

Prokrastinasi Akademik Siswa SMP dan SMA/SMK Selama Pembelajaran

Daring

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ABSTRAK

Prokrastinasi akademik pada sistem pembelajaran daring dapat menyebabkan prestasi akademik siswa SMP dan SMA/SMK. Hal ini dapat menghambat siswa SMP dan SMA/SMK kesulitan untuk meraih keberhasilan di masa depan. Penelitian ini merupakan penelitian kuantitatif dengan metode survei deskriptif yang bertujuan untuk mengungkap insidensi dan interelasi. Alat ukur yang digunakan adalah skala adaptasi dari *Academic Procrastination Scale*. Skala terdiri dari enam dimensi yaitu *Psychological Beliefs Regarding Abilities, Distractions of Attention, Social Factors of Procrastination, Time Management Skills, Personal Initiative*, dan *Laziness*. Nilai koefisien reliabilitas adalah 0.864 artinya reliabilitas skala yang digunakan tergolong memuaskan. Adapun jumlah responden pada penelitian ini adalah 349 responden yang terdiri dari 180 siswa SMA/SMK dan 169 siswa SMP. Uji insidensi dilakukan dengan menggunakan kategorisasi manual sedangkan uji interelasi dilakukan dengan menggunakan uji *Mann-Whitney*. Berdasarkan hasil uji insidensi diperoleh 67.04% tingkat prokrastinasi akademik siswa SMP dan SMA/SMK berada pada kategori sedang. Selanjutnya, berdasarkan uji interelasi ditemukan bahwa tidak ditemukan adanya perbedaan tingkat prokrastinasi akademik yang signifikan antara siswa SMP dengan siswa SMA/SMK.

Kata kunci: Prokrastinasi Akademik, Sistem Pembelajaran Daring, Pelajar Sekolah Menengah

Academic Procrastination of Middle School and High School / Vocational High School Students During Courageous Learning

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ABSTRACT

Academic procrastination in a bold learning system can lead to academic achievement of junior high and high school / vocational students. This can prevent SMP and SMA/SMK students from having difficulty achieving success in the future. This research is a quantitative research with descriptive survey method which aims to reveal the incidence and interrelation. The measuring instrument used is the adaptation scale of the Academic Procrastination Scale. The scale consists of six dimensions, namely Psychological Beliefs About Abilities, Distractions of Attention, Social Factors of Procrastination, Time Management Skills, Personal Initiative, and Laziness. The reliability coefficient value is 0.864, meaning that the reliability of the scale used is quite satisfactory. The number of respondents in this study were 349 respondents consisting of 180 high school/vocational high school students and 169 junior high school students. The incidence test was carried out using manual categorization while the interrelation test was carried out using the Mann-Whitney test. Based on the results of the incident test, it was found that 67.04% of the academic procrastination level of junior high school and high school / vocational students was in the medium category. Furthermore, based on the correlation test, it was found that there was no significant difference in the level of academic procrastination between junior high school students and high school / vocational students.

Keywords: Academic Procrastination, Online Learning System, High School Student