THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND ACADEMIC PROCRASTINATION IN LEVEL II NURSE STUDENTS STIKES SANTA ELISABETH MEDAN 2021

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Article Info

Procrastination is a habit of delaying lecture assignments until tomorrow which is done repeatedly by students. The impact that can occur due to the behavior of delaying tasks is anxiety, anxiety, fear, regret, stress, uncontrolled emotions, panic, crying and sadness. The factor that causes academic procrastination is student learning motivation. In this study, respondents did academic procrastination. The purpose of this study was to determine the relationship between learning motivation. This research is descriptive with a cross sectional research design of 88 respondents and uses a total sampling method. The results obtained based on the level of learning motivation most have high learning motivation (95%) and based on the level of procrastination the most have moderate academic procrastination (74%). Based on the demographics of the respondents based on age, most of them have an age background of 20-24 years as much as 57.5%, based on gender the most are women as much as 89.7%, based on religion the most Christian religion is Protestant as much as 70.1% Based on ethnicity, the most Batak Toba tribe is 62.1%..

Keywords: Learning Motivation, Academic Procrastination

1. Introduction

Students are people who study at a college or aim to study and are able to build a nation that will come with good study and must be completed in lectures (Rindita, 2017). Students have a variety of activities, both academic and non-academic, so that the implementation process must run well. However, there are still problems that can hinder academic completion. One of them is procrastination (Reza, 2015).

Procrastination comes from the Latin "procrastinare" which begins with the word "pro" which means forward, forward, moving forward and the word in the suffix "crastinus" which means tomorrow or to be tomorrow. So when combined procrastination is delaying until tomorrow or preferring to do work tomorrow (Fauziah, 2016). Procrastination is classified into two parts, namely academic procrastination and non-academic procrastination, where academic procrastination is a delay related to academic tasks such as homework (PR), lecture assignments and group assignments while non-academic procrastination is a type of delay carried out in daily activities. days like homework (Suryadi, 2017).

Research conducted in America in (2019) found 95% of students indicated that those who procrastinate when they are about to start working on assignments and more than 70% of students procrastinate regularly (Wahyuningtiy, 2019). Research conducted by Suhadianto (2019) to 275 students of the Faculty of Sports, State University of Surabaya, found that 12% did academic procrastination in the low category, 62% in the medium category and 21% in the high category (Aviani, 2020). Research conducted by Saman (2017) which states that the procrastination level of students majoring in Educational Psychology and Guidance at Makassar State University is 11% at high criteria procrastination, 36% moderate criteria, 43% low criteria, and 10% very low criteria (Azizah, 2020). Research on academic

procrastination in Indonesia found that 65.1% of female students included in the high category of academic procrastination (Dluha, 2018)

The high level of academic procrastination in these students must receive special attention, because if left unchecked, it can have an impact on students' psychological vulnerabilities, such as feeling very anxious, stressed, depressed (Aviani, 2020). One of the efforts that can be done is to identify the causal factors, impacts and effective strategies to deal with academic procrastination (Aviani, 2020). Students who do procrastination if left alone, of course have a disadvantage. In addition to anxiety, stress and depression, it can cause a high error rate in doing these tasks and time wasted, productivity decreases so that individual quality tends to be low.

Internal and external factors that can affect the occurrence of academic procrastination are physical factors and psychological factors, where in psychological factors the main cause is a sense of laziness that arises from within students due to lack of motivation so it is difficult to start doing college assignments, while External factors are the level of difficulty of the tasks given, there are no facilities to work on, lack of references, collection time is still long, relying on friends, busyness outside campus, accumulation of assignments (Fauziah, 2016). Of these several factors, the focus of this research is motivation.

The choice of learning motivation is because learning motivation is a strong impetus for someone in carrying out learning activities such as efforts to complete a given task. Motivation to learn has a good role, such as when you are about to start learning, while studying, or at the end of learning, with motivation. Students have high motivation, so they are less likely to delay assignments because as much as possible the student will take the time to immediately complete the assignment until the deadline for submission and be diligent in facing every academic obstacle. On the other hand, a student who has low motivation, is likely to delay assignments because he feels unmotivated and not diligent in completing his assignments (Sunarsi, 2017). Based on the above background, the authors are very interested in conducting a research entitled The Relationship between Learning Motivation and Academic Procrastination in Nursing Students Level II STIKes Santa Elisabeth Medan in 2021.

2.   Method

Quantitative research design with a cross sectional approach. The study was carried out at STIKes Santa Elisabeth Medan in 2021. The time of the study was carried out on 07 to 10 April 2021. The number of samples in this study was total sampling, namely the total sample was the same as the total population where the total population was 88 people. The research was conducted using an instrument in the form of a questionnaire given via google form.

3. Results and Discussion
3.1 Data requirements

The respondents in this study were students of STIKes Santa Elisabeth Medan in 2021 with a total of 87 respondents.

Table 1. Frequency Frequency Distribution of Respondents Based on Age, Gender, Religion and Ethnicity in Nursing Students Level II STIKes Santa Elisabeth Medan in 2021 (n=87):

Characteristics	Frequency (f)	Percentage (%)
Age		
17 – 19 year	37	42,5
20 – 24 year	50	57,5
Total	**87**	**100**
Gender		

Man	9	10,3
Woman	78	89,7
Total	**87**	**100**
Religion		
Christian Protestant	61	70,1
Catholic	26	29,9
Total	**87**	**100**
Ethnic group		
Toba Batak	54	62,1
Karo Batak	9	10,3
Simalungun Batak	5	5,7
Batak Angkola	1	1,1
Nias	18	20,7
Total	**87**	**100**

Based on table 1, the frequency distribution of respondents shows that from 87 respondents, data on the age of the respondents were obtained, namely the majority aged 20-24 years as many as 50 people (57.5%), the minority at the age of 17-19 years as many as 37 people (42.5%). Data on the sex of the respondents, the majority of women were 78 people (89.7%) and the male minority were 9 people (10.3%). And the religious data of the respondents obtained by the majority of Protestant Christians as many as 61 people (70.1%), and Catholic minorities as many as 26 people (29.9%), and ethnicity data of the respondents, obtained by Toba Batak as many as 54 people (62.1%), Karo Batak as many as 9 people (10.3%), Simalungun Batak as many as 5 people (5.7%), Angkola Batak as many as 1 person (1.1%), and Nias as many as 18 people (20.7%).

Table 2. Distribution of Frequency and Percentage of Learning Motivation in Level II Nurse Students at STIKes Santa Elisabeth Medan in 2021 (n=87).

No.	Motivation to learn	Frequency (f)	Percentage (%)
1.	Height	83	95
2.	Currently	4	5
3.	Low	0	0
	Total	**87**	**100**

Based on table 2, the distribution of the frequency and percentage of learning motivation for Nursing Student Level II STIKes Santa Elisabeth Medan in 2021, respondents who have high learning motivation are 83 people (95%), and moderate are 4 people (5%).

Table 3. Distribution of Frequency and Percentage of Academic Procrastination in Nursing Students Level II STIKes Santa Elisabeth Medan in 2021 (n=87).

No.	Academic Procrastination	Frequency (f)	Percentage (%)
1.	Height	23	26
2.	Currently	64	74
3.	Low	0	0
	Total	**87**	**100%**

Based on table 3 above, the distribution of the frequency and percentage of academic procrastination in Nursing Student Level II STIKes Santa Elisabeth Medan in 2021, respondents who have procrastination behavior are in the high category of 23 people (26%), while 64 people (74%). there are no respondents who have task delay behavior in the low category.

Table 4. The Relationship between Learning Motivation and Academic Procrastination in Level II Nurse Students at STIKes Santa Elisabeth Medan in 2021.

			Motivation to learn	Academic Procrastination
Spearman's rho	Motivation to learn	Correlation Coefficient	1.000	.132
		Sig (2-tailed)	.	.224
		N	87	87
	Academic Procrastination	Correlation Coefficient	.132	1.000
		Sig (2-tailed)	.224	.
		N	87	87

Based on the Spearman Rank statistical test, the value of p = 0.112 (p>0.05), which means that there is no relationship between learning motivation and academic procrastination in Level II Nurses at Stikes Santa Elisabeth Medan in 2021. Then the correlation coefficient value is (0.224) between learning motivation and academic procrastination in Level II Nurses at Stikes Santa Elisabeth Medan in 2021.

Discussion

1. Learning Motivation for Level II Nurse Students at STIKes Santa Elisabeth Medan in 2021.

The results of research conducted on Level II Nurses at STIKes Santa Elisabeth Medan in 2021 from 87 respondents showed that the majority of respondents had high learning motivation as many as 83 people (95%), and those who had moderate learning motivation were 4 people (5%) and not there are respondents who have low motivation. This shows that the majority of second-level students' learning motivation is in the high category as many as 83 people (95%).

The researcher assumes that the high learning motivation of the second-level respondents is because students have motivation so that concentration in learning will arise when attending lectures. This opinion is in line with Azizah's theory (2015) that concentration will make students understand the material being taught because attention will be focused on what is currently attracting the student (Fitriyani1, 2020).

Then the way to convey body language and the way the lecturer carries himself in front of students is interesting, so that students are excited to attend lectures. This opinion is in line with Siagian's (2015) theory that the spirit of educators in teaching students is closely related to student interest in learning. In addition, high motivation arises because students have confidence that the tasks they have done so far will get feedback from the lecturer in the form of grades from the tasks they have done, therefore students are eager to do the tasks assigned to them.

The same statement was also conveyed in a study conducted by Mutawakkil & Nuraedah (2019) regarding the communication style of lecturers in student learning where the results of the study show that in overcoming learning saturation, lecturers develop an active communication style, but still prioritize assertiveness, are able to express their opinions, provide information. with great care (Vera, 2020). And based on data obtained from research that as many as 82 students said that the appearance of the lecturer would make them motivated in learning. Communication style is closely related to the process of approach taken by lecturers to students, each lecturer has a certain strategy when communicating in lectures. Each lecturer has knowledge and experience in conducting the lecture process, they also have indicators outside

the guidelines set by the university, so that it will have an impact on the differences and characteristics of lecturers in transferring knowledge.

The results of the study which revealed that the average student had high motivation was carried out by Fitriyani (2020) which showed that student learning motivation was at a good level which reached 80.27% (Widiya, 2020). Another study was also conducted by Manuhutu (2015) on the analysis of internal learning motivation or that comes from within the students of the VIII class acceleration program at SMP Negeri 6 Ambon, the results showed that learning motivation was in the good category in each research indicator. In addition, Yantiet's (2019) research on an initial study of student motivation for elementary school teacher education in science subjects obtained motivation in the high category (Nasrah, 2018).

2. Academic Procrastination for Level II Nurse Students at STIKes Santa Elisabeth Medan in 2021.

The results showed that there were 23 people with high academic procrastination (26%), then 64 people with moderate category procrastination (74%), and none of the respondents had low academic procrastination. This shows that the highest academic procrastination of Level II Nurses at STIKes Santa Elisabeth Medan is in the moderate category as many as 64 people (74%) which means that delays in academic assignments still occur and are carried out by Level II Nurses students.

Based on data obtained from research through data from questionnaire answers filled out by students, the majority of students delaying assignments can be seen through questionnaire statement number 9, namely "I find it difficult to compose sentences in doing assignments, so that task completion becomes slow" where the majority answered strongly agree and agreed as many as 52 people. The researcher also found that the cause of task delaying behavior can be seen from the results of the respondent's data in point 35, namely "Not understanding the task that is being done makes me slow to complete it, where the majority of respondents chose an agreed answer as many as 75 people. Where this is what will ultimately make the student delay his assignment.

The same statement was also conveyed in a study conducted by Nafeesa (2018) where assignments that are considered difficult by students tend to be ignored by these students. Students assume that difficult tasks tend to tire their minds more so they decide to do procrastination. On the other hand, if the task is considered easy, they will do it. In addition, with difficult assignments given by their lecturers, they tend to be afraid of making mistakes in their work, causing anxiety from within them and causing procrastination.

Apart from students' lack of understanding of the tasks being carried out, the researcher also found that some students delayed assignments because respondents tended to use their free time to do other fun activities rather than reading reference books related to assignments.

The results of a study conducted by Suhadianto (2019) where research was conducted on A-accredited University students in Surabaya determined that as many as 73% of students delayed doing assignments (Aviani, 2020). The results of a similar study conducted by Muyana (2018) found that 6% of the students of the Guidance and Counseling study program at Ahmmad Dahlan University had procrastination at very high criteria, 81% had high criteria procrastination, and 13% had moderate procrastination criteria (Azizah, 2020).

3. The Relationship between Learning Motivation and Academic Procrastination in Level II Nurse Students at STIKes Santa Elisabeth Medan in 2021.

Based on the results of research that has been carried out using the Spearman Rank statistical test, it is known that the correlation coefficient between student learning motivation and academic procrastination of second-level Nurses at STIKes Elisabeth Medan is obtained p-value = 0.224, so it can be concluded that Ha is rejected so that Ho is accepted, meaning there is no relationship between students' learning motivation with academic procrastination at level II Nurses at STIKes Santa Elisabeth Medan.

Students have a variety of activities, both academic-related activities, such as completing coursework, practicum and completing final and non-academic assignments. In practice, students are required to be able to manage both well, so that they can work together. Students are able to achieve good academic achievements, but are also able to develop non-academic competencies as provisions in living life in the future. However, in reality, students often experience problems in their academic completion, namely procrastination. Moreover, a student will definitely get different assignments from each lecturer who teaches with different subjects who certainly have a predetermined task collection time or deadline. This reason can be the cause of delays in doing tasks (Reza, 2015b)

Academic procrastination needs to be known by every student, especially STIKes Santa Elisabeth Medan students so that academic procrastination can be prevented. If this habit of procrastination continues, students will be stuck with the accumulation of lecture assignments until finally working on the assignment is already on the deadline for collecting the assignment and can cause anxiety felt by students, stress that arises and even results that are not optimal so that it will affect the process. assessment of the task. The results of this study can be used as information for students about explanations about academic procrastination to the impact that can be caused by delaying assignments and ways that can be done to avoid delays in assignments, one of which is learning motivation. Where it is not only a must-have motivation but must be added by having a good arrangement.

Based on the data obtained, the researcher assumes that there is no relationship between student learning motivation and academic procrastination, possibly because individuals do not have good self-regulation. It is possible that students who have high learning motivation do not have good self-regulation. Because in addition to learning motivation, self-regulation or self-control factors can also affect the behavior of task delays. Self-regulation or self-regulation is an ability to manage oneself, individuals can regulate the behavior that needs to be carried out in their daily lives as an effort to achieve the goals they want to achieve. Individuals regulate their activities by setting behavior that is more prioritized than doing activities that are not important.

Research results that support that there is no relationship between learning motivation and academic procrastination are research conducted by Rinda & Agus (2019) entitled the effect of learning motivation with academic procrastination where the results of the study show that there is no significant relationship between learning motivation and academic procrastination with grades. p value 0.139 (Margareta & Wahyudin, 2019). Another study was also conducted by Reza (2015) entitled the relationship between learning motivation and academic procrastination where the results showed that there was no significant relationship between learning motivation and academic procrastination in Masters level students with a p value of 0.059 (Reza, 2015b). In addition, the results of research that prove that motivation is not only a factor causing a student to postpone a college assignment is 30%, which means that there are still many causes that can cause a student to postpone an assignment.

The belief in the individual that the success or success he achieves will be determined by his own efforts and abilities, then this will have the drive and need for achievement. Thus, motivation can be interpreted as an urge to do the task as well as possible, which directs and moves someone to do it as optimally as possible. Therefore, students who have the motivation to learn and have good self-regulation will immediately do their duties as a student regularly, especially the tasks given by the lecturer, by not procrastinating in starting or completing them, and preferring to do assignments rather than work. engage in non-academic activities.

Based on the results of the data and the findings of this study, it can be concluded that student learning motivation is not related to academic procrastination behavior. There are other factors that are more dominant and collectively influence the behavior of academic procrastination. This study only examines

one factor that affects academic procrastination, namely learning motivation. Further studies are needed on other factors that influence academic procrastination behavior. Another limitation in this study is that the research subjects where second-level students have a better understanding of the importance of having motivation to learn and are not aware that they have poor self-regulation, causing delays in assignments.

4.   CONCLUSIONS

Based on the results of the study with a sample of 87 respondents about the relationship between learning motivation and academic procrastination in level II Nurses at STIKes Santa Elisabeth Medan in 2021, it can be concluded that the level of motivation to learn in Nurses at level II STIKes Santa Elisabeth Medan, high category 83 (95%) procrastination. Academic grade students of Nurses at STIKes Santa Elisabeth Medan, in the medium category 64 (74%). Based on the results of the Spearman Rank (Rho) test, p-value = 0.224 (p>0.05). So this shows that there is no relationship between learning motivation and academic procrastination for level II Nurses at STIKes Santa Elisabeth Medan in 2021.

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