



## **The Relationship of Emotional Intelligence and Self-Efficacy with Academic Procrastination in Student.**

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### ***Abstract***

*Academic procrastination carried out in various fields is often the cause of the failure of a teenager/student. Procrastination has many negative impacts, in the form of delays, wasted time, tasks become neglected, even when completed the results are not optimal. This research was conducted to examine the relationship between emotional intelligence and self-efficacy with academic procrastination in junior high school (SMP) students. This study used an explanatory method, with a population of 159 students and a sample of 25% in the study, namely 40 students at the SMP Muhammadiyah 3 Medan, the data collection method used was a Likert scale to measure the independent variables, namely emotional intelligence and self-efficacy by the dependent variable is academic procrastination. Then, research instruments were tested in the form of validity and reliability tests, while the data analysis*

*techniques used were correlation techniques, simple and multiple linear regression, and partial correlation. The results showed that the average student was in the category of academic procrastination, moderate emotional intelligence and self-efficacy, and in the regression there was a significant and negative effect between emotional intelligence and self-efficacy on academic procrastination, thus partially emotional intelligence and efficacy were significantly can predict academic procrastination, emotional intelligence is higher than self-efficacy in reducing academic procrastination attitudes. simple and multiple linear regression, and partial correlation. The results of this study are expected to contribute to schools or educators in order to reduce students' academic procrastination rates by facilitating teaching and learning that fosters emotional intelligence and increases students' self-confidence to carry out mandated tasks.*

**Keywords:** *emotional intelligence, self-efficacy, academic procrastination, student. junior high school (SMP) students.*

## **A. Introduction**

Nowadays, cases of academic procrastination among students often occur in various fields, either in everyday life, or in their academic fields. This even tends to be prevalent among students. Teenagers now seem to be sedated by promiscuity, the ease of facilities that exist in all areas, and regulations that seem to favor students such as the prohibition against being harsh on students (Husna Nashihin 2017). All of these things encourage students to be relaxed and procrastinate in completing tasks given by the teacher or other daily tasks that they have to carry out (Hafidz 2021). In addition to this, students' perfectionism can also be the cause of the emergence of procras-tinasti attitudes.

According to Ferrari, Johnson, and McCown (1995), procrastination has many negative repercussions, by delaying, a lot of time is wasted. Tasks become abandoned, even when completed the result is not optimal. Procrastination can also result in someone missing out on opportunities and opportunities that come. Several studies have shown that procrastination is one of the problems that afflicts most members of society at large and students in smaller environments (H Nashihin 2019). About 25% to 75% of students report that procrastination is one of the problems in their academic sphere (Ferrari, Johnson, and McCown 1995).

In humans, there are also good potentials that can form a positive character in adolescents (Husna Nashihin 2019). These potentials include the ability of a person to motivate themselves, resilience in dealing with failures, controlling

emotions and delaying satisfaction (Seila Rixkina, Armanila, Amsi Yuningsih 2022), and regulating the state of the soul. In addition, there is the ability to carry out the actions necessary to succeed in one's task. This ability is called self-efficacy (Husna Nashihin 2022). Various research results found aspects in individuals that influence a person to have a tendency to procrastination behavior, including low self-efficacy and social anxiety (Ferrari, Johnson, and McCown 1995). In addition, a student who has good emotional intelligence and self-efficacy,

The aspects of emotional intelligence include: a) Recognizing one's own emotions, meaning the ability to recognize a feeling when that feeling occurs is called self-awareness as a metamood, namely one's awareness of one's own emotions. According to Mayer (Saragih and Valentina 2015) self-awareness is being aware of moods and thoughts about moods, if they are less alert then adolescents become easily absorbed in the flow of emotions and are controlled by emotions, this is important for emotional mastery. b) Manage emotions It means ability teenager in dealing with feelings so that they can be expressed appropriately or are aligned, so that a balance is achieved within the individual, This ability includes the ability to entertain oneself, let go of anxiety, depression or offense and the consequences it causes and the ability to rise from pressing feelings. c) Motivating ability very self-buseful for teenager to achieve long-term goals, overcoming any difficulties experienced even for mrelieve failure that occurs, in learning motivation very important within the individu also that have the persistence to refrain from gratification and control impulses, and have positive motivational feelings, namely enthusiasm, passion, optimism and self-confidence (Husna Nashihin, Nazid Mafaza, and M.Okky Haryana 2021). d) empathy means that teenagers can recognize other people's emotions with can catch hidden social signals or hint and can accept other people's points of view, are sensitive to other people's feelings and are more capable to listen to others, this thing built from self-awareness and by positioning yourself (A. Armanila 2019). e) social skills means ability teenager in building relationships with other people, so you can supports popularity, leadership and interpersonal success, because of that the extent to which a student's personality develops is seen from the many interpersonal relationships he does.

Thus, emotional intelligence is very important to be grown in adolescents or students. However, in the development of emotional intelligence itself, it is very much influenced by internal and external factors. Internal are physical (health) and psychological (feelings, experience, motivation and ability to think. Meanwhile, internal factors are stimulus and environment. a) The stimulus itself, the saturation

of the stimulus is one of the factors that influence a person's success in treating emotional intelligence without distortion and, b) The environment or situation in particular which is the background of an emotional intelligence process (Goleman 1995). Therefore, The higher the procrastination attitude of a student, of course, the higher the obstacles for the student to be able to achieve success in all fields, including academic achievement. So, to be a successful person, a student must have a good relationship with teachers, principals, school employees, fellow students both in class, school and outside the school environment. The whole process of life and student life will always be colored by relationships with other people, be it with the family, school, or community environment. As social beings, students always need association in their lives with other people, recognition and acceptance of themselves from others will give the true color of life.

One factor that can have a strong influence on the student's adjustment process is emotional intelligence. Students as individuals in the school environment are required to be able to adapt to the environment in which they live in order to live comfortably and in harmony with the surrounding environment. According to Goleman (1995), the level of emotional intelligence of an individual is a major factor in determining the success of an individual, especially students. In his book, *Emotional Intelligence*, Goleman (1995) argues that the brilliance of an individual is dependent on 20% of intellectual intelligence, and the remaining 80% depends on good emotional control (K. Armanila 2017). Emotional intelligence also concerns how a student can lead himself to become a successful person by organizing himself to be able to carry out all the assignments obtained, so that he can become a successful person both in academic terms and in other aspects of his life.

Self-efficacy refers to an assessment of one's abilities and abilities to carry out the actions necessary to succeed in one's tasks. It is one of the strongest predictors of performance in domains as diverse as sports, business and education. In academic settings, self-efficacy is a strong predictor of performance (Klassen, Krawchuk, and Rajani 2008). As stated by Zimmerman, Bandura, and Martinez-Pons (1992) that there are three aspects/components self-efficacy, that is magnitude (task difficulty level), strength (strength/belief), and generality (generality). Each aspect has important implications for individual performance. There are 4 psychological processes in self-efficacy that play a role in humans, namely cognitive, motivational, affective and selection processes. Therefore, someone who has high self-efficacy is indicated by: a) Can deal effectively with events and the situation they face, b) Diligent in completing tasks, believe in their own abilities, c) View

adversity as a challenge not a threat and like to seek new situations. d) Set yourself challenging goals and develop a strong commitment to yourself, e) Investing a strong effort in what he does and increasing effort in the face of failure, f) Focus on task and think of strategies in the face of adversity, quickly recover a sense of competence after failure, and g) Facing stressors or threats with the belief that they can control them. As for characteristic individual who has Low self-efficacy is: a) Individuals who feel helpless, quickly sad, apathetic, anxious, b) Keep away from difficult tasks, c) Quickly give up when faced with obstacles, d) Low aspirations and weak commitment to the goals to be achieved, e) In difficult situations they tend to think about their shortcomings, the severity of the task, and the consequences of failure. f) Slow to recover feelings of ability after failure.

Based on the above characteristics, according to Bandura (Goleman Daniel 2016), a person's high and low self-efficacy is strongly influenced by; a) Individual Experience (Enactive Mastery Experience): individual interpretation of the successes achieved by individuals in the past will lead to affect his self-efficacy, b) Experience the success of others (Vicarious Experience): the process of modeling or learning from others will affect self-efficacy, c) Verbal persuasion (Verbal Persuasion): verbal persuasion carried out by people who become role models and have the ability to realize can increase individual self-efficacy, d) Physiological and Emotional States (Physiological and Affective States): individuals will look at physiological and emotional conditions in assessing the abilities, strengths and weaknesses of body dysfunction.

Based on the explanation above, it is clear that there is a relationship between emotional intelligence, self-efficacy and procrastination. Where procrastination is deliberately delaying desired activities even though knowing that delaying them can have negative consequences. In scientific circles the term procrastination refers to a tendency to delay the completion of a task or job, first used by Brown and Holzman (Balkis 2011). Procrastination can be viewed from various angles, because this procrastination involves various elements of complex problems, which are interrelated with one another. There are many things that can influence and prevent procrastination, one of which is emotional intelligence. According to Goleman (Seila Rixkina, et al. 2022), the level of emotional intelligence in an individual is a major factor in determining the success of an individual, especially students. In his book, emotional intelligence, Goleman argues that an individual's brilliance is dependent on 20% of intellectual intelligence and another 80% is dependent on good emotional control.

The above clearly shows that the stage of good "emotional control" is a factor that is highly emphasized in the life of a successful individual (Zainuddin and Fakhri 2020). This emotional intelligence also concerns how a student can lead himself to become a successful person by organizing himself to be able to carry out all the tasks that are obtained without delaying in completing the task, so that he can become a successful person in terms of academics and other aspects in his life (Husna Nashihin 2022). Apart from emotional intelligence, another factor that can prevent procrastination is self-efficacy. Ofori et al. (2020), self-efficacy is a person's belief about his ability to carry out a behavior successfully. A student who has good self-efficacy will be able to generate confidence in his own abilities, where this can affect personal motivation (Husna Nashihin 2018), the higher the self-efficacy, the lower the procrastination. Conversely, the higher the belief in one's own abilities, the stronger the determination to complete the task well. Belief in efficacy affects the level of challenge in completing tasks. In short, it can be said that it is not only work ability that determines the success of task implementation, but also the level of confidence in abilities that can increase the intensity of motivation and persistence of students in achieving and working.

Thus, students who have high emotional intelligence are able to overcome procrastination in completing their assignments. High emotional intelligence plus high self-efficacy in students will help them complete assignments very well, without any delays, on target, reducing delays in collecting assignments and school administrative activities. Conversely, students who have low emotional intelligence and self-efficacy cannot overcome procrastination.

The above explanation is strengthened by the research conducted Rahmi, (2014) about "The Relationship between Self-Efficacy and Parenting Democratic Parents with Academic Procrastination of Psychology Students at the University of Medan, Medan Area. The results showed that there was a significant relationship between self-efficacy and parenting styles with academic procrastination. This result is indicated by the coefficient of Freg = 10.511 where  $p < 0.05$ . This indicates that self-efficacy and parenting styles affect academic procrastination.

Based on initial observations at SMP Muhammadiyah Medan, which was conducted by interviewing one counseling teacher and 2 subject teachers in grade 8 on 7 October 2014, there were 40 students at the junior high school who had a tendency to procrastinate. 11 students were often late in submitting homework, 9 students preferred to do other activities than doing assignments, 10 students were late for class and 10 students could not carry out group assignments properly. Some

are unable to recognize their own emotions, and are poor at social cooperation. They often feel unsure of their own abilities and are less diligent in trying to correct failures. Therefore, researchers are interested in conducting research on how emotional intelligence and self-efficacy relate to academic procrastination in students.

## **B. Methods**

This study uses an explanatory method with the research variables used in this study are: Free variables : 1. Emotional Intelligence ( $X_1$ ), 2. Self-efficacy ( $X_2$ ), and Bound variable : Academic Procrastination ( $Y$ ). This research was conducted at Muhammadiyah 3 Junior High School (SMP) in Medan, AR Hakim Road, Tanjung Sari Village, Medan Selayang District, Medan City. Sampling aims to obtain representative data in relation to the population to which the study is subjected. Meanwhile, according to (Hadi 2016), samples are a number of subjects who are part of a population that has the same traits, and were selected to take the data directly to represent polupation in the study. The results of the study of the sample are expected to be generalized to the entire population. Generalization is the conclusion of research as something that applies to the population (Arikunto 2013). Furthermore, according to (Hadi 2016) the main condition for generalization to be carried out is that the sample used in the study must be able to reflect the state of the population. In determining the number of samples, (Arikunto 2012) explained that if the population is less than 100, then the sample taken is the entire number of the population, so the study is a population study. However, if the population is large, more than 100, then the sample taken is 20%-25%, so that the sample in this study was taken as much as 25% of 159 students, namely 40 students at Muhammadiyah 3 Junior High School (SMP) in Medan. The sampling technique used is purposive sampling (samples with an intention/based on characteristics). This sampling is carried out on the basis of the consideration of the researcher who assesses the elements desired to be obtained in the sample taken. The characteristics present in the sample are: 1). Frequent delays in starting and completing academic assignments, 2) Often late completing and submitting academic assignments, 3) Doing something else is more fun than completing a task to be done.

The data collection method used in this study will use a scale. The scales are arranged by using the Likert scale. This scale will be used to measure free variables namely emotional intelligence and self-efficacy with bound variables namely academic procrastination. This scale consists of favorable statements and

unfavorable statements, where they point to the individual's true self-state or self-assessment. This scale is measured using the Likert scale with four categories of closed answers namely highly appropriate (SS), appropriate (S), non-appropriate (TS), and highly non-appropriate (STS).

Table 1. Item Scoring

Item Favorable		Item Un-favorable	
Alternative Answers	Score	Alternative Answers	Score
Highly appropriate (SS)	4	Highly appropriate (SS)	1
Appropriate (S)	3	Appropriate (S)	2
Non-appropriate (TS)	2	Non-appropriate (TS)	3
Highly Non-appropriate (STS)	1	Highly Non-appropriate (STS)	4

Emotional Intelligence Variables: This variable reveals the level of emotional intelligence of students with indicators including: recognizing self-emotions, managing self-emotions, the ability to self-motivate, empathy (recognizing the emotions of others), and social skills (fostering relationships with others). Based on these indicators, the following blue print is compiled with the distribution of emotional intelligence scale items as shown in Table 2:

Table 2. Blue Print Emotional Intelligence Scale

No	Aspect	Indikator	Number of Item		Total
			Favorable	Un-favorable	
1	Recognizing one's own emotions	Knowing and recognizing own-emotions	1,9	2,25	4
2	Managing self-emotions.	Can organize and manage yourself.	3,15	12,19,23	5
3	The ability to self-motivate.	Able to motivate yourself to be better.	4,5,13	6,10,16	6
4	Empathy (recognizing the emotions of others).	Recognizing emotions and feeling what others feel.	7,11,24	8,20	5
5	Social skills (fostering relationships with others).	Able to communicate, interact and cooperate with others.	17,22	14,18,21	5
Total			12	13	25



Self-Efficacy Variables: This variable reveals the level of self-efficacy of students in school with indicators namely: feeling confident that they are able to effectively handle the events and situations they face, being diligent in completing tasks, believing in the abilities of themselves that they have, viewing difficulties as challenges not threats and like to look for new situations, setting themselves challenging goals and increasing a strong commitment to themselves, instilling a strong effort in what it does and improving the effort when it fails, focusing on tasks and thinking about strategies in the face of adversity, quickly recovering a sense of capability after experiencing failure, and facing stressors or threats with the belief that they are capable of controlling it. Based on these indicators, a blue print is compiled along with the distribution of self-efficacy items, as shown in Table 3 below:

Table 3. Blue Print Self-Efficacy Scale

No	Aspect	Indicator	Favorabel	Un-favorabel	Total
1	Feeling confident that they are able to effectively handle the events and situations they face.	Confident that he has the ability	1,13	18,24	4
2	Perseverance in completing tasks and instilling a strong effort in what it does	Diligent Go all out	26 8	2 17	4
3	Believe in the abilities of themselves that they have.	Confident	3,20	4,21	4
4	View adversity as a challenge not a threat	Think positively/view adversity as a challenge not a threat. Have a clear goal	16 6	14	3
5	Likes to look for new situations.	Be able to open up to new people, environments and tasks	11	19	2

6	Increase effort in the face of failure and restore a sense of ability after experiencing failure.	Keep trying despite failing and not despair	5,25	9,22	4
7	Focusing on the task and thinking of strategies in the face of adversity.	Focus Have a plan and targets.	7 10	12 15	4
8	Face stressors or threats with the belief that they are capable of controlling them.	Ready to face obstacles with careful calculations	23	27	2
Total			14	13	27

Procrastination Variables: This variable reveals the degree of procrastination of students. This variable uses the characteristics of procrastination with the following indicators: Procrastination to start completing the task at hand, delay in completing the task due to doing other things that are not needed, time gap between the set plan and real performance, and doing other activities that are more enjoyable than the task to be worked on (such as chatting, watching, listening to music, and traveling). Based on these indicators, a blue print of the procrastination scale is compiled as shown in Table 4:

Table 4. Blue Print Academic Procrastination Scale

No	Aspect	Indicator	Number of Item		
			Favorable	Un-favorable	Total
1	Delay to start completing the task at hand.	Delay in starting and completing tasks	1,13,22	4, 7, 20	6
2	Delay in completing tasks due to doing other things that are not needed.	Delay in meeting the deadline for completing the task	15, 17	14, 21	4
3	The time gap between the established plan and the actual performance.	Intention and plan gaps with behavior Not completing the task within the targeted time.	3,10 9	5, 18 16	6
4	Doing other activities that are more enjoyable than tasks to do.	Doing activities that are more fun than doing tasks.	2, 11, 12	6, 8, 19	6
Total			11	11	22

Then, research instrument test: An instrument is declared valid if it is able to measure what is desired in order to be a good source of data, then the scale used needs to be tested whether it is feasible or not to be used in collecting information for this study. To determine the validity or reliability of the scale, an instrument trial was carried out in the form of validity and reliability tests in accordance with the steps in Sugiyono (2019). The data were analyzed using correlation techniques, simple and multiple linear regressions, and partial correlations. The data analysis steps are as follows: 1) *Test Analysis Requirements*: Before testing the hypothesis, regression requirements are first tested, namely normality tests and linearity tests. This test uses the help of the SPSS 17.00 program. 2) *Hypothesis Testing*: The first and second hypotheses are performed by simple correlation and regression techniques. This correlation technique is used to determine the relationship between the variables of emotional intelligence (X1), self-efficacy (X2) and academic procrastination (Y). Simple regression is sought to include simple regression equations of student procrastination variables over emotional intelligence and self-efficacy. The simple correlation analysis formulas used refer to Sudjana (2001) and Godfrey (1980) with the formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

A simple linear regression analysis is performed by the formula:

$$\hat{Y} = a + bX$$

The calculation of a simple linear regression equation uses the formula:

$$a = \frac{(\sum Y)(\sum X_1^2) - (\sum X_1)(\sum X_1 Y)}{N(\sum X_1^2) - (\sum X_1)^2}$$

$$b = \frac{N(\sum X_1 Y) - (\sum X_1)(\sum Y)}{N(\sum X_1^2) - (\sum X_1)^2}$$

For the third hypothesis is carried out by the technique of double correlation and double regression. The double correlation technique (R) is used to determine the relationship and contribution of two free variables together to the bound variables. Meanwhile, double regression analysis is used to predict how the state of variables is bound when variables are free as predictors. The formulas of double correlation analysis used refer to Sudjana (2001), with the formula:

$$R_{yx_1x_2} = \sqrt{\frac{r^2 yx_1 + r^2 yx_2 - 2ryx_1ryx_2rx_1x_2}{1 - r^2 x_1x_2}}$$

Multiple regression analysis is performed by the formula:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

Determining the price of  $b_1$  and  $b_2$  is calculated by the formula:

$$b_1 = \frac{(X_2^2 \cdot \sum X_1 Y) - (\sum X_1 X_2 \cdot \sum X_2 Y)}{(\sum X_1^2 \cdot \sum X_2^2) - (\sum X_1 X_2)}$$

$$b_2 = \frac{(X_1^2 \cdot \sum X_2 Y) - (\sum X_1 X_2 \cdot \sum X_1 Y)}{(\sum X_1^2 \cdot \sum X_2^2) - (\sum X_1 X_2)}$$

Determining the price of  $a$  is calculated by the formula:

$$a = \frac{(\sum Y - b_1 \cdot \sum X_1 - b_2 \cdot \sum X_2)}{N}$$

Partial correlation is used to see if there is a relationship between emotional intelligence variables and academic procrastination, when the self-efficacy variables are in a constant state. This test can also be used to see if there is a relationship between self-efficacy variables and academic procrastination, when the emotional intelligence variables are in a constant state. Partial correlation is analyzed by the formula:

$$r_{y1.2} = \frac{ry_1 - ry_2 r_{12}}{\sqrt{(1 - r^2_{y_2})(1 - r^2_{12})}}$$

$$r_{y2.1} = \frac{ry_2 - ry_1 r_{21}}{\sqrt{(1 - r^2_{y_1})(1 - r^2_{12})}}$$

The statistical hypotheses tested are:

First hypothesis

$$H_0 : \rho_{y1} \leq 0$$

$$H_1 : \rho_{y1} > 0$$

Second hypothesis

$$H_0 : \rho_{y2} \leq 0$$

$$H_1 : \rho_{y2} > 0$$

Third hypothesis

$$H_0 : \rho_{y12} \leq 0$$

$$H_1 : \rho_{y12} > 0$$

All tests used a significance level of 5% ( $\alpha = 0.05$ )

### C. Discussion

Research was conducted to trial the emotional intelligence scale, self-efficacy scale and procrastination scale. Junior high school students were given an explanation of the procedure for filling the scale so that there were no errors in filling. After completion, an analysis of the validity and reliability of the question items is carried out. Before measuring instruments are used for research data collection, validity and reliability tests are carried out first. The purpose of this trial is to find out whether the items of the measuring instrument have met the accuracy to measure what is to be measured. In addition, it is also to determine the level of consistency in measuring the construct to be imposed on the actual research sample. The following are the results of trials of the measuring instruments used in this study:

Table5. Emotional Intelligence Scale Item Validity Test Results

No	Aspect	Number of Items			
		Favorable		Un-favorable	
		Valid	Invalid	Valid	Invalid
1	Recognizing one's own emotions	1,9	-	2	25
2	Managing one's own emotions	3,15	-	12,19,2	-
3	Ability to self-motivate	4,5,13	-	6,10,16	-
4	Empathy (recognizing the emotions of others)	7,11,2	-	8,20	-
5	Social skills (fostering relationships with others)	17,22	-	14,18,2	-
				1	
Total		12		12	1

Table 6. Self-Efficacy Scale Item Validity Test Results

No	Aspects of Self-efficacy	Number of Items			
		Favourable		Un-favourable	
		Valid	Invalid	Valid	Invalid
1	Feeling confident that they are able to effectively handle the events and situations they face	1,13	-	18,2	4
2	Perseverance in completing tasks and instilling a strong effort in what it does	8,26	-	2,17	-
3	Believe in the abilities they have	3,20	-		4,21

4	View adversity as a challenge, not a threat	16	6	14	-
5	Likes to look for new situations	11			19
6	Increase effort in the face of failure and quickly restore a sense of ability after experiencing failure	25		9,22	-
7	Focusing on tasks and thinking of strategies in the face of adversity	7,10		12,15	
8	Facing stressors or threats with the belief that they are able to control them	23	-	27	
Total		12	2	10	3

Table 7. Academic Procrastination Scale Item Validity Test Results

No	Aspects of Procrastination	Number of Items			
		Favourable Valid	Invalid	Un-favourable Valid	Invalid
1.	Delays to fulfill or complete work on the task at hand	1,13,22	-	4,7,20	-
2.	Delays in working on tasks	15,17	-	14, 21	-
3.	Time gap between plan and actual performance	3, 9, 10	-	5, 16, 18	-
4.	Do other activities that are more fun than the tasks to be done	2, 11, 12	-	6, 8, 19	-
Total		11	0	11	0

Normality test to see the deviation of the observed frequency under study from the theoretical frequency. Test normality assumptions using Kolmogrov-Smirnov one sample non-parametric statistical technique. The rule used is that if  $p > 0.05$  then the distribution is normal, on the contrary, if  $p < 0.05$  then the distribution is abnormal (Hadi, 2000).

Table 8. Summary of Distribution Normality Test Calculation Results

No	Variable	<i>p value</i>	$\alpha$	Distribution
1	Emotional Intelligence	0,252	0,05	Normal
2	Self-efficacy	0,585	0,05	Normal
3	Academic Procrastination	0,705	0,05	Normal

Table 9. Summary of Relationship Linearity Test Calculation Results

Correlational	F	<i>p value</i>	Description
X1 – Y	112,763	0,000	Linear
X2 – Y	38,692	0,000	Linear

Table 10. Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations		
	B	Std. Error	Beta	T		Zero-order	Partial	Part
1 (Constant)	107.512	6.069		17.714	.000			
Emotional Intelligence	-.561	.079	-.686	7.122	.000	.861	-.760	-.538
Self-efficacy	-.339	.116	-.281	2.911	.006	.707	-.432	-.220

Hypothetical mean: In the academic procrastination variable, the number of question items used after the validation test of 22 questions (based on a likert scale with 4 answer choices) obtained a hypothetical mean of  $[(22 \times 1) + (22 \times 4)] / 2 = 55$ . In the emotional intelligence variable, the number of question items used after the validation test of 24 questions (based on the Likert scale with 4 answer choices) obtained a hypothetical mean of  $[(24 \times 1) + (24 \times 4)] / 2 = 60$ . Meanwhile, self-efficacy, with the number of question items used after the validation test of 22 questions (based on a likert scale with 4 answer choices) obtained a hypothetical mean of  $[(22 \times 1) + (22 \times 4)] / 2 = 55$ . Then, empirical mean: With the Kolmogorov-Smirnov test obtained an empirical mean for the academic procrastination variable of 48.87, emotional intelligence was 64.65, and self-efficacy was 66.00, and categorization is description of research data can be carried out groupings that refer to categorization criteria. Azwar (1998) state that this categorization is based on the assumption that the scores of research subjects are normally distributed. The criteria are divided into three categories, namely low, medium and high. Furthermore, Azwar (2006; 2012) posits that standard scoring is done by changing the rough score and then the form of deviation of the mean score by a standard deviation (S) using the following norm:

- High →  $(\text{mean} + 1\text{SD}) < X$
- Medium →  $(\text{mean} - 1\text{SD}) < X \leq (\text{mean} + 1\text{SD})$
- Low →  $X, (\text{mean} - 1\text{SD})$

Table 11. Empirical and Hypotetic Data

Variable	SD	Mean Empiric	Mean Hypotetic
Academic Procrastination	9.168	48,87	55
Emotional Intelligence	11.217	64,65	60
Self-efficacy	7.588	66,00	55

Based on Table 10, we can see a comparison between the empirical mean and the hypothetical mean, where in academic procrastination, the hypothetical mean is greater than the empirical mean. In comparison of the empirical mean and the hypothetical mean on the variables of emotional intelligence, the empirical mean is greater than the hypothetical mean. In comparison of the empirical mean and the hypothetical mean on self-efficacy, the empirical mean is greater than its hypothetical mean. From Table 10 also obtained the categorization of each of the following variables: Variable categorization of Academic Procrastination:

- High Kategori =  $(\text{mean} + 1\text{SD}) < X$   
 $= (48,87 + 1(9.168)) < X$   
 $= 58,038 < X$
- Medium Kategori =  $(\text{mean} - 1\text{SD}) < X < (\text{mean} + 1\text{SD})$   
 $= (48,87 - 1(9.168)) < X < (48,87 + 1(9.168))$   
 $= 39,702 < X < 58,038$
- Low Kategori =  $X < (\text{mean} - 1\text{SD})$   
 $= X < 48,87 - 1(9.168)$   
 $= X < 39,702$

Table 12. Frequency Distribution of Academic Procrastination Variables

Value Range	Number	%	Categori
$58,038 < X$	4	10	High
$39,702 < X < 58,038$	32	80	Medium
$X < 39,702$	4	10	Low
Total	40	100	



Then, categorization of emotional intelligence variables: High Kategori =  $(\text{mean} + 1\text{SD}) < X$   
 $= (64,65 + 1(11.217)) < X = 75,867 < X$   
 Medium Kategori =  $(\text{mean} - 1\text{SD}) < X < (\text{mean} + 1\text{SD})$   
 $= (64,65 - 1(11.217)) < X < (64,65 + 1(11.217))$   
 $= 53,433 < X < 75,867$   
 Low Kategori =  $X < (\text{mean} - 1\text{SD})$   
 $= X < 64,65 - 1(11.217)$   
 $= X < 53,433$

Table 13. Frequency Distribution of Emotional Intelligence Variables

Value Range	Number	%	Kategori
$75,867 < X$	7	17,5	High
$53,433 < X < 75,867$	28	70	Medium
$X < 53,433$	5	12,5	Low
Total	40	100	

Categorization of self-efficacy variables: High Kategori =  $(\text{mean} + 1\text{SD}) < X$   
 $= (66,00 + 1(7.588)) < X$   
 $= 73,588 < X$   
 Medium Kategori =  $(\text{mean} - 1\text{SD}) < X < (\text{mean} + 1\text{SD})$   
 $= (66,00 - 1(7.588)) < X < (66,00 + 1(7.588))$   
 $= 58,412 < X < 73,588$   
 Low Kategori =  $X < (\text{mean} - 1\text{SD})$   
 $= X < 66,00 - 1(7.588)$   
 $= X < 58,412$

Table 14. Frequency Distribution of Self-Efficacy Variables

Value Range	Number	%	Kategori
$73,588 < X$	8	20	High
$58,412 < X < 73,588$	25	62,5	Medium
$X < 58,412$	7	17,5	Low
Total	40	100	

The first hypothesis testing was carried out with a simple regression test to test the significance of the relationship between the free variables i.e. emotional intelligence ( $X_1$ ) to academic procrastination ( $Y$ ), presented in Table 11.

Table 15. The First Hypothesis Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.861 <sub>a</sub>	.741	.734	4.73049	.741	108.503	1	38	.000

a. Predictors: (Constant), Kecerdasan Emosi

Table 16. Correlation of Emotional Intelligence with Academic Procrastination

		Academic Procrastination	Emotional Intelligence
Pearson Correlation	Academic procrastination	1.000	-.861
	Emotional intelligence	-.861	1.000
Sig. (1-tailed)	Academic procrastination	.	.000
	Emotional intelligence	.000	.
N	Academic procrastination	40	40
	Emotional intelligence	40	40

Table 17. The Second Hypothesis Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.707 <sub>a</sub>	.500	.486	6.57042	.500	37.940	1	38	.000

Table 18. Correlation of Self-Efficacy with Academic Procrastination

		Academic procrastination	Self-efficacy
Pearson Correlation	Academic Procrastination	1.000	-.707
	Self-efficacy	-.707	1.000
Sig. (1-tailed)	Academic Procrastination	.	.000
	Self-efficacy	.000	.
N	Academic Procrastination	40	40
	Self-efficacy	40	40

Table 19. The Third Hypothesis Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.888 <sub>a</sub>	.789	.778	4.32430	.789	69.159	2	37	.000

Table 20. Correlation of Emotional Intelligence and Self-Efficacy with Academic Procrastination

		Academic Procrastination	Emotional Intelligence	Self-efficacy
Pearson Correlation	Academic Procrastination	1.000	-.861	-.707
	Emotional Intelligence	-.861	1.000	.621
	Self-efficacy	-.707	.621	1.000
Sig. (1-tailed)	Academic Procrastination	.	.000	.000
	Emotional Intelligence	.000	.	.000
	Self-efficacy	.000	.000	.
N	Academic Procrastination	40	40	40
	Emotional Intelligence	40	40	40
	Self-efficacy	40	40	40

The results of this study showed that there was a negative and significant relationship between emotional intelligence ( $X_1$ ) and self-efficacy ( $X_2$ ) with academic procrastination ( $Y$ ) of 78.9%. Then from the calculations with the help of the program SPSS 16.0 obtained the regression equation  $Y = 107.512 + (-0.686 X_1) + (-0.281 X_2)$ . From the equation, it can also be seen that if emotional intelligence and self-efficacy are higher, then academic procrastination will be lower, and vice versa. This can be proven through a regression equation where if the value of emotional intelligence and self-efficacy is increased to 1sd, then the amount of academic procrastination value decreases to 105.512. The results showed that the results of the regression equation obtained were known that emotional intelligence higher than self-efficacy played a role in reducing academic procrastination (Mahesti and Rustika 2020). Students who have high emotional intelligence can manage and motivate themselves to always do good activities and support their success. One of them is to not procrastinate on the work he is supposed to do. Thus his heart is not filled with anxiety due to unresolved tasks. Confidence in one's own abilities also supports a decrease in the level of academic procrastination (Balkis 2011) because students will feel that they are capable of completing the tasks they need to complete. As a result, the student will not delay because he is confident that he can complete the task.

The existence of the environment and challenges that exist in the present day causes students who are unable to manage and motivate themselves and low confidence in their abilities (Ulandari and Juliawati 2019). They would rather do something more fun for them than complete their tasks. This is due to the low level of emotional intelligence and self-efficacy that exists in students. In this case we need a strong belief from within ourselves and if there is an external impulse in the form of motivational support and good facilities will accelerate the process of reducing the student's academic procrastination attitude.

It takes a role from within the student to lower academic procrastination, by way of giving punishment if he performs an act of academic procrastination, for example, if he is late completing a task, then he must intend to earnestly not be allowed to watch television for one day, or if he delays completing the task, then he should not eat something that is liked for two days. This should really be adherable to oneself and perhaps a little help from parents or the school that gives punishment if any student is late or does not do the assignment at all. this is in accordance with the statement of Milgram et.al (1993) which states that procrastination is carried out solely to optimally complement the task. But that procrastination doesn't make

the task any better, it leads to useless procrastination. Why can a person be a procrastinator? (Ferrari, Johnson, and McCown 1995) mention that according to the view of reinforcement theory states that procrastinators never or rarely receive punishment. In fact, he felt that he benefited because by delaying the work on a task, it was finally completed as well. Cognitive behavioral theory explains that procrastinating behavior is the result of errors in thinking and as for thoughts that are irrational to tasks such as fear of failing in the completion of a task (Ofori et al. 2020)

Having high emotional intelligence and self-efficacy is expected to reduce the level of academic procrastination in students (Mahesti and Rustika 2020). To lower this academic procrastination does require strength from within the student. In addition, external parties are also needed where parents, the environment and teachers or the school are expected to be able to help students in cultivating an attitude of emotional intelligence and self-efficacy in students. It is hoped that the two faculties will be able to reduce and deal with academic procrastination problems that will have an impact on student life in the future. The most important thing to pay attention to in the learning process, considering that students or teenagers are the forerunners of supporting and enforcing the prosperity of the country in the future.

Based on the results of descriptive analysis, it is known that the comparison between the empirical mean and the hypothetical mean, where in academic procrastination, the hypothetical mean is greater than the empirical mean ( $55 > 48.87$ ). Comparison of the empirical mean and the hypothetical mean on the variables of emotional intelligence, the empirical mean is greater than the hypothetical mean ( $64.65 > 60$ ). Comparison of the empirical mean and the hypothetical mean on self-efficacy, the empirical mean is greater than its hypothetical mean ( $66.00 > 55$ ). From the results of the comparison of the hypothetical mean and the empirical mean also obtained variables of emotional intelligence, self-efficacy and academic procrastination are in the moderate category. Based on the regression equation model obtained in this study shows that emotional intelligence is higher than self-efficacy in lowering academic procrastination attitudes. This is in accordance with the results of the study (Aziz and Batool 2022). The results of subsequent studies showed that together emotional intelligence and self-efficacy can predict academic procrastination. The results of the gradual regression analysis also show the fact that emotional intelligence and self-efficacy have a negative and significant predictive power towards academic

procrastination. This is also in line with the findings of Zahradan Hernawati, 2015 in cases of adolescents in rural areas. The predictive power that can be contributed by the variables of emotional intelligence and self-efficacy is 78.9%. This means that there are 21.1% other variables that can predict a student's academic procrastination, such as parenting and the influencing environment.

#### **D. Conclusion**

Based on the results of research on the relationship between emotional intelligence and self-efficacy with academic procrastination in students at the SMP Muhammadiyah 3 Medan. Shows that, it is known that in academic procrastination, the hypothetical mean is greater than the empirical mean ( $55 > 48.87$ ). In the variables of emotional intelligence, the empirical mean is greater than the hypothetical mean ( $64.65 > 60$ ), and in self-efficacy, the empirical mean is greater than its hypothetical mean ( $66.00 > 55$ ). There was a negative correlation between emotional intelligence and academic procrastination with a value of  $r = -0.861$  and an R-square of 0.741, which showed that the role of emotional intelligence was 74.1% in explaining academic procrastination. There is a negative correlation between self-efficacy and academic procrastination where self-efficacy plays a role of 50% in explaining academic procrastination in students. There is a negative correlation between emotional intelligence and self-efficacy with academic procrastination ( $r = -0.888$ ;  $p < 0.005$ ). Emotional intelligence and self-efficacy are able to explain academic procrastination by 78.9%, Variables of emotional intelligence, self-efficacy and academic procrastination of students are in the moderate category. The regression equation model obtained in this study showed that emotional intelligence was higher than self-efficacy in lowering academic procrastination attitudes in students. The results of this study are expected to contribute to schools or educators in order to reduce students' academic procrastination rates by facilitating teaching and learning that fosters emotional intelligence and increases students' self-confidence to carry out mandated tasks.

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