



Assertive Behavior and Academic Procrastination in Working Students

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Abstract. Academic procrastination is a behavior of delaying academic assignments that can be found in every student, especially in students who study while working. So to achieve low procrastination, students must have an assertive attitude. This study aims to determine the relationship between assertive behavior and academic procrastination in working students. In this study, researchers used the academic procrastination scale and the assertive behavior scale. Sampling in this study was carried out using a purposive sampling technique. The subjects in this study were students who studied while working, totaling 95 students. The data analysis technique in this study used product moment correlation from Carl Pearson. The results of the product moment analysis obtained a correlation coefficient of -0.704 with a significance of 0.000 (sig <0.01) which means that there is a negative and very significant relationship between assertive behavior and academic procrastination in working students.

Keywords: Academic procrastination, assertiveness, working students.

1 Introduction

In this day and age, many changes occur, to meet the needs of living costs and education costs, students are forced to study while working. Working students are required to be responsible, able to manage their time and be disciplined regarding their role as students and employees. Carrying out two roles at once is not easy, there are risks for students who study while working. Therefore, in carrying out these two roles a balance is needed, students who work cannot be separated from the demands of tasks and responsibilities which must be completed as well as possible starting from managing their time effectively, being disciplined and maintaining their physical and psychological health conditions. (Sari & Aprianti, 2022).

Sample Heading (Third The main goal as a student is to learn and develop a mindset, for this reason students must carry out the entire process in a college to achieve their learning goals, in order to obtain a good grade point average and be able to complete college on time (Purwanto, et al, 2013). However, in reality, not all students only carry out the lecture process, but some students have activities outside campus, one of which is working.

Working students are individuals who are studying, carrying out learning activities in lectures and being active employees. The positive impact of students studying while working is that students gain a lot of experience, expand relationships and earn money. Apart from that, the negative impact of students who study while working is that students can become complacent with their work, so that students are careless about their main task as students, namely studying and completing their studies on time (Hakim & Hasmira, 2022).

Aditama (2012) said that the phenomenon of working students is not something new. Many students are looking for additional income to meet their increasing college needs. Studying while working is no longer something that is rare and only done by economically weak students, because in reality the daily living costs are often not commensurate with the pocket money given by their parents. This phenomenon is very interesting. Moreover, there are additional entrepreneurship opportunities for students. However, as usual, things have positive and negative influences. These good and bad influences are related to college achievement. The positive and negative influences of the phenomenon of students studying while working, this comes back to the students themselves. If students are able to balance their time as a worker and their time as a student, the student will gain a positive influence from studying while working. However, if students are unable to balance both, one of them will be sacrificed.

Octavia & Nugraha (2013) said a general description of things that often happen to students who study while working include: a) students feel tired after working, resulting in not concentrating during lectures, b) students become unfocused on lecture activities, c) students experience a decrease in motivation to study. Feelings of tiredness, inability to concentrate, and decreased motivation to study can cause students to skip class or even delay doing coursework. This can also affect student involvement in activities on campus and decrease student academic scores.

According to Saman (2017) Students are required to develop their potential optimally. Students are expected to be able to complete assignments on time according to the specified time limit. But in reality, students often feel reluctant or lazy to do their academic assignments. This feeling of reluctance comes from a psychological condition that causes individuals to avoid tasks that they should do. The behavior of procrastinating on academic assignments is called procrastination.

Research and Development of Unhas identity PK data recently conducted a survey of Unhas students regarding academic procrastination. As a result, 77 percent admitted that they often postpone completing tasks or work. Especially in terms of doing college assignments with 62.8 percent. Based on the survey results, it means that many students are still engaging in academic procrastination, especially procrastination, delaying doing coursework.

Academic procrastination often occurs in students who study while working, this happens because working students are unable to manage their time between work and study well. Studying and working are two different activities and of course have different responsibilities. Students who study while working certainly already know the consequences they will receive when they study while working, one of which is the distribution of time. If he is unable to manage his time well then this will result in students

engaging in academic procrastination. However, if students are able to manage their time well, namely between time for studying and time for work, then students will not engage in academic procrastination (Arumsari & Muzaqi, 2016).

Previous research conducting research on academic procrastination was carried out by Muyana (2018) shows that the category of student academic procrastination is in the high category. Students who carry out academic procrastination in the very high category are 1%, students who carry out academic procrastination in the high category are 70%, students who carry out academic procrastination in the low category are 29%, while in the very low category it is 0% of students. This means that currently academic procrastination among students is still relatively high, so academic procrastination is important to research.

According to Solomon & Rothblum (1984), said the factors that influence academic procrastination are: (1) individuals find it difficult to make decisions about which assignments to do first, (2) individuals avoid assignments for the reason that they do not want to complete college assignments, (3) individuals lack an assertive attitude, (4) individuals are afraid of failure in completing assignments, (5) individuals are too eager for perfection in completing assignments, (6) individuals experience fear or hatred towards course assignments and are lazy.

Assertive behavior is one of the factors that influences the occurrence of academic procrastination, Solomon and Rothblum (1984) said that individuals who are less assertive when experiencing difficulties do not want to ask for help from other people to complete their assignments, resulting in their assignments being neglected or completed close to the deadline. Individuals with high assertive behavior have a sense of responsibility and consequence for their own decisions, are able to express their opinions, ideas, desires and feelings openly to other people. So that individuals who have high assertive behavior will complete the tasks they are responsible for on time and have confidence that their efforts will be successful.

This research aims to determine whether there is a relationship between assertive behavior and academic procrastination in students who study while working. Meanwhile, the benefit of conducting this research is that it can provide understanding, especially to working students, about the importance of assertive behavior to minimize academic procrastination which is often carried out by working students. Apart from increasing understanding for students, the results of this research can be useful as input in the field of science, especially educational psychology. Level). Only two levels of headings should be numbered. Lower level headings remain unnumbered; they are formatted as run-in headings.

2 Methods

This type of research is correlational research, meaning that this research was conducted with the aim of finding out the relationship between two variables, namely the assertive behavior variable and academic procrastination. The sampling technique used in this research uses a purposive sampling method, where sampling uses several considerations in accordance with the criteria determined by the researcher. This research

uses two scales, namely the academic procrastination scale which was compiled by researchers based on the theory put forward by Ferrari, et al (1995) which consists of: 1) delaying starting or completing tasks, 2) being slow in doing tasks, 3) time differences between plans and actual performance, and 4) doing more enjoyable activities. The second scale used in this research is the assertive behavior scale compiled by researchers based on the theory put forward by Alberti & Emmons (2008) which consists of: 1) acting in accordance with his wishes, 2) being able to express his feelings honestly and comfortably, 3) being able to defend oneself, 4) be able to express opinions, and 5) not ignore the rights of others. The data analysis method used in this research is using product moment from Carl Pearson which was carried out with the help of SPSS for Windows version 25.

3 Results and Discussion

3.1 Test Assumptions

Before testing the hypothesis, the researcher first tested the assumptions, which included a normality test and a linearity test on the distribution of research data.

a. Normality Test

The normality test is carried out to determine whether the distribution of research variable data is normally distributed or not. The normality test in this study uses the Kolmogorov-Smirnov formula. Data that is normally distributed will meet the requirements of $p > 0.05$, while data that is not normally distributed is $p < 0.05$. The normality test results showed a normal data distribution on the assertive behavior scale of 0.054 ($p > 0.05$) and the academic procrastination scale of 0.200 ($p > 0.05$).

Table 1. Tests of Normality

		Kolmogorov-Smirnova	
Statistics		df	Sig.
Assertive	,090	95	,054
Procrastination	,068	95	,200*

b. Linearity Test

The linearity test was carried out to see whether the relationship between the independent variable (assertive behavior) and the dependent variable (academic procrastination) in this study was linear or not. The results of the linearity test

show that the assertive behavior variable is linearly related to the academic procrastination variable, namely with a deviation from linearity value of 0.232 ($p > 0.05$).

Table 2. ANOVA Table

Sum of Squares			df	Mean Square	F	Sig.	
Procrastination * Assertive	Between Groups	(Combined)	2540.185	31	81,941	4,385	,000
		Linearity	1844,087	1	1844,087	98,687	,000
		Deviation from Linearity	696,097	30	23,203	1,242	,232
	Within Groups		1177.233	63	18,686		
Total			3717.417	94			

After carrying out the various stages of statistical analysis above, we obtained results that could answer the researcher's hypothesis that "there is a negative relationship between assertive behavior and academic procrastination in working students". The results obtained from statistical calculations show that there is a significant negative relationship between assertive behavior and academic procrastination in students who study while working, as evidenced by the negative correlation coefficient (r_{xy}) of -0.704 with a significance level of 0.000 ($P < 0.05$). So the hypothesis in this research is accepted.

Table 3. Hypothesis Testing

		Correlations	
		Assertive	Procrastination
Assertive	Pearson Correlation	1	-.704**
	Sig. (2-tailed)		,000
	N	95	95
Procrastination	Pearson Correlation	-.704**	1
	Sig. (2-tailed)	,000	
	N	95	95

** . Correlation is significant at the 0.01 level (2-tailed).

The negative sign on the correlation coefficient score indicates that there is a significant negative relationship between assertive behavior and academic procrastination in students who study while working. This condition means that the higher the assertive behavior, the lower the academic procrastination of students who study while working, and conversely, the lower the assertive behavior, the higher the academic procrastination of students who study while working.

Previous research that is in line with the results of this research is research Husetiya (2010) with subjects from UNDIP Faculty of Psychology students in semesters II, IV and VI. The research results show that there is a significant relationship between assertiveness and academic procrastination in UNDIP students with a correlation coefficient value of $-0.561 > 0.05$. There is a significant difference between Husetiya's (2010) research and this research, namely that the correlational results of this research and previous research are different, in the previous research the correlation coefficient was lower than in this research. The subjects used in this research and

previous research are different, in this study the researchers used students who were studying while working, whereas in the previous research the subjects used were psychology faculty students.

Other research that is in line with the results of this research is research conducted by Tresnawati & Naqiyah (2019) with the subject of class IX students. This research uses three variables, namely self-control, assertive behavior and academic procrastination. The results of this study show that self-control with academic procrastination obtained a correlation coefficient of -0.698 , assertive behavior with academic procrastination obtained a correlation coefficient of -0.442 and 0.719 . This means that there is a significant relationship between assertive behavior and academic procrastination. If an individual has high assertive behavior, namely by communicating his or her incompetence and being honest about what he or she is not good at, it will provide the individual with new learning and assistance to complete the task.

4 Conclusion

There is a very significant negative relationship between assertive behavior and academic procrastination in students who study while working, with a correlation coefficient of -0.704 . This means that the higher the assertive behavior of students who study while working, the lower their academic procrastination. Vice versa, the lower the assertive behavior of students who study while working, the higher their academic procrastination. The effective contribution of assertiveness to academic procrastination is 49.6%, the remainder is influenced by other factors not revealed in this research. In general, the level of assertive behavior and academic procrastination among students who study while working is in the medium category, namely in the assertive behavior variable it is 60% while in the academic procrastination variable it is 87.4%.

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