Putting Off Until Tomorrow: Academic Procrastination, Perfectionism, and Fear of Failure

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ABSTRACT

Academic procrastination among students is becoming more widespread. The lack of time management causes this issue. Students without clear schedules or priorities can be more easily tempted to put off work or important academic assignments when managing their time. Other psychological factors contributing to this academic procrastination behavior are perfectionism and fear of failure. This study aims to empirically prove the relationship between perfectionism and fear of failure in academic procrastination. The method used in this research was correlational quantitative with a population of 153 students. The instruments used included academic procrastination, perfectionism, and fear of failure scales. The analysis technique was multiple linear regression. The results showed a positive correlation between perfectionism and fear of failure in academic procrastination, with an F score of 29.133 and a significance value of 0.001. This study also concluded that it is important for students to learn time management strategies, deal with anxiety effectively, and better understand failure and mistakes as part of the learning process. It is also important to emphasize that high standards can motivate success but must be balanced with good mental and physical health. They must not come at the expense of an individual's mental well-being.

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INTRODUCTION

As a forum for education, universities are expected to help students become individuals who can contribute ideas to realize development. Students, as scientific people, are expected to be able to become resources that can create harmony and dynamics in national development by studying, reading, or learning other sciences. However, many students will take time to relax because they think they have free time (Dzikran, 2017).

In Islam, using the best possible time to do something or complete an assignment is urged. Someone who cannot continuously appreciate time will suffer a loss (Warsiyah, 2015). Time is a gift that must be utilized as well as possible. Allah SWT in the Qur'an reminds people to use time well and not waste it. Surah al-Asr verses 1–3 explain that humans must use the time to do good deeds and advise each other to truth and patience. Also, a hadith of the Prophet Muhammad SAW states that "Take advantage of five things before five other things come: your youth before your old age, your health before your illness, your wealth before your poverty, your free time before your busy life, and your life before your death." (Hadits by Bukhari). Therefore, humans must make the best use of time before other times come, such as old age, illness, poverty, busyness, and death. In addition, in Islam, there is also "*barakah*," which means blessing or luck. So, when someone makes good use of their time and does good deeds, that time will feel more meaningful and last longer because they get blessings from Allah SWT.

The quality of human resources should support national development, especially in facing the world's free market, which is full of challenges and global competition. One way to improve the quality of human resources who master science and technology is through education. Gunawan (2019) stated that the quality of human resources in Indonesia must at least fulfill four competencies: academic competence, professional competence, value and attitude competence, and competence for dealing with change.

As part of educational institutions, students are required to develop various self-competencies optimally, and they are also always faced with academic and non-academic tasks. However, in reality, many are still procrastinating and do not appreciate the time spent completing assignments for reasons such as being in a bad mood or thinking they still have much free time to do assignments. The high percentage of procrastination prevents students from having a short study duration. This number tends to increase with the length of study in college. Every year, procrastination among students in one class increases as the study period increases (Corkin et al., 2014). Grunschel et al. (2016) estimated that 95% of students practice academic procrastination. Gustavson and Miyake (2017) found that nearly 25% of the students they studied procrastinated in carrying out academic tasks such as writing papers, studying for exams, and completing weekly reading assignments. Two years later, Eisenbeck et al. (2019) conducted

a similar study and found that more than 40% of students almost always postpone their exams due to high anxiety.

Procrastination can cause damage to academic performance, including bad study habits, decreased learning motivation, and poor academic grades, and even lead the culprit to fatal failure or dropout. Besides, the students can have depression and high anxiety (Goroshit & Hen, 2021). Procrastination can also undermine one's happiness. People can experience feelings of guilt that bother them, and if they continue, it can affect their psychological health. Procrastination will continue to be carried over by individuals into adulthood. There will also be a reduction in ready-to-use resources, even though this nation and state need qualified individuals to advance.

Wasting time and delaying work on assignments and study obligations shows an individual's unpreparedness to use time effectively. Delays in completing assignments can also hinder an individual's learning process. In the field of psychology, this delay is known as procrastination. One area where procrastination often occurs is in the academic field (Burka & Yuen, 2008; Fadhli et al., 2021)). Procrastination tends to postpone the activity until the last minute (Zakeri et al., 2013). Grunschel et al. (2013) explained that procrastination is not useful and creates an unpleasant feeling for the individual. One of the triggers for individuals procrastination behavior is irrational thinking. These irrational thoughts are feelings of inadequacy from individuals and thoughts that the demands are too heavy for them (Hen & Goroshit, 2020). Academic procrastination is delaying academic assignments (Steel & Klingsieck, 2016). Procrastination is a behavior in the academic field that students normally exhibit. Perpetrators of procrastination and other people around them will experience negative results. Therefore, procrastination is a serious issue. Hence, experts have tried to find factors related to procrastination to overcome this behavior.

In Islamic educational psychology, academic procrastination results from a lack of awareness and respect for time, or ingratitude. Muslims are responsible for managing their time as well as possible and using it to achieve goals that benefit themselves, society, and their religion. The inability to motivate oneself, anxiety, and a lack of confidence are some additional factors that can affect academic procrastination. In Islamic educational psychology, individuals must develop devotion to Allah SWT and ask for His help in overcoming their difficulties, including motivating themselves and overcoming anxiety or insecurity. In Islam, education is also considered a shared responsibility between individuals, families, and society. Therefore, a collaborative approach and social support can be effective strategies to overcome academic procrastination. Individuals can seek help from family, friends, or mentors to help motivate them and provide support in completing academic assignments. Islam also recognizes the importance of developing good morals, such as discipline and responsibility, in managing time and academic tasks. By developing these values, individuals can

develop the ability to avoid procrastination and manage their time more effectively.

Several studies have tried to find out about the problem of procrastination in terms of other variables. Besides the fear of failure and reluctance towards assignments, Cavusoglu and Karatas (2015) also found that procrastination is also influenced by other factors such as dependence on others who are stronger and need help, excessive risk-taking, a lack of assertiveness, rebellion, and difficulty making decisions, even though the percentage is low. Delibalta and Akbay (2020) determined the relationship between the control center and academic perfectionism with academic procrastination. They revealed that the control center variable and self-efficacy effectively contributed 22.383% to academic procrastination. At the same time, Soysa and Weiss (2014) found that anxiety is positively correlated with student academic procrastination. Based on Afzal and Jami's (2018) research, decision-making styles, especially rational ones, affected academic procrastination by 8.26. Meanwhile, Hernández et al. (2020) found a negative relationship between self-esteem and academic procrastination. In other words, the higher a person's self-esteem, the lower their academic procrastination, and the lower their self-esteem, the higher their academic procrastination. Uzun et al. (2020) found that intuitively, people with low self-esteem will stop before completing their tasks.

According to Zacks and Hen (2018), procrastination can be a result of impulsivity, perfectionism, passivity, and delaying until after the allotted time limit. The inability to overcome procrastination can result in bad consequences such as delays in completing assignments, decreased quality of work, and high stress levels. Therefore, a person needs to recognize the reasons behind procrastination and try to deal with the problem effectively. Goroshit (2018) stated that perfectionism influences academic procrastination. A procrastinator has unrealistic desires for themselves. Limburg et al. (2016) defined *perfectionism* as a desire to get the best or perfect results, characterized by adaptive perfectionism (conscientious perfectionism) that arises from within (internal) individuals and maladaptive perfectionism (self-evaluate perfectionism), which arises from outside the individual. Rice, Richardson, and Ray (2015) mentioned that perfectionism is an individual's motivation to achieve perfection. Harvey et al. (2015) revealed that perfectionism can motivate individuals to achieve perfection by paying attention to tidiness and order. When making the slightest mistake, one will feel fear and guilt. Individuals who are perfectionists often face disappointment in themselves if they feel they have failed to reach high standards that cannot be achieved (Bong et al., 2014). Perfectionism leading to academic procrastination can be caused by fear of failure.

Fear of failure can make a person procrastinate on his work. The fear of failure here is when the procrastinator feels guilty and cannot complete his task with predetermined criteria or goals. The fear of failure is similar to a problem that often occurs in individuals with perfectionist behavior (Cacciotti et al., 2016).

According to Haghbin et al. (2012), fear of failure is often used negatively to define emotional predictors. This word appears when a person faces a task to acquire a skill. Castella et al. (2013) stated that fear of failure is a type of avoidance that depends on performance or success.

Jackson (2017) found an incentive to avoid the negative consequences of renal failure, especially shame, low self-esteem, and failure. Hardiansyah (2011) and Cacciotti and Hayton (2015) emphasized that fear of failure is a negative interpretation of individual situations. This behavior is a negative interpretation of irrational beliefs that arise from questions to ask others, negative results after achieving them, and ultimately a fear of failure.

Failure to complete academic assignments can result in academic procrastination. A person may feel too afraid to face the possibility of failure or rejection, so they avoid or postpone the task. Academic procrastination can be a self-defense mechanism to avoid failure or discomfort that may arise from completing assignments. However, academic procrastination can lead to failure in completing assignments. When someone procrastinates, the closer the deadline for completing the task, the greater the perceived time pressure. This habit can reduce the quality of work and increase the risk of errors or failures. Also, academic procrastination can affect a person's productivity and efficiency in completing academic assignments. When someone procrastinates too often, achieving optimal results and meeting the standards expected by lecturers or educational institutions will be difficult.

Therefore, someone needs to recognize patterns of academic procrastination and find ways to overcome these problems. One way to overcome procrastination is to develop good time management skills, make realistic work schedules, and find motivation to complete tasks. Apart from that, it is also important to change your mindset and positively overcome your fear of failure.

METHODS

This study used a quantitative correlational approach. The population of this study was 153 students in the Islamic psychology study program at Universitas Raden Intan, Lampung. The sampling technique used probability with a simple random sampling technique. The data collection method used three scales: (1) the academic procrastination scale based on Ferrari et al. (1995) theory with aspects of delays, tardiness, gaps, and other activities; (2) the perfectionism scale based on the theory of Hewitt and Flett (1991), with aspects of self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism. (3) a fear of failure scale based on the theory of Conroy (2003) with aspects of fear of humiliation, fear of lowering self-esteem, fear of future uncertainty, fear of loss of social influence, and fear of disappointing people considered important in one's life. The validity test on the academic procrastination scale ranged from 0.409 to 0.997 with a $p > 0.300$. The validity

value on the perfectionism scale ranged from -0.159 to 0.995. Meanwhile, the fear of failure scale ranged from 0.374 to 0.994, p> 0.300. The data analysis technique used multiple linear regression to estimate the magnitude of the coefficients produced by a linear equation involving two independent variables as a predictor of the value of the dependent variable.

RESULT AND DISCUSSION

Several studies have found that procrastination, often interpreted as procrastinating behavior to complete assignments or work, is a substantial problem often found in students and ordinary people. Almost everyone in their life has felt guilty for the delay they caused. Even for many, procrastinating has become like a disease that has taken over their lives. Data on the assessment scores for academic procrastination, perfectionism, and fear of failure variables obtained from the scales distributed to research subjects can be explained in Table 1.

Table 1. Description of Statistics

Variable	$\sum$ Item	Empirical Score				Hypothetical Score			
		Min	Max	Mean	SD	Min	Max	Mean	SD
Academic Procrastination	42	52	130	90,73	16,32	42	168	105	21
Perfectionism	42	89	145	116,69	11,72	42	168	105	21
Fear of Failure	45	64	136	97,88	15,03	45	180	112.5	22,5

Table 1 shows three statistical descriptions of the research variables: the number of items, minimum scores, maximum scores, mean (average), and standard deviation in the empirical and hypothetical scores. On the empirical score of the academic procrastination variable, the mean is 90.73; on the hypothetical score, the mean is 105. Hence, the hypothetical score on student academic procrastination is greater than the empirical score. On the empirical score of the perfectionism variable, the mean is 116.69; on the hypothetical score, the mean is 105. Hence, the empirical score on student perfectionism is greater than the hypothetical score. On the empirical score of the perfectionism variable, the mean is 97.88; on the hypothetical score, the mean is 112.5. Hence, the hypothetical score on student academic procrastination is greater than the empirical score. The categorization scores were done to obtain better research data for the next statistical analysis test. The description of research variables can be seen in Table 2.

Table 2. Categorization of Academic Procrastination Variable Scores

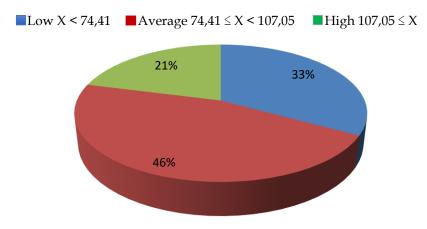| Category	Score Range	Frequency	Percentage
Low	X < 74,41	21	33 %
Average	74,41 ≤ X < 107,05	29	46 %
High	107,05 ≤ X	13	21 %
Total		63	100 %

Figure 1. Diagram of Academic Procrastination Variable Score Categorization

The academic procrastination variable consists of 42 statement items and has a score categorization that includes the lowest score with a value of 74.41 and the highest score with a value of 107.05. This variable is categorized into three categories: low, average, and high. In contrast, the perfectionism variable consists of 42 item questions. It has a score categorization that includes the lowest score with a value of 104.97 and the highest score with a value of 128.41.

Table 3. Categorization of Perfectionism Variable Scores

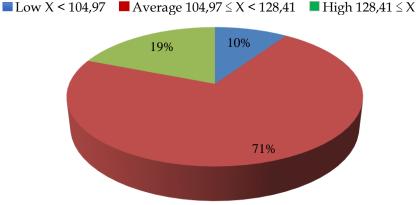| Category	Score Range	Frequency	Percentage
Low	X < 104,97	6	10 %
Average	104,97 ≤ X < 128,41	45	71 %
High	128,41 ≤ X	12	19 %
Total		63	100 %

Figure 2. Diagram of Perfectionism Variable Score Categorization

Table 3 and Figure 2 illustrate that the categorization of perfectionism variables is based on three categories: low, with a score range of X < 104.97 obtained from 6 subjects in the low category with 10%; average, with a score range of $104.97 ≤ X < 128.41$ obtained from 45 subjects with 71%; and high, with a score range of $128.41 ≤ X$ obtained from 12 subjects with 19%.

Meanwhile, the fear of failure variable consists of 45 statement items. It has a score categorization that includes the lowest score with a value of 82.85 and the highest score with a value of 112.91.

Table 4. Categorization of Fear of Failure Variable Score

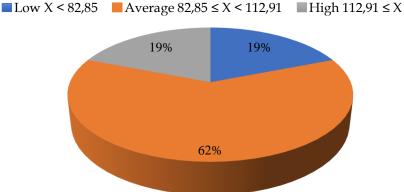| Category	Score Range	Frequency	Percentage
Low	X < 82,85	12	19 %
Average	82,85 ≤ X < 112,91	39	62 %
High	112,91 ≤ X	12	19 %
Total		63	100 %

Figure 3. Diagram of Fear of Failure Variable Score Categorization

Table 4 and Figure 3 illustrate that the variable fear of failure is categorized based on three categories: low, with a score of X < 82.85 obtained from 12 research subjects with 19%; average, with a score range of 82, 85 ≤ X < 112.91 obtained from 39 subjects with 62%; and high, with a range of scores with a value of 112.91 ≤ X obtained from 12 subjects with 19%.

The normality test is used to determine whether the resulting data is normally distributed or not. A statistical normality test can be done with the Shapiro-Wilk test with $p > 0.05$, and when using the graphical method, it can be produced as a histogram and Q-Q Plot Test.
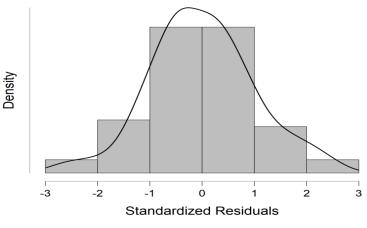

Figure 4. Normality Test Histogram

Figure 4 concludes that the histogram graph gives a normal distribution pattern because the data spreads around the diagonal line and follows the direction of the diagonal line or the histogram graph.
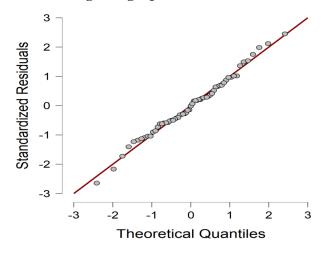

Figure 5. Q-Q Plot Test Normality Test

Table 5. Shapiro-Wilk Normality Test

Variable	Mean	SD	Shapiro-Wilk	P-value of Shapiro-Wilk	Description
Academic Procrastination	90.730	16.328	0.990	0.892	Normal
Perfectionism	116.698	11.723	0.974	0.199	Normal
Fear Of Failure	97.889	15.039	0.981	0.446	Normal

Based on the Shapiro-Wilk test, the coefficient of academic procrastination is 0.990, with a significant value (P-value of Shapiro-Wilk) of 0.892. So academic procrastination is normally distributed. Furthermore, it can also be seen for the coefficient value of perfectionism, with a coefficient value of 0.974 and a significance value of 0.199, meaning that perfectionism is normally distributed. Fear of Failure gets a coefficient value of 0.981 with a significance value of 0.446, which also means that fear of Failure is normally distributed. The linearity test shows a linear relationship between the independent and dependent variables with p > 0.05.

Table 6. Linearity Test Results of Academic Procrastination with Perfectionism

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Prokrastinasi * Perfeksionisme	Between Groups	(Combined)	11921.213	31	384.555	2.586	.005
		Linearity	4503.976	1	4503.976	30.292	.000
		Deviation from Linearity	7417.236	30	247.241	1.663	.082
	Within Groups		4609.200	31	148.684		
	Total		16530.413	62			

Table 6 shows a linearity value of 1,663 (p > 0.05) with a linearity significance value of 0.082. Hence, the linearity test is fulfilled, or there is a linear relationship between perfectionism and academic procrastination variables.

Table 7. Academic Procrastination Linearity Test Results with Fear of Failure

			Sum of Squares	Df	Mean Square	F	Sig.
			ANOVA Table				
Procrastination* Fear of Failure	Between Groups	(Combined)	11110.829	38	292.390	1.295	.255
		Linearity	6324.389	1	6324.389	28.007	.000
		Deviation from Linearity	4786.441	37	129.363	.573	.938
	Within Groups		5419.583	24	225.816		
	Total		16530.413	62			

Table 7 illustrates that the linearity value is 0.573 (p > 0.05) with a linearity significance value of 0.938. Hence, linearity is fulfilled, or there is a linear relationship between the variables of fear of failure and academic procrastination.

The multicollinearity test was also conducted to test whether the regression model found a relationship or correlation between the independent variables. Testing uses the Tolerance and Variance Inflation Factor (VIF) values. There is multicollinearity if the tolerance value is ≥ 0.10 and VIF ≤ 10 (Ghozali, 2009). Based on Table 8, the two independent variables used have a tolerance value of 0.885 > 0.10 and a VIF value of 1.130 <10. So there is no multicollinearity problem in the independent variables used.

Table 8. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Costant)		
	Perfectionism	0.885	1.130
	Fear of Failure	0.885	1.130

This study also carried out the heteroscedasticity test to test whether a regression model has a variance discrepancy between the residuals of one observation and another. If the variance from one residual observation to another is the same, there is a heteroscedasticity problem called homoscedasticity. Finding heteroscedasticity was done by looking at the scatterplot. If the points on the scatterplot graph spread randomly above and below zero on the Y axis, there is no heteroscedasticity problem.
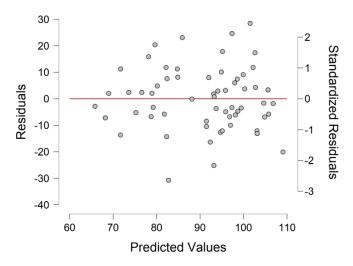
Figure 6. Heteroscedasticity Test Results with Scatterplot

Figure 6 shows that the resulting scatterplot shows that the points are scattered without forming certain patterns around the diagonal line. However, these points spread above and below zero on the Y-axis. The figure also shows no heteroscedasticity, so the regression model can predict academic procrastination based on perfectionism and fear of failure.

The hypothesis test proved a negative relationship between perfectionism and fear of failure in academic procrastination. The following results are from the simultaneous statistical analysis tests on the independent variables: perfectionism and fear of failure on the dependent variable, academic procrastination.

Table 9. Multiple Regression Test Results

Model		Sum of Squares	Df	Mean Square	F	P
1	Regression	8144.072	2	4072.036	29.133	< .001
	Residual	8386.340	60	139.772		
	Total	16530.413	62			

The coefficient of determination (R2) analysis test determined the influence between perfectionism and fear of failure on academic procrastination in students. The following data results were obtained based on the statistical analysis tests.

Table 10. Regression Coefficient Test Results

Summary Model - V1 Academic Procrastination				
Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	16.328
H_1	0.702	0.493	0.476	11.823

Table 10 illustrates that an R-value of 0.702 is obtained, so there is an influence between perfectionism and fear of failure on academic procrastination with a coefficient of determination (R2) of 0.493.

A correlation test was conducted to determine a relationship between academic procrastination and perfectionism and fear of failure, as seen in Table 11.

Table 11. Correlation Test Results

		Perfectionism	Fear of Failure	Procrastination
Perfectionism	Pearson Correlation	1	-.339**	-.522**
	Sig. (2-tailed)		.007	.000
	N	63	63	63
Fear of Failure	Pearson Correlation	-.339**	1	.619**
	Sig. (2-tailed)	.007		.000
	N	63	63	63
Procrastination	Pearson Correlation	-.522**	.619**	1
	Sig. (2-tailed)	.000	.000	
	N	63	63	63

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows that the correlation test value for perfectionism obtains a value of r = -0.522, meaning that perfectionism is negatively related to academic procrastination. In other words, the higher a person's perfectionism, the lower his academic procrastination. And vice versa, the lower a person's perfectionism, the higher his academic procrastination. Meanwhile, fear of failure obtained a correlation test value of r = 0.619. Hence, there is a positive correlation between fear of failure and academic procrastination. In other words, the higher a person's fear of failure, the higher his academic procrastination will also be. Conversely, the lower a person's fear of failure, the lower his academic procrastination.

The effective contribution of each predictor variable to the criterion variable can be seen in Table 12.

Table 12. Variable Effective Contribution

Variable	Effective Contribution
Perfectionism	18,43 %
Fear of Failure	30,89 %
Total	**49,32** %

Table 12 illustrates that perfectionism has an effect of 18.43% (β = -0.353), while fear of failure has an effect of 30.89% (β = 0.499). Therefore, this calculation shows that the effective contribution of the fear of failure variable is greater than the perfectionism variable to academic procrastination in students. The total effective contribution of the two independent variables is 49.32%. The remaining 50.68% is influenced by other variables that are not the focus of this study.

Procrastination can occur in various areas of life, including those related to education or academics. Academic procrastination is a delay in academic tasks, which cover six areas of academic tasks: writing assignments, studying for

exams, reading assignments, completing administrative tasks, attending meetings, and other academic tasks (Patrzek et al., 2012).

The variable of perfectionism has a significant effect, but in a negative direction, on the academic procrastination variable as the dependent variable. The empirical fact that perfectionism affects academic procrastination aligns with Skinner's positive reinforcement theory. If something is obtained, it will increase the probability of a response or attitude. Positive perfectionism is when students have tidiness standards and discrepancies regarding the determination of careful planning.

Abdollahi et al. (2020) explained a significant influence with a relationship in the opposite direction, meaning that the higher the level of a person's perfectionism variable, the lower the level of academic procrastination, and vice versa. Ljubin-Golub, Rijavec, & Jurčec (2018) stated that perfectionists make individuals more sensitive to failure and weaken their self-confidence.

This condition will happen if the individual thinks about the mistakes he made, which are likely to be the cause of failure. Individuals with a high perfectionist attitude and high standards for themselves must get high marks for their tasks and have expectations for extraordinary results. They also direct themselves to complete tasks on time (Chang et al., 2020).

Related to academic procrastination, several conditions that arise due to perfectionism and fear of failure are also thought to influence the occurrence of academic procrastination in a person. There is a tendency to reject or avoid situations. Lack of concentration, passivity, and low self-esteem can make a person reluctant to face and complete the tasks that are his duty. According to Verner-Filiona and Vallerand (2016), reluctance toward this task will eventually result in a tendency for academic procrastination. Other conditions can lead to fear of failure, leading to procrastination, such as low self-esteem and an unrealistic view of dealing with the conditions.

According to Madigan (2019), three dimensions can influence academic procrastination behavior. These dimensions are: self-oriented perfection, which in this dimension can significantly positively affect academic procrastination. Self-oriented perfectionism can be likened to an individual who has inappropriate standards for their performance or behavior. Next, other-oriented perfectionism can be likened to an individual who measures other people equally to his high standards, which is difficult for others (Closson & Boutilier, 2017). Finally, the dimension of socially prescribed perfectionism, which in this dimension has a significant positive effect on academic procrastination. Socially prescribed perfectionism involves individuals who believe that people nearby have high standards for their behavior and hope to be perfect (Hicks & Wu, 2015).

On a theoretical basis, the relationship between perfectionism and fear of failure and individual academic procrastination must go through many conditions, which are also important to include in research as intervening variables because

these conditions are known to be closely related to academic procrastination. Conditions influenced by perfectionism and fear of failure can be intervening variables if researchers are interested in this topic, which is important to disclose separately.

CONCLUSION

Based on the results, perfectionism and fear of failure have a complex relationship with academic procrastination. Perfectionism can motivate individuals to achieve high standards. Perfectionist tendencies can also cause delays or difficulties in completing tasks efficiently. On the other hand, fear of failure can hinder individuals from starting or completing academic assignments for fear of not achieving the expected standards. However, fear of failure can also motivate one to do their best. Individuals should be able to recognize and manage perfectionism and fear of failure in a balanced way so as not to hinder academic progress and individual welfare. his study has the limitation that it is only carried out within a limited geographic scope, so its generalization is also limited. Based on the results of this research, it is recommended to retest the relationship between the variables in question with different research subjects and different research environments.

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