

ROLE OF SOCIAL SUPPORT AND SELF-CONCEPT CLARITY AS PREDICTORS ON THESIS WRITING PROCRASTINATION

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ABSTRACT

Procrastination is a behavior to delay the completion of the task. The postponement also occurred among students of Master of Psychology Program, at Gadjah Mada University. Students exceeded their study time and have not been able to complete their thesis. The purpose of the study was to find out the role of social support, and self-concept clarity as a predictor of thesis writing procrastination behavior. The subject of this research was 115 students. Three scales used to collect the data, were social support scale, self-concept clarity scale, and thesis writing procrastination scale. As conclusion this finding suggests that social support and self-concept clarity may predict thesis writing procrastination, the higher level of social support and self-concept clarity may account for the lower thesis writing procrastination both simultaneously and partially. These findings underscore the importance of social support and self-concept clarity as buffers against the thesis writing procrastination. The category scores obtained by procrastination of thesis writing tend to be moderate, social support tends to be high and self-concept clarity tends to be moderate.

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1. Introduction

Procrastination is sourced from failure to manage the time and task which manifested in the gap between intention and behavior who is directed to the purpose or the postponement until the last moment to finish it (Chu & Choi, 2005). Academic procrastination is the postponement behavior for finishing academic task such as preparing for exam, creating homework, and writing report (Schouwenburg, Lay, Pychyl, & Ferarri, 2004).

In this case, academic procrastination can also be affected by outside factor of the students is social support from their friends. Students as individuals are social human being who cannot live alone and need interaction with other human beings in their daily life. Fundamentally, human is a social creature that they generally organize their social live in the sense of relationships with others (Fiske, 1992).

Students need interaction with their friends for finishing the demands of their lecture process. This is done commonly with discussions about the subject of lecture, finishing assignment and, doing entertainment activities together. After completing the theory/lecture, students will start thinking about writing the thesis. The completion of the structure lecture activities has an effect to the intensity of meeting among students increasingly reduced. Some students will enter into other business such as work (for the work), family (for those who have been family) or try other new activities because it has free time when he does not have to come to the class.

In some studies, those of students who lecture and work together has effect to decrease the academic performance (Steinberg, Fegley, & Dornbusch, 1993; Triventi, 2014), increased the risk of drop

out, and postponement graduation (Triventi, 2014). In this case students feel no social support from his friends. The Low social support from friends can be a possible cause of thesis writing procrastination.

Procrastination can also be influenced by the internal factor of the student self-concept clarity defined as the extent to which one's specific self-confidence is depicted clearly and confidently, consistently internally, and steadily Temporal (Campbell et al., 1996). Students, who feel unsure of themselves, can be an obstacle in doing their thesis writing. A master program student has academic qualifications based on predefined standards, however, a few students who feel unsure of themselves that appear confusion to do several things.

Student behavior is regarded as a result of mutual interaction among students, behavior and environment (Bandura, 1989). Social support and self-concept clarity can become factor to affect the psychological condition or student behavior in doing their academic activities including the procrastination of thesis writing. Based on this statement, the reserach problem that will be meticulously in this study is whether social support and self-concept clarity can predict the procrastination of thesis writing? The purpose of the study was to find out the role of social support and self-concept clarity in predicting thesis writing procrastination.

Procrastination is derived from Latin is *procrastinare* which means postponing the next day (Ferrari, Johnson, & McCown, 1995). The postponement effects to failure in finishing the task on time (Ferrari et al., 1995). According to Solomon and Rothblum (1984), procrastination is the unneeded or wasted behavior to do the assignment that causes discomfort of the person. At the same time, Schouwenburg et al. (2004) stated that procrastination behavior appears at the top point of emotional discomfort.

Academic procrastination is a type of postponement to formal assignment related to academic fields, such as lecture assignment or specific assignment. The characteristic of academic procrastination that makes this procrastination is different from other procrastination is this special procrastination occurs in the context of academic tasks. In this research, procrastination of thesis writing included in context of academic assignments because it is done in academic settings in university. Academic procrastination refers to the tendency to suspend or postpone doing the task related to a person's study, so that it cannot to finish the assignment on time (Solomon & Rothblum, 1984). Based on the explanation above, it can be concluded that academic procrastination (thesis writing) is postponement behavior to start or finish a thesis, which is done intentionally and repeatedly, resulting in a task/thesis cannot be finished on time.

The characteristics of academic procrastination according to Schouwenburg et al. (2004) include: postponement to initiate and accomplish assignment, postponement to do the assignment, the gap of time between work plans and actual performance, and do activities that more enjoyable. According to Ferrari et al. (1995) and also Larson and Chastain (1990) the factor influencing procrastination are internal factors and external factors. Internal factors include physical conditions, psychological conditions, personality procrastinator such as concepts of self, perfectionist, reluctance to initiate or perform tasks, and fear of failure. External factors include a number of assignments, situational factors such as social support or environmental conditions that are not conducive, and the parenting patterns of the parents.

Social support is one of the concepts that can help individuals to overcome negative events in his life (Cohen & Syme, 1985). Social support refers to the actions taken by others or the support received so as to play the role of enhancing human abilities in the face of pleasant events (Sarafino & Smith, 2012). Social support is defined as the readiness of the environment or the closest person who loves and is reliable so that people who receive social support feel valuable, valued and loved (Sarason & Sarason, 2009). Peirce, Frone, Russell, and Cooper (1996) argue that social support can prevent a feeling of distress, which is to prevent what the individual is a stressor which is acceptable.

Self-Concept Clarity is a construction that is very close to Western understanding of normative self; for example, self-reliant, but not interdependent, must have an internal attribute device that is clearly defined and consistent, which remains stable in different situations (Campbell et al., 1996). It is further stated that some individuals they have a clear feeling of who they are and where they go in life. They realize their strengths and weaknesses, their personality traits, and where they stand on an important attitude and value. In other individuals, who lack self-concepts, they may not be confident with who they are, may not really know where they are on important issues, and may not be sure of their abilities. Self-concept clarity refers to the extent to which people with self-concepts clearly know who they are, do not have beliefs that are contrary to each other, and have a consistent viewpoint as time passes.

According to Campbell et al. (1996) the low self-concept is associated with a higher sensitivity to social stimulus and a higher level of social comparison (Vartanian & Dey, 2013). In fact, there is a strong link between low self-concept clarity and social pathological comparisons, even when controlling depressive symptoms (Butzer & Kuiper, 2006). Furthermore, a variety of evidence suggests that low self-concept clarity can cause damage to various functional social interactions, with studies demonstrating

difficulties in conflict resolution, cooperative problem solving, and the successful of romantic relationships (Quinones & Kakabadse, 2015).

A person with high *self-concept clarity* means having good confidence and having a high self-esteem (Campbell et al., 1996). It can improve academic performance of students. The results of the study of Popoola (2005) showed a negative relationship between academic performance and academic procrastination. Students with low academic procrastination make the performance academic is high.

There are two main factors that affect procrastination i.e. internal factors and external factors. First, the internal factors which are self-concept (Ferrari, et al., 1995). Someone with self-concept clarity High means having good confidence against him and have a high self-esteem (Campbell et al., 1996). This means that in terms of academic student can perceive themselves positively to academic activities. It can increase students' confidence, so that they will show the best academic performance (Ireson & Hallam, 2009). The study by Thomas and Gadbois (2007) showed self-concept clarity students and learning strategies related to the tendency to self-hadicap and their exam performance. Second, external factors include social support (Ferrari et al., 1995). Social support is the result of interaction within the social environment so that individuals feel protected from the stress that happened, valued, appreciated and loved. A student who gets high social support of college friends and playmates, parents, or teachers, it will increase the confidence and self-esteem of the students (Berndt, 2002). The research by Hendrianur (2015) revealed that there is a significant relationship between social support and procrastination in completing the thesis on the student. By having a high social support and can regulate themselves; students can complete the thesis even before the specified time limit. The higher of social support that is obtained to a student would encourage the student towards a better academic performance. Social support will be a motivator so that students will be more enthusiasm in finishing academic assignment.

Based on the statement, the hypothesis in this research is the social support and *self-concept clarity* has a role to predict thesis writing procrastination.

2. Methods

Based on the nature of the research, this study is non-experimental research, because researchers did not manipulate the variables of the study (Kumar, 2011). Subjects in this study were 115 students of Master of Psychology, Faculty of Psychology, Gadjah Mada University. Data were collected using 3 scales namely Social support Scale, *self-concept clarity scale*, and thesis Writing Procrastination scale. Writing Procrastination Scale modified from Thesis Writing Academic Procrastination Scale developed by (Rahmawati, 2011) is based on the theory Schouwenburg et al. (2004). Social support scale was developed by (Rahmawati, 2011) based on aspects of social support are addressed by Sarafino (1994), and *Self-Concept Clarity Scale* adapts the scale of Campbell et al. (1996).

Validation of the scale is determined by using content validity (content validity), namely the validity of the estimated via large-scale testing by rational analysis or professional judgment through panel expert (Anwar, 2014). Aiken's V calculation results of the scale in this study had a score of 0,500-0.96875 (Thesis Writing Procrastination Scale), 0.5625 to 1 (Social Support Scale), and 0,75- 0875 (Scale Self-concept clarity). Value Aiken's V coefficient value ranges between 0-1. There are 1-39 items can already be considered to have an adequate content validity.

Empirical trials conducted to obtain a valid instrument. Thesis procrastination scale originally numbered 31 valid items and item numbered 30 with a value of $r > 0.176$. While the reliability test conducted cronbach alpha values for 0,917 so the measurement is reliable. Previous social support scale is 31 item and 29 item valid with the value of $r > 0.176$. While the reliability test is obtained cronbach alpha values for 0924 then the measurement instrument is reliable, and *Self-Concept Clarity* scale the 12-item have values $r > 0.176$, it can be concluded about the whole items are valid. While the reliability test conducted cronbach alpha values for 0818 then the measurement instrument is reliable.

3. Findings and Discussion

The results overview of research variables procrastination thesis, social support, and self-concept clarity can be seen in Table 1.

Table 1

The result overview of variables scores

Variabel	Minimum	Maximum	Mean	Std Deviasi
Procrastination	43	116	80,49	18,064
Social Support	87	144	122,50	14,047
Self-Concept Clarity	21	56	39,48	8,269

Corresponding general overview of the scores of each variable is then created categorization. According to Azwar (2014) categorization goal is to put people into groups whose position tiered based on a continuum attributes measured. The analysis shows that the category score procrastination thesis subject more to the moderate category. It is seen that 26.1% subject scores are in the low category, 70.4% in the moderate category and 3.5% at the high category. Category scores more subject to social support leads to a higher category. It is seen that the 0% score of the subject is in the low category, 11.3% in the moderate category and 88.7% at the high category. While the category scores *self-concept clarity* subjects more to the moderate category. It is seen that 12.2% subject scores are in the low category, 59.1% in the moderate category and 28.7% at the high category.

Normality test aims to determine whether the distribution of variable data procrastination thesis, social support and self-concept clarity normal distribution or not. Social Support Scale value of 1.024 ($p = 0.245$), Scale *Self-Concept Clarity* of 0.772 ($p = 0.520$), and Procrastination Thesis Writing scale of 0.648 ($p = 0.795$). With the significant value of $p > 0.05$, it can be concluded that the three large-scale data are normally distributed (Field, 2009).

Multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. The test results showed that VIF multicollinearity Social Support Scale was 1.096 and Scale *Self-concept Clarity* is 1.096. VIF second independent variable < 10.0 , thus it can be concluded that there is no multicollinearity (Bowerman and O'Connell, 2000).

The coefficient of determination is essentially measuring how far the model's ability to explain the variations of the dependent variables. The coefficient of determination can be obtained by squaring the correlation coefficient or R Square (R^2). Based on the results of data processing obtained the value of R^2 by 0.183, so that it can be concluded that social support and self-concept clarity affect the procrastination of 18.3% while the remaining 81.7% came from other variables not examined in this study.

The F test or tests of significance model gives an idea of how precise (significant) hypothesized model in the study. F value in this research model ($F = 12.551$, $p < 0.01$) indicated that the model under study are significant, or in other words that the variables of social support and self-concept clarity together may explain the variable significantly procrastination thesis.

Multiple regression analysis was conducted to test whether social support and self-concept clarity jointly or partially could explain the variation of procrastination thesis. Regression analysis showed that both predictors together can explain 18.3% of independent variables ($R^2 = 0.183$, $F(2,112) = 12.551$, $p < 0.01$). Procrastination can be partially thesis significantly predicted by social support ($\beta = -0.384$, $p < 0.01$), and partially also significantly predicted by self-concept clarity ($\beta = -0.504$, $p < 0.05$).

Based on the research described above, the results of multiple regression analysis showed independent variables of social support and self-concept clarity simultaneously affect or influence together on the dependent variable of procrastination thesis. The independent variable of social support and self-concept clarity affect the procrastination of 18.3%, while the remaining 81.7% came from other variables not examined in this study.

The scores of research subject were in middle category of procrastination. This showed the procrastination was occurred and there was study for a long time. Based on data from the Manager of Master Psychology Program, Faculty of Psychology UGM, stated that the students who are still active and while doing thesis, the time for starting thesis until now in the class of 2011 grade from 1 year 6 months to 2 years and 8 months. To force in 2012 grade between 1 year 8 months to three years and 3 months. To force in 2013 grade from 3 months to 2 years and 8 months. For 2014 grade from 1 year and 5 months. And to force in 2015 grade at 9 months.

When seen further, students have better academic ability with a cumulative grade point high enough however still occur procrastination in writing a thesis. Ferrari et al. (1995) stated that a person who did not intend to avoid procrastination or do not want to know the assignment was faced, but they are just procrastinating to do it, so it spend time to complete the assignment. The postponement effects to the failure to finish the task on time.

Sometimes the delay is done until the discomfort (Schouwenburg et al., 2004). Some of students tend to put off writing a thesis for thinking they have the time to do it. But when the writing was not completed and the study time they approached the exhausted it will appear discomfort in the form of anxiety.

Social support variable has negative relationship related to procrastination thesis. It means that a student with high social support have a low procrastination thesis writing. In contrast, students with low social support have high procrastination thesis. This was shown by the closeness and familiarity of students during lectures. They spend much time together in conducting lectures, tasks and gather together. They motivate each other, cooperate and exchange information in the completion of the task up to the thesis.

Procrastination occurs to the students that can cause anxiety to make students trying to quickly finish the job. This anxiety makes students become mutually supportive. Motivation appears at the last moment (Sapadin, 1996). Scores of social support research subjects at the high category; this indicates that the subject has a high social support. It is seen from the students help each other to finish the thesis. of discussion while waiting for the professor to the consultation, in the library, lend each other books, helping to spread the scale /questionnaire, help scoring questionnaire and so forth. This shows the high social support for low procrastination thesis.

The results also supported the results of Hendrianur (2015), that there is a relationship between social support and procrastination. In addition, research by Rahmawati (2011) resulted in no significant negative relationship between social support and procrastination thesis.

Research conducted by Williams and Berndt (in Berndt & Keefe, 1995) suggests that social influence among friends is a reciprocal process, that an individual is influenced by his friends and vice versa, the individual is also the influence of his friends. Friends in a group can influence each other in various aspects such as social and emotional adjustment, educational aspirations, and daily behavior at school.

Self-concept clarity variable procrastination has negative relationship related to the writing of a thesis. It means that a student who has *self-concept clarity* high means students have clarity about their self, internally consistent, and stable temporally followed by a high confidence. Students will be confident with their self that they can face the things pertaining to the academic field. They will organize it to be able to finish the task. The analysis showed that the category of research subjects score more leads in the category. This showed that *self-concept clarity* can predict procrastination thesis. The study by Thomas and Gadbois (2007) showed *self-concept clarity* students and learning strategies related to the tendency to self-handicapping and their exam performance. Whereas students with *self-concept clarity* Low normally not confident, it may not really know where they are located on important issues, and it may not be confident in their ability.

Turner, Pickering, and Johnson (1998) stated that self-esteem is formed through self-belief. If one has a high self-confidence in their academic abilities means worry and hesitation in them is low, so that procrastination will also be low. This is in line with the opinion (Ferrari et al., 1995) that a sense of worry and hesitation are factors that affect academic procrastination.

4. Conclusion

The conclusions of the study are social support and self-concept clarity jointly or partially able to predict procrastination thesis. The social support is high that make procrastination thesis is low. The self-concept clarity is high then the procrastination thesis is low.

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