

Academic Procrastination and Learning Boredom in Psychology Students

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A lot of students still procrastinate despite the apparent negative effects it has. Based on the preliminary survey, procrastination was related to learning boredom. Several earlier studies had similar results. In this study, the author focused on academic procrastination and learning boredom, in order to find the relation between the two variables in psychology students. The subjects were psychology students ($N=518$), each completed three instruments: Academic Procrastination Instrument (API), Learning Boredom Survey, and Task Utility Survey. Results reveal that academic procrastination has a positive correlation with learning boredom ($r = .412$ and $p = .000$), indicating that the psychological aspect has a bigger role in academic procrastination, while the value aspect of Temporal Motivation Theory (TMT) has the highest correlation between academic procrastination and learning boredom. Aside from that, it was also found that most of the psychology students procrastinate and experience learning boredom.

Keywords: academic procrastination, learning boredom, college students

Prokrastinasi meskipun memiliki dampak yang buruk tetapi masih tetap banyak mahasiswa yang melakukannya. Dari survei awal diketahui bahwa prokrastinasi memiliki hubungan dengan kejenuhan. Beberapa penelitian sebelumnya juga memberikan hasil yang serupa. Dalam studi ini peneliti memfokuskan pada prokrastinasi akademik dan kejenuhan belajar. Penelitian ini melibatkan 518 mahasiswa psikologi yang menyelesaikan pengukuran melalui tiga instrumen yaitu angket prokrastinasi akademik (API), angket kejenuhan belajar, dan angket utilitas tugas (UT). Hasil penelitian menunjukkan bahwa prokrastinasi akademik memiliki korelasi positif dengan kejenuhan belajar dengan $r = .412$ dan $p = .000$, yang menunjukkan bahwa aspek psikologi lebih berperan dalam melakukan prokrastinasi akademik dan dari TMT aspek *value* yang memiliki korelasi paling besar antara prokrastinasi akademik dan kejenuhan belajar. Selain itu, diketahui bahwa cukup banyak mahasiswa psikologi yang melakukan prokrastinasi akademik dan mengalami kejenuhan belajar.

Kata kunci: prokrastinasi akademik, kejenuhan belajar, mahasiswa

Procrastination is not an unfamiliar subject for most people. Procrastination is defined as the tendency to delay the execution of a task (Rumiani, 2006). Almost every individual has experienced procrastination, including those in the academic environment such as universities. According to Rumiani, academic procrastination is the procrastination executed on academic tasks.

Solomon and Rothblum's (1984) stated that of 291 college students, 46% almost always or always procrastinate in working on their papers or researches, 27.6% pro-

crastinate in learning for their tests, and 30.1% procrastinate in their weekly readings. Around 10.6% students procrastinate in administrative tasks, 23% procrastinate in following their class, and 10.2% procrastinate in general learning or class tasks. It was also reported that 23.7% students almost always or always stated that procrastination is a problem in working on paper assignments, 21.2% stated that procrastination is a problem in learning for tests. Academic procrastination has a negative effect but is still executed by a lot of people. This is the reason why the author conducted a research on academic procrastination.

According to Blunt and Pychyl (1998) there was a significant correlation between boredom, condition

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