

PalArch's Journal of Archaeology of Egypt / Egyptology

ANALYSIS OF THE EFFECT OF SELF-EFFECTION AND EMOTIONAL INTELLIGENCE ON ACADEMIC PROCRASTINATION OF SENIOR HIGH SCHOOL STUDENTS IN AMBON CITY

Emma Rumahlewang¹, Idris Moh. Latar²

^{1,2}Faculty of Education, Pattimura University Ambon, Indonesia

Email: emmarumahlewang02@gmail.com, mohidrislatar@yahoo.co.id

Emma Rumahlewang, Idris Moh. Latar. Analysis Of The Effect Of Self-Effection And Emotional Intelligence On Academic Procrastination Of Senior High School Students In Ambon City-- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(4),3241-3250. ISSN 1567-214x

Keywords: Self-Efficacy, Emotional Intelligence, Limitation, Academic

ABSTRACT

This study aims to obtain empirical data about the effect of self-efficacy and emotional intelligence on academic procrastination of high school students in Ambon City. This research uses survey method (survey research), namely research that aims to determine and determine the instantaneous position of the variable (status quo variable) based on the data available at that time and the relationship between the variables studied. The results showed that 1) Self-efficacy had a direct negative effect on students' academic procrastination. 2) Emotional intelligence has a direct negative effect on students' academic procrastination. 3) Self-efficacy has a direct positive effect on students' self-determination. 4) Self-efficacy has a direct positive effect on students' emotional intelligence.

INTRODUCTION

Education is a conscious effort made by the government with the aim of educating the nation's life. Achieving these educational goals requires awareness of the importance of education which can provide hope and better possibilities in the future, has encouraged various efforts and attention from all levels of society towards every step and development of the world of education as an effort to improve the quality of life humans, which in essence aims to humanize humans, mature, change behavior and improve the quality of Indonesian people for the better. Various efforts have been made to improve the quality of national education, both by developing curriculum, increasing teacher competence, procuring books and learning tools, educational facilities and improving school management, but the results have not shown a significant increase.

In reality education is not a simple endeavor, but a dynamic and challenging activity. Education will always change along with changing times, every time education is always the focus of attention and often becomes a target of dissatisfaction because education concerns the interests of all people, not only regarding investment and living conditions in the future, but also regarding the conditions and atmosphere of life at this time.

Education will always be the responsibility of all parties, one of which is higher education. The main task of higher education is to prepare students to achieve optimal development. A person is said to have achieved optimal development if that person can get education and learning achievements in accordance with their talents, abilities and interests. The fact shows that besides there are students who are brilliantly successful, there are also students who have less than satisfactory learning achievements.

Based on the observations of researchers on high school students, it shows that there are problems with students about themselves which in turn have an impact on the achievement of learning outcomes. And the problems with the students are more visible with the students still exercising delay in completing their assignments or academic procrastination of students. Academic procrastination is procrastinating in completing assignments, meaning that the assignment given is not done immediately but will be done later. This has an impact on learning outcomes later, if the procrastination is low the learning outcomes are definitely high and vice versa if the procrastination is high the learning outcomes will be low.

Low procrastination is closely related to self-efficacy or a person's belief in his ability to cope with various situations that arise in him so as to achieve success.

Lack of self-confidence or self-efficacy against what he learned so that it also has an impact on the emotional intelligence and *self-determination* student's to try to help himself in completing his tasks as a student. Because if a student has good technical and physical abilities and is not supported by good psychological factors such as self-efficacy or belief in his abilities and knowledge, it will have an impact on self-determination or the ability to help oneself and procrastination. With good physical conditions such as strength, speed and having low academic procrastination and a high level of self-confidence, it is *self-determination* can hope that achieve the desired goal, namely good achievement.

Itself Procrastination

Procrastination (*procrastination*) is derived from the Latin word *procrastinare*. *procrastinare* are two root words formed from the prefix *pro* which means to push forward or move forward, and the end *crastinus* which means the decision of tomorrow. So literally, procrastination means to postpone or postpone until the next day (Salamon and Rothblum: 1984).

Another opinion was expressed by Balkis and Duru (2009) which stated that procrastination is an individual behavior that leaves important activities that can be done and has been planned before without reasonable reasons. So, according to them, a person is said to be procrastinating if he postpones important work without a logical reason, even though he does it on time according to a previously made plan.

Meanwhile, Ferrari (1996) explains that a delay is said to be procrastination if the delay is done on an important task, is done repeatedly intentionally, causes a feeling of discomfort, and is subjectively felt by a procrastinator. Furthermore, they explained that in relation to the academic context, procrastination is described as the behavior of delaying academic tasks (such as: doing homework, preparing for exams, or working on paper assignments) until the deadline for available time.

From some of the above meanings, it can be concluded that procrastination is a tendency for individuals to postpone academic assignments which is characterized by a transfer of the capacity of thoughts, feelings and actions that causes failure to complete academic assignments as a whole from time to time.

Emotional Intelligence

Goleman's cited by Patton in Uno (2008), psychologists agree that emotional intelligence only contributes about 20 percent of the factors that determine success, while the remaining 80 percent comes from other factors including emotional intelligence. Furthermore, according to Goleman (1997), and friends, as quoted by Elias, stated:

Emotional intelligence serves as the integrative concept, in that competence in social and emotional functioning is a product of an interrelationship of skills in the emotional, cognitive and behavioral areas.

Emotional intelligence functions as an integrative concept, in its competence social and emotional functions are a product of the linkage of skills in the dimensions of emotion, cognition and behavior. Thus emotional intelligence skills work in synergy with cognition skills. Therefore people who are high achievers, he have both abilities. So that the more complicated the work at hand, emotional intelligence has an important role, because success is a combination of "good intellectual and emotional" skills.

Based on the opinions expressed above, it can be concluded that intellectual intelligence is an important basis and is interrelated with emotional intelligence. Individuals who have the potential for emotional intelligence, will easily develop the potential for intellectual intelligence to the optimal peak, have a sense of empathy, are able to express and understand their own feelings and feelings of others, have confidence about themselves (self-confidence) and full of enthusiasm, clever in selecting and using information so that it can guide thoughts and actions.

As for Thorndike, as quoted by Matthews, and his friends define emotional intelligence as stated in the following statement:

... three broad classes of intelligence: (a) abstract / scholas tic, the ability to understand and manage ideas; (b) mechanical / visuospatial, the ability to understand and manipulate concrete objects; (c) social, the ability to understand and manage people and act wisely in social contexts. Social intelligence was defined as " wisdom in social contexts "; in practice, the study of how people made judgments regarding others and the accuracy of such social judgments

Emotional intelligence is an ability that includes many things, such as self-management and adaptation to oneself and socially. In this case emotional intelligence is a way of how a person can be socially wise.

Emotional Intelligence according to Gardner as quoted by Sternberg (2004) states that;

intra- and interpersonal intelligences are related to the multifaceted construct of emotional intelligence (EI) ... What they have in common is a focus on the abilities that allow some individuals to use emotions effectively in their daily lives. These capacities include being able to perceive and convey emotions, understand and reason with emotions, and regulate emotions in one's self and others.

Intelligence in understanding self is the basis of emotional intelligence. He plays a role in determining a person's ability to control and use emotions appropriately, both on himself and on those around him.

Sparrow and Knight revealed '*emotional intelligence is highly correlated with performance*'. Emotional intelligence if it is associated with performance or performance, someone who has high emotional intelligence, of course, will easily adapt according to circumstances that require him to be able to change himself according to circumstances.

Psychologists Salovey and Mayer, as quoted by Stough et al. (2009), first suggested that an individual's ability to understand, understand and use emotions differs from one another. This ability is called emotional intelligence (EI);

emotional intelligence (EI) and formally defined it as involving (a) the ability to perceive, appraise, and express emotion accurately; (b) the ability to access and generate feelings when they facilitate cognition; (c) the ability to understand affect-laden information and make use of emotional knowledge; and (d) the ability to regulate emotions to promote emotional and intellectual growth and well-being.

Salovey (2009) states that, "emotional quality is important for success". Emotional quality has an important role as an energy generator to support one's success, only people who really optimize emotional intelligence, they will have sensitivity, creativity, high commitment, and be able to overcome

various challenges. Thus, someone who has high emotional intelligence will easily build social relationships in the family, office, business and social environment. Therefore emotional intelligence is an absolute requirement to support success. The basic process of emotional skills includes; 1) Identification and expression of emotions, 2) Use of emotions to facilitate thinking, 3) Understanding of emotions, 4) Management of emotions in oneself and in others.

Based on some of the opinions above, it can be concluded that emotional intelligence is the ability to understand yourself when emotions occur, assess emotions in either negative or positive form, express emotions according to the right circumstances or situations so as not to offend yourself and those around you. The ability to access and arouse feelings when in a conscious state is the ability related to self-accessibility in digesting emotions, arousing emotions from oneself and others by using cognitive abilities so that feelings such as empathy, understanding the content and influence of information in the use of knowledge arise. Emotional intelligence plays a role in the ability to interpret and think logically when making decisions so that there are no misperceptions or misunderstandings in interpreting one's emotions. Emotional control ability aims to develop intellectuality to improve self-welfare and good social relationships.

Self-Efficacy

Confidence or better known as self-efficacy is an aspect of self-knowledge that is very influential on social life, more specifically the campus community. Self-efficacy can affect emotions and actions taken by individuals to achieve a goal.

Bandura (1997) suggests that self-efficacy is an individual's belief regarding himself in carrying out the task or action needed to achieve certain goals. Baron and Byrne (1991) argue that self-efficacy refers to an individual's ability and belief to be able to move motivation, cognitive abilities and actions required, to meet the required demands.

Krishnan stated that self-efficacy or a person's belief in the knowledge they have is closely related to the motivation and or motivation of individuals to trust and believe in their abilities more. The same thing was stated by Gregory that individuals who believe in themselves will be able to do everything according to their potential and can change what happens around them, are sure to act more easily and have a chance of success than those who have self-efficacy or low self-confidence.

Self-efficacy is a person's confidence to carry out the task assigned to him. Self-confidence that appears is related to the individual who is directly affected by the environment, behavior and personality. Alwilsol argues that in a person the source of controlling attitudes and behavior is the person himself. Self-efficacy is very important when combined with goals in understanding achievement and will affect one's behavior.

A person with high and / or low self-efficacy when combined with a good or bad environment will result in four possible behaviors. The first is high *self-efficacy* with a responsive environment, the results will be good and can complete the tasks given according to what is on him. The second is that when low self-efficacy is combined with a responsive environment, humans feel unable to complete the task they are assigned to. The third high *self-efficacy* with an unresponsive environmental situation will result in an effort to be able to change the environment and when the individual cannot complete the task, it will affect the individual himself and in the end will try to find a new, more responsive environment. Fourth, when *self-efficacy* low is combined with an unresponsive environment, the individual will feel unable to complete his duties and responsibilities.

RESEARCH METHOD

This study used a survey method (*survey research*), namely research that aims to determine and determine the temporary position of the variable (*variable status quo*) based on existing data at that time and the relationship between the variables studied. The choice of this method is based on the consideration that the study involved four variables whose data came from the same group of respondents and answered each question asked simultaneously.

Based on the characteristics and characteristics of the research variables, the assumption used is that the four variables are almost (*independent*, there is *probability* very large) that there is a relationship that is interrelated and influences each other between one variable and another. So this research was conducted with a path analysis technique approach or *Path Analysis*. Path analysis is used in this study to determine the direct or indirect effect between a set of independent (*exogenous*) variables on the dependent variable (*endogenous*).

This study is to analyze the influence of one variable on another variable. The constellation of the relationship of the four research variables, namely self-efficacy, emotional intelligence, self-determination and academic procrastination. This research is located at SMA Negeri 4 Ambon, SMA Angkasa Pattimura and SMA Negeri 14 Ambon, with the length of the study starting from July-September 2019 (3 months). The target population in this study were students of SMA Negeri 4 Ambon, SMA Angkasa Pattimura Laha and SMA Negeri 14 Ambon. The sampling technique in this study used *random sampling*, which is a simple random sampling of members of the population. The number of samples used in the study were students of grade 2 high school in the study population and the collection was based on the Slovin formula with a magnitude of $e = 0.05$ (5%).

RESEARCH RESULTS AND DISCUSSION

Overall, there are 6 hypotheses tested in this study. Hypothesis testing using SPSS 22 software.

There are 4 hypotheses that can be made from a predetermined constellation image of variables, namely:

1. Self-Efficacy (X1) has a direct negative effect on Academic Procrastination (Y),
2. Emotional Intelligence (X2) has a negative effect directly on Academic Procrastination (Y),
3. Self-Efficacy (X1) has a direct positive effect on Self-Determination (X3),
4. Self-Efficacy (X1) has a direct positive effect on Emotional Intelligence (X2).

The results of data analysis using SPSS 22 obtained results such as tables 1, 2, and 3

Table 1. Anova Results from Substructure 1						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13679,577	3	4559,859	83,305	.000 ^b
	Residual	16366,423	299	54,737		
	Total	30046,000	302			
a. Dependent Variable: PROK						
b. Predictors: (Constant), DD, KE, ED						
Table 2. Summary of Substructural Models 1						
Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	.455 ^A	.000	3	299	83,305	1,033
a. Predictors: (Constant), DD, KE, ED						
b. Dependent Variable: PROK						
Table 3. B and Beta coefficients of substructure 1						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.Error	Beta		
1	(Constant)	86,992	2,419		35 956	.000

	ED	-.223	.077	-.223	-2908	.004	
	KE	-.141	.063	-.140	-2,223	.027	
	DD	-.376	.069	-.377	-5,462	.000	
a. Dependent Variable: PROK							

From the three tables above, Substructure 1 can be accepted significantly at the alpha significance level of 0.05 with an F value of 83.305. Together, the variables of self-efficacy, emotional intelligence, and self-determination contributed 45.5% to the academic procrastination variable. The variables of self-efficacy, emotional intelligence, and self-determination each have a Beta coefficient of -0.223, -0.140, and -0.377, these three coefficients are significant.

Table 4. ANOVA Substructure 2 Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18665,086	2	9332,543	242,017	.000 ^b
	Residual	11568,439	300	38,561		
	Total 30	233,525	302			

a. Dependent Variable: DD

b. Predictors: (Constant), KE, ED

Table 5. Summary of Substructure Model 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.786 ^a	.617	.615	6.20979	1,637

a. Predictors: (Constant), KE, ED

b. Dependent Variable: DD

Table 6. Coefficient B and Beta Substructure 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.error	Beta		
1	(Constant)	8,782	1,966		4,466	.000
	ED	.662	.052	.660	12,746	.000
	TO	.164	.052	.162	3,134	.002

a. Dependent Variable: DD

From the three tables above, Substructure 2 can be accepted significantly at the alpha significance level of 0.05 with an F value of 242.017. Together, the self-efficacy variable and the emotional intelligence variable contributed 61.7% to the self-determination variable. The self-efficacy variable and the emotional intelligence variable each have a Beta coefficient of 0.660 and 0.162, both of these coefficients are significant.

DISCUSSION

Based on the research results described above, the results of the first to sixth research hypothesis testing can be discussed as follows: The hypothesis that self-efficacy has a direct negative effect on academic procrastination is supported by sample data. This means that the higher the self-efficacy, the lower the students' academic procrastination and conversely the lower the self-efficacy, the higher the students' academic procrastination. The hypothesis which states that emotional intelligence has a direct negative effect on academic procrastination is supported by sample data, this means that the higher the value of emotional intelligence, the lower the student's academic procrastination and conversely the lower the emotional intelligence, the higher the student's academic procrastination value.

The hypothesis which states that self-efficacy has a direct positive effect on self-determination is supported by sample data, this means that the higher the self-efficacy, the higher the student's self-determination value and the lower the self-efficacy value, the lower the student's self-determination value. The hypothesis which states that emotional intelligence has a positive effect on self-determination is supported by sample data, this means that the higher the emotional intelligence, the higher the student's self-determination.

The hypothesis which states that self-efficacy has a direct positive effect on emotional intelligence, this means that the higher the self-efficacy, the higher the students' emotional intelligence. With this explanation, the six existing hypotheses are all proven.

CONCLUSION

1. Self-efficacy has a direct negative effect on student academic procrastination.
2. Emotional intelligence has a direct negative effect on students' academic procrastination.
3. Self-efficacy has a direct positive effect on student self-determination.
4. Self-efficacy has a direct positive effect on students' emotional intelligence.

REFERENCES

- Bandura Albert, "*Self-Efficacy*," (New York: Akademi Press, 1998)
- Baron, R.A & Byrne, D. (1994). *Social Psychology: Understanding Human Interaction*. Boston: Allyn & Bacon
- Goleman, Daniel. 1997. *Emotional Intelligence (Kecerdasan Emosional); Mengapa EI Lebih Penting daripada IQ*. Jakarta: PT Gramedia Pustaka Utama
- Gardner, L., & Stough, C. (2003). *Assessing the Relationship Between Workplace Emotional Intelligence, Job Satisfaction And Organizational Commitment*. *Australian Journal of Psychology: Supplement*.
- Ferrari, J.R & McCown, W.G. 1995. *Procrastination and task avoidance: Theory, research, and treatment*. New York: Plenum Press
- Hamzah B. Uno, *Orientasi Baru Dalam Psikologi Pembelajaran* (Jakarta: PT. Bumi Aksara, 2008)
- Solomon dan Rothblum. 1984. *Academic Procrastination: Frequency and cognitive-behavioral correlates*. *Journal of Counseling Psychology* hlm 31, 503-509
- Balkis dan Duru (2009)
- Sternberg, Robert J., *Psikologi Kognitif Edisi Keempat*, (judul asli: *Cognitive Psychology, Fourth Edition*), terj. Yudi Santoso, Yogyakarta: Pustaka Pelajar, 2008.
- Salovey, P., Mayer, J.D., & Caruso. (2004). *Emotional Intelligence: Theory, Finding, and Implications*. *Psychology Inquiry*, 15 (3): 197-215