EFFECT OF SOCIAL SUPPORT AND CONFIDENCE TO PROCRASTINATION IN THE END OF LEVEL STUDENTS FACULTY X

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Abstract

Students generally want to graduate on time, it is a matter of pride or for parents, but in reality often found students who often delay time, it is done by doing activities that are not important, or there is dislike of certain subjects that make lectures delayed in the completion of their studies. The purpose of this study was to determine the effect of social support and self-confidence with procrastination on final year students from various fields of study with respondents totaling 70 people. Data analysis was carried out using multiple regression analysis. The results show that there is a very significant influence of social support and confidence in academic procrastination with a significant value of 0.000

Keyword: Social Support, Self-Confidence, Procrastination

INTRODUCTION

Procrastination can occur in every individual regardless of age, gender, or status as a worker or student. Basically being a student has the desire to be able to graduate on time, it's just that taking graduation is not easy. Procrastination is one of the factors delayed in completing the study period quickly. In the research of Solomon and Rothblum (1984) it was found that students do procrastination variedly on academic assignments. Of the 342 American students who were the subjects of the study, 46% of students procrastinated on writing assignments, 27.6% of students procrastinated against studying for exam preparation, 30.1% of students procrastinated on reading assignments, 23% of students procrastinated in attending lectures and 10.2% of students procrastinate against lecture activities in general.

In addition, William (in Burka and Yuen, 1983) found that 90% of students from tertiary institutions had become procrastinators, 25% were chronic procrastinators and they generally ended up not completing their studies on the lecture bench. Graduation is a matter of pride for students, except that the difficulty of graduation makes many students delay to graduate quickly, many factors support the postponement of graduation, as well as taking actions that are not important, or difficulties in certain subjects that they don't like.

Data from researchers on a survey of 70 students found that procrastination from other study periods was obtained from several faculties namely 4-5 years at 54.3%, 6-7 years at 42.85% and study period 8 - 9 years 2.85%.

The researcher has the notion that the trigger for the lack of enthusiasm of students in completing the study period is on time, because of the lack of social suppo There are many impacts caused by academic procrastination, among others, according to Morales (2007) academic procrastination has a negative impact on students, namely the amount of time wasted without producing something useful. The impact of the delay from procrastination can have fatal consequences, for example the failure to obtain a degree (Dominguez,

2006).rt both in the family and peers that makes a lack of good self-confidence so it is difficult to have confidence in continuing to complete studies.

Various results of other expert studies show that procrastination is influenced by factors that exist in individuals, including self-efficacy, social support, self-esteem, motivation, self-confidence and others. These personality factors have a correlation with procrastination (Ferrari, 1995). The frequent withdrawal of time by carrying out activities that are not important in their daily lives has become an issue of academic procrastination in the completion of the study period. According to Ghufron (in Fibriana, 2009) procrastination can be said as a delay or a tendency to delay a work, but procrastination can also be said as a avoidance of duty and fear of failing to do a task. Based on Prima (2016) research, many of them worked on assignments 2 days before the assignment collection and were heavy and lazy to do assignments and replace them with hangouts with friends, because hangouts can eliminate fatigue thinking. There are also those who play games, read comics, and are lazy to delay completing academic assignments.

Sarafino (in Tiara, 2003) states that every work done by students is inseparable from parents' social support. Individuals who obtain social support will believe that they are loved, cared for, valued, valuable and are part of their social environment. According to Dimatteo (in Andarini & Fatma, 2015) social support can come from friends, neighbors, coworkers, and other people like family. Social support can also include self-esteem support, where in this case support in the form of self-respect for individuals.

In Sugiharto's (2015) study of 100 subjects, 26% of students found a contribution of friend's social support to academic procrastination. Students who have high social support from friends, of course, get enthusiasm and encouragement that is more self-motivated to achieve in academics which of course can reduce laziness to delay work and low achievement. This is the importance of social support for procrastination for students, in addition to getting social support, students also feel more loved, valued and get a boost that

is more self-motivated so that they can reduce laziness in delaying work.

In addition to social support, there is also confidence that can affect procrastination in students. Based on the results of research conducted by Kartadinata and Tjundjing (2008) on University of Surabaya psychology students totaling 227 people using the Procrastination Assessment for student (PASS) was found to lack confidence (Lack of self-confidence) as a trigger for academic procrastination. Academic procrastination is influenced by several reasons, both from within and outside ourselves such as the environment. Because from within or internally who will get emphasis on this research in the form of psychological conditions. These psychological conditions include personality trait, one of the trait of personality according to Ferrari (in Steel, 2007) is self-confidence.

According to Lauster (2003) self-confidence is an attitude or belief in one's own abilities, so that in his actions not too anxious, feel free to do things that are in accordance with the wishes and responsibilities of his actions, polite in interacting with others, have an encouragement of achievement and can recognize the strengths and weaknesses of themselves, and this can minimize the delay in completion of the study period, because they believe in the capabilities they have so they are sure to be able to graduate on time.

Individuals who believe themselves to be valuable and usually do not get into trouble both in association and in carrying out tasks, are not easily discouraged, whereas individuals who lack confidence will have difficulty adjusting and not risking failure. Self-confidence is one of the many ways needed to maintain and complete targets, self-confidence will instill self-confidence that is able to do a good job (Molloy, 2010). This is the importance of self-confidence in procrastination for students, where having good self-confidence, can be more initiative, creative and optimistic about the future, realize the weaknesses and strengths of themselves, so they will not be lazy and can push themselves to be able to finish study (Dariyo, 2007).

This study shows the influence of social support and self-confidence in procrastination

on students, where the number of students who do not get social support and lack of self-confidence makes them prefer to delay work such as lazy to do tasks and replace them with hangouts with friends. Because there are many cases of delays in completing the study period for students, so that social support is needed in both the environment and family and a sense of self-confidence so that they can push themselves to be able to complete their studies. In line with the results of Lestariningsih's research (in Andarini & Fatma, 2013) which states that social support influences academic procrastination on students, with social support from family, colleagues or social environment it is very effective to help individuals, especially students, to complete the study period. In addition, in this study there were findings, where self-confidence had an effect on academic procrastination. The fact that someone who has high self-confidence will be able to know and understand himself and also can develop the potential of the individual. Meanwhile someone who has low self-confidence can hinder the development of his potential. So that individuals who lack self-confidence will be pessimistic in facing a challenge, fear, laziness, and hesitation in acting. Self-confidence also brings strength in determining steps and is a major factor in overcoming a problem (Alsa et al, 2006).

This study aims to see how much influence social support and confidence in procrastination have on late-level students. The hypothesis proposed is that there is an influence of social support and confidence in procrastination.

RESEARCH METHODS

The variables examined in this study were social support and self-confidence as independent variables and procrastination as the dependent variable. Social support refers to emotional, instrumental, and financial assistance obtained from social networks (Smet, 1994). While self-confidence according to Lauster (2003) is an attitude or feeling of confidence in one's own ability, so that individuals can freely choose the things they like, do not need to worry in carrying out their actions and are responsible for their actions.

The participants of this study were 70 final year students from various faculties in one of the private universities in Depok, West Java.

In this study the instruments used were the scale of social support, self-confidence and procrastination. The scale of self-confidence in this study was compiled by Ardari (2016) which was used based on aspects of self-confidence according to Lauster (1990) which included normal ambition, independence, optimism, feelings of security, tolerance and self-confidence. This scale consists of 34 items that measure seven aspects of self-confidence. Each item on this scale is answered using a Likert Scale consisting of 4 categories of answers, namely "Strongly disagree", "Disagree", "Agree", and "Strongly Agree". Researchers used 4 categories of answers to avoid the central tendency effect, namely the tendency of subjects to choose answers in the middle when hesitant to answer a statement (Hadi, 1994).

The scale of social support, which was used in this study was compiled by Pudjanah (2015) who had adapted the support scale from Sarafino (1994) which consisted of aspects of social support, award support, instrumental support, information support, and support for the surrounding environment. Aitem on the scale of this research amounted to 20 items.

The third scale in this study is Procrastination Assessment for Student (PASS) developed by Solomon and Rothblum (1984) which is used to measure the frequency of cognitive and academic procrastination behavior in students. This questionnaire has been adapted by Savitri (2012). PASS consists of two parts, in the first part contains 12 statements that will be filled by participants using a Likert scale. The first part of the PASS looks at the prevalence of procrastination in six academic function areas, namely: 1) arranging individual papers, 2) working on group assignments, 3) learning to face exams, 4) weekly reading assignments, 5) attending lectures, and 6) practical assignments. The second part of the PASS consists of 26 Likert scale items.

Data analysis to test the hypothesis of this study is multiple regression analysis

techniques. Complete calculations using the help of a computer program SPSS for MS Windows 21 statistics.

RESULTS AND DISCUSSION

The results of this study were obtained based on data collection of social support and self-confidence in procrastination for final year students using a questionnaire. The results of the study are as follow.

Table 1 Final Level Student Demographic Data

No	Demographic Data	F	%
1	Faculty:		
	Psyhology	14	20
	Computer science	20	28.6
	Sastra	8	11.4
	Ekonomy	10	14.3
	Civil	18	25.7
2	Gender:		
	Man	47	67.2
	Women	23	32.8
3	Age:		
	22-23 years	38	54.3
	24-25 years	30	42.85
	26-27 years	2	2.85
4	Duration:		
	4-5 years	38	54.3
	6-7 years	30	42.85
	8-9 years	2	2.85

Table 2
Effective contribution to Dependent variables

Variabel Independen	Variabel Dependen	Koefisien Determinasi (R^2)	Effective Contribution (%)
Social support		0.96	96%
Self Confidence	Procrastination	0.87	87%

This shows that there is a significant effect of social support and self-confidence in procrastination for final year students.

The regression test results show that there is a very significant effect of social relations and confidence in academic procrastination with a value of f 1293,920 with a significance value of 0.000 which can be seen in table 3

Tabel 3 Anova

Model		Sum of Squares	Df	Mean Square	F
1	Regression	14132.449	2	7066.225	1293.920
	Residual	365.894	67	5.461	
	Total	14498.343	69		

The R square value was obtained at 0.975 which means that the influence between the variables of social support, confidence in procrastination was 97.5 % and the remaining 2.5% was another factor outside of research. Can be seen in table 4.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987[a]	.975	.974	2.337

The results of this study are in line with Smith and Renk (2007) which explain that the influence of social support for procrastination is caused by several factors, such as the support of family or peers, with social support, a person feels more valued, loved, valuable

or cared for and vice versa if the individual has a low level of social support, it will cause procrastination.

According to Koentjoro (2003) sources of social support can be obtained from the surrounding environment. This means that social support can be obtained from people who are close to individuals such as family, friends, classmates and social environments. In line with the results of Lestariningsih's research (in Andarini & Fatma, 2013) which states that social support influences academic procrastination on students, with social support from family, colleagues or social environment it is very effective to help individuals, especially students, to complete the study period. In line with the results of Lestariningsih's research (in Andarini & Fatma, 2013) which states that social support influences if individuals obtain good self-stability and have attitudes that can accept reality, can develop self-awareness, think positively, have independence, and have the ability to have and achieve everything that is desired by academic procrastination in students, with social support from family, colleagues or social environment is very effective in helping individuals, especially students to complete the study period.

The low level of social support received by individuals is the reason for academic procrastination. The higher the social support received by individuals, the lower the academic procrastination behavior, because individuals who have good social support are expected to be able to increase the potential that exists in individuals to improve achievement in the learning process. Providing good social support can be a factor in the low level of procrastination behavior, this is because individuals feel more valued, cared for, loved or more valued, and this has become a distinctive spirit not to procrastinate because of social support. Individuals who receive social support well, will be better able to complete tasks well, concentrate more on carrying out tasks (Cutrona, 1994).

In addition, in this study there were findings, where self-confidence had an effect on academic procrastination. The fact that someone who has high self-confidence will be able

to know and understand himself and also can develop the potential of the individual. Meanwhile someone who has low self-confidence can hinder the development of his potential. So that individuals who lack self-confidence will be pessimistic in facing a challenge, fear, laziness, and hesitation in acting. Self-confidence also brings strength in determining steps and is a major factor in overcoming a problem (Alsa et al, 2006).

According to Rosario, et al. (2009) the delay in question is actually not from laziness from individuals, one reason is low self-confidence. While individuals who have self-confidence will always think positively, always have an initiative in acting, be independent, learn from failure, not easily lead, have a strong stance, think critically and objectively, are good at reading situations and placing themselves (Hakim, 2002).

The lack of self-confidence makes the individual will be pessimistic or even hesitant in the delivery of ideas, this affects the sense of confidence that is owned so that the individual will continue to idle by wasting time, compared to working on tasks that should have been the obligation of the individual studies. In line with this, Douglass (in Timpe, 2000) states that procrastination can cause habits, because it will lead to further procrastination. In line with the above opinion, Burka and Yuen (2008) explained that the procrastinators would unwittingly always repeat the delays made and eventually be trapped in the "cycle of procrastination" (circle or wheel of procrastination). With the ongoing delay in procrastination, it makes the individual's sense of confidence lower because of feeling.

With the existence of self-confidence that is planted in the self well, makes a sense of confidence in the ability to complete the task, so avoid procrastination. Self-confidence is a reference from several aspects of an individual's life to carry out and carry out their duties. Self-confidence will strengthen motivation in achieving success, because the higher self-confidence in one's own abilities is also stronger to complete all work. Self-confidence also brings strength in determining steps and is a major factor in overcoming a problem (Alsa et al, 2006).

Hakim (2002) characteristics of people who have self-confidence are always being calm in doing everything, having sufficient potential and ability, being able to neutralize tensions that arise in various situations, able to adjust and communicate in various situations, have conditions mental and physical enough to support his appearance, have other skills and skills that support life, have the ability to socialize, have other skills and skills that support life, have a good family education background, have life experiences that forge mentality to be strong and resistant in facing various life trials, and always react positively in dealing with problems.

Basically one of the factors of procrastination is social support and the existence of self-confidence (Sahabuddin, 2010). In this case, self-confidence that arises in oneself can be from the environment, whether it is family support or friends so that people who get social support will feel more valued, loved or feel valuable so that this will further enhance the self-confidence that exists within the individual. The attitude of self-confidence in students will certainly have a positive impact related to their duties as students. Because by having self-confidence students will not need to depend on others in completing their tasks. So they will be optimistic about what they will do. The confidence that each individual has will make his tasks able to be done well.

This proves that the phenomenon that occurs in students there is an influence between social support and confidence in procrastination. Individuals who have good social support are expected to be able to increase the potential that exists in themselves to improve achievement in the learning process and individuals who receive social support well, will be better able to complete tasks well, concentrate more on carrying out tasks (Cutrona, 1994). In addition, with the presence of self-confidence that is well-planted in self, makes a sense of confidence in the ability to complete the task, so avoid procrastination which becomes a problem for students in completing the study period. In line with this Parnell (in Atmono, 2008) says that self-confidence is an important psychological element that has a

significant relationship with the success achieved. Individuals who have higher self-confidence will have a faster chance of success than individuals who lack self-confidence.

CONCLUSION

Based on the results of the research that has been obtained, it can be concluded that there is a very significant influence between social support and self-confidence in procrastination in final-year students. Individuals who have good social support can increase the potential that exists in individuals to improve achievement in the learning process. In addition, the existence of social support makes individuals more confident in their abilities so that it is not procrastination. The higher the social support received by individuals, the lower the behavior of academic procrastination, because individuals who have good social support can increase the potential that exists in individuals. Then the existence of self-confidence will strengthen the motivation to achieve success, because the higher the self-confidence in the ability of yourself the stronger the urge to complete all the work so that avoid procrastination.

SUGGESTION

With the influence of social support and confidence in procrastination, it is expected that the closest people like family, peers, or other students can provide social support, because with the existence of social support from family, colleagues or the environment is very effective in helping individuals, especially students to complete the study period and can make him feel more confident, loved, cared for, valued, and valuable.

In this research there are still many limitations so that it is expected to make research better. The data retrieval process that researchers are doing is still not maximal due to time constraints and it is expected that further research can examine other factors that can affect procrastination.

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