

International Journal of Research Publications

CONTRIBUTION INTROVERT PERSONALITY TYPE TOWARD ACADEMIC PROCRASTINATION BEHAVIOR : IMPACT TECHNOLOGY INFORMATION IN COMMUNICATION

Ayu Mandari¹, Fakhurrozi²

Gunadarma University, Jl. Margonda Raya 100, Depok, Indonesia, 16424

Abstract

Based of previous research in psychology scientists, which is found that most students do procrastination on their assignments and introverted personality types have a significantly correlated with academic procrastination behavior. This study aims to examine how introvert personality types contribute to academic procrastination. Sampling is done by purposive sampling. Respondents in this study were 260 students, after screening there were 130 students who could be used as research samples. This study uses two scales, namely the introvert personality scale and academic procrastination behavior scale. Hypothesis testing uses simple regression techniques. As a condition for conducting a regression test, a correlation test is performed using the Pearson Product Moment correlation technique, the correlation value is 0.100 with a significance level of 0.258 ($p > 0.05$), its means there is no significant relationship between introvert personality types and academic procrastination behavior. Because there is no relationship between variables, so there is no need to do a regression test. This shows that the hypothesis in this study is rejected, meaning that there is no contribution to the tendency of introvert personality types toward academic procrastination behavior. Researchers found its happened because, newday there is differences methods in communication with student has introvert personality type, influenced by information technology.

© 2019 Published by IJRP.ORG. Selection and/or peer-review under responsibility of International Journal of Research Publications (IJRP.ORG)

Keyword : Introvert Personality Type, Academic Procrastination Behavior, Students

INTRODUCTION

According to Millgram et al. (in Ghufroon & Risnawita, 2010), individual personality traits also influence the emergence of procrastination behavior. Jung (in Safaria & Rahardi, 2004) suggests the existence of two types of basic personal human tendencies, namely the type of introvert and extrovert. introverted individuals have a tendency to look inside, emphasize subjective experience, and personal meaning.

uryabrata (2011), the introvert shows a tendency to develop symptoms of fear and depression, characterized by obsession, irritability, apathy, their autonomic nerves are stable according to their own statements, their feelings are easily hurt, easily nervous, suffer from feelings low self-esteem, easy to daydream and like to sleep.

Based on research conducted by Utaminingsih and Setyabudi (2012), it was found that extroverts have a low level of procrastination because extroverts are more active, sociable, and tend to have positive emotions. This can lead to an assumption that introverted individuals have a high level of procrastination, because introverted individuals tend to be passive, unsocial and tend to develop symptoms of fear and depression and negative emotions.

Based on other studies conducted by Catrunada and Puspitawati (2008), introverted students have a greater tendency to procrastinate thesis assignments than extroverted students, which is caused by individual performance with introverted personality types tend to be slow in motor activities. This is because introverted individuals are more passive and stiff so they are slower in motor activities.

The results of other studies conducted by Yulistia (2003), also showed that there was a very significant positive relationship between academic procrastination and introverted personality types. This is because introverted personality types tend to be closed and choose to reflect before speaking and acting, and introverts tend to have obstacles in communicating with their environment.

Based on the explanation of procrastination and personality type, as well as the results of previous studies as described above and in the previous chapter that there is a relationship between procrastination and introverted personality types. The relationship between procrastination behavior and introverted personality type is positive and individuals who have a tendency towards introverted personality types have a higher procrastination level towards academic procrastination behavior than individuals who have tendency to extrovert personality type. This assumes that the tendency of introverted personality types to contribute to academic procrastination behavior. The purpose of this study was to examine how much the tendency of introverted personality types contributed to academic procrastination behavior in students.

ACADEMIC PROCRASTINATION

Etologically or according to the origin, the term procrastination comes from the Latin word pro or forward which means progress, and the crastinus or tomorrow which is tomorrow, this means procrastination is advanced tomorrow While etymologically procrastination is a mechanism to overcome anxiety that is related to how to start or complete a job and in terms of making decisions (Fiore, 2006).

Burka and Yuen (2008) suggest that delays are categorized as procrastination if the delay is a habit or sedentary pattern that is always done by someone when facing the task and the delay is caused by the existence of irrational beliefs in looking at the task.

Procrastination is a habitual problem that occurs automatically marked by delaying an important activity that must be done at a certain time to the future. This delay process is very possible to have consequences (Knaus, 2010).

Based on the Big Dictionary of the Indonesian Language 3rd Edition of the Balai Pustaka National Education Department (2007), Academic is an activity that provides services in the form of data and has stages in processing it to produce information related to educational activities.

According to the Big Indonesian Academic or academic Dictionary is about or related to academics, is scientific in nature, is scientific in nature, is theoretical, without direct practical meaning (in Alwi et al, 2003). Other opinion, Knaus (2010), revealed that academic procrastination is referring to avoiding study and learning.

Based on the definition of procrastination and academic that has been stated by several figures above, it can be concluded that academic procrastination is a habit of procrastinating to do or complete activities related to education, science, scientific and theoretical, which are carried out repeatedly by individuals and can cause uncomfortable feelings.

According to Ferrari et al (in Ghufron & Risnawita, 2010), academic procrastination can be manifested in certain indicators that can be measured and observed certain characteristics, namely:

1. Delays to start and complete tasks

Delays to start and complete the task at hand. Someone who does procrastination knows that the tasks faced must be resolved immediately. However, he procrastinates to doing it or procrastinates to finish it completely if he has started working before.

2. Delay in doing work

People who do procrastination need a longer time than the time needed in general to do a task. A procrastinator spends the time he has to prepare himself excessively. In addition, it also does things that are not needed in the completion of a task, without taking into account the time limitations it has. Sometimes these actions result in someone not successfully completing his task adequately.

3. Time gap between plan and actual performance

A procrastinator has difficulty doing something according to the time limit that has been done before. A procrastinator often experiences delays in meeting the deadlines that have been determined, both by other people as well as a predetermined plan.

4. Doing more enjoyable activities

Do other activities that are more fun than doing tasks that must be done. A procrastinator deliberately did not immediately carry out his duties. However, using the time he has to do other activities that are seen as more enjoyable and entertaining, such as reading (newspapers, magazines, or other storybooks), watching, chatting, walking, listening to music, and so on, take up the time he has to do assignments that must be completed.

INTROVERT PERSONALITY TYPE

Jung's introversion or introvert (in Feist & Feist, 2010), is the flow of psychic energy towards the inside that has a subjective orientation. Introversion has a good understanding of the world in them, with all biases, dream fantasies, and individual perceptions. These people will accept the outside world selectively and with their subjective views.

An introverted personality type is a tendency to direct the personality to withdraw from social contacts and their interests are more directed towards their own thoughts and experiences (Chaplin, 2001).

According to Suryabrata (2011), the introvert shows a tendency to develop symptoms of fear and depression, characterized by obsession, irritability, apathy, their autonomic nerves are stable according to their own statements, their feelings are easily hurt, easily nervous, suffer from feelings low self-esteem, easy to daydream and like to sleep. Generally they are thorough but slow. They are rather rigid and exhibit small

"intra-personal-variability", while extroverts show a tendency to develop hysterical symptoms. They are not so rigid and show great "Intra-personal variability".

Introversion is a term used by Jung to designate interest in rather than interest in the human world and things, types of temperaments or personality, traits of individuals whose interests are more in their own feelings and thoughts, than in the surrounding world (Drever, 1986).

Introverts are closed, selfish, unaffected, lots of fantasies, indifferent to criticism, irritable, resisting emotional expression, difficult to get along with, difficult for others to understand, like to make mistakes, and self-analysis and criticism are the fruit of his thoughts (Sunaryo , 2004).

Based on the explanation from several figures above, it can be concluded that the introverted personality type is a personality type that accepts the outside world selectively and with their subjective views and tends to withdraw from the social environment, is easily anxious, passive, pessimistic, feels inferior and hearted - heart.

According to Suryabrata (2011), people who are introverted are characterized by a tendency to be easily offended, feeling easily hurt, easily nervous, low self-esteem, easy to daydream, difficult to sleep, relatively high intelligence, prenaharaan good words, tend to remain at the stance (stubborn), generally thorough but slow, they are rather stiff, and don't like jokes, especially about sex. While extroverts of their intelligence are relatively low, vocabulary is lacking, they have a tendency to remain inconsistent, generally they are fast but not careful, they are not so rigid, and they like jokes especially about sex.

METHODS

To collect the data needed in this study researchers used self report through questionnaires in the form of academic procrastination scale and introverted personality scale. The scale of academic procrastination uses the Likert scale preparation technique. On this scale the response given by the subject is the level of conformity which has 4 variations of answers as follows: very appropriate (SS), appropriate (S), inappropriate (TS), and very inappropriate (STS).

The introverted personality type scale uses Osgood scale preparation techniques. On this scale the response given by the subject is self-report which is represented in the range of numbers 1-7. The numbers at both ends of the left and right poles indicate compatibility with self.

Academic procrastination can be measured and observed through the characteristics of academic procrastination according to Ferrari et al (in Ghufroon & Risnawita, 2010). The measuring tool that the researchers used in this study was using a Likert scale. To measure introverted personality, researchers used an introverted personality scale modified by Priharti (2010), from the scale of introverted and extroverted personality types compiled by Lestari (2004).

The sampling technique used by the author is non probability sampling. Definition of purposive sampling according to Sugiyono (2008) is a technique of determining samples with certain considerations. So that the data obtained is more representative by conducting a research process that is competent in their field. The characteristics of the consideration of sample selection in this study were students of psychology at Gunadarma University level III, IV and non-class who had introverted personality tendencies. The subject of this study consisted of 260 students. Testing the hypothesis in this study using simple regression analysis techniques to see the contribution of introverted personality type trends towards academic procrastination behavior in students.

This research only takes subject data that falls into the category of introverted personality. To divide introverted and extroverted personalities, the median or middle value is used. This refers to the research conducted by Priharti (2010). All data is sorted by the smallest total score up to the largest total score and is searched for the median or middle value. Then based on the median, it will be divided into two groups, namely the total score group below the median value entered into the extrovert category and the total score group above the median value falls into the introverted category. Hypothesis testing in this study only used subjects who had a total score above the median value, namely subjects who entered the introvert category only.

Based on the data obtained in this study the results of the smallest total score of 26 and the largest total score of 111, after the total and smallest scores were obtained all the data totaling 260 were sorted by order from the smallest reason to the largest value, from 26 to 111, and a median value of 62.5 is obtained. The division of these categories can be seen from the following figure:

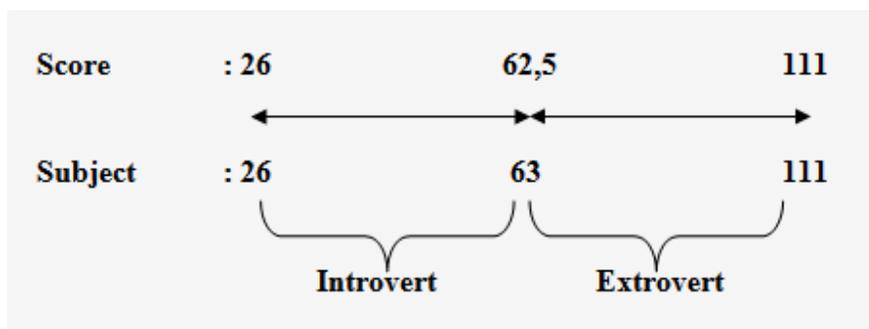


Figure 1. Distribution of Introvert and Extrovert Personality Categories

Based on the results of the distribution of extrovert and introverted personalities based on the median value, from 260 respondents obtained as many as 130 respondents who had a total value below the median value (62.5) belonging to the extrovert personality category and as many as 130 respondents who had the total value above median value (62.5) which belongs to the introverted personality category. Then only 130 respondents can be used as subjects for further analysis in this study, which is classified as introverted personality.

DISCUSSION

This study aims to test the hypothesis that introverted personality contributes to academic procrastination. Before testing the hypothesis to see whether there is a contribution of an introverted personality to academic procrastination, a correlation test between the two variables is done first. After the correlation test, the correlation coefficient between introverted personality and academic procrastination can be obtained with a value of 0.100 with a significance level of 0.258 ($p > 0.05$). It can be seen that there is no significant relationship between introverted personality and academic procrastination on students.

Based on the results of the correlation test that has been done, that there is no significant relationship between introverted personality and academic procrastination, it is assumed that introverted personality variables do not contribute to academic procrastination. Based on these results, the hypothesis in this study was rejected, and it can be interpreted that introverted personality does not contribute to academic procrastination.

This can be caused by several factors, according to the researcher, one of the factors that cause introverted personality does not affect academic procrastination is that individuals who have introverted personalities tend to direct their personality to withdraw from social contact and their interests are more in thoughts and own experience (in Chaplin, 2001). Thus introverted individuals prefer to be alone and not waste a lot of time playing and gathering with their friends, so that they are more focused on doing their assignments and can avoid procrastinating in doing their assignments.

This is supported by qualitative research conducted by Adi (2008), stating that one of the factors that influence individuals to conduct academic procrastination is the environment, namely the invitation of friends to play influences the subject in doing the assignments given, some subjects prefer to follow the invitation of friends to play and leave his duties.

Another thing that can cause no relationship between academic procrastination and introverted personality is because individuals who have introverted personalities are controlled individuals and are more influenced by their subjective world. Jung (in Hall & Lindzey, 1985), also said those who have introverted personality types tend to focus on the personal world within themselves. So that students who have introverted personalities can control the time and things that bother them in doing coursework and are not easily affected by the environment.

The statement is in accordance with the research of Rizvi, Prawitasari, and Soetjipto (1997), regarding the subject of academic procrastination from the center of self-control and efficacy at 111 Gadjah Mada University psychology students in Yogyakarta. The results show that 20.38% of students have carried out academic procrastination and a positive relationship between academic procrastination and external control centers has been obtained. This means that the internal control center has a negative relationship to academic procrastination.

According to Millgram et al. (in Ghufon & Risnawita, 2010), individual personality traits that also influence the emergence of delay behavior, such as the trait of social ability reflected in self-regulation and the level of anxiety in social relations.

With the development of technology in the present, researchers view that the trait of social ability and the level of anxiety in social relations that are owned by individuals with introverted personality types do not affect procrastination behavior. Because at this time more communication occurs through the internet (online) rather than face to face (face to face), so individuals who have introverted personalities no longer have problems communicating and feeling anxious in social relations.

With the development of technology can also make changes to individuals who have introverted personalities, based on research conducted by Catrunada and Puspitawati (2011), about differences in procrastination in terms of introverted and extroverted personality results obtained that procrastination in individuals who have introverted personality is higher because individuals introverted personality types tend to slow down their movements in motor activity. Likewise with the results of the study according to Yulistia (2003), the tendency of academic procrastination in students who have introverted personalities due to introverted individuals find it difficult to communicate with the environment, tend to be closed and choose to reflect before speaking and acting.

The existence of technological developments that occur in the present, the slow motion of motor activity can no longer affect procrastination, because almost all activities can be done through internet media, such as searching for material to arrange college assignments can be searched on the internet, reading library books can be replaced with ebook in the online library, gathering for group work can be done through chat using social media and so on.

Individuals who have an introverted personality may be passive in the world off line or in daily life face to face, but individuals with introverted personality types can be active in the world on line. Like not daring to

ask lecturers or friends about lecture material, individuals can just search for information through the internet so that it does not prevent them from completing their assignments.

Another thing that causes no contribution of introverted personality towards academic procrastination is because individuals who have introverted personalities are vulnerable to anxiety, with vulnerability to anxiety some individuals who have introverted personalities are more aware of their assignments. So that anxiety is not always a negative thing and can even be a positive thing. The statement in line with researchs Glava and Baci (2015), the new information and communication technologies reorganize the cognitive structures involved in learning and making an integral education , where the informative supports the formative.

CONCLUSION

This study was conducted to prove empirically whether there is a contribution to the tendency of introverted personality types towards academic procrastination behavior in students. The samples used in this study were level III, IV and non-class students of the Faculty of Psychology, University of Guadarma, Depok campus, from 260 students who were obtained as respondents only 130 students who had a tendency towards introverted personality types that could be sampled to test the hypothesis in this study. The categorization of the introverted personality type is distinguished by the median value or the median value of the total score of the introvert-extrovert personality scale. Based on the results of research that has been done. It can be concluded that the hypothesis in this study was rejected, which means that there is no contribution to the tendency of introverted personality types towards academic procrastination in students. Low high procrastination in students is not influenced by introverted personality. This assumes that academic procrastination is influenced by other factors.

The factors that cause no relationship and contribution between introverted personality types and academic procrastination are due to introverted personality type trends that withdraw from social contact and solitude so that they are more focused on doing coursework, have an internal or controlled control center so it is not easy influenced by the environment, anxiety that makes individuals become more aware of their college assignments and technological developments that make communication easier, so individuals who have introverted personality types have no difficulty communicating and can actively seek the desired information.

References

- Adi, P.C. (2008). Faktor-faktor yang mempengaruhi munculnya perilaku prokrastinasi akademik pada mahasiswa yang mengikuti organisasi kelembagaan di fakultas psikologi universitas katolik soegijapranata semarang. Skripsi. Semarang : Perpustakaan Unika.
- Alwi, H.,dkk (2003). Kamus Besar Bahasa Indonesia . Jakarta : Balai pustaka
- Burka, B.J., & Yuen, L.M. (2008). Procrastination : Why do it, what to do about it now. America : Da Capo Press.
- Catrunada, L., & Puspitawati,I. (2008). Prokrastinasi task differences on thesis introvert and extrovert personality. <http://papers.gunadarma.ac.id/files/journals/5/articles/229/public/229-587-1-PB.pdf>.
- Chaplin, J.P. (2001). Kamus Lengkap Psikologi. Jakarta: PT Raja Grafindo Persada.
- Drever, J. (1986). Kamus Psikologi. Jakarta: P.T. Bina Aksara.
- Feist, J., & Feist, G.J. (2010). Theoris of personality, eds7. Terjemahan Samita Prathita Sjahputri. Jakarta : Salemba Humanika.

- Fiore, N.A. (2006). *The now habit: A strategic program for overcoming procrastination and enjoying guilt-free play*. New York: Penguin group.
- Glava, C & Baciu, C. (2015). Premises of the educational implementation of information and communication technologies. *Journal social and behavioral science*, 209, (2015), 3-8 .
- Ghufron, M.N., & Risnawita, R. (2010). *Teori-teori psikologi*. Jakarta : Ar-ruzz Media.
- Hall, C.S & Lindzey, G. (1985). *Introduction to theory of personality*. New York : John M. Wiley Sons.
- Hjelle, L.A. & Ziegler, D.J. (1992). *Personality theories*. 3rd edition. New York: Mcgraw Hill
- Kanaus, W. (2010). *End procrastination now!*. New York : Mcgraw Hill.
- Lestari, F.S. (2004). Perbedaan sikap terhadap faktor-faktor penyebab perilaku seksual pranikah pada remaja berdasarkan tipe kepribadian introvert dan ekstrovert. Skripsi Depok : Fakultas Psikologi Universitas Gunadarma.
- Nisfiannoor, M. (2009). *Pendekatan statistika modern untuk ilmu sosial*. Jakarta : Salemba Humanika.
- Poerwadarminta, W.J.S. (2005). *Kamus umum bahasa indonesia*. Edisi ketiga. Jakarta: Balai Pustaka.
- Priharti, M. (2010). Kontribusi kepribadian introvert terhadap kecanduan internet pada mahasiswa. Skripsi. Jakarta : Fakultas Psikologi Universitas Gunadarma
- Putri, N.F.A., Wiyanti, S., & Priyatama, A.N. (2010). Hubungan antara self efficacy dengan prokrastinasi akademik pada mahasiswa program studi psikologi universitas sebelas maret Surakarta. *Jurnal Universitas Sebelas Maret Surakarta*, 11 ,(2) , 1-14.
- Rahardjo, W., Juneman., & Setiani, Y. (2013). Computer anxiety, academic stress, and academic procrastination on college students. *Journal of Education and Learning*, 7, (3), 147-152.
- Rizvi, A., Prawitasari, J.E., & Soetjipto, H.S. (1997). Pusat kendali dan efikasi diri sebagai prediktor terhadap prokrastinasi akademik mahasiswa. *Jurnal Psikologika*, 2, (3), 51-66.
- Safaria, T., & Rahardi, R.K. (2004). *Menjadi pribadi berprestasi : Strategi kerasan kerja di kantor*. Jakarta : Gramedia Widiasarana Indonesia.
- Sugiyono. (2007). *Statistika untuk penelitian*. Bandung: Alfabeta.
- Sugiyono. (2008) . *Metode penelitian kuantitatif, kualitatif, dan R dan D*. Bandung : Penerbit Alfabeta.
- Sunaryo. (2004). *Psikologi untuk keperawatan*. Jakarta: Penerbit Buku Kedokteran EGC.
- Suryabrata, S. (2006). *Psikologi kepribadian*. Jakarta : PT Raja Grafindo Persada.
- Suryabrata, S. (2011). *Psikologi kepribadian*. Jakarta: Rajawali Pers.
- Tim Departemen Pendidikan Nasional. (2007). *Kamus Besar Bahasa Indonesia edisi ketiga*. Jakarta: Departemen Pendidikan Nasional, Balai Pustaka.
- Utaminingsih, S., & Setyabudi., I. (2012). Tipe kepribadian dan prokrastinasi akademik pada siswa SMA "X" Tangerang. *Jurnal psikologi*, 10, (1), 48-57.
- Wibowo, R.F. (2014). Self efficacy dan prokrastinasi pada mahasiswa fakultas psikologi universitas Surabaya. *Jurnal Ilmiah Mahasiswa Universitas Surabaya*, 3, (1), 1-11.
- Yulistia. (2003). Hubungan antara karakteristik kepribadian mahasiswa dan kecenderungan prorastinasi akademis. Skripsi. Depok : Universitas Indonesia.