrastination in completing their study was discerned by intention. The following Table 4 portrayed students' intention on their study.

**Table 4. Students' Intention on Their Study**

Number	Statement	Assessment Frequency				
		SDA	DA	LD	A	SA
1	I join in department where is compatible with my intention and aptitude	2.2%	2.2%	28.8%	40.0%	26.6%
2	I join in department that motivating me in studying	2.2%	0	20.0%	51.1%	26.6%
3	I am happy studying in my department	0	2.2%	4.4%	82.2%	11.1%

Source: *The Processed Primary Data (2016)*

The data on the Table 4 signified that majority of respondents (40%) agreed that they were in conformed department to their intention and aptitude. Even, 26.6% respondents greatly agreed that they were in conformed department to their intention and aptitude. However, 28.8% less agreed with the statements and it indicated that if they were in less conformed department to their intention and aptitude. Then, 2.2% respondents argued that they were in incompatible department to their intention and aptitude. Moreover, 2.2% respondents felt that they were greatly incompatible department to their intention and aptitude. This result indicated that was highly enough respondents less or had no intention to study in their department.

Students' intention to their department also was seen by their motivation to learn. Majority of respondents (51.1%) agreed to their department in and encouraged them to learn. 26.6% of respondents were really motivated to learn. However, 20% respondents less agreed to the statements. Even, 2.2% of respondents greatly disagreed to the statement that their department was encouraging them motivated to learn. This result portrayed that still many students felt their department did not make them motivated to learn.

Furthermore, students' intention was scrutinized by students' feeling happy or not studied in their department. Majority of them who were being respondents felt happy where they were. Even, 11.2% of students felt happy with their department. Only 4.4% of students were less happy to their department. The rest, 2.2% of respondents disagreed to the statements. It was signified that many of respondents assumed that their department was not in line with their intention, yet they were happy to learn there. The last internal factor predisposed procrastination study was read by students' motivation. The result of data processing could be seen on the Table 5 below.

**Table 5. Students' Motivation to Complete Their Study**

Number	Statement	Assessment Frequency				
		SDA	DA	LD	A	SA
1	I seriously pay attention to lecturer when presenting a course in classroom	0	4.4%	13.3%	66.6%	15.5%
2	I attend to the department in Economic Faculty of UNP is going to make my dreams come true in the future	2.2%	2.2%	17.7%	40.0%	37.7%
3	I have planned my career after graduating from Economic Faculty of UNP	2.2%	2.2%	4.4%	55.5%	35.5%
4	I always do my course tasks are assigned to me	0	2.2%	28.8%	51.1%	17.7%
5	I have strong intention to keep developing	4.4%	0	2.2%	37.7%	40.0%
6	I always have time to learn	0	4.4%	24.4%	71.1%	0
7	I will be keen to learn	0	2.2%	13.3%	82.2%	2.2%

*Source: The Processed Primary Data (2016)*

The first of student motivation factor to complete their study might be disclosed by attention shared during lecturer presented courses in front of classroom. Majority of respondents (66.6%) agreed that they seriously have paid attention during lecturer presented courses in front of classroom. Even, 15.5% of respondents felt if they were highly serious paying attention during lecturer presented courses in front of classroom. 13.3% of respondents only less pay attention during lecturer presented courses in front of classroom. The rest, 4.4% of respondents felt I they did not pay attention during lecturer presented courses in front of classroom. It indicated that only few students did not pay attention during lecturer presented courses in front of classroom. Moreover, students' motivation was high enough.

The second was elaborated by whether the taken department helping them to make their dream comes true for the future. Majority of the respondents (40%) agreed that their department helping them to make their dream comes true. Even, 37.7% of respondents greatly agreed that their department helping them to make their dream comes true. 17.7% of respondents less agreed to their department helping them to make

their dream come true. The rest, 2.2% of respondents disagreed and 2.2% of respondents disagreed to the statements. It portrayed that students felt their department in Economic Faculty of UNP helping them to make their dreams come true.

The third was whether students being respondents have planned their career after graduating from Economic Faculty of UNP. Majority of respondents (55.5%) agreed and 35.5% greatly agreed to the statements. Meanwhile, the rest, 4.4% of respondents less agreed, 2.2% disagreed, and 2.2% greatly disagreed to the statements. It meant that majority of respondents experienced procrastination in completing their study and had had high motivation in career planning after graduating from Economic Faculty of UNP.

Students' motivation was quantified by course tasks have been done. 51.1% of respondents agreed that they have done each courses tasks assigned and 17.7% of respondents greatly agreed to the statements. However, 28.8% felt that they had lack doing course tasks assigned. The rest, 2.2% of respondents did not do their homework assigned. This result exposed that students experienced procrastination in completing their study had low motivation to do their course tasks.

Furthermore, motivation was investigated by strong intention to develop. Majority of respondents (40%) had strong intention to develop and 37.7% of respondents agreed that they had strong intention to develop. 2.2% of respondents had less intention to develop. Meanwhile, 4.4% of respondents greatly had no strong intention to develop. This result indicated that respondents had strong intention to develop.

Moreover, motivation was analyzed through respondents' free time to learn. Majority of respondents (71.1%) agreed that they had free time to learn. However, 24.4% of respondents had lack free time to learn. The rest, 4.4% of respondents had no free time to learn. It portrayed that respondents had free time to learn.

Finally, motivation was probed through tenacity to learn. 82.2% of respondents felt that they had keen in learning. 2.2% of respondents were greatly keen in learning. Then, 13.3% of respondents were lack keen in learning. 2.2% of respondents only were lack keen in learning. This result signified that respondents had high motivation to learn and complete their study punctually.

The other factor was probed to know the cause of students' procrastination in completing their study was external factor. The first external factor was family. The following table was the result of data processing for family factor.

**Table 6. Family Role on Students' Procrastination Study**

Number	Statement	Assessment Frequency				
		SDA	DA	LD	A	SA
1	My parents educate me to focus on education	4.4%	0	4.4%	26.6%	64.4%
2	Relation among my family members are very good	4.4%	0	2.2%	26.6%	66.6%
3	Atmosphere in my house is extremely harmonious	4.4%	0	6.6%	48.8%	40.0%
4	My family economy is well established	0	13.3%	40.0%	42.2%	4.4%
5	My parents understand well on my course condition	2.2%	8.8%	6.6%	46.6%	35.5%
6	My parents' education are scholar	15.5%	28.8%	8.8%	37.7%	8.8%

Source: *The Processed Primary Data (2016)*

From the Table 6, it could be seen that majority of respondents (64.4%) greatly agreed to the statement that parents educated respondents to focus on education. Then, 26.6% of respondents agreed to the statements. Meanwhile, the rest, 4.4% lack agreed to and 4.4% very disagreed to the statements. It signified that students who were being respondents educated by their parents to focus on education. In addition, family role was elucidated by relation among family members. Majority of respondents (66.6%) proposed that relation among family members were very good. Then, 26.6% of respondents had good relationship among family members. 2.2% of respondents only had poor relationship among family members. The rest 4.4%, stated that they had greatly poor relationship among family members. This collected data indicated that majority of respondents were very good from harmonious family and well-connected among family members.

Family role in this study was highlighted by house atmosphere. Majority of respondents had positive response (48.8% agreed and 40% greatly agreed). Additionally, the rest, 6.6% felt that they were lack harmonious at home and 4.4% of respondents claimed that their house atmosphere were poorly harmonious. This data enunciated that students' house atmosphere were harmonious, consequently they had no issues to complete their study. The fourth indicator exposed that students' family economy who were being respondents. 42.2% of respondents were from greatly poor family and 4.4% of respondents were from very well established family. Meanwhile, 40% of respondents were from poor family. The rest, 13.3% of respondents were from unestablished family. The result of data processing disclosed that majority of students were being respondents from poor or unestablished family in economy (total 53.3%). The fifth indicator was family role on course running. Majority of respondents (46.6%) had well understood parents on course running. In addition, 35.5% of respondents had very good understood parents on course running. 6.6% of respondents had poor understood parents on course running and 8.8% of respondents' parents did not understood on course running. The rest, 2.2% of respondents had poorly understood on course running. It clarified that majority of respondents' parents had understood on students' course running.

Finally, family role is viewed from parents' education background. 46.5% of respondents' parents were scholar. Additionally, majority of respondents' parents (53.5%) were not scholar. This result figured out that majority of students experienced procrastination in study that their parents were not scholar. The second external factor is analyzed in this study was campus environment. Campus environment role could be highlighted in the following table.

**Table 7. Campus environment role on Procrastination Study**

Number	Statement	Frequency Assessment				
		SDA	DA	LD	A	SA
1	Lecturers in Economic Faculty of UNP teach in untestable method	2.2%	4.4%	26.6%	57.7%	8.8%
2	Course curriculum is really helpful as I need	2.2%	2.2%	22.2%	55.5%	17.7%
3	I have best relationship with Lecturers in Economic Faculty of UNP	2.2%	2.2%	2.2%	75.5%	17.7%
4	I have best relationship with friends in Economic Faculty of UNP	4.4%	0	0	64.4%	31.1%
5	Discipline standards in Economic Faculty of UNP are superb and support me to complete my study	2.2%	2.2%	8.8%	55.5%	31.1%
6	Learning method in Economic Faculty of UNP is well arranged and helpful	2.2%	2.2%	0	57.7%	36.6%
7	I actively engaged in student organization in Economic Faculty of UNP	6.6%	17.7%	42.2%	22.2%	4.4%

*Source: The Processed Primary Data (2016)*

Table 7 pointed out that 66.5% (57.7% agreed and 8.8% greatly agreed) of respondents acknowledged that their lecturers have presented courses as their understanding. The rest, 33.5% (26.6% poor agreed, 4.4% disagreed, and 2.2% poorly disagreed) of respondents considered that their lecturers have presented courses as their understanding. This high percentage indicated that many students did not understand their lecturer style in presenting courses.

Further, this study investigated campus role through curriculum congruence in accordance to respondents' opinion. 73.2% (55.5% agreed and 17.7% greatly agreed) of respondents thought that curriculum at their department had congruence as their need. The rest, 26.8% (22.2% poor agreed, 2.2% agreed, 2.2%, greatly agreed) of respondents argued that the curriculum have not accommodated their needs.

The third indicator in campus environment was relationship between lecturers and students. Majority of respondents (93.2%) argued that their relationship with lectures were very good (75.5% agreed and 17.7% greatly agreed). 6.6% of respondents only disagreed to the statements (2.2% poor agreed, 2.2% disagreed, and 2.2% poorly disagreed). These statements clarified those students experienced procrastination in study did not affect to lecturers relationship with.

The fourth one was campus environment regarding to relationship between students and the others. 95.5% of respondents (64.4% agreed and 31.1% greatly agreed) had good relationship to the others in campus. 4.4% of respondents only had poor relationship to the others in Economic Faculty of UNP.

The fifth was discipline standards applied at campus. 86.6% of respondents (55.5% agreed and 31.1% greatly agreed) stated that the applied discipline standards at campus were helpful students to complete their study. The rest, 13.2% of respondents (8.8% poor agreed, 2.2% disagreed, and 2.2% poorly disagreed) disagreed to the statements. It signified that respondents felt that the discipline standards were applied by campus have helped them.

The sixth was learning method. 57.7% of respondents agreed that learning method in Economic Faculty of UNP has helped them to complete their study. Even, 36.6% of respondents assumed that learning method really helped them. 4.4% of respondents only proposed that learning method has not helped them. It meant that the applied method was helpful.

The last indicator was students' activity in organization in Economic Faculty of UNP's. Based the data have been collected that majority of students (66.5%) experienced in procrastination study were inactive in students' organization (42.2% poor active, 17.7% inactive, and 6.6% poorly inactive). Whereas, the rest, 26.6% of respondents were active in students organization. It disclosed that students' activity in campus organization had positive impact and it did not hamper to complete their study.

Family and campus environment, students' social and activity on the other hand were considered as external factor. Social role in procrastination study was analyzed on how often they actively engaged in community activities. 51.1% of respondents often spent their times out of campus. The rest, 48.9% disliked doing that. It verified that students experienced procrastination in study preferred to spend their times out of campus. The other one except internal and external factor was issues and progress in thesis arrangement. The data concerning to the factors would be listed on the Table 8.

**Table 8. Respondents' Thesis Progress**

Number	Statement	Frequency Assessment				
		SDA	DA	LD	A	SA
1	I am well motivated to arrange thesis quickly.	4.4%	0	2.2%	22.2%	71.1%
2	My friends support me to arrange thesis quickly	2.2%	0	4.4%	42.2%	51.1%



Table Cont..

3	My families support and help me to arrange my thesis	4.4%	0	2.2%	28.8%	64.4%
4	My supervisor shares their times to help me arranging my thesis	2.2%	2.2%	11.1%	51.1%	33.3%
5	Campus atmosphere is helpful to arrange my thesis	4.4%	2.2%	13.3%	68.8%	11.1%
6	Regulation at campus simplify me to arrange my thesis	2.2%	2.2%	8.8%	77.7%	8.8%

Source: The Processed Primary Data (2016)

Based on the Table 8, it might be seen that external factors (environment) had insignificant effect on students' thesis arrangement and likewise with motivation. However, intelligence had high effect on thesis arrangement. It confirmed by majority of respondents' Grade Point Average (GPA) were under 3.00.

## Conclusions

Based on the description of the cause factors of the student's long term of study have been elucidated, it might be concluded that it was generated by some factors: intelligence and it was driven from themselves in running and completing their study and got undergraduate tittle; and family and social environment were external factors. Both of them were being inhibitor for running and completing their study and got undergraduate tittle in Economic Faculty of Universitas Negeri Padang (UNP)

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