

# Does Time Management and Peer Management Affect The Academic Procrastination Of Students?

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**Abstract:** Many factors influence student learning activities, one of which is the learning environment. A conducive learning environment can be created with the support of good time management and peer support. However, if these two things cannot be managed properly, it will tend to cause the procrastination of student academic activities. The goal of this study is to determine the influence of time management and peers on the academic procrastination of students in economic education at Universitas Pendidikan Ganesha. This research is causal research. Sampling technique used is proportional cluster random sampling. Data selected by questionnaires and given to 215 respondents then analyzed by multiple linear regression. The results of the research showed that there was a significant negative effect of time management toward academic procrastination partially and simultaneously.

**Keywords:** Academic procrastination, time management, peers

## I. INTRODUCTION

Learning events really determine the success of student learning. Good learning events will support the creation of conducive learning conditions (Irwansyah, 2013). This is because every student always has a tendency to procrastinate academically in their learning. Procrastination is something that often happens to everyone. The term procrastination is used to describe someone who has a tendency to postpone or not immediately start work, when receiving a job or assignment. (Moonaghi, Baloochi, & Beydokhti, 2017). Procrastination behavior can occur anywhere, such as in a learning environment. Currently, many students or students delay assignments. Academic procrastination is a type of delay that is carried out on types of formal tasks related to academic tasks such as schoolwork or coursework (Ghufron & S, 2014; Sarwono, 2002). In addition, Procrastination is a widespread and complex psychological condition that has been described as a deliberate delay in starting or completing a task that has a detrimental effect on well-being and performance (Nayak, 2019). This implies that a common and complex phenomenon is procrastination, which is characterized as a deliberate delay at the beginning or completion of a task.

Procrastination can be described as a delay so that a lot of time is wasted. Many students waste time making assignments that make assignments neglected (Ferrari & Díaz-Morales, 2007). The types of tasks that a student often prepares for is writing assignments, studying for examinations, reading assignments, administrative work, attending meetings, delays in overall academic performance (Ghufron & S, 2014). Students who

decide to postpone or procrastinate academically are motivated by several factors. The factors that affect academic procrastination can be categorized into two, namely internal and external factors (Ghufron & S, 2014; Suharman, 2005). Internal factors are factors that come from within the individual that affect the occurrence of academic procrastination. Internal factors include the physical condition and psychological condition of the individual. External factors are factors that are outside of the individual that can affect the student's procrastination such as parenting style and environmental conditions. Environmental conditions that can affect academic procrastination are peers.

Time management is one of the internal factors that influence students to do academic procrastination (Adams & Blair, 2019; Nayak, 2019). Time management is the readiness to prioritize, schedule and execute individual obligations for that individual's satisfaction. Time management skills are needed by students in carrying out their academic tasks. Time management is a way of controlling time so as to ensure effectiveness and efficiency as well as productivity (Alvarez Sainz, Ferrero, & Ugidos, 2019). In addition, time management is also defined as a planning, organizing, controlling (supervision) and time productivity. Time management is a resource for doing work and a resource that must be managed effectively and efficiently. With optimal time management each student is able to carry out assignments on time according to the schedule that has been made. Improper time management can make students have difficulty arranging activities to be carried out. The inability of students to organize activities will cause many tasks to be delayed and done close to deadlines.

Procrastination will of course have a negative impact on these students. The negative impact obtained, especially on student learning outcomes, because tasks that are done close to deadlines cannot be done optimally. So every student must be able to do good time management, because it will help students to carry out their academic assignments on time. Factors that can affect time management include clear targets, work priorities and delegation of tasks (Mohammadkarim et al., 2015). The existence of clear targets is needed in time management. Targets are targets that have been set and want to be achieved in every activity. Having clear targets will make every activity well managed. Activities that have been arranged and carried out according to the planned time make it

easier for someone to manage their time. Second, there are work priorities. Work priority is to prioritize work that is considered important compared to jobs that are less important. A person who prioritizes important work will devote all his concentration and energy by using the best possible time to achieve the predetermined priorities. The existence of priority in work is one of the main factors that make individuals succeed in doing a good job. And the third is the delegation of tasks. Delegating tasks is giving tasks for other people to do. The lack of trust in others and wanting all the work to fit perfectly often makes the time we have available. Work that is considered minor will be delegated to other people. This can make the work easier, so that the work that is considered priority can be completed on time

One of the external factors that influence academic procrastination is peers. Peers are children or adolescents with the same age or maturity level (Filade, Bello, Uwaoma, Anwanane, & Nwangburuka, 2019). A teenager will feel comfortable when he associates with his peers. Intensive peer closeness will form a group that is closely knit and dependent on one another, thus a good relationship between peers is important for normal adolescent development (You, 2011). Peer groups exist in the school environment and the neighborhood where they live. Every peer that a teenager has at school or in his place of residence has its respective functions for the social development of a teenager.

One of the peers' roles is to provide different details about the world outside the home. From peer groups, students receive feedback on their abilities. Students learn about whether what they are doing is better, as good or worse than what other teenagers are doing. From their peers, students can find out various information that students do not get at home. In addition, peer groups also become a learning community where social roles and standards are formed related to work and achievement (Filade et al., 2019). Peers who become a learning community will of course have a positive and negative influence. Students who hang out with friends who study hard and excel will be more motivated to learn because of the positive influence obtained from friends who are studious and achieving. Conversely, students who hang out with friends who are lazy to study and often skip classes will become lazy and often delay academic assignments / procrastination due to the negative influence of their friends. Positive and negative influences from peers will easily enter students because students spend almost part of their time with peers both at school and in their neighborhood. So peers are very influential for every student to be better and achieve, but if the student is wrong in choosing peers then he will do deviant behavior such as academic procrastination.

There are several functions of peers, namely peers teaching the culture of their community, through peer groups children will learn adult morality standards such as playing well, cooperation, honesty and responsibility. (You, 2011). Peers teach social roles, teaching social roles means that peers can teach someone to carry out their rights and task in accordance

with their social status. Peers as a source of information, peer groups as a source of information for each individual. A person will feel more comfortable when asking their peers. Peers teach social mobility. An individual can learn about social mobility with their peers. Social mobility is a change, shift, increase or decrease in the status and role of its members. Providing new social roles, someone who experiences a change in status and social roles will learn a lot from their peers. Because peers have almost the same level of maturity and thinking, so children feel more comfortable with their peers. Peers help children free from adults. Peer group support makes children feel strong and coherent. Peer groups can also make children more courageous to be independent because there is motivation that makes them more confident

The forms of peer groups are as follows, namely informal peer groups, formal peer groups, close friend groups, small groups and peer groups that are not included in large groups. (Saputro, 2018). Informal peer groups An informal peer group is a group of peers in the neighborhood where they live. This peer group is formed, regulated and led by the children themselves, for example, play groups, gang groups and others. In this group there is no adult guidance and participation. Peer groups that are formal in nature are peer groups at school. In formal peer groups there is adult guidance, participation or direction. If guidance and direction are not given wisely, this peer group can become a vehicle for the process of socializing the values and norms that exist in society. Included in this peer group, for example, scouting, clubs, youth associations and other organizations. A close friend or best friend is someone who has closeness and similarity in thought. A person with close or close friends usually consists of two or three people. The members are usually the only best and most intimate friends. They have almost the same interests and desires. Small groups are groups of four or more close friends who are related to each other and have similar thoughts. Peer groups that do not belong to large groups and are not satisfied with organized groups. This group is usually made up of same-sex children and their goal is to deal with peer rejection through anti-social means.

## II. METHOD

This research is a causal research. Research that is causal in nature, namely there are independent variables which are the cause of the large changes in the dependent variable and the dependent variable which are the result of the existence of the independent variable. This study aims to determine the effect of time management and peers on academic procrastination.

The independent variables in this study are time management (X1) and peers (X2). Academic procrastination is the dependent variable in this research. The population in this study were all students of the economic education study program, totaling 464 students. In this study, to determine the number of samples, the Slovin formula was used as follows

$$n = \frac{N}{1+Ne^2} \quad (1)$$

Where

n = Sample or number of respondents

N = Population

e = The tolerable percentage of the allowance for sampling error accuracy, e=5%

From the above calculations, the minimum sample size is 215 respondents. The determination technique of sample members used in this study uses the proportional stratified random sampling method, which is taking samples from members of the population randomly and simply divided proportionally by force.

In this study, a closed questionnaire was used, namely a questionnaire whose questions were accompanied by a predetermined choice of answers. This questionnaire consists of several statements which can provide information about time management, peers and student academic procrastination.

Before the questionnaire is distributed to respondents, it will be tested first. The tests used are as follows. Validity test, test the validity of the instrument using the product moment correlation analysis technique using SPSS (Statistical Social Science Program) version 24.0 for windows to make it easier to process research data. The minimum requirement for the research instrument is said to be valid if the value of t count > t table. The reliability test is calculated with the Cronbach alpha coefficient using the help of SPSS (Statistical Program Social Science) version 24.0 for windows. The data analysis technique used in this study is multiple linear regression analysis. The determinant coefficient is the amount of the independent variable's contribution to the dependent variable. The greater the determinant coefficient value reflects the higher the ability of the independent variables to explain the variation of changes in the dependent variable. Before the determinant coefficient test is carried out, the classical assumption test is carried out first as follows.

The normality test is used to determine the distribution of data on the independent, dependent or both of them normally distributed, close to normal or not. The regression model is said to be good, namely when the research variable data (independent variable data and dependent variable data) is normally distributed or close to normal. Multicollinearity test is used to fulfill the requirements of multiple regression analysis, namely to determine the multicollinearity that occurs between independent variables by investigating the magnitude of the correlation between these variables. Heteroscedasticity test using the Glejser method was carried out by regressing all independent variables to their absolute residual values. If the profitability value is greater than the value (Sig. >  $\alpha = 0.05$ ), it can be ascertained that the model does not contain heteroscedasticity symptoms.

III. RESULT AND DISCUSSION

The effect of time management on student academic procrastination can be determined by using the t test. The calculation of the t test uses the help of the SPSS 24.0 for windows program with a significant level of 5%. The output results of this test can be seen in the table 1.

Based on table 1, the t value is -3.514 > t table 1.973 or the sig value 0.001 < 0.05 then H0 is rejected and Ha is accepted, which means that the time management variable (X1) has a significant effect on academic procrastination (Y). The negative t value shows that the variable X1 has a negative effect on Y, which means that the higher the time management, the lower the procrastination performed by students.

The influence of peers on academic procrastination was calculated using the t test. The t test calculation uses the help of the SPSS 16.0 for windows program with a significant level of 5%. The output results of this test can be seen in table 2.

Based on table 2, the t value is -2.933 > t table 1.973 or the sig value 0.004 < 0.05 then H0 is rejected and Ha is accepted, which means that the peer variable (X2) has a significant effect on academic procrastination. The negative t value shows that the variable X2 has a negative effect on the Y variable, which means that the more disciplined and achieving peers the students have, the lower the student procrastination.

Table 1: Partial Test Results Effect Of Time Management On Academic Procrastination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	38.128	2.273		16.777	.000
	Time Management	-.118	.034	-.250	-3.514	.001
a. Dependent Variable: Academic Procrastination						

Table 2: Peer Influence Partial Test Results On Academic Procrastination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	36.214	2.069		17.507	.000
	Peer	-.284	.097	-.210	-2.933	.004
a. Dependent Variable: Academic Procrastination						

The influence of time and peer management on student academic procrastination was calculated using the F test. The F test was calculated using the help of the SPSS 24.0 for windows program with a significant level of 5%. The output results of this test can be seen in table 3

Table 3: Simultaneous Test Results Effect Of Time Management And Peers On Academic Procrastination

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	220.895	2	110.447	6.554	.002 <sup>a</sup>
	Residual	3117.495	213	16.851		
	Total	3338.389	215			
a. Predictors: (Constant), Peer, time management						
b. Dependent Variable: Academic Procastination						

Based on table 3, it is obtained that the value of f counted 6.554 > f table 3.04 or a sig value of 0.002 < 0.05 then Ho is rejected and Ha is accepted, which means that there is a simultaneous influence of time management and peers on student academic procrastination.

The magnitude of the influence of time management and peers on student academic procrastination can be seen from the amount of the Adjusted R Square value which can be seen in table 4.

Tabel 4: Coeficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.257 <sup>a</sup>	0.066	.056	4.105036
a. Predictors: (Constant), peer, time management				

Based on table 4, it shows that the adjusted R Square value is 0.56. This value indicates that 56% of students' academic procrastination is influenced by time management and peers, while 44% of students' academic procrastination is influenced by other factors not included in the study. Based on the results of the study to determine the regression equation of the effect of time management and peers simultaneously on student academic procrastination can be seen from the results of the SPSS output in table 5.

Table 5: Coefficient Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.775	2.390		16.225	.000
	Time Management	-.093	.044	-.196	-2.085	.038
	Peer	-.111	.126	-.083	-.881	.380
a. Dependent Variable: Academic Procastination						

Based on the results of the study, it shows that the influence of management on student academic procrastination gets t value -2.999 > t table 1.973 or p-value 0.003 < 0.05 then Ho is rejected and Ha is accepted. So it can be concluded that the time management variable (X1) has a significant effect on academic procrastination (Y). The negative t value shows that the variable X1 has a negative effect on Y, which means that the higher the time management, the lower the procrastination performed by students. This result is supported by previous

research that was investigated which stated that there was a very significant negative relationship between time management and procrastination (Adams & Blair, 2019; Mohammadkarim et al., 2015; Nayak, 2019; Razali, Rusiman, Gan, & Arbin, 2018).

The results of research on the influence of peers on student academic procrastination show the t value of -2.245 > t table 1.973 or p-value 0.026 < 0.05, then Ho is rejected and Ha is accepted. So it can be concluded that the peer variable (X2) has a significant effect on academic procrastination. The negative t value shows that the variable X2 has a negative effect on Y, which means that the better the peers, the lower the procrastination performed by students. The results of this study are supported by previous research which states that there is a negative relationship between peer interaction and academic procrastination. This means that the higher the peer interaction, the lower the academic procrastination (Nordby, Klingsieck, & Svartdal, 2017; You, 2011).

The results of the research on the effect of time management and peers on student academic procrastination showed that the value of f counted 4.596 > f table 3.04 or a p-value of 0.012 < 0.05 then Ho was rejected and Ha was accepted. So it can be concluded that there is an effect of time management and peers simultaneously on student academic procrastination. The results of this study are in line with the opinion (Ghufron & S, 2014) who say that the factors that affect academic procrastination can be categorized into 2, namely internal factors and external factors. Internal factors are factors that come from within the individual that can affect academic procrastination. And external factors are factors that come from outside the individual that can affect procrastination. Time management is an internal factor that influences students' academic procrastination. Peers are external factors that affect academic procrastination. Peers can influence students when they are in the neighborhood or in the school environment.

In student behavior patterns, effective time management can contribute to regularity. In addition, if students schedule activities every day, it would definitely help them fulfill their commitments and perform activities. In carrying out academic responsibilities, good time management patterns also have an effect on regularity. For example, during mid-term or final semester exams, there will be daily scheduling for doing coursework, learning a subject, and also time for deepening the material. This scheduling would definitely push students to follow the pattern they have created and gradually get used to the pattern they have made or "forced, forced and finally used to it" in other words.

It turns out that peer social climate affects academic procrastination. The age of learners needs elevated social interaction accompanied by a good social atmosphere in the growth of human maturity. Experience as a tool for adult growth has contributed a lot to the process of adaptation that occurs. So that the impact of the surrounding environment,



particularly from their peers, is very likely to be easily accepted by students. The presence of the same generation, the growth of thinking and behaviour, makes the power of peers very great. Similarly, the impact on academic students. The selection of the right peers would significantly benefit the academic field, such as a friend for debates, completing college assignments, or just sitting together and sharing stories of everyday encounters "hanging out" Students should be able to decide who they hang out with and where the social limits are, given the importance of choosing peers.

#### IV. CONCLUSION

Based on the data obtained from the results of the analysis that has been carried out, it can be concluded that there is a negative effect of time management on student academic procrastination. The negative effect shows that the better the time management performed by students, the lower the students' desire to do academic procrastination. negative influence also occurs on peer influence, the negative effect shows that the more disciplined and achievable peer students have, the lower the students' desire to do academic procrastination. There is a simultaneous influence of time management and peers on student academic procrastination.

Based on the results of the research conducted, several suggestions can be given as follows. Students should be able to do good time management in order to do assignments on time. Each student must also choose peers who can provide positive motivation so that procrastination behavior can be reduced. Teachers are expected to be able to teach students to be able to do time management well. The teacher can provide an overview of how to manage the time to work on each school assignment that is accepted by students. In addition, teachers must be able to direct students to be able to choose good peers who can motivate students to do assignments well. Other researchers are expected to be able to utilize and develop the results of this research as a form of learning reference and be able to develop the results of this research in

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