



Self-Control and Procrastination during the Covid-19 Pandemic

Thoyyibatus Sarirah^{1*}, Dian Dorma Sari Sihombing¹

¹Brawijaya University, Indonesia

Corresponding author's email: thoyyibatus@ub.ac.id

ABSTRACT

Education in Indonesia, both formal and non-formal, all used online learning during the Covid-19 pandemic. Students who take online learning feel bored with monotonous learning activities, have difficulty understanding the subject matter, feel less able to manage time, feel less able to regulate themselves in learning, and feel anxious. If not addressed, this online learning can cause delays in completing assignments. This research aimed to determine the role of self-control on student procrastination during the Covid-19 pandemic. The sampling technique used in this research is a purposive sampling technique. The number of respondents involved as many as 120 students. The measuring instrument that used to measure self-control variable is Self-control Scale (SCS) brief version which is the development of the Self-control Scale (SCS) compiled by Tangney et al. and procrastination variable used Uni Procrastination Scale (UPS) developed by Setiawan. The data obtained were then analyzed using simple regression analysis on JASP 0.14.1.0 software. The results showed that there was a role for self-control on procrastination in college students. Consider other variables that affect the role of self-control on procrastination.

Keywords: *College Student; Procrastination; Self-control*

1. INTRODUCTION

Many efforts have been made by governments in various countries to stop the spread of COVID-19, such as implementing work from home policies, physical distancing, online learning, and online worship. The policies implemented by the government have an impact on various fields, especially the education sector. The Indonesian government applied the learning process within the network (Online).

Online learning that suddenly had to be implemented due to the Covid-19 pandemic certainly had its own impact. Some students reported that they were not ready to participate in online learning, felt bored with monotonous learning activities, had difficulty understanding the subject matter, felt less able to manage time, felt less able to regulate themselves in learning, and felt anxious. Academic anxiety experienced by participants is also correlated with procrastination [10]. Procrastination related to psychological well-being where procrastinators were found to have low psychological well-being [16], low self-efficacy [13] and external locus of control [14] where they assumed that the procrastination they experienced was due to external

factors, not because of themselves. Other studies have found that personality has a role in procrastination [12], although Sarirah's findings suggest otherwise [12]

Procrastination is a term that refers to a delay that is done intentionally by an individual towards a task or work and the individual knows that the delay can have a negative impact [9]. Procrastination is often found in students. Based on research conducted by Muyana [5], from a total of 229 students, 3 students have very high academic procrastination, 161 students have high category academic procrastination, 65 students have low category academic procrastination and no student has very low category academic procrastination.

Why do people procrastinate? One of the reasons is that he is easily distracted by other tasks that are less important or enjoyable than doing the tasks he should have done first. Individuals with this easily distracted attitude tend to be perceived as having low self-control. Self-control is an individual's ability to override or change inner reactions, either stopping unwanted behavior or refraining from acting so [3].

Many previous studies support the researcher's assumption that procrastination is caused by self-control.

Self-control is related to academic [9]. Muhid in his research states that there are several aspects of the individual that influence a person to tend to have procrastination behavior, one of which is due to low self-control. In general, people who have high self-control will use time appropriately and lead to behavior that should be resolved first.

Based on the results of Susanti & Nurwidawati's [4] research, it was found a significant relationship between self-control and procrastination in students. Self-control contributed 48.5% to the occurrence of procrastination, the remaining 51.5% was caused by other variables such as self-consciousness, self-esteem, self-efficacy, and parenting style. Aini and Mahardayani strengthen the findings of Susanti & Nurwidawati [4] where there is a very significant negative relationship between self-control and procrastination but is focused on students completing a thesis.

Based on the results of previous studies that have been described previously, self-control has a major contribution to procrastination. Researchers predict that current online learning can reduce self-control in students which results in procrastination behavior. Therefore, researchers are interested in raising this issue in a study with the title "The Role of Self-control on Procrastination in Students during the Covid-19 Pandemic".

2. METHOD

2.1. Research design

This study uses a quantitative approach. Research with a quantitative approach emphasizes analysis of numerical data (numbers) collected through measurement procedures and processed using statistical methods. The research design used in this research is correlational research. Correlational research aims to determine the relationship between variables. In this study, the researcher wanted to know the relationship between the procrastination variable as the independent variable (X) and self-control as the dependent variable (Y).

Table 1 Respondent Data by Gender

Gender	Number of Subjects	Percentage
Man	37	31%
Woman	83	69%
Total	120	100%

3.2. Variable Description

In this study, the researcher used two variables, namely the self-control variable as the X variable and the procrastination variable as the Y variable. In this study, the researcher will describe the data from each variable

2.2. Respondents

The research respondents were 120 students who were active in online learning. The sampling technique used in this research is non-probability sampling with purposive sampling.

2.3. Research Instruments

2.3.1. Uni Procrastination Scale

The scale used in this study is the uni procrastination scale (UPS) which was developed by Setiawan [8]. UPS measures procrastination accurately using five items. The advantages of UPS not only measure procrastination but also measure procrastination indicators. Responses to this instrument were assessed using a Likert scale. UPS scale has reliability with Cronbach's Alpha > 0.7.

2.3.2. Self-control Scale

The scale used in this study is the self-control scale (SCS) brief version which is the development of the Self-control Scale (SCS) compiled by Tangney et al. (2004). The brief version of the SCS consists of 13 statement items to measure the capacity to control mental processes and self-behavior to conform to certain standards. The reliability of the Self-control Scale (SCS) brief version is .745.

Responses to this instrument were assessed using a 5-point Likert scale (1 = strongly disagree and 5 = strongly agree). The higher the score of the brief version of the SCS, the higher the level of self-control reported by the participants.

2.4. Data analysis technique

Analysis of the data used in this study using regression analysis, which is the method used to measure the influence of the independent variable on the dependent variable, in the test the researcher uses the help of JASP 0.14.1.0 software.

3. RESULT AND DISCUSSION

3.1. Subject Description

including the minimum value, maximum value, mean, and standard deviation. The following is a table of scores from the self-control scale and the procrastination scale:

Table 2 Self-control Scale and Procrastination Scale Scores

	Procrastination	Self-control
mean	13,792	38,717
Standard Deviation	2.290	6.139
Minimum	8.000	20,000
Maximum	20,000	57,000

The score was obtained by calculation using JASP software 0.14.1.0. The score on the self-control variable has a mean of 38,717, a standard deviation of 6,139, a minimum score of 20, and a maximum score of 57. The score on the procrastination variable has a mean of 13,792, a standard deviation of 2,290, a minimum score of 8, and a maximum score of 20.

After obtaining the results, a descriptive analysis will then be carried out to classify the subjects into three categories, namely low, medium, and high. The following is a table of variable categorization:

Table 3 Variable Category

Score Range	Category
$X < M - 1SD$	Low
$M - 1SD < X < M + 1SD$	Currently
$M + 1SD < X$	Tall

Based on the variable category table, it can be seen that the research respondents on the self-control variable in the low category were 17 students with a percentage of 14.17%, the medium category were 84 students with a percentage of 70%, and the high category was 19 students with a percentage of 15.83%. The procrastination variable included in the low category was 21 students with a percentage of 17.5%, the medium category was 86

students with a percentage of 71.67%, and the high category was 13 students with a percentage of 10.83%.

3.3. Hypothesis Test Results

Hypothesis testing was carried out using JASP 0.14.1.0 with linear regression analysis the following results were obtained:

Table 4 Hypothesis Test Results

R	R ²	RMSE	F	P
0.583	0.340	1.868	60,728	<.001

Based on the table above, it is known that the result of the F count is 60,728 and the p-value < .001. This value indicates that the alternative hypothesis of this research is accepted, which means that there is a role of self-control on student procrastination during the Covid-19 pandemic. Based on the above results, the coefficient of determination shows a value of 0.340 which means that self-control has a role of 34% of procrastination, and the remaining 66% is influenced by other variables not tested

in this study. RMSE value. Root mean square error (RMSE) is a method used to measure the accuracy of the estimated results of a model [14]. RMSE is used to compare the estimation methods used, namely to determine the most accurate estimation method. The estimation method which has a small RMSE value is said to be more accurate than the estimation method with a larger RMSE. In this study, the RMSE results showed a small value.

Table 5 Self-Control Dimensions with Procrastination

Self-Control Dimensions	t	p
<i>Self-discipline</i>	4,000	< .001
<i>Deliberate</i>	0.478	0.634
<i>Healthy Habit</i>	2800	0.006
<i>Work Ethics</i>	2,489	0.014
<i>Reliability</i>	-0.725	0.470

From the multiple correlation test, it was found that the self-control dimensions related to procrastination are self-discipline, healthy habit, and work ethic in which the

direction of the relationship is positive, while deliberate and reliability are not related to procrastination.

3.4. Discussion

This study aims to determine and see the role of *self-control* on student procrastination during the Covid-19 pandemic. The test results show that there is the role of self-control on procrastination in students so that the hypothesis is accepted.

Ursia conducted a study to test the suitability of temporal motivation theory (TMT) in explaining the pattern of the relationship between self-control and procrastination. There are three elements of TMT that are considered to be able to explain the relationship between self-control and procrastination, namely expectancy, value, and impulsiveness. The results showed that self-control had a positive relationship with the elements of expectancy and value and negatively correlated with impulsiveness. After analyzing the data obtained, controlling for expectancy, value, and impulsiveness scores separately did reduce the correlation between self-control and procrastination.

In his research, Ursia stated that students who have low self-control, but do not have the habit of procrastinating on their assignments, have a high probability of not procrastinating on their assignments, in this research, the thesis is a thesis. This can support the researcher's hypothesis that self-control has a direct relationship with procrastination. If the student's self-control is low, then the level of procrastination is low if he does not have the habit of delaying work on assignments. On the other hand, if the student's self-control is high, the student's procrastination level is high if he has a habit of delaying the work of assignments.

In the study of Kim et al., there are other factors not examined in this study that can affect procrastination and self-control. The factor is the time perspective. The results showed that the time perspective can affect self-control, resulting in procrastination. Students who have a high present-day orientation can lower self-control which results in increased procrastination. On the other hand, students who have a high future orientation can increase self-control so that they can reduce procrastination. Therefore, it is important to identify a time perspective. If self-control is low then future-oriented time perspective needs to be increased to increase self-control.

The behavior of procrastinating or not starting a job until the next day is called procrastination [9]. The results of research conducted by Surijah & Tjundjing [2] on students of the Faculty of Psychology, University of Surabaya showed that from 316 students there were 30.9% who had high to very high procrastination. Based on the results of the study, the researcher concluded that there were still many students who tended to engage in procrastination behavior.

Jansen and Carton propose five things that are often associated with procrastination, namely low self-control,

self-consciousness, self-esteem, self-efficacy, and the presence of social anxiety. This statement is in line with Ghufron's statement that one of the factors that play a role in procrastination behavior is self-control. According to Tangney et al. [4], there are five components of self-control, namely, self-discipline, deliberate/non-impulsive action, healthy habit, work ethic, and reliability. After being analyzed using multiple correlation analysis, three dimensions of self-control play a role in procrastination, namely self-discipline, healthy habit, and work ethic. Students who have self-discipline will be able to discipline themselves and focus on completing assignments and be able to refrain from things that can interfere with their concentration. Healthy habits are habits that are healthy for individuals. Students with healthy habits can refuse something fun and focus more on solving things that have a positive impact on themselves. When students can regulate patterns of behavior such as refusing something pleasant, the behavior will form into a good habit for students. The last component that plays a role in procrastination is work ethic. Students who have a work ethic prioritize completing their work well without being influenced by other pleasant things. If the components of self-discipline, healthy habits, and work ethic are owned by students, the desire to procrastinate will decrease.

4. CONCLUSION

Based on the results of the study, it can be concluded that the alternative hypothesis in this study was rejected. The results showed that self-control affected procrastination on students during a pandemic Covid-19 and has a direct relationship / positive. So that the higher self-control, the higher procrastination in students, and conversely the lower self-control, the lower procrastination in students.

The next researcher will consider a specific scale that focuses on online learning and considers demographic factors that can affect the role of self-control on procrastination.

REFERENCES

- [1] Clara, C., Dariyo, A., & Basaria, D. (2018). Peran Self-Efficacy Dan Self-Control Terhadap Prokrastinasi Akademik Pada Siswa Sma (Studi Pada Siswa Sma X Tangerang). *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 1(2), 159. <https://doi.org/10.24912/jmishumsen.v1i2.802>
- [2] Surijah, E. A., & Tjundjing, S. (2007). Mahasiswa Versus Tugas: Prokrastinasi Akademik dan Conscientiousness. *Indonesian Psychological Journal*, 22(4), 352–374.
- [3] Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment,

- less pathology, better grades, and interpersonal success.pdf. *Journal of Personality*, 2(April 2004), 54.
- [4] Susanti, E., & Nurwidawati, D. (2010). Prokrastinasi Akademik Pada Mahasiswa Program Studi Psikologi Unesa. *Program Studi Psikologi Unesa*, 02(3), 1–7.
- [5] Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- [6] Kim, J., Hong, H., Lee, J., & Hyun, M. H. (2017). Effects of time perspective and Self-Control on procrastination and Internet addiction. *Journal of Behavioral Addictions*, 6(2), 229–236. <https://doi.org/10.1556/2006.6.2017.017>
- [7] Clara, C., Dariyo, A., & Basaria, D. (2019). Hubungan antara kontrol diri dengan prokrastinasi dalam menyelesaikan skripsi pada mahasiswa universitas muria kudus. *Jurnal Psikologi Udayana*, 1(2), 1–9.
- [8] Setiawan, I. (2013). “If I Am Sure To Do That Now, ...” Penyusunan Uni Procrastination Scale. *Calyptra, Jurnal Ilmiah Mahasiswa Universitas Surabaya*, 2(1), 1–11.
- [9] Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- [10] Jia, J., Jiang, Q., & Lin, X. H. (2020). Academic Anxiety and Self-handicapping Among Medical Students During the COVID-19 Pandemic: A Moderated Mediation Model. *Research Square*, 1–22. <https://doi.org/10.21203/rs.3.rs-77015/v1>
- [11] Chai, T., & Draxler, R. R. (2014). Root mean square error (RMSE) or mean absolute error (MAE)? - Arguments against avoiding RMSE in the literature. *Geoscientific Model Development*, 7(3), 1247–1250. <https://doi.org/10.5194/gmd-7-1247-2014>
- [12] Sarirah, T. (2021). *Corona Makes Me a Procrastinator: Correlates Personality in Predicting Procrastination*. <https://doi.org/10.4108/eai.18-11-2020.2311784>
- [13] Sarirah, T., & Chaq, S. A. (2019). Academic self-efficacy as a predictor toward decisional procrastination among college students preparing a thesis in Indonesia. *Journal of Advanced Research in Social Sciences and Humanities*, 4(1), 23–28. <https://doi.org/10.26500/jarssh-04-2019-0104>
- [14] Sarirah, T., & Apsari, P. (2019). The Role Of Locus Of Control Toward Arousal Procrastination Among Students. *Psikodimensia*, 18(1), 1. <https://doi.org/10.24167/psidim.v18i1.1676>
- [15] Sarirah, T., & Rahayu, Y. P. (2019). The Relationship of Personality and Avoidance Procrastination Among University Students. *Hasil Penelitian Jurnal Psibernetika*, 12(1), 12–19. <https://doi.org/10.30813/psibernetika.v12i1.1583>
- [16] Sarirah, T. (2017). Apakah Prokrastinator Sejahtera Psikologisnya? Studi Pada Dosen Di Universitas X Malang. *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 1(2), 134. <https://doi.org/10.20473/jpkm.v1i22016.134-140>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter’s Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter’s Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

