

The Relationship Between Fear of Failure And Academic Procrastination In Elders Who Are Working On Thesis

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ARTICLE INFO	ABSTRACT
<p>Keywords: fear of failure; academic procrastination; firstborn child; student; thesis.</p>	<p>Students come from various family backgrounds, individuals who are born as the eldest child will face various demands in living their lives so that they are prone to experiencing feelings of insecurity, anxiety or worry when facing failure, this condition has an impact on individuals, namely by the emergence of procrastination behavior. The purpose of this study was to determine the relationship between fear of failure and academic procrastination in the eldest child who is a student working on a thesis in North Sulawesi. This study used an incidental sampling technique involving 105 participants. Data collection uses a scale of fear of failure and academic procrastination. The results showed that the value of $R_{xy} = 0.154$ and $\text{sig.} = 0.058$ had a positive relationship between fear of failure and academic procrastination.</p>

INTRODUCTION

Students before getting a bachelor's degree must carry out research which is included in the tridharma of higher education, namely the thesis (Fransiska, 2017). The length of time in completing a thesis is no later than two semesters or about four to six months of effective lecture days, the process of preparing a thesis will go through various stages that make students depressed such as loading negative feelings that will bring up worry, depression, loss of motivation, low self-esteem (Kusuma & Indrawati, 2013). Students come from various family and economic backgrounds, students who occupy the birth order as the firstborn tend to procrastinate in academics. The firstborn child becomes a parental expectation to be an example and have good achievement because it is the first child among other siblings so that it makes someone whose birth order is early or the firstborn child will often be the subject of comparison by the family (Silaen, 2016).

According to (Santrock, 2002), expectations for firstborn children can have a negative impact, namely: pressure, high guilt, and difficulty controlling unpleasant situations. This phenomenon is supported by research conducted by (Gabriel, 2015) on students in Eldoret, that the existence of procrastination behavior will have an impact on birth order which gives results from cross tabulation examination, namely most of those who procrastinate are firstborns and some middle children. Procrastination can be associated with fear of failure and anxiety which is considered a problem for students to achieve success in academic tasks because it can reduce the quality of the tasks made, increase stress levels, and have a negative impact on students' lives (Muyana, 2018).

According to (McCloskey, 2015) academic procrastination is the behavior of individuals who set aside or delay working on or starting in making academic-related tasks or activities. According to (Wicaksono, 2017)

academic procrastination is a delay in completing academic activities or tasks by doing more enjoyable activities. According to (Ferrari & Morales, 2007) academic procrastination behavior has a negative impact, which will only waste time. Some students only ignore the impact of academic procrastination behavior (Muyana, 2018). Procrastination can occur in several conditions, one of which is in the academic field (Sebastian, 2013). The results of research conducted by (Chehrzad et al., 2017) showed that 70% of students were in the moderate category and 14% in the high category of procrastination behavior. Estimates of academic procrastination in U.S. students will reach 70% (Klassen *et al.*, 2008).

Factors that influence academic procrastination are fear of failure (Wyk, 2004). According to (Solomon and Rothblum, 1984), there is an influence of internal and external factors on academic procrastination behavior. One of the internal factors is the fear of failure in students, which contributes 6% to 14%. Individuals tend to procrastinate due to feeling anxiety from criticism or judgment of others because they are afraid that what they have done will fail or not do the task well. According to (Hagbin, 2012) fear of failure is referred to as the result of reactions arising from provocation and intimidation from a failure. Further research conducted by Sutrisno (Sutrisno, 2019) if students experience a high fear of failure, it is likely that the individual will procrastinate in writing a thesis. The results of research conducted by Sebastian (Sebastian, 2013) anxiety and worry can make individuals feel less confident to complete a task, the results showed that there was a positive relationship between the two variables, high fear of failure tends to consider the task unpleasant and causes individuals to be easily distracted by other things that can lead to academic procrastination behavior.

The results of (Widyaputri's, 2022) research showed a positive relationship between fear of failure and academic procrastination in first-year medical students. First-year medical students are prone to stress due to diverse and heavy academic assignments and also have to adjust to a new environment. The pressure to stress experienced by medical students can lead to feelings of fear of failure which will make someone feel unsatisfied with their efforts so that procrastination behavior occurs. In (Setyadi & Mastuti's, 2014) research that fear of failure does not have an influence on academic procrastination but achievement motivation has a significant effect on academic procrastination.

There is a phenomenon around researchers who are final year students in the process of completing a thesis. Researchers have conducted brief interviews on November 27, 2022 regarding academic procrastination to 3 informants who are the eldest child in the nuclear family. The informants said that the process of completing the thesis was not so easy due to internal and external influences experienced. Internal influences such as pressure, feelings of anxiety, and decreased motivation while external influences are families who mostly do not provide positive reinforcement to the informants but rather an expectation that is given continuously and busy activities outside of lectures that make it difficult to manage time.

Based on the exposure of phenomena and data results from different previous studies regarding fear of failure and academic procrastination on students and especially on students who are the eldest child in the family who is considered by their parents or family as an example for their younger siblings. With the national news of a final year student whose position is also as the firstborn suddenly given more responsibility than he should then in North Sulawesi there are students who experience fear when facing a proposal hearing so that it makes the author interested in researching and revealing whether there is a relationship between fear of failure and academic procrastination in final year students who are in the preparation of a thesis who are the firstborn undergoing education at a university located in North Sulawesi.

METHOD

A. Research Design

Quantitative research using the correlation method to determine whether there is a relationship between the two variables. Researchers want to see the correlation between fear of failure and academic procrastination.

B. Data Collection

The data collection procedure uses a questionnaire compiled in Google Form which will then be distributed online through social media. The psychological measurement scale used is a Likert scale.

C. Population and Sample

The population in this study were final year students in North Sulawesi who were preparing a thesis and in the family were the firstborn. The sampling technique used in this study was incidental sampling, namely:

1. The firstborn child is 21-25 years old.

2. Is an active student at a university located in North Sulawesi.
3. Currently working on a thesis or final project to get a bachelor's degree.

D. Data Analysis

Using descriptive analysis, namely descriptive statistics and hypothesis testing using Pearson's Product Moment correlation technique with the assumption that the data is normally distributed, if the results that appear are not normally distributed, the hypothesis test will use Spearman's Rho. Before doing the correlation test, it will be done: 1). Normality test using Kolmogorov-Smirnov test. The data distribution in this study will be normally distributed if the significance value is greater than 0.05 ($p > 0.05$). 2). Linearity test using Anova test. It is stated to be linearly related if both variables have a significance value of F difference greater than 0.05 ($p > 0.05$). The data obtained will use the help of the SPSS 17 version for windows program.

RESULTS AND DISCUSSION

A. Result

1. Descriptive Statistics Results
 - a. Descriptive Statistics Test

Table 1. Descriptive Statistics

	N	Min.	Max	Mean	Std Deviation
<i>Fear of failure</i>	105	24	120	92,03	18,539
Academic Procrastination	105	21	86	54,80	11,767

Based on table 1, the minimum value of fear of failure is 24, and the maximum value is 120 with a mean of 93.03 with a standard deviation of 18.539> mean so that fear of failure has a high level of data variation. While academic procrastination has a minimum value of 21, a maximum of 86 with a mean of 54.80 with a standard deviation of 11.767> mean so that academic procrastination has a high level of data variation.

- b. Fear of Failure Categorization

Table 2. Fear of Failure Categorization

Interval	Category	N	Presentase
$110,56 < X$	High	7	6,7%
$73,49 \leq X \leq 110,56$	Medium	79	75,2%
$X < 73,49$	Low	19	18,1%

Based on table 2. that 105 participants have a fear of failure score between 74.45 to 113.80 means that most participants have a level of fear of failure in the moderate category.

- c. Categorization of academic procrastination variables

Table 3. Academic Procrastination Categorization

Interval	Category	N	Presentase
$66,56 < X$	High	17	16,2%
$43,03 \leq X \leq 66,56$	Medium	71	67,6%
$X < 43,03$	Low	17	16,2%

Based on table 3. that 105 participants have an academic procrastination score between 60.80 to 87.01 means that most participants have a level of academic procrastination in the moderate category.

2. Assumption test results

a. Normality Test

Table 4. Normality Test Results of Fear of Failure and Academic Procrastination

	KS-Z	Sig.	Description
<i>Fear of failure</i>	1,824	0,003	Not Normal
Academic Procrastination	0,706	0,701	Normal

Based on table 4. it is known that the fear of failure variable shows a KS-Z of 1.824 with a significance value = 0.003 ($p < 0.05$) that the data is not normally distributed, while the academic procrastination variable shows a KS-Z of 0.706 with a significance value of 0.701 ($p < 0.05$) which indicates normally distributed data. Thus, hypothesis testing will use the non-parametric Spearman's Rho method.

b. Linierity Test

Table 5. Linearity Test Results between Fear of Failure and Academic Procrastination

	F	Sig.	Description
Linearity	0,102	0,751	
Deviation from linearity	1,837	0,015	Linear

Based on the results of the linearity test in table 5. the significance value of Deviation from linearity is 0.015 ($p > 0.01$), it can be concluded that the relationship between fear of failure and academic procrastination is linear.

3. Hypothesis Test Results

Based on table 4 that the data is not normally distributed, in this hypothesis test the researcher uses Spearman's Rho correlation. This test uses SPSS 17 version for windows.

Table 6. Hypothesis Test Results between Fear of Failure and Academic Procrastination

Variabel	r xy	Sig.
Variabel X-Y	0,154	0,058

The result of the correlation coefficient of the fear of failure variable and academic procrastination is $r = 0.154$, which means that there is a positive relationship between fear of failure and academic procrastination but not significant. So the hypothesis proposed in this study is accepted. And the fear of failure variable has an influence of 15.4% on the academic procrastination variable.

B. Discussion

This study is to see if there is a positive relationship between fear of failure and academic procrastination in firstborn children in doing a thesis. Based on the results of the study, it is known that the two variables have a positive relationship with $R = 0.154$, thus the hypothesis in this study is accepted. This shows that fear of failure provides a positive relationship to academic procrastination. The results of this study

are in line with (Karim's, 2021) on students in Makassar city, there is a positive relationship between fear of failure and academic procrastination so that the higher the level of fear of failure, the higher the level of academic procrastination and vice versa, the lower the level of fear of failure, the lower the level of academic procrastination experienced.

Based on the results of the categorization test, most participants experienced fear of failure in the moderate category of 75% with 79 respondents and there were still 6.7% with 7 respondents in the high category. This illustrates that participants experience anxiety or lack of confidence so that they are less confident in themselves. The results of this study are in line with research from (Pradini & Sera, 2021) on students who experience fear of failure will experience high anxiety, pessimism, personal instability, decreased motivation and decreased self-quality while in social activities. Most of the participants experienced academic procrastination in the moderate category of 67.6% with 71 respondents and there were 17 respondents as many as 16.2% who were in the high category. This indicates that participants tend to procrastinate or leave their academic assignments. The results of this study are in line with research by (Arumsari & Muzaqi, 2016) on students who are working, students have difficulty finding references to correct the revisions given by the supervisor so that they choose to postpone or leave their assignments and do other work.

There is a contribution of the fear of failure variable to academic procrastination in this study of 15.4%. This means that 84.6% comes from other factors or variables on academic procrastination. as for example in Umairah's (2018) research on students that 27.7% of the effective contribution given by fear of failure to academic procrastination and 72.3 is caused by other variables or factors and these results are in the medium category.

The results in this study illustrate that the eldest child who is a student working on a thesis in North Sulawesi experiences concerns about fear of failure due to the demands and pressures received. Fear of failure then has a moderate impact on academic procrastination carried out by students in North Sulawesi compared to their desire to complete academic tasks on time. Students are more likely to avoid even doing academic procrastination due to the thought that they will fail or will not get the best results. The shortcomings in this study are that in filling out the questionnaire the researcher cannot observe directly because the distribution of the scale is carried out online because it can be accessed anywhere and anytime and can save time and costs.

CONCLUSION

Based on the results of the study, it can be concluded that there is a positive relationship between fear of failure and academic procrastination in firstborn children who are working on a thesis. That is, the higher the level of fear of failure, the higher the academic procrastination experienced. This study also shows that the level of fear of failure and academic procrastination, each in the medium category. This can be seen from the effective contribution of fear of failure to academic procrastination of 15.4% and another 84.6% is influenced by factors or variables not examined in this study.

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