

Research Article

**Contribution Locus of Control and Self Esteem to
Student Academic Procrastination
(Study at Department of Islamic Guidance And Counseling, IAIN IB Padang)**

Juliana Batubara^{*a}, Asriatuzzeky^a

[a] IAIN Imam Bonjol Padang, Indonesia
^{*}julianabatubara2011@gmail.com

Abstract: This study aims to: (1) describe the locus of control, self-esteem and student academic procrastination (2) express the contribution of locus of control and self-esteem to student academic procrastination. This research is conducted by the ex-post-facto method with questionnaire instrument which has been measured its validity and reliability. The population in this study were BKI FTK IAIN IB Padang students entering 2014, 2013 and 2012 totaling 355 people, the samples used were Stratified Proportional Random Sampling technique so that the sample of 107 students was obtained. Sample amounted to 107 students. The result of the research shows that (1) locus of control is classified moderately, student self-esteem is on average high and student academic procrastination rate is high. (2) there is a significant contribution between locus of control and self-esteem on student academic procrastination jointly equal to 18.8%.

Keywords: locus of control; self-esteem; academic procrastination

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling
Website : <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2017-07-24. Published: 2017-06-31.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

INTRODUCTION

Islamic Guidance and Counseling (BKI), is one of the majors that are in the Faculty of MT and Teaching (FTK) in the State Islamic Institute (IAIN) Imam Bonjol (IB) Padang. Programs BKI obtain duty and responsibility to childbirth educators are professionals. This is consistent with the ICC's vision to become a developer science institutions and professionals to the availability of services and alleviation assistance for individuals in school/madrasah and the wider community in order to develop optimally, independent and happy. To achieve this vision can be described by the ICC's mission is (1) Providing an effective learning process, efficient and innovative in preparing educators / Islamic professional counseling in school settings/madrasah. (2) Improve community service-based counseling in order to improve human resources. (3) Increase the research activities in the field of counseling. (4) Providing learning facilities and infrastructure to carry out exercises in the field of counseling. (5) Provide academic services and administrative quality for the entire academic community. (6) Establish good cooperation with others to improve human resources in the field of counseling. (7) Improving the quality of study programs gradual and sustained through development programs in the educational aspects, human resources, and infrastructure. (4) Providing learning facilities and infrastructure to carry out exercises in the field of counseling. (5) Provide academic services and administrative quality for the entire academic community. (6) Establish good cooperation with others to improve human resources in the field of counseling. (7) Improving the quality of study programs gradual and sustained through development programs in the educational aspects, human resources, and infrastructure. (4) Providing learning facilities and infrastructure to carry out exercises in the field of counseling. (5) Provide academic services and administrative quality for the entire academic community. (6) Establish good cooperation with others to improve human resources in the field of counseling. (7) Improving the quality of study programs gradual and sustained through development programs in the educational aspects, human resources, and infrastructure.

Interest BKI line with the vision that produces educational scholars of Islam have basic skills in the field of professional guidance and counseling. To measure in the vision, mission, and objectives necessary policies and strategies to achieve them. In the ICC strategic plan put forward various strategies such as achieving that goal by improving the quality of human resources, student learning process, research, community services, facilities and infrastructure, and partnership culture. In addition, students also play an important role, especially in the spirit, activity and hard work in the learning process to achieve optimal results in realizing the vision, mission, and objectives. It can be seen from the activity/learning activities of students qualified.

One of the activities of teaching/learning activities of students is the task and collect assignments on time. However, conditions on the ground are less student exhibit behaviors that support learning activities well. Based on observations of the student of ICC in March-April 2015 seen a 40% -50% of these students had less behavioral support learning activities well as habits often procrastinate in initiating and completing tasks assigned by the lecturer, often late in collecting task and even requested that the collection time is extended duty, there is a task made carelessly, students late for class when the lesson began, refused and asked for postponed exams, even the opportunity provided lecturers to read or create a task wasted with out of the classroom to the cafeteria, playing in the field and other activities that are less useful at the time. This shows lack of good study habits, ie procrastinate in doing their jobs. If this is sustained it will have an impact on student learning outcomes.

In principle, the study is done, there is no learning if there is no activity. That is why the activity is a very important principle in teaching and learning interactions. The act of learning ranging from simple to very complex. It is influenced by various factors. The factors make an internal influence on learning activities that psychological conditions that include basic capabilities common/intelligence, aptitude, interest, motivation, mastery of skills, learning styles, the locus of control, aspiration/aspiration, perseverance,

concentration, memory, self-esteem, maturity, perception and so forth. Centra and Potter (in Elliot, Kratochwill, Littlefield and Travers, 1996: 21)

One of the internal factors that affect the learning activities are of interest. Interest is a flavor more like and sense of belonging to something or activity, without being told (Slameto, 1991: 182). Interest basically is the acceptance of a relationship yourself with something outside of yourself. Students who have an interest in lecturing duties tend to give greater attention so that students are able to do the task on time, whereas students are less interested in the task of lecturing it will likely have less attention to procrastinate in completing tasks lectures.

Other internal factors that affect learning work is the locus of control, which is one significant variable to predict adjustment to the demands of students and academic activities. Associated with the concept of internal-external locus of control, it can be explained that students who have an external locus of control tend to be less effort, less persistent, passive, and surrender to fate/destiny. Therefore, it will result in a lecture task that should be done on time actually delayed doing it for more surrender to fate/destiny. Conversely, students who have an internal locus of control, tend to try to persevere and persevere, because they feel and believe that anything they earn is the result itself, which is the result of effort and hard work, abilities, and skills they possess. Confidence that accompanies such behavior and actions that will result in a high spirit of the task in a timely manner. In addition to internal factors affecting the delay of the assignment is self-esteem. Self-esteem is an assessment of a person against himself and is able to describe the extent to which a person judges himself as a person who has the ability, significance, valuable and competent. Someone who is able to provide self-esteem in a positive way then that person is able to reach and analyze how far the behavior displayed in accordance with the ideal. Positive self-esteem will be able to show significance, its ability and competence to be able to perform tasks in a timely manner. Conversely, if a low self-esteem it will reject him as something precious and is not responsible for her own life. Low self-esteem indicates a less responsible attitude that

is putting off the task to collect tuition and delay.

Based on the above phenomenon, researchers want to know how much contribution locus of control and self-esteem of the students' academic procrastination. Therefore, researchers feel the need to do research with the title "Contributions locus of control and self-esteem Against Student Academic Procrastination management of Islamic Education and Teaching Faculty of MT IAIN IB Padang".

METHOD

This study is an ex-post facto study aimed to investigate the events that have occurred and then trace backward to find the factors that affect learning, Sugiyono (2004: 50)

This study uses a correlation approach that aims to determine how much the contribution locus of control (X1) and self-esteem (X2) on student academic procrastination (Y). The population is the whole of the unit of analysis in accordance with the information that would be desirable, A. Muri Yusuf (2005: 182). The population in this study were students in 2014, 2013 and 2012 as many as 355 people. The research sample was 107 people with sampling techniques stratified proportional random sampling, ie sampling conducted with respect to the entrance (strata), and then from each batch were taken at random from the sample by the same proportion. Data were collected by questionnaire with a scale of five, and data analysis using statistical approaches regression techniques (Riduwan, 2004: 155).

RESULT AND DISCUSSION

In this study, the focus of research is the variable locus of control and self-esteem of the students' academic procrastination. Description of these variables can be seen in Table 1.

According to the table 1, we can see that the locus of control of students in the middle category. It can be seen from the mean gain of 80.59 students with the ideal score of 120 and an average of 67.15%. For variable self-esteem

of students at the high category. It can be seen from the mean gain of 76.15 students with an ideal score of 105 and an average of 72.52%. For variable student academic procrastination at the high category. It can be seen from the mean gain of 68.25 students with an ideal score of 95 and an average of 71.84%.

Based on the results of data processing has been done it can be concluded that the data meets the requirements for the regression analysis is to test for normality and linearity test (Riduwan, 2008: 119).

Table 1. Description Locus of Control, Self Esteem, and Student Academic Procrastination

No	Variables	N	Score			Ket
			Ideal	mean	% Mean	
1	<i>Locus of control (X1)</i>	98	120	80.59	67.15	Moderate
2	<i>self-esteem (X2)</i>	98	105	76.15	72.52	High
3	<i>Academic procrastination (Y)</i>	98	95	68.25	71.84	High

To contribute locus of control, self-esteem and student academic procrastination can be seen in Table 2. According to the table, 2 can be seen that the variable X1Y R value of 0.143, which shows the correlation coefficient between locus of control and student academic procrastination is 2.1%. The correlation coefficient between self-esteem and student academic procrastination of 18.4%. Coefficient terminated which in this case means the locus of control (X1) and self-esteem (X2) jointly contribute to academic procrastination college student (Y) amounted to 18.8%, while the remaining 81.2% is influenced by other variables not included in the research study this.

Table 2 Correlation

No.	variables	R	R Square
1.	X1Y	.143	.021
2.	X2Y	.428	.184
3.	X1 X2Y	.433	.188

The following description will propose the discussion of each of the variables in relation to student academic procrastination.

Locus of control

Based on the above results locus of control of students belonging to the category of being. Locus of control is one factor that contributes to delay college student assignment. Correlation locus of control on student academic procrastination by 2.1% conforms to the theory (Mooney, Sherman, and Presto, 1991; Rotter, 1975). This happens

because the locus of control is related to the belief that students in accordance with the trends locus of control they have. The confidence of individuals against the causes of success and failure is important, means to understand the behavior associated with the achievement of success.

Associated with the concept of internal-external locus of control, it can be explained that students who have an external locus of control tend to be less effort, less persistent, passive, and surrender to fate/destiny. All this will result in lower activity and the quality of student learning activities. Conversely, students who have a locus of internal controls, tend to try to persistent and diligent (Kutani, 2011; Levenson, 1973), because they feel and believe that what they earn is the result itself, which is the result of effort and hard work, ability, and skill they have. Confidence that accompanies such behavior and actions that will result in a high spirit of the task in a timely manner.

This is in line with the opinions Rotter (in Loice 2014: 03) Individuals with internal LOC (internals) believe they have control over Reviews their destinies. They tend to range to be convinced that Reviews their own skills, abilities, and Efforts Determine the reinforcements they receive. Individuals who have external LOC (externals) have the view that reinforcements Reviews These are controlled by external forces such as luck, chance, fate, or powerful others.

Rotter explanation is understandable that students with an internal locus of control believe that they have control over their

destiny. They tend to be confident in their own abilities while students who have an external locus of control have a view that the results they achieve are controlled by external forces such as luck, chance, fate, or anyone else.

Here's a difference in the characteristics of someone who has a high internal locus of control with high external locus of control.

1. Characteristics of individuals who have a high internal locus of control:
 - a. Like to work hard.
 - b. Have a high initiative.
 - c. Always trying to find solutions to problems.
 - d. Always try to think effectively as possible.
 - e. Always have the perception that efforts must be made to succeed.

2. Characteristics of individuals who have a high external locus of control:
 - a. Less initiative.
 - b. Have hope that there is little correlation between effort and success.
 - c. Less like trying, because we believe that the factors that control the outside.
 - d. Less searching for information to solve the problem. Crider (in Kustini, 2001)

To modify and/or develop student learning activities related to the locus of control, education would need to focus on the attribution of success or failure of business factors, and not on the capability especially in fate/destiny and chance factors. For comparison, Japan as a country that successfully competes with other countries in the economic and industrial fields that allegedly because of the quality of education, more emphasis on effort rather than ability attribution. Japanese education emphasizes cooperation rather than competition, and more focused effort than ability attribution, it is expected that students' behavior will be better, and in turn will increase their learning achievement.

Self-esteem

Based on the above results the self-esteem of students belonging to the higher categories. Self-esteem is one of the factors that

contribute to students' academic procrastination. Their self-esteem correlation to student academic procrastination of 18.4%.

Self-esteem high will evoke a sense of confidence, a sense of confidence in the ability of self-esteem, are useful as well as a sense that his presence is needed in this world. The conviction will motivate the student to really achieve what is desired. This is in accordance with the opinion Clemens and Bean (2001: 334) that is to say that self-esteem includes (1) the belief in the ability to act and face the challenges of life. (2) belief in our right to be happy, feeling worthless, decent, enabling it to assert needs and our desires and enjoy the fruits of our hard work.

Someone who is able to provide self-esteem (self-esteem) is positive then the person is able to reach and analyze how far the behavior displayed in accordance with the ideal. Positive self-esteem will be able to show significance, its ability and competence to be able to perform tasks in a timely manner. The characteristics of self-esteem, namely:

Characteristics of high self-esteem (positive) self-esteem high will evoke a sense of confidence, a sense of confidence in the ability of self-esteem, are useful as well as a sense that his presence is needed in this world. The conviction will motivate the student to really achieve what is desired.

Characteristics of children who have high self-esteem: Proud of his work, act independently, Easy to accept responsibility, Coping with good achievement, Responding to new challenges with enthusiasm, Feel able to influence others, Shows the range of emotions and feelings spacious.

Characteristics of low self-esteem, Students who have self-esteem low will tend to feel that they are not capable and not valuable, tend to not dare to seek new challenges in his life, more than happy to face things that are well known and enjoys things that are not full of demands, tend not to feel sure of thoughts and feelings they have, tend to fear facing the response of others, are not able to establish good communication and tend to feel life is not happy.

Characteristics of children with low self-esteem are: Avoid situations that trigger anxiety, Degrading talent himself, Feeling no one appreciates, Blaming others for his own

weakness, Easily influenced by others, Defensive and easily frustrated, Feel helpless. Clemes and Bean (2001: 4-5)

Academic procrastination

Based on the above results of students' academic procrastination classified in the high category. Academic procrastination is the result of an error in their thinking and irrational thoughts towards tasks such as fear of failure in the completion of a task or job in their daily invite. This is in line with the opinion of Solomon & Rothblum (1984: 503) states that there are several factors that can cause academic procrastination. One is the anxiety or fear, difficulty in making decisions, Less assertive and fear of failure.

According to Racmahana (2002: 135), there are two main factors that influence student academic procrastination are:

Internal factors are factors within the individual that helped shape the behavior of the delay to the task which includes physical and psychological factors.

External factors, namely the factor of the task (task overload) demanding a settlement at the same time. Tasks that much exertion a person, so experiencing fatigue and unable to complete the task.

Seeing the two factors above, it appears that previous internal factors more opportunity on the behavior of the delay to the task, though not impossible internal and external factors interact with each other, so task would worsen.

Knaus (2010: 15) states "Time management alone is frequently insufficient to Decrease procrastination, especially when the procrastination habit process is complicated by personal-development matters such as perfectionism anxiety, or depression". Delays to the task occur because of weak time management, concentration is difficult, scary and anxiety, negative belief, personal problems, getting tedious tasks, unrealistic expectations and a perfectionist as well as fear and failure.

Someone who does academic procrastination sometimes does not intend to avoid or do not want to know the tasks it faces. However, these students just procrastinate to do so takes time in the execution of these tasks and hope the maximum results in previously unattainable well.

Contributions locus of control and self-esteem

The survey results revealed that the locus of control levels was moderate, the self-esteem of students at the high category and student academic procrastination is high. The high self-esteem student achievement BKI a BKI department's capital for the benefit of themselves and especially the development of students' academic development in the future. This is important, because the success of self-development, academic success and career success of students influenced among others by these variables.

Judging from the results of analysis of the relationship, a significant correlation was found jointly between locus of control and self-esteem in students' academic procrastination. Found effective contribution in the amount of 18.8% while the remaining 81.2% is influenced by other factors. Contribute effectively and/or significant role in explaining the locus of control of students' academic procrastination is likely to be caused by two factors. First, because of the many variables that affect student academic procrastination. The number of variables that affect academic procrastination causes the diminishing role of certain variables. This happens because of their mutual pressure between variables. Both due to lack of emergence of the role of a variable in explaining students' academic procrastination.

So in relation to the results of this study, the effective contribution is thought to occur because in addition to the many variables influencing the students' academic procrastination, as well as a mutual attraction or mutual press between variables.

The success or failure of educational goals is very dependent on the learning process experienced by students. Based on the opinion of Dunkin and Biddle, Centra and Potter (in Eliot, Kratochwil, Littlefield, and Travers, 1996) describes the link between the various variables influencing the process/activity and student learning outcomes. Overview interconnectedness of various variables is depicted in Figure 1.

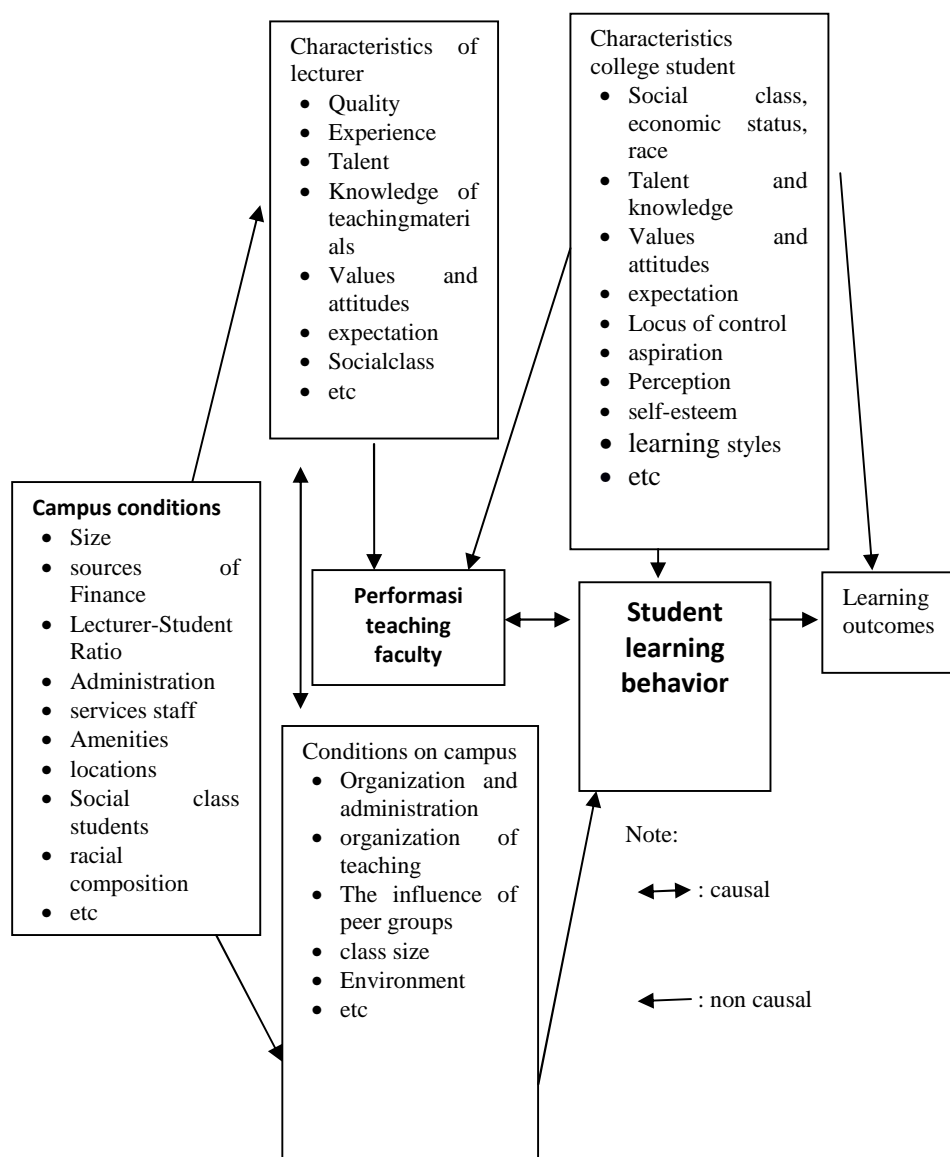


Figure 1: The variables related to teaching and student learning outcomes. Centra and Potter (in Elliot, Kratochwill, Littlefield and Travers, 1996: 21)

Based on the figure above shows that one of the internal factors that influence the behavior of students in learning (academic procrastination) is the locus of control and self-esteem. Locus of control and self-esteem is one of the significant variables to predict adjustment to the demands of students and academic activities.

CONCLUSION

Based on the results of research on contribution locus of control and self-esteem to academic procrastination majors, MPI FTK IAIN IB Padang can be concluded as follows: (1) locus of control on average was moderate, the self-esteem of students on average relatively high and student academic procrastination level average is high. (2) there is a significant contribution between locus of control and self-esteem of the students' academic procrastination together amounting to 18.8%.

REFERENCES

- Agus, Irianto. 2007. *Statistik : Konsep Dasar dan Aplikasinya*. Jakarta:Kencana Prenada Media Group.
- A.Muri Yusuf. 2005. *Teknik Analisa Data*. Padang: FIP UNP.
- Clemes, H, Bean, R. 2001. *Membangkitkan Harga Diri Anak*. Alih Bahasa: Anton. Adiwiyoto. Jakarta: Mitra Utama. Engel, J. F., Blackw, R. D., & Miniard, D. W.
- Daharnis, dkk. 2011. *Hubungan Aspirasi, Persepsi, Locus of Control, Angkatan, dan Status Masuk dengan Kegiatan Belajar Mahasiswa Jurusan Bimbingan dan Konseling FIP UNP*. Laporan Penelitian. Padang: FIP UNP.
- Davidson, J. 2004. *The 60 Second Procrastinator*. Canada: Adams Media.
- Elliot, S.H., Kratochwill, T.R., Littlefield, J.F. & Travers, J.F. 1996. *Educational Psychology*. Madison: Brown & Benchmark.
- Ferrari, J.R. Johson, J.L & McCown, W.G. 1995. *Procrastination and Task Avoidance: Theory, Research, and Treatment*. New York: Plenum Press.
- Kutanis, R.O., Mesci, M., & Ovdur, Z. 2011. *The Effects of Locus of Control on Learning Performance: A Case of an Academic Organization*. *Journal of Economic and Sosial Studies*, (Online) Vol. 1 No. 2. (http://eprints.ibu.edu.ba/1072/1/vol1-no2-pJOURNAL.OF.ECONOMIC_AND.SOCIAL.STUDIES-1-2_p113-p136.pdf, diakses 27 Januari 2015).
- Knaus, W. 2010. *Procrastination Now: Get it Don't with a Person Psychological Approach*. New York. The McGraw-Hill.
- Lefcourt, H.M. 1981. *Research With The Locus of Control Construct*. Canada: Academic Press.
- Levenson, H. (1973). *Multidimensional locus of control in psychiatric patients*. *Journal of Consulting and CLinical Psychology*, 41, 397-404.
- Lively, L. 1999. *The Procrastinator's Guide to Succes*. New York: The McGraw-Hill.
- Loice, M.C. 2014. *The Influence of Locus of Control on Employees' Perceptions of The Effectiveness of Performance Appraisal at Kenya Revenue Authority (Southern Region)*. A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Business Administration (MBA), (Online), (www.erepository.uonbi.ac.ke/.../Mutai_The%20influen, diakses 25 Desember 2014).
- Mooney, S. P., Sherman, M. F., & Presto, C. T. L. 1991. *Academic Locus of Control, Self-esteem, and Perceived Distance from Home as Predictors of College Adjustment*. *Journal of Counseling & Development*. 69, 445-448.
- Munir, S., & Sajid, M. 2010. *Examining Locus of Control (LOC) as a Determinant of Organizational Commitment among University Professors in Pakistan*. *Journal of Business Studies Quarterly*, (Online), Vol. 1, No. 3. (http://jbsq.org/wp-content/uploads/2010/10/JBSQ_4F.pdf, diakses 24 desember 2014).
- Racmahana R.S. 2002. "Prilaku Prokrastinasi Akademik pada Mahasiswa". *Jurnal Psikodimensia*, 2(3): 132-137.
- Riduwan. 2004. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.
- Rizvi A. Prawitasari. J.E & Soetjipto HP. 1997. "Pusat Kendali dan Efikasi Diri sebagai Prediktor terhadap Prokratinasi Akademik Mahasiswa". *Jurnal Psikologika*. 3 (2): 51-66.
- Rothblum, E.D Solomon, L.J,& Murakami, J.1986. "Affective, Cognitive, and Behavioral Differences Between Hightnd Low Procrastinators" *Journal of Counseling Psychology*. 33, 387-394.
- Rotter, J.B. 1966. *Generalized Expectancies for Internal Versus External Control of Reinforcement*. *Psychological Monographs: General and Applied*. 80, 1, 1-28.
- Russ Hill. 2011. *The Locus of Control Constructs Will to Power Press*. University of Oxford, Beach Haven, NJ.

Slameto.1991. Belajar dan Faktor-faktor yang Mempengaruhinya, Rineka Cipta, Jakarta.

Solomon, L.J & Rothblum, E.D. 1984. "Academic Procrastination: Frequency and Cognitive Behavioral Correlates" *Journal of Counseling Psychology* (31): 504-510.

Sugiyono. 2008. Metode Penelitian Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta