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Penulis	: Syiddatul Budury, Arif Helmi Setiawan, Nur Masruroh, Francis Don L Nero
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NPP: 20071300

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Exploring academic procrastination among nursing students during pandemic COVID-19

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Syiddatul Budury[1*], Arif Helmi Setiawan[1], Nur Masruroh[1], Francis Don L Nero[2]

ABSTRACT

Introduction: An instrument that is frequently used to gauge academic procrastination is the Procrastination Assessment Scale for Students (PASS). During covid-19 pandemic the chance to get more into procrastination mode is higher because while students is studying at home they have something distracted their mind such as watching movie, using social media and the others things. The objective of this study was to evaluate the constructs of validity and reliability of the procrastination assessment scale for nursing students during the pandemic COVID-19 are examined.

Method: It is a cross sectional study where distributed to 416 nursing students and the data taken by stratified sampling. The scale consists of two part, part one is area of procrastination had 18 items and second part is reason for procrastination had 26 items. The data was analyzed with Stata.

Results: The reliability of first part was 0.6615 and the second part was 0.9136. The model was acceptable where root mean squared error of approximation (RMSEA) = 0.108, standardized root mean square residual (SMRS) = 0.063, comparative fit index 0.957, CI 90%.

Conclusion: Based on the investigation, the dimensions and indicators that make up the academic procrastination construct are credible and valid ways to assess it among Indonesian nursing students.

Keywords: Nursing, Students, Procrastination.
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[1]Universitas Nahldatul Ulama Surabaya;
[2]University of Northern Philippines;

*Corresponding author:
Syiddatul Budury;
Universitas Nahldatul Ulama Surabaya;
syiddatbr@unusa.ac.id

INTRODUCTION

Procrastination means postponed to do something is one of habits that many people do and they are believe that sometime everybody has tendency to do it.[1] One of procrastination that most people do is academic procrastination.[2] Academic procrastination came out when students postpones academic tasks, such as writing a paper or studying for exam.[3] Academic procrastination is the most procrastination in educational setting.[4] Procrastination is a habit among students and 95% of students procrastinated on their assignment.[5] Procrastination in a short period may be accompanied by pleasure but in the long period it will affect to students mental health status, it may lead to mental illness like anxiety, stress and depression.[6]

The Procrastination Assessment Scale for Students (PASS), created by Solomon and Rothblum, was created to evaluate procrastination in two areas: the first area evaluates procrastination to specific academic activities, and the second section evaluates reasons for procrastination. Solomon described the reason why students procrastinated in studying and others academic tasks are because they do not like the tasks and perceived that academic activities is unpleasant things. But it possible that students still postpones the tasks they like.[7]

World Health Organization (WHO) announced that Covid-19 is a global pandemic.[8] The impact of pandemic in education system is studying online, students stays at home and learning in through virtual education system. Staying at home and social distancinf makes students feeling bored, anxiety, easy to distracted and it lead into academic procrastination.[9]

The objective of this study was to evaluate the constructs of validity and reliability of the procrastination evaluation scale among nursing students during the Covid-19 pandemic.

METHOD

Study Design

The research was cross sectional study with inclusion criteria was nursing students in even semester at year of 2021. The exclusion criteria was nursing students who has incomplete questinnaire. Data taken using Googleform with the link distributed to students, and having 416 students participated. The participant have to fill the informed consent first at the first page before continuing to complete the questionnaire.

Data Collection

The number of Procrastination Academic Student Scale was 44 items[10] divided to two area, the first area was area of procrastination consist of 18 items and had 6 domain: drafting a paper, preparing for an exam, keeping up with weekly reading assignments, doing office work, going to meetings, and doing general academic work. Students completed three ratings for each topic using a Likert scale

to indicate how much they procrastinated (1 = Never procrastinate, 5 = Always procrastinate), does the procrastination on the task is a problem for student (1= Not at all problem; 5=Always problem) and do they want to decrease the procrastination (1=Do not want to decrease; 5 Definitely want to decrease). A measure of academic procrastination is provided by Solomon and Rothblum; the first item is added up for each academic activity with scores ranging from 2 to 10, and the total scores from 6 domains range from 12 to 60. The second area is reason for procrastination divided to 4 domain ; laziness, dependency, low confidence and risk taking and consist of 26 item. Each item using likert scale with 1 point to describe "not at all reflects why I procrastinated" until 5 point to describe "definitely reflects why I procrastiated".[10]

Data Analysis

Analysis of research results was conducted to obtain data on sample characteristics and analysis between each variable. The data was analyzed with Stata.

RESULT

As much as 416 students of nursing student in East Java Indonesia was conducted to participant, consist of 359 female students and 57 student where the average of age was 20.5 years old. The characteristic of participants was in table 1.

The Cronbach's Alpha Coefficient of first part of PASS was 0.661 and the second part was 0.913 and loading factor of first and second area showed the validity (table 2).

In Area of Procrastination, Indicator of the willingness to decrease procrastination has 0.48 <0.5

Based on analysis test, the result showed of model of procrastination variable has the met the validity and reliability (figure 1)

Comparative Fit Index (CFI) = 0.957, Standardized Root Mean Squared Residual (SRMR) = 0.063, Coefficient of Determination (CD) = 0.982, P-Value= 0.000, Chi Square = 111.233, Root Mean Squared Error of Approximation (RMSEA) = 0.108, CI=90% (r=0.7)

DISCUSSION

We translated the PASS into Indonesian for this investigation. The Indonesian PASS version is a valid and reliable tool to measure academic procrastination, according to the construct validity and reliability analyses. The reliability of the first part 0.661 and the second part was 0.913. Mortazavi in Iran found the reliability for the first and second part was 0.78 and 0.86.[11] Meanwhile, in United State the reliability for the first and second part was 0.82 and 0.89[12] and Rusdi found the reliability for the first part was 0.949 and for second part was 0.97.[13] Yockey and Kralowec in their research showed that Procrastination Assessment Scale Student was good instrument to measure two area of academic procrastination.[14]

In this research, the goodness of fit from the model showed that model is fit (SRMR=0.063). Both latent variables; area of procrastination and reason procrastination had good correlation to described the procrastination (r=0.7). From the confirmatory factor analysis (CFA) in area of procrastination. Frequency of procrastination and willingness to reduce it, causing problem in first domain and causing problem in second domain had validity value (>0.5) where the students has been doing the procrastination during pandemic, and the reason of procrastination point was gradually from laziness, dependency, low confidence and risk taking.

Table 1.   Study Sample Characteristic.

Variables	Frequency	Percent	Cum
Sex			
Male	57	13.7	100
Female	359	86.3	86.3
Age			
18 years old	34	8.17	8.17
19 year old	90	21.63	29.81
20 years old	128	30.77	60.58
21 years old	77	18.51	79.09
22 years old	39	9.38	88.46
23 years old	48	11.54	100.00

Table 2.   Explanatory of Procrastination area.

| Variable	Obs	Mean	SD	Min	Max	Factor Loading	Cronbach's Alpha Coeffisien
Area of Procrastination (First Part)							0.6615
Willingness to decrease procrastination	416	20.504	7.59	6	30	0.48	
Frequency of Procrastination	416	12.668	3.76	6	25	0.73	
Causing problem in first domain	416	7.930	2.74	6	15	0.83	
Causing Problem in Second domain	416	6.627	2.867	6	15	0.78	
Reason for Procrastination (Second Part)							0.9136
Low Confidence	416	14.963	4.70	6	30	0.9	
Risk Taking	416	15.365	5.28	7	35	0.79	
Laziness	416	11.793	3.76	5	25	0.88	
Dependency	416	11.798	3.70	5	25	0.9	
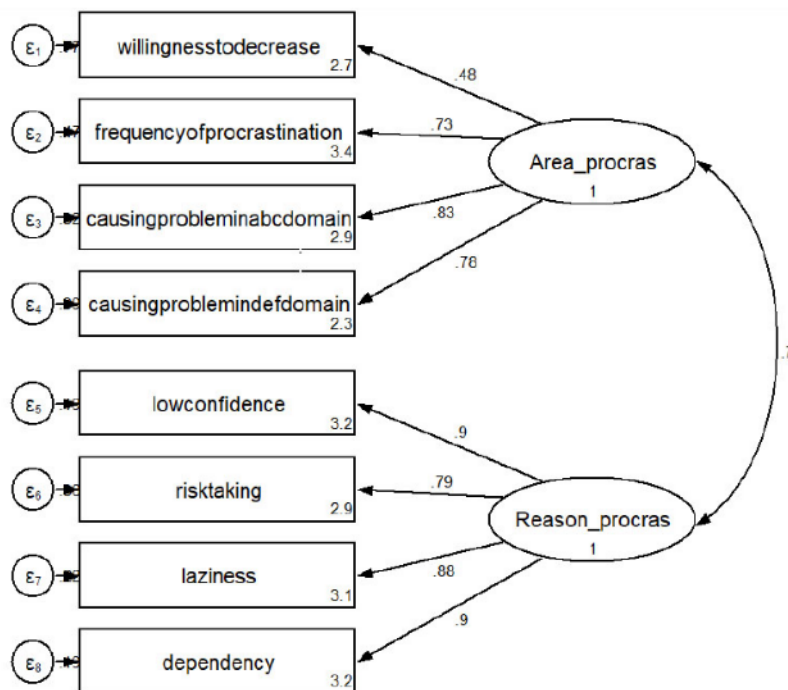
Figure 1. Confirmatory Factor Analysis.

The covid-19 pandemic situation makes some students have high risk to procrastinate, especially when they live alone or in dormitory with high access internet[15] loneliness during the pandemic also having potential to procrastinate among students[16] in the other side, academic anxiety also has big impact to procrastination level among student during Covid-19 pandemic.[9] Academic procrastination is prevalent behavior among students, its more possible during virtual education system.[17]

The limitation of this study was possibility of self censoring that might have impacted the result.

CONCLUSION

According to the study, the instrument can measure and describe academic procrastination, as evidenced by the validity and reliability. The PASS offered strong data fit and was typically well represented as a two-area measure of academic procrastination.. Further research with a different study design and a larger sample size is needed, as well as a more in-depth analysis to determine the factors that affect academic procrastination among nursing students during the COVID-19 pandemic.

AUTHOR CONTRIBUTION

All authors contributed to this study's conception and design, data analysis and interpretation, article drafting, critical revision of the article, final approval of the article, and data collection.

CONFLICT OF INTEREST

There is no conflict of interest in this manuscript.

ETHICAL CONSIDERATION

The research has passes the Universitas Nahdlatul Ulama Surabaya Ethical Board (No. 034/EC/KEPK/UNUSA/2021).

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