

**Investigating Procrastination in
Thesis Writing of Undergraduate
University Students:
The Dominant Factor**

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Abstract

Procrastination in writing a thesis is a common phenomenon among students who are completing their academic projects. Therefore, this research aims to determine the factors underlying the occurrence of academic procrastination in thesis writing among undergraduate students at IAIN Parepare, South Sulawesi. This research addresses the common problem of procrastination that hinders the completion of final academic projects, impacting students' academic progress and overall achievement. The problems studied are the dominant internal and external factors that influence students in delaying writing their thesis, as well as the challenges faced and the solutions taken.

This research uses a mixed methods research design, combining quantitative data from questionnaires and qualitative data from in-depth interviews. The quantitative aspect involves surveys distributed to students to determine the factors that contribute to procrastination, while the qualitative aspect focuses on student perceptions through in-depth interviews. The research sample consisted of 19 students from the 2017 academic year. Then 8 of the 19 students were selected for further interviews to obtain in-depth information about why they procrastinated. This student was identified as someone who likes to procrastinate. This is based on data from faculty academic records obtained during initial observations.

Findings reveal that internal factors, such as lack of motivation, poor time management, and low self-discipline, are significant contributors to procrastination. External factors, including environmental and financial disturbances, and lack of guidance from supervisors, further exacerbate delays in completing the thesis. This research also highlights the psychological burden that students face, characterized by anxiety, fear of failure, and perfectionism, which contribute to their procrastination behavior. In response to these challenges, students adopt a variety of strategies, including seeking external motivation, increasing self-awareness, setting clear priorities, and creating

structured plans to manage their time effectively. The study concluded that addressing internal and external factors is critical in reducing procrastination and increasing student academic success. Educational institutions should provide targeted support, such as counseling and time management workshops, to help students overcome procrastination and complete their theses on time.

Key words

Investigating, students thesis, procrastination, and Writing.

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Introduction

Procrastination in writing a thesis is a common phenomenon among students who are completing their academic projects. It often occurs for a variety of reasons, including time pressure, fear of failure, lack of motivation, uncertainty about how to begin, or anxiety related to expected standards. Based on the phenomenon that shows students procrastination thesis work, it has become a major focus for researcher. Interested in the perspectives that underlie this behavior, researcher has sought to uncover the various reasons behind the procrastination. While it is true that students' perspectives on delaying their thesis can vary, several common factors have been identified as the main causes of difficulties in completing their final project. the objectives of the research are to find out the dominant factors and how the students face the challenge in procrastinating the writing of their thesis according to students' perception and to find out how the students face the challenge procrastination in writing their undergraduate thesis.

Literature Review

There are some studies that have been reported that have correlation indirectly to expose identification of student's final academic writing project procrastination. One of them is Yilmaz (2017) who did research about The relation between assignment and exam performances of the university students and their academic procrastination behaviours in distance and face-to-face learning environments was investigated in this study. To understand the interaction between academic procrastination and the learning environment; assignment and exam performances of eighty-eight university students in face-to-face (FtF) and distance learning (DL) environments were investigated. According to the findings of the study, students' academic procrastination and assignment scores were negatively correlated in both environments but especially in DL setting. Contrary to this, academic procrastination and exam scores were correlated to

each other only in FtF environment. On the other hand, there was no correlation between total assignment and exam scores for DL group, while a medium positive correlation was found in FtF group. The findings of binary logical regression analysis demonstrated that predictive value of the DL environment for assignment score is much stronger than academic procrastination behavior of students.

Other Research are Türel & Dokumaci, (2022) on their research stated to create interactive about Use of media and technology, academic procrastination, and academic achievement in adolescence. Today's learning society, use of media and technology affects students in all educational levels. There are a number of studies conducted among university students in this context. However, adolescents, who are sensitively exposed to the negative effects of the excessive use of media and technology, have been neglected. The aim of this study is to investigate the association among adolescents' use of media and technology, their academic procrastination behaviour, and academic achievement. This study also examines the possible mediating effect of academic procrastination behaviour on the relationship between adolescents' media and technology use and academic achievement. This quantitative study included data from 1278 middle and high school students. We collected data via a questionnaire comprising of the demographic information form, media and technology usage and attitude scale, and academic procrastination behaviour scale as well as students' grade point averages to measure students' academic achievement. The results revealed that as media and technology usage increased, students' academic achievement decreased. In addition, academic procrastination behaviour had a mediating effect on this relationship. In other words, adolescents' media and technology use cause academic procrastination behaviour to adversely affect their academic achievement. The implications for future research and the limitations of the study were also discussed.

Research Method

In this section, the author describes the research design, data sources, type and number of research participant, data collection, data collection instruments, and data analysis. The study design to investigate procrastination in final academic writing projects would use a mixed method approach involving a thoughtful and comprehensive methodology that combines quantitative and qualitative data. In this kind of research,

the quantitative data uses questionnaires distributed to undergraduate students in one of Government University in Parepare, South Sulawesi to measure the prevalence and patterns of procrastination in their final academic writing projects. The questionnaire can capture data regarding the frequency of procrastination, the reasons behind the mini thesis delay and the impact of internal and external factors on procrastination behaviour.

While the qualitative aspect of this research would dig deeper to understand the nuances and underlying reasons of the writing procrastination. Therefore, researcher also uses in-depth interviews or focused discussions with students who are postponing writing their mini thesis (Skripsi in Bahasa Indonesia). The aim is to capture detailed narratives, perceptions and related personal experiences that occur in the context of the final academic writing project. Insights gained from qualitative data can provide a richer understanding of psychological, emotional factors. By using a mixed method approach, researcher can complement quantitative data with qualitative insights, providing a comprehensive view of the behaviours that occur in final academic writing projects.

Quantitative data can provide statistical evidence and broader trends, while qualitative findings can provide depth, context, and a deeper understanding of the complex reasons behind them. This approach allows for triangulation of data, validating findings from multiple perspectives and increasing the overall credibility and completeness of the study. Integrating quantitative critical to the understanding of persisting, offering valuable insights that can inform strategies and interventions to reduce procrastination tendencies among students in their final academic writing projects

Findings and Discussion

In the research, the study design to investigate procrastination in final academic writing projects will use a mixed method approach involving a thoughtful and comprehensive methodology that combines quantitative and qualitative data. In this kind of research, the quantitative data uses questionnaires distributed to undergraduate students in one of Government University in Parepare, South Sulawesi to measure the prevalence and patterns of procrastination in their final academic writing projects. The questionnaire can capture data regarding the frequency of procrastination, the reasons behind the mini thesis delay and the impact of internal and external factors on procrastination behaviour.

1. Questionnaire data about factor in doing procrastination

Data about factor in doing procrastination was collected from questionnaire distributed to the research participant. The questionnaire items covers ten statement and it was divided into two main factor internal and external factor.

Table 1. Factor in doing procrastination in thesis

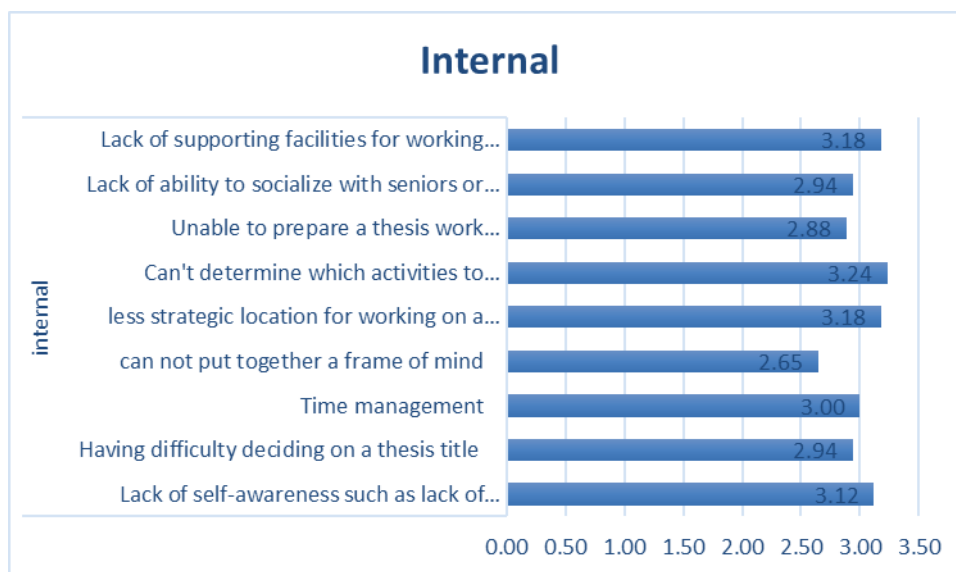
Dominant factors	
Factor	a. Internal Factors <ol style="list-style-type: none"> 1. Motivasi in writing thesis 2. Idea jammed 3. Lazy in starting writing thesis 4. Difficult to out title of thesis 5. Lack of time management 6. Can not determine priorities 7. Can not put together a frame of mind 8. Lack of communication skills.
	b. External Factors <ol style="list-style-type: none"> 1. Financial 2. Environment 3. Relationship with lecturer 4. Relationship with friends 5. Lack of facilities 6. Work while studying 7. Lack of references 8. Join organisation.

Based in the questionnaire there are two main factor effecting students in internal factor and external factor. Internal factor consists of students in lack of motivation than it make them doing procrastination, laziness also effect students in doing procrastination they still wasting time and think can finish it as soon as possible but they are still can't because lazy it also called self awareness in internal factor also happened because of lack of communication skills that effect students doing procrastination and from the external factors themselves, they are divided into financial Environmental factors related to the place or physical conditions around the writer, such as noise, comfort, or learning facilities. An unsupportive environment can affect students' concentration and productivity in order to avoid procrastination, then the relationship with the lecturer the

quality of the relationship between students and supervisors. Poor or less communicative relationships can hinder guidance and support in the thesis writing process, the next external factor is the influence of friends who may affect the focus or time spent on writing the thesis, either positively or negatively. Then the availability and quality of facilities that support thesis writing, such as libraries, technological devices, or study rooms. Inadequate facilities can complicate the research process, then the next external factor is the challenges faced by students who have to work while completing their studies. Work obligations can interfere with the time and energy available to write a thesis. And the factor of lack of references Difficulties in obtaining or accessing relevant literature and references for the thesis. The last external factor is joining an organization Involvement in an organization or extracurricular activities may affect the time and focus on writing a thesis. These activities can provide benefits or add to the load, depending on how much time and energy is needed.

From internal and external factor factors can be seen from the following Grafik :

Grafik 1 Internal fator in doing procrastination



This diagram shows several internal factors that play a role in delaying the thesis writing process among students. Each factor is assessed on a certain scale, with results varying between 2.65 and 3.24. This reflects the level of difficulty experienced by students in dealing with each of these factors.

The most dominant internal factor is the inability of students to determine activity priorities, which received the highest average score, namely 3.24. This shows that many students have difficulty in managing their time and activities, thus affecting the smoothness of the thesis writing process.

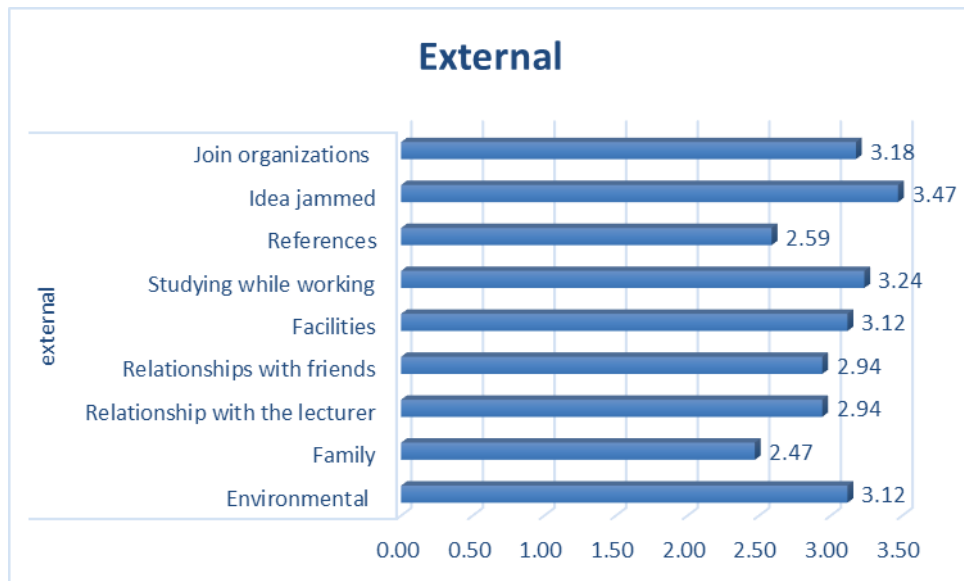
Two other factors that also have a large influence are lack of supporting facilities for work and Location is not strategic for work, both of which have an average score of 3.18. Inadequate work facilities and locations can hinder student productivity, which in turn slows down progress in writing their thesis.

Conversely, the factor with the lowest score is unable to organize a framework of thought, which received an average score of 2.65. Although this factor has a lower influence than the other factors, it is still a significant obstacle for some students.

Other factors that also received attention were time management, social skills, and self-awareness. Although these factors did not rank at the top of the list, they still played a significant role in determining how quickly and effectively students were able to complete their theses. For example, time management had an average score of 3.00, indicating that many students still need to improve their time management skills.

Overall, this diagram illustrates the various areas where students may need additional assistance to overcome the challenges of writing a thesis. Understanding these factors can help educational institutions design more effective support strategies so that students can complete their theses more smoothly and on time.

Grafik 2 External fator in doing procrastination



The

diagram illustrates various external factors that influence the delay in writing a thesis among students. The average value varies between 2.47 to 3.47, depicting the level of influence of each factor on the thesis writing process.

The most dominant external factor is idea deadlock, which obtained the highest average value of 3.47. This indicates that many students have difficulty in developing or finding new ideas during the process of writing their thesis. This idea deadlock can be a major obstacle, hindering writing progress and causing significant delays. This factor is followed by studying while working, which has an average value of 3.24. Students who work while completing their studies seem to face additional challenges in managing their time and energy, which in turn slows down the progress of writing their thesis.

In addition, joining an organization and environment are also factors that have a significant influence, each with an average value of 3.18. Involvement in organizations may distract students from their academic tasks, while environmental conditions both physical and social can affect the work atmosphere and efficiency. These two factors

indicate that social involvement and external conditions around students play an important role in determining how quickly they can complete their thesis.

On the other hand, the factor with the least influence is family, which has the lowest mean value, which is 2.47. This indicates that, in this context, the role of family may not be as dominant compared to other external factors in influencing the delay in writing a thesis. However, even though its influence is relatively smaller, the role of family is still important and should not be completely ignored.

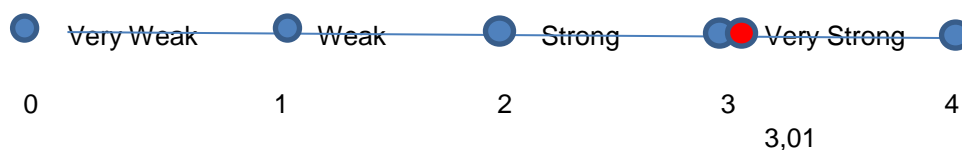
Factors such as relationships with friend and relationships with lecturers also play a role in influencing the thesis writing process, with each having a mean value of 2.94. Although not as strong as other factors, these interpersonal relationships still play an important role in supporting or hindering students' academic progress.

Overall, this diagram provides in-depth insight into the various external factors that can be obstacles in the thesis writing process. By understanding these factors, students and educational institutions can work together to design more effective strategies to overcome these challenges, so that the thesis writing process can run more smoothly, efficiently, and on time. Insights from this diagram can also be used as a basis for developing support programs or interventions that are more tailored to students' needs, helping them to better complete their academic tasks.

The assessment scale used for internal factors in the context of delays in writing students' theses has a range of values from 0 to 4, with each value representing the level of influence of the factor. On this scale, a value of 0 indicates that the factor is considered very weak or has almost no influence at all. A value of 1 indicates that the factor is weak, meaning that its influence is there but relatively small. A value of 2 illustrates that the factor has a strong influence, indicating a significant impact on delays

in writing thesis. While a value of 3 indicates that the factor is very strong, meaning that its influence is very large and may be a major obstacle for students in completing their thesis. Below is the internal factor scale.

1. Rating Scale Internal Factor

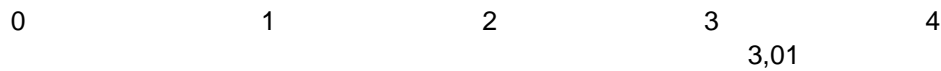


The average value recorded on this scale was 3.01, indicating that the internal factors evaluated had an influence that was between the strong and very strong categories. This means that, overall, these internal factors have a significant impact on the delay in writing a thesis. Students who face these factors tend to experience quite serious obstacles, which affect their ability to complete their thesis on time. In other words, these internal factors cannot be underestimated, because they play an important role in determining how quickly and effectively a student can complete their academic tasks.

0

2. Rating Scale External Factor





The average value recorded on this scale is 3.01, which indicates that the external factors evaluated have an influence that is between the strong and very strong categories. This means that overall, these external factors have a significant influence on the delay in writing a thesis. Students who face these factors tend to experience quite serious obstacles, which affect their ability to complete their thesis on time.

The conclusion of both internal and external factors plays a very significant role in causing delays in writing students' theses. Based on the assessment scale used, the average value recorded was 3.01 for both factors, indicating that their influence is between the strong and very strong categories. This means that these factors have a significant impact and are the main obstacles for students in completing their academic tasks on time. Thus, serious attention needs to be given to overcoming these obstacles, both from within the students themselves and from the external environment, so that they can complete their theses more effectively and efficiently.

b. Data from Interview

Data for interview was made based on the data from questionnaire, than it was developed as interview guidelines. The interview question topics cover dominant factors, challenge and solution. There were eight students whom interviewed by the researcher and they were chosen purposely.

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Table 2. Interview in doing prograstination in writing thesis

Data of interview in doing procrastination	
Interview topic	Interviewee'e responses
Dominant factors in doing procrastination in writing thesis	a. Lack of motivation b. Low Self-awareness c. Laziness in doing the writing thesis d. lack of social skills. e. Lack of support the completion of the thesis.

In this section, the researcher has determined several questions related to the research. Additionally, the process of the interview showed varying answer from the students. The researcher collacted the data by recording the interview process by using Voice Memos on headphone. The summary of interview result is escribed in table 2.

Table 2 Interview in doing prograstination in writing thesis

Data of interview in doing prograstination writing thesis	
Interview topics	Interviewee's responses
Dominat Faktors in doing procrastination in writing thesis	f. Lack of motivation g. Low Self-awareness h. Laziness in doing the writing thesis i. lack of social skills. j. Lack of support the completion of the thesis.

Conclusion

Dominant Factors Affecting Procrastination in Thesis Writing. The most dominant internal factors include ineffective time management, low self-awareness, weak motivation, and limitations in communication skills. Students often have difficulty prioritizing tasks, maintaining focus, and managing time well, all of which contribute to delays in completing their thesis. In addition, laziness and difficulty in organizing thoughts are also important factors that prolong the procrastination process.

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