# The Influence of Teacher Character and Achievement Motivation on the Academic Procrastination of Al Muayyad Surakarta High School Students

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***Abstract:*** *Low teacher character and achievement motivation influence academic procrastination at SMA Al Muayyad Surakarta. This will impact learning achievement and cause students to be less interested in the learning process. For this reason, there is a need for a study that focuses on the influence of teacher character and achievement motivation on the academic procrastination of Al Muayyad High School students. The participants in this research were 158 students, and the research sample was 110 students, selected based on the Isaac and Michael Table with an error rate of 5%. Data collection used proportionate stratified random sampling, scale, interviews, and documentaries. This study found a negative influence of teacher character on academic procrastination, with a correlation coefficient of r= -0.309 and a significance value of p= 0.000 (p<0.05). Apart from that, lack of achievement motivation influences academic procrastination, with a correlation coefficient of r= -0.276 and a significance value of p= 0.000 (p<0.05). There is also a low correlation between teacher character and achievement motivation, where the correlation coefficient r= (-0.241 and -0.086) with a significance value of p= 0.000 (p<0.05) and an influence of 16.7%. Meanwhile, 83.3% were influenced by other factors.*

**Abstrak**:
Prokrastinasi akademik yang terjadi di SMA Al Muayyad Surakarta dipengaruhi oleh rendahnya karakter guru dan motivasi berprestasi. Hal ini akan berdampak pada pencapaian prestasi belajar, dan menyebabkan siswa kurang tertarik pada proses pembelajaran. Untuk itu, perlu adanya kajian yang fokus pada pengaruh karakter guru dan motivasi berprestasi terhadap prokrastinasi akademik siswa SMA Al Muayyad. Partisipan dalam penelitian ini berjumlah 158 siswa dan sampel penelitian berjumlah 110 siswa, dipilih berdasarkan Tabel Isaac dan Michael dengan taraf kesalahan 5%. Pengambilan data menggunakan *proportionate stratified random* sampling, skala, wawancara dan dokumenter. Kajian ini menemukan ada pengaruh negatif karakter guru terhadap prokrastinasi akademik, dengan koefisien korelasi sebesar r= -0,309 dan nilai signifikansi p= 0,000 (p<0,05). Selain itu, kurangnya motivasi berprestasi terhadap prokrastinasi akademik, dengan koefisien korelasi r= -0,276 dan nilai signifikansi p= 0,000 (p<0,05). Serta rendahnya korelasi antara karakter guru dan motivasi berprestasi, dimana koefisien korelasi r= (-0,241 dan -0,086) dengan nilai signifikansi p= 0,000 (p<0,05) dan pengaruh sebesar 16.7%. Sementara itu, 83.3% dipengaruhi oleh faktor-faktor lainnya.

## INTRODUCTION

*Academic procrastination* is a common phenomenon that often occurs among students. Various factors, both internal and external, influence this phenomenon. Internal factors include students' physical and psychological conditions (Knous, 2005; Winkel, 2005; Sari et.al, 2017; Triyono and Khairi, 2018). Meanwhile, external factors involve parenting styles, community environment, family, and school. Supervision of procrastination in the community involves the role of friends and neighbors, while in the family environment, the responsibility for supervision lies with the parents. Moreover, in the school environment, supervision is the teacher's responsibility (Sudjana, 2002; Husain et.al, 2023; Triyono and Khairi, 2018).

Furthermore, teacher factors strongly influence students' academic procrastination level. Teachers are essential in the learning process and significantly influence educational success. According to Nana Sudjana's research, 76.6% of student learning outcomes are influenced by teacher factors, including teaching ability (32.43%), mastery of subject matter (32.38%), and teacher attitudes towards subjects (8.60%) (Sudjana, 2002:42). This shows that quality teachers are critical in achieving the maximum level in the learning and learning process.

It is important to note that procrastination is not only related to time issues but also reflects problems in overall self-management, including students' ability to self-regulate and achievement motivation towards academic procrastination (Annisa, 2019). Even though many students experience academic procrastination behavior, the negative impacts are not yet fully realized by students and others. Juliawati reported in her research in Padang City that around 60% of students tended to high academic procrastination (high category), 20% (medium category), and 20% (low category). This shows that the habit of procrastinating assignments without a specific goal is common among students. Subject teachers and guidance and counseling teachers also confirm that some students tend to postpone doing assignments, studying, or other more enjoyable activities, so they often do homework at school or between other subjects (Juliawati, 2014).

Responding to this problem, Piers Steel said that 25% to 75% of students report procrastination as one of the main problems in the academic sphere. This phenomenon is widespread, with 80-95% procrastinating various tasks, causing problems with other tasks or tasks (Steel, 2007). Achmad Robbi Fathoni and Erdina Indrawati added a new dimension: lack of self-regulated learning (SRL) and achievement motivation, moderated by social media addiction, can cause task procrastination (Achmad et.al, 2022). This procrastination behavior can result in setbacks in academic progress, stress, and pressure due to being pressured by neglected assignments.

In the context of time management and mental health, academic procrastination is considered undesirable because it can be detrimental to academic progress, especially in managing homework. Good homework management is crucial, and students with high motivation or interest in managing homework will achieve satisfactory results (Anwar, et.al, 2023). Therefore, attention to this aspect is necessary so

students can develop understanding and skills without experiencing excessive learning anxiety. Good interaction between students and teachers is an additional emphasis, with a negative relationship between the effectiveness of interpersonal communication and academic procrastination (Kartadinata and Tjundjing, 2008). Therefore, good collaboration between students and teachers can help overcome academic procrastination by increasing communication, understanding, and support in academic tasks.

Academic procrastination is influenced by time management, mental health, and achievement motivation. Dita Mariana, Hilma A'yunina, and Abdurrohim emphasized that the higher the students' achievement motivation, the lower their academic procrastination level (Mariana, 2021); A'yunina and Abdurrohim, 2019). Khairunnisa Azzahra and Fauzan added that high student learning motivation is inversely proportional to academic procrastination and vice versa (Azzahra and Fauzan, 2023). Edy Purwanto also provided a unique view by stating that academic procrastination can be overcome by applying the Trident Model of Achievement Motivation. This model consists of three main elements: task-values, self-efficacy, and goal orientation. According to this model, students will achieve high achievement motivation if they believe in high task value, have strong self-efficacy, and have a clear goal orientation (Purwanto, 2014; Purwanto, 2022).

However, research findings regarding the influence of achievement motivation are only sometimes consistent. For example, Nisa Desfi Arianti and Karmila stated that motivation does not significantly influence the performance of Harbormaster's offices and Port authorities (Desfi, et.al, 2019). A similar phenomenon occurs at SMA Al Muayyad Surakarta, where students with low motivation levels can experience high levels of academic procrastination. This low level of motivation creates disinterest in learning, hurts learning achievement, and causes students to be less interested in the learning process.

The gap is not only limited to practical phenomena but also includes theoretical gaps. Until now, no theory can fully explain the relationship between teacher character and the tendency to delay tasks (procrastination), especially in academic procrastination. For example, research has not examined the relationship between teacher character and academic procrastination at Al Muayyad High School, Surakarta. Therefore, research that focuses on the relationship between teacher character and academic procrastination needs to be carried out to understand better **the Influence of Teacher Character and Achievement Motivation on the Academic Procrastination of Al Muayyad Surakarta High School Students.**

**METHOD**

This quantitative research collected data from a population of 158 people and a research sample of 110 people, selected based on the Isaac and Michael Table with an error rate of 5% (Duli, 2019). The sampling technique uses proportionate stratified random sampling. The data collection uses scales, interviews, and documentation (Hermawan, 2019).

## RESULT AND DISCUSSION
### Teacher Character and Student Academic Procrastination

Teacher character includes traits or attitudes that influence how a person delivers material and interacts daily, especially in the school environment. Teacher character can be observed through respect, responsibility, civic awareness, justice, honesty, caring, willingness to share, and trust (Munawir et.al, 2023; Cahyati, 2020). The hypothesis that will be tested in this section is regarding the influence of teacher character on student academic procrastination at Al Muayyad High School Surakarta. This hypothesis was previously presented as an alternative hypothesis. To test the hypothesis in this research, it can be changed to mean that teacher character influences the academic procrastination of Al Muayyad Surakarta High School students. Using a Simple Linear Regression Test, the following table analyzes the influence of teacher character and student academic procrastination at SMA Al Muayyad Surakarta.

**Table 1. Simple Linear Regression Test Results on the Influence of Teacher Character and Academic Procrastination of Al Muayyad Surakarta High School Students**

**ANOVA[b]**

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| 1 Regression | 1131.067 | 1 | 1131.067 | 20.893 | .000[a] |
| Residual | 5846.651 | 108 | 54.136 | | |
| Total | 6977.718 | 109 | | | |

a. Predictors: (Constant), Karakter_Guru

b. Dependent Variable: Prokrastinasi_Akademik

**Coefficients[a]**

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 72.632 | 4.389 | | 16.548 | .000 |
| Karakter_Guru | -.309 | .068 | -.403 | -4.571 | .000 |

a. Dependent Variable: Prokrastinasi_Akademik

From the ANOVA table above, the calculated F value is -20.893, with a significance value of 0.000 because the probability value (0.000) is much smaller than 0.05, which means that the teacher character variable influences the academic procrastination of Al Muayyad Surakarta High School students. Furthermore, from the coefficient table, a simple linear equation can be prepared as follows: Ŷ = 72.632 – 0.309X, which can be said that the teacher's character negatively influences students' academic procrastination.

**Table 2. Determination Test Results of the Influence of Teacher Character and Academic Procrastination of Al Muayyad Surakarta High School Students**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .403[a] | .162 | .154 | 7.358 |

a. Predictors: (Constant), Karakter_Guru

From the table above, it is known that the correlation value (R) is 0.403. From this output, a coefficient of determination (R Square) was obtained of 0.162, which means that the influence of teacher character on the academic procrastination of Al Muayyad Surakarta High School students is 16.2%.

The research results show that teacher character influences the academic procrastination of Al Muayyad Surakarta High School students, as shown by the calculated t value of 4.571 with a significance level of 0.000 < 0.05. The regression coefficient value of the teacher character variable is negative, indicating that the better the teacher character at Al Muayyad Surakarta High School, the lower the level of student academic procrastination. These results are consistent with research conducted by Karina Aria Putri and Dian Ratna Sawitri, who investigated the relationship between the effectiveness of student and teacher interpersonal communication and academic procrastination. This research found a significant negative relationship between the effectiveness of interpersonal communication and academic procrastination, with a coefficient value of -0.494. Therefore, it can be concluded from this research and previous research that teacher character influences students' level of academic procrastination (Putri and Sawitri, 2018).

The next step is to conduct proof of hypothesis testing analysis using the SPSS version 16.0 for Windows program. The coefficient of determination (R square) value obtained was 0.162, which means that the influence of teacher character on the academic procrastination of Al Muayyad Surakarta High School students was 16.2%. In other words, teacher character can influence 16.2% of the level of academic procrastination of Al Muayyad Surakarta High School students. Meanwhile, the remaining 83.8% is influenced by other internal and external factors experienced by students.

**Achievement Motivation and Student Academic Procrastination**

Achievement motivation is closely related to academic procrastination, where motivation functions as a driving energy for students to try better to achieve the desired achievements. Achievement motivation can be measured through indicators such as perseverance in facing tasks, the ability to work continuously for a long time, perseverance in facing difficulties without easily giving up, dissatisfaction with the achievements that have been achieved, great interest in various kinds of learning problems, the tendency to work alone without depending on other people, not bored with routine tasks, the ability to defend opinions, firmness in believing in beliefs, and enthusiasm in finding and solving problems (Sundaroh, et.al, 2020; Putri and Dewi, 2021). The hypothesis that will be tested in this section is whether achievement motivation influences students' academic procrastination at SMA Al Muayyad Surakarta. This hypothesis is expressed as an alternative hypothesis. For hypothesis testing studies, this statement can be changed to mean that achievement motivation influences the academic procrastination of Al Muayyad Surakarta High School students. The following table analyzes the influence of achievement motivation and academic procrastination on SMA Al Muayyad Surakarta students through a Simple Linear Regression Test.

**Table 3. Simple Linear Regression Test Results on the Influence of Achievement Motivation and Academic Procrastination of Al Muayyad Surakarta High School Students**

**ANOVAᵇ**

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| 1 Regression | 907.668 | 1 | 907.668 | 16.149 | .000ᵃ |
| Residual | 6070.050 | 108 | 56.204 | | |
| Total | 6977.718 | 109 | | | |

a. Predictors: (Constant), Motivasi_Berprestasi

b. Dependent Variable: Prokrastinasi_Akademik

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 69.724 | 4.265 | | 16.348 | .000 |
| Motivasi_Berprestasi | -.276 | .069 | -.361 | -4.019 | .000 |

a. Dependent Variable: prokrastinasi_Akademik

From the ANOVA table above, the calculated F value is -16.149, with a significance value of 0.000. because the probability value (0.000) is much smaller than 0.05, it means that the achievement motivation variable influences the academic procrastination of Al Muayyad Surakarta High School students for the 2021/2022 academic year. Furthermore, from the coefficient table, a simple linear equation can be prepared as follows: $\hat{Y} = 69.724 - 0.276X$, which can be stated that achievement motivation hurts students' academic procrastination.

**Table 4. Determination Test Results of the Influence of Achievement Motivation and Academic Procrastination of Al Muayyad Surakarta High School Students**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .361ᵃ | .130 | .122 | 7.497 |

a. Predictors: (Constant), Motivasi_Berprestasi

From the table above, it is known that the correlation value (R) is 0.361. From this output, a coefficient of determination (R Square) was obtained of 0.130, which means that the influence of achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students is 13%.

The research results show an influence of achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students, which can be seen from the calculated t value of 4.019 with a significance level of 0.000 < 0.05. The regression coefficient value of the achievement motivation variable is negative, indicating that the better the students' achievement motivation at Al Muayyad Surakarta High School, the lower the students' academic procrastination level. This finding aligns with research by Hilma A'yunina and Abdurrohim, where a significant negative relationship was found between achievement motivation and procrastination in UNISSULA students, with a coefficient of -0.302. This means that the higher the achievement motivation students have, the lower their academic procrastination level and the hypothesis can be accepted (A'yunina and Abdurrohim, 2019)

The next step is to conduct proof of hypothesis testing analysis using the SPSS version 16.0 for Windows program. The coefficient of determination (R square) value

obtained was 0.130, which indicated that the influence of achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students was 13%. In other words, the level of academic procrastination of Al Muayyad Surakarta High School students is influenced by achievement motivation by 13%. Meanwhile, the remaining 87% is influenced by other internal and external factors experienced by students.

**Teacher Character and Achievement Motivation Against Student Academic Procrastination**

Teacher character and achievement motivation both influence student's level of academic procrastination. With different contribution values between the two, both can play a role together in providing a more significant influence on students' academic procrastination. The hypothesis that will be tested in this section is that there is an influence between teacher character and achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students. This hypothesis is expressed as an alternative hypothesis. For hypothesis testing studies, this statement can be changed to mean that there is an influence of teacher character and achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students. The following table analyzes the influence of teacher character and academic procrastination on Al Muayyad Surakarta High School students through the Multiple Linear Regression Test.

**Table 5. Results of Multiple Linear Regression Tests on the Influence of Teacher Character and Achievement Motivation on Academic Procrastination of Al Muayyad Surakarta High School Students**

ANOVA[b]

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1163.958 | 2 | 581.979 | 10.711 | .000[a] |
| | Residual | 5813.761 | 107 | 54.334 | | |
| | Total | 6977.718 | 109 | | | |

a. Predictors: (Constant), Motivasi_Berprestasi, Karakter_Guru

b. Dependent Variable: Prokrastinasi_Akademik

Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constan) | 73.521 | 4.543 | | 16.183 | .000 |
| Karakter_Guru | -.241 | .111 | -.314 | -2.172 | .032 |
| Motivasi_Berprestasi | -.086 | .110 | -.112 | -.988 | .044 |

a. Dependent Variable: Prokrastinasi_Akademik

From the ANOVA table above, the calculated F value is -16.149, with a significance value of 0.000 because the probability value (0.000) is much smaller than 0.05. This means that the variables of teacher character and achievement motivation influence the academic procrastination of Al Muayyad Surakarta High School students. Furthermore, from the coefficient table, multiple linear equations can be prepared as follows:

$\hat{Y} = 73.521 – 0.241X_1 – 0.086X_2 + e$

The results of the equation above can be seen as follows:

1. The constant value has a positive value of 73.521, which means that if there are no independent factors (teacher character and achievement motivation), then academic procrastination has the potential to

remain or not decrease at an average of 73.521.

2. The regression coefficient value of the teacher character variable is negative at -0.241, so the teacher character variable negatively contributes to student academic procrastination of 0.241 for every one-point increase in teacher character.

3. The regression coefficient value of the achievement motivation variable is negative at -0.086, so the achievement motivation variable negatively contributes to students' academic procrastination of 0.086 for every one-point increase in achievement motivation.

The results of the coefficient of determination test ($R^2$) are as follows:

**Table 6. Coefficient of Determination Test Results ($R^2$) Influence of Teacher Character and Achievement Motivation on Academic Procrastination of Al Muayyad Surakarta High School Students**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .408a | .167 | .151 | 7.371 |

a. Predictors: (Constant), Motivasi_Berprestasi, Karakter_Guru

The table above shows that the correlation value (R) is 0.408, and the R Square calculation value is 0.167 (16.7%). This means that the influence of teacher character and achievement motivation on Al Muayyad Surakarta High School students contributes 16.7%. In comparison, 83.3% (obtained from 100% - 16.7%) shows the magnitude of the influence of other variables outside the research model.

The research results show an influence of teacher character and achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students, which is indicated by a significance level lower than 0.05. The regression coefficient value of the variable teacher character and achievement motivation is negative, indicating that the better the teacher character and student achievement motivation at Al Muayyad Surakarta High School, the lower the level of student academic procrastination. Thus, teacher character and achievement motivation influence the academic procrastination of Al Muayyad Surakarta High School students.

The next step is to conduct proof of hypothesis testing analysis using the SPSS version 16.0 for Windows program. The coefficient of determination (R square) value obtained was 0.167, which indicated that the influence of teacher character and achievement motivation on the academic procrastination of Al Muayyad Surakarta High School students was 16.7%. In other words, the level of academic procrastination of Al Muayyad Surakarta High School students is influenced by teacher character and achievement motivation by 16.7%. Meanwhile, the remaining 83.3% is influenced by other internal and external factors experienced by students.

## CONCLUSION

The research above can conclude that there is a negative influence between teacher character and student academic procrastination at Al Muayyad High School Surakarta. The correlation coefficient is r = -0.309, with a significance value of p = 0.000 (p < 0.05). Students' lack of motivation in learning also contributes to academic procrastination, with a correlation coefficient of r = -0.276 and a

significance value of p = 0.000 (p < 0.05). Another factor that plays a role is the decrease in the correlation between teacher character and achievement motivation, where the correlation coefficient r = (-0.241 and -0.086) with a significance value of p = 0.000 (p < 0.05) and an influence of 16.7%. Meanwhile, 83.3% were influenced by other factors.

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