

The Relationship of Parental Social Support and Self Control with Academic Procrastination in Students doing Online Learning during The Covid-19 Pandemic

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ABSTRACT

The covid 19 pandemic makes students have to take online learning, this causes students to feel bored and commit academic procrastination in doing assignments. Many factors cause academic procrastination, including parental social support and self-control. The purpose of this study was to determine the relationship of parental social support and self-control with academic procrastination in students doing online learning during the covid-19 pandemic both partially and together. This research method uses quantitative research methods with multiple regression data analysis techniques. The research variables were measured using an academic procrastination scale, a parental social support scale and a self-control scale. The research subjects were students at SMP Negeri 3 Luwuk who underwent online learning during the covid-19 pandemic with a total research sample of 113 out of 900 students with quota sampling technique. The results of multiple regression analysis show that parental social support and self-control together have a very significant correlation with academic procrastination.

Keywords: *Academic Procrastination, Parental Social Support, Self-Control*

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INTRODUCTION

The Covid-19 pandemic has had a significant impact on educational institutions in Indonesia, forcing the government to implement various measures to prevent the spread of the virus. Face-to-face teaching and learning activities have been temporarily halted, leading schools to adopt online learning as a solution. Online learning, as defined by Sadikin & Hamidah (2020), involves using the internet to facilitate interactions between students and educators. Implementing online learning requires access to mobile devices such as smartphones, laptops, and computers to enable students to access information anytime, anywhere, as stated by Firman & Rahman (2020). This new approach is expected to help students continue their education during the pandemic. The government's decision to prioritize online learning is part of their broader guidelines to prevent gatherings and maintain social distancing to ensure public safety.

The shift to online learning has brought about changes in students' learning mechanisms, particularly in terms of learning time and the learning environment. With online learning, students no longer have a fixed schedule from approximately seven in the morning until one in the afternoon, resulting in irregular learning hours. Additionally, the learning environment is different, as students now have to adapt to distractions at home such as noise. According to Rengganis (2020), online learning also poses negatives, as students tend to be easily distracted by entertainment found on other platforms, leading to difficulties in focusing, boredom, and procrastination in completing assigned tasks. Overall, online learning has impacted students' learning experience and requires them to navigate these new challenges.

During online learning during the covid-19 pandemic, students will tend to experience several obstacles. These obstacles can come from the students themselves or from outside themselves. During online learning, students will tend to get bored because students stare at laptops or smartphones for hours to do learning, the assignments given are always continuous. According to Kasih (2020) during distance learning or online learning, assignments tend to be given every day. Home situations that are sometimes not conducive to learning and the absence of teachers who are present in person, have the potential to make students often bored and refuse to learn and even do the assignments, so in this case teachers must think of strategies on how to get children out of their boredom.

The existence of online learning that is carried out should be able to make students understand better in receiving the material provided by the teacher, because the learning or material provided will be more intense and increase student learning independence. In reality, students do not do this in accordance with the objectives of online learning. The change has an impact on the behavior of students who prefer to delay in doing the assigned tasks. The behavior of delaying work is known as procrastination, in the online learning process there are often many disturbances, one of which is the emergence of procrastination behavior (Ardiansyah, 2020).

Academic procrastination carried out by students if it continues to be allowed will have a negative impact on the students themselves in doing the assigned tasks. Further described by Steel & Klingsieck (2016) that procrastination in students will have an impact on reducing academic achievement, student well-being, stress and regret. When students often do academic procrastination, the more often students will lose the opportunities and opportunities they have to achieve. Academic procrastination is not always caused by students lacking time to do assignments or lack of time to study, but students spend more time only for entertainment than for educational matters such as students like to look for entertainment outside the home such as traveling, staying up late, watching TV or YouTube, opening social media on smart phones, addicted to online games (Savira & Suharsono, 2013).

Procrastination carried out by students affects their daily behavior. The results of Fitria, Hartati & Kurniawan's research (2016) suggest that the level of authoritarian parenting will shape academic procrastination behavior. The initial interaction that students have is interaction in the family. The family is centered on the parents of the child or

student. As a result of low supervision from parents, students do not get control from other parties in carrying out their activities, so students are free to carry out activities without paying attention to the responsibility for the tasks assigned by the school. Students need positive social support from parents to support students in learning to be responsible.

The role of parents is quite influential in the emergence of academic procrastination, this role of parents can be seen from the support provided by parents. One of the factors that cause academic procrastination is low parental social support where parental social support is assistance provided by parents in the form of information or advice in the form of verbal or nonverbal (Hafid & Muhid, 2014). This parental social support can encourage students not to delay online learning, high parental social support will reduce academic procrastination, on the other hand, students who get low social support will feel isolated, lack of attention and affection from others. This condition will cause feelings of pessimism, lack of motivation to learn, fear of failure, and can hinder students in achieving success. Another factor that causes academic procrastination is low self-control in students. Self-control is a mechanism that can help and regulate direct behavior (Aini & Mahardayani, 2011). This self-control will direct behavior towards a more positive direction. Every individual must have self-control because it is the main thing that humans must have to control their behavior according to applicable rules and norms. This is in accordance with the results of research conducted by Clara, Dariyo, and Basaria (2017) which shows that self-control plays a greater role in reducing academic procrastination than self-efficacy.

Based on the description previously stated, the researcher sees that the cause of academic procrastination in students who do online learning is related to the variables of parental social support and self-control. This background is the rationale for conducting research on the relationship between parental social support and self-control with academic procrastination in students who do online learning.

The objectives of the research carried out are:

1. To find out relationship of parental social support and self-control with academic procrastination in students doing online learning during the covid-19 pandemic.
2. To find out relationship of parental social support with academic procrastination in students doing online learning during the covid-19 pandemic.
3. To find out relationship of self-control with academic procrastination in students doing online learning during the covid-19 pandemic.

METHOD

This research method using a quantitative method with multiple regression data analysis techniques. Subject of the study is students in SMP Negeri 3 Luwuk doing online learning during covid-19 pandemic with a number of research sample was 113 selected students from 900 students, the samples of the research were taken using quota sampling technique. The characteristics used for determining the sample in this research are junior high school students who do online learning, students who have an age range of 12 to 15 years, still attending school and living in Luwuk city. The reason for choosing this sample is

that the phenomenon encountered by researchers occurs in junior high school students with an age range between 12 years and 15 years in Luwuk city who do online learning.

The data collection method used in this study was to use a questionnaire method via google form. According to Sugiyono (2014) a questionnaire is a data collection technique that is done by giving or distributing a list of questions or statements to respondents in hopes of providing a response to the list of questions. This study uses three scales, namely the academic procrastination scale, the parental social support scale and the self-control scale. The data collection in this study used the used trial method. This was done because of the limited time in the study. According to Suryabrata (2014) the used trial means that the test results are directly used to test the research hypothesis.

This study uses correlation techniques to determine the direction and Data collection will be carried out in this study using a questionnaire method. In the questionnaire method, a questionnaire is used as a data collection tool which will previously be tested for validity and reliability. After the research data collection is complete, the next step is data processing. In this process, statistical analysis techniques are used. The thing that needs to be considered before statistical analysis is that all conditions must be good, that is, all data must meet statistical requirements. In the research used simple correlation and multiple correlation analysis techniques, the data conditions that must be met are the normality of the distribution must be normally distributed, the data must be linearly distributed and there is no multicollinearity in all independent variables.

FINDING AND DISCUSSION

RESEARCH RESULT

The relationship of parental social support and self-control with academic procrastination in students doing online learning during the covid-19 pandemic, in this study was tested using Multiple Linear Regression Analysis. The results of the Regression Analysis test are as follows:

The results of the calculation of regression simultaneous correlation analysis with the help of IBM for Windows' SPSS version 26.0 resulted in a value of $F = 99.856$ at $p = 0.000$ ($p < 0.05$). This shows that parental social support (X1) and self-control (X2) carried out together have a very significant correlation with academic procrastination (Y). The hypothesis proposed by the researcher "There is a relationship between parental social support and self-control to academic procrastination in students doing online learning during the covid-19 pandemic", is accepted or proven.

Table 1. Results of the F Regression Test

Model	F	p
Reggression	99,856	0,000

Source: output IBM SPSS 26,0 for windows

The results of the calculation of partial analysis of regression correlation with the help of SPSS version 26.0 of IBM for Windows produced a value of $t = 2.815$ at $p = 0.006$ (p

< 0.05). This shows that there is a very significant relationship of parental social support (X1) and academic procrastination (Y), but the direction of correlation is positive. The hypothesis proposed by the researcher "There is a negative relationship between parental social support and academic procrastination in students doing online learning during the covid-19 pandemic", is rejected or unproven.

Table 2. Results of the t-test Parental Social Support

Variable	t	P
Parental Social Support	2,815	0,006

Source: output IBM SPSS 26,0 for windows

The results of the calculation of partial analysis of regression correlation with the help of IBM for Windows' SPSS version 26.0 resulted in a value of $t = -11.248$ at $p = 0.000$ ($p < 0.05$). This suggests that there is a very significant negative relationship of self-control (X2) and academic procrastination (Y). The hypothesis proposed by the researcher "There is a negative relationship between self-control and academic procrastination in students doing online learning during the covid-19 pandemic", is accepted or proven.

Table 3. Result of Self-Control t-test

Variable	t	p
Self-control	-11,248	0,000

Source: output IBM SPSS 26,0 for windows

The regression line equation resulting from the regression analysis of the correlation of parental social support (X1) and self-control (X2) with academic procrastination (Y) was $Y = \beta_0 + \beta_1X_1 + \beta_2X_2$, with $\beta_1 = 0.196$; $\beta_2 = -1,081$; $\beta_0 = 204.283$ then the form of the regression line equation is $Y = 204.283 + 0.196X_1 - 1.081X_2$, so it can be concluded as follows.

If there is no parental social support and self-control, then academic procrastination = 204,283. The regression coefficient of 0.196 indicates that each addition of one parental social support score will increase academic procrastination by 0.196. The regression coefficient of -1.081 shows that each addition of one self-control score will decrease academic procrastination by -1.081.

This regression line equation serves to find out the picture of the correlation between the two variables used, the point distribution, and the linear curve estimate obtained from the movement of one point to another.

Table 4. Result of Reggression Equation

Model	B	T	P
(Constant)	204,283	19,489	0,000
Parental Social Support	0,196	2,815	0,006
Self-control	-1,081	-11,248	0,000

Source: output IBM SPSS 26,0 for windows

The effective contribution of parental social support (X1) and self-control (X2) with academic procrastination (Y) is shown from the R Square value, which is 0.645. This shows that the influence of parental social support and self-control with academic procrastination is 64.5% of the change in the academic procrastination variable of students doing online learning (Y) can be explained by the variables of parental social support (X1) and the self-control variable (X2), while for the other 35.5% it is explained by other variables that were not studied in this study.

Based on the results of the regression analysis, the following conclusions were obtained:

Table 5. Conclusion of Regression Analysis Results

Variable	Coefficient (B)	Cross Product	Regression n	Total Effective Contribution
Parental Social Support	0,196	-62045,372	66494,538	0,645
Self-control	-1,081	-72783,469	8	

Source: output IBM SPSS 26,0 for windows

$$\begin{aligned}
 \text{EC Parental Social Support} &= \left(\frac{bX1 \cdot \text{Cross Product} \cdot R^2}{\text{Regression}} \right) \times 100\% \\
 &= \left(\frac{0,196 \cdot (-62045,372) \cdot 0,645}{66494,538} \right) \times 100\% \\
 &= -11,79\%
 \end{aligned}$$

$$\begin{aligned}
 \text{EC Self-control} &= \left(\frac{bX1 \cdot \text{Cross Product} \cdot R^2}{\text{Regression}} \right) \times 100\% \\
 &= \left(\frac{-0,081 \cdot (-72783,469) \cdot 0,645}{66494,538} \right) \times 100\% \\
 &= 76,31\%
 \end{aligned}$$

Based on the calculation of the effective contribution of each independent variable (X) to the bound variable (Y), it can be concluded as follows:

Table 6. Conclusion of Effective Contribution

Variable	Effective Contribution (EC)
Parental Social Support	-11,79%
Self-control	76,31%
Total	64,5%

DISCUSSION

Based on the results of the research that has been conducted, the results of the first hypothesis test that states that there is a relationship of parental social support and self-control with academic procrastination in students doing online learning during the covid-19 pandemic are accepted or proven. This gives an idea that parental social support and self-control are correlated together can reduce the appearance of academic procrastination experienced by students. This shows that there is a very significant relationship of parental social support and self-control to academic procrastination in students doing online learning during the covid-19 pandemic. This is supported by a statement from Lestariningsih (Andarini & Fatma, 2013), which states that a person who receives social support in the form of emotional support, he will have better self-stability and have an attitude that can accept reality, can develop self-awareness, think positively, and have independence and desire to achieve his goals. An individual who has the support of appreciation from those closest to him such as getting recognition and appreciation from his learning results, the individual will have the enthusiasm to be able to complete his tasks and the individual will try not to be late in doing the task so that he can get results according to his goals.

Academic procrastination can be reduced if there is an intention from the student himself. Each individual has a mechanism that can help regulate and direct behavior, namely self-control, as one of the personality traits, self-control in one individual and another individual is not the same, there are individuals who have high self-control and there are individuals who have low self-control. Individuals who have high self-control are able to change events and become the main agents in directing and regulating the main behaviors that lead to positive consequences. A student is tasked with completing an assignment as a condition for gaining knowledge and grades to support the next level. If students have high self-control, they will be able to guide, direct and regulate behavior.

This self-control will lead to more positive behavior. In general, individuals who have high self-control will use the right time and their behavior will be more directed towards the main behavior, so that students who have high self-control will use time appropriately and lead to more important behavior, and students are able to regulate stimuli so that they can adjust their behavior to things that are more supportive of responsibility in completing tasks. On the other hand, if students have low self-control, students will not be able to regulate and direct their behavior and will be more concerned with something more enjoyable, so that there are many academic delays or procrastinations in completing assignments. This is supported by the results of research conducted by Clara, Dariyo, and Basaria (2017) on the role of self-efficacy and self-control

on academic procrastination in high school students, which shows that self-control plays a greater role in academic procrastination than cell-efficacy. A decrease in academic procrastination is expected to encourage students to achieve maximum learning outcomes.

The results of the second hypothesis test partially between parental social support and academic procrastination who conducted online learning during the Covid-19 pandemic showed a significant negative correlation, but in this study the direction of correlation obtained was positive and not negative. This shows that the hypothesis that has been proposed in this study is rejected or not proven. The results of this study are different from the research that has been conducted by Safitri (2018) regarding the relationship between parental social support and academic procrastination, the results show that there is a significant negative relationship between parental social support and academic procrastination, which means that the higher the parental social support received, the lower the level of academic procrastination. The difference in results shown can be caused by several factors such as the number of subjects used and the process of disseminating data, in addition to that one of the factors that causes this to happen, one of which is the problem factor faced and the accuracy of the type of parental social support provided is in accordance with the problems faced by the child (Cohen & Syme, 1985), in this study there is a possibility of social support from parents given to the subject Research is more general in nature, not only support that leads directly to reducing academic procrastination and this support is perceived differently by children. This is in accordance with Smith's opinion (in Kristy 2019) that support sometimes does not match what the child needs and sometimes they do not need help, in other words the support can make the child feel very comfortable and make the child not want to do his or her tasks or the support causes the child to become not independent because he feels comfortable. During the covid-19 pandemic like the one that is happening, children have to take part in online learning, besides that the tasks given also tend to be many and sustainable. This has an impact on students tending to become bored and bored with learning activities and doing assignments, so that the desire to learn and do assignments decreases. This also makes parents understand their children not to do their duties because they feel sorry for the burden that their children have.

Furthermore, the characteristic factors of the subject also affect the rejection of the second hypothesis, the subjects in this study are junior high school students, junior high school students are classified as adolescents where at this stage adolescents tend to avoid and do not want attention. Although the attention given by parents is relatively high, sometimes it will make teenagers feel unfree and like they are confined by the existing rules. In parental social support, there are several aspects such as the aspect of instrumental support provided, parents can be said to provide financial support for their children, but in terms of attention, it is relatively lacking. According to Susabda (in Peter, 2015), the gap or gap between parents occurs due to parents' lack of knowledge about the principles of children's education which results in a strained relationship between parents and children. So that sometimes with high parental support, it will even make children tend to feel depressed and unable to be free or vice versa with the support obtained from parents

makes children feel comfortable with their current situation and parental attention even makes children become not independent.

The results of the partial hypothesis test between self-control and academic procrastination showed that there was a significant negative correlation in students who conducted online learning, indicating that the hypothesis that had been proposed in this study was accepted or proven, where the hypothesis proposed was that there was a negative relationship between self-control and academic procrastination in students doing online learning during the covid-19 pandemic. The results of this study support Steel (2007) statement that individuals who practice academic procrastination generally lack self-control. This means that students who procrastinate tend to have poor self-control. Ghufron & Risnawati (2016) said that a person who does procrastination prefers to do more fun activities than having to do tasks. This results in the expiration of the time that has been given to do the assignment and takes up a lot of time that students have so that they tend to fail to do their assignments. Students who have self-control or self-control will have a perception of control over time, they will be able to manage time, identify things that can affect the use of time and estimate the time needed for each activity to be done. During online learning, students are required to complete the assigned tasks independently so that control over themselves is necessary to avoid distractions or obstacles in learning. Obstacles that occur during the online learning process during the covid-19 pandemic make it difficult for students to control themselves in terms of looking for more fun things and postponing doing their assignments.

The researchers also examined the effective contribution of each variable. As a result, there are results of the calculation of the determination coefficient (R^2) on the variable of parental social support with academic procrastination with a value of -0.1179 showing the amount of effective contribution given by parental social support to academic procrastination of -11.79%. These findings show that parental social support is not the main factor related to academic procrastination. While 88.21% of other contributions were likely from other variables that were not studied in this study. Furthermore, the self-control variable with academic procrastination has a determination efficiency (R^2) of 0.7631, indicating the amount of effective contribution made by self-control to academic procrastination of 76.31%. These findings show that self-control is one of the factors related to academic procrastination. Meanwhile, 23.69% of other contributions were likely from other variables that were not studied in this study.

CONCLUSION

Based on the results of the research analysis that has been carried out, it can be concluded that:

The first hypothesis of the study which says “there is a relationship of parental social support and self-control with academic procrastination in students doing online learning during covid-19 pandemic” is accepted. This means that parental social support and self-control can simultaneously be predictors of highs and lows of academic procrastination. Students who have high parental social support will reduce academic

procrastination and self-control possessed by students will further reduce academic procrastination or vice versa.

The second hypothesis of the study which says “there is a negative relationship of parental social support and academic procrastination in students doing online learning during covid-19 pandemic” is rejected. This means that parental social support cannot be used as a predictor of the highs and lows of academic procrastination. In the second hypothesis, there is a significant relationship between parental social support and academic procrastination, but the direction of the relationship is positive.

The third hypothesis which says “there is a negative relationship between self-control and academic procrastination in students who are online learning during the covid-19 pandemic” is accepted. This means that self-control can be a predictor of the highs and lows of academic procrastination.

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