

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND MEMORY MOTIVATION WITH MEMORY PROCRASTINATION ON STUDENTS AT NURUS SHOFA STUDENT ISLAMIC BOARDING SCHOOL MALANG

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Abstract

Students who memorize the Qur'an in carrying out their duties on campus and in Islamic boarding schools simultaneously make students inconsistent with the process of memorizing the Qur'an. It takes motivation and self-concept to minimize procrastination by knowing self-image through experiences from interactions with the environment. The purpose of this study was to determine the level of self-concept, motivation, procrastination in students who memorized the Qur'an and the relationship between self-concept and procrastination, motivation and procrastination, as well as self-concept and motivation with delays in memorizing students. The method used is quantitative with a purposive sampling technique. The research sample amounted to 58 people. The scale used is CVR (Content Validity Ratio) and then analyzed using Pearson correlation calculations. The results showed a negative and significant relationship between self-concept and memorization procrastination. This is indicated by the correlation coefficient (r_{xy}) of -0.536 with $p = 0.000$ ($p < 0.05$). The higher the self-concept of students, the lower the procrastination of memorizing students. While the results of the study between memorization motivation and memorization procrastination showed a positive correlation. This is indicated by the correlation coefficient (r_{xy}) of 0.461 with $p = 0.000$ ($p < 0.05$). These results indicate no significant correlation between memorization motivation and memorization procrastination.

Keywords: *Self-Concept, Memorization Motivation, Memorization Procrastination*

Abstrak : Mahasiswa penghafal Al-Qur'an dalam menjalankan tugasnya di kampus maupun di pondok pesantren secara bersamaan membuat santri tidak konsisten dengan proses penghafalan Al-Qur'an. Dibutuhkan motivasi dan konsep diri untuk meminimalisir prokrastinasi dengan mengetahui citra diri melalui pengalaman dari interaksi dengan lingkungan. Tujuan penelitian ini adalah untuk mengetahui tingkat konsep diri, motivasi, prokrastinasi pada mahasiswa penghafal Al-Qur'an dan hubungan antara konsep diri dengan prokrastinasi, motivasi dan prokrastinasi, serta konsep diri dan motivasi dengan keterlambatan dalam menghafal mahasiswa. Metode yang digunakan adalah kuantitatif dengan teknik purposive sampling. Sampel penelitian berjumlah 58 orang. Skala yang

digunakan adalah CVR (Content Validity Ratio) kemudian dianalisis menggunakan perhitungan korelasi Pearson. Hasil penelitian menunjukkan adanya hubungan yang negatif dan signifikan antara konsep diri dengan prokrastinasi hafalan. Hal ini ditunjukkan dengan koefisien korelasi (r_{xy}) sebesar $-0,536$ dengan $p = 0,000$ ($p < 0,05$). Semakin tinggi konsep diri mahasiswa, maka semakin rendah pula prokrastinasi hafalan mahasiswa. Sedangkan hasil penelitian antara motivasi hafalan dan prokrastinasi hafalan menunjukkan hubungan yang positif. Hal ini ditunjukkan dengan koefisien korelasi (r_{xy}) sebesar $0,461$ dengan $p = 0,000$ ($p < 0,05$). Hasil ini menunjukkan tidak ada hubungan yang signifikan antara motivasi menghafal dan penundaan menghafal.

Kata Kunci: Konsep Diri, Motivasi Menghafal, Penundaan Menghafal

INTRODUCTION

Procrastination is a behavior that often occurs in humans. Many people engage in unnecessary behavior, such as procrastinating on obligatory tasks to achieve an uncomfortable state (Solomon & Rothblum, 1984). In their research, Liu (2020) pointed out that there were two habitual behaviors in ancient times that referred to Postgraduate procrastination. The first is about healthy behavior because it avoids doing unnecessary things. The second is a bad habit, due to laziness doing work for the benefit of life.

The fact based on interview with person at Jombang Islamic Boarding School found that an alumnus of this School who studied at one of the universities in Surabaya said that he did not continue reading the Koran after memorizing ten juz. However, when he started entering university, it was difficult for him to continue and maintain his memorization. Another fact is that the alumni of Islamic Boarding School Tahfidzul Qur'an Jombang decided not to continue their studies when they started studying in Malang. The reason is that it is challenging to keep rote memories during college.

With the existing phenomena, reading the Qur'an requires a firm intention, and then it can be consistent. Consciousness controls impulsive characteristics obtained from the social environment to fight goals and task-oriented behavior (Sariwulan & Pujiastuti, 2019). Students with these personality traits will restrain themselves by focusing on the goal, namely completing the task. It can therefore be said that a severe Qur'an memorizer has a regular schedule and knows when to memorize his readings. It is not easy to divert his initial determination.

The memorize activity can be drawn from the fact that the delay in memorizing is due to inconsistent factors and other factors. For example, individuals often feel tired. Many coursework must be completed almost simultaneously, unsupervised environmental conditions. However, some people are in a strictly conditioned environment but also procrastinate. The necessary condition to evaluate the behavior of individuals who are delayed in memorizing the Qur'an. So that the Qur'an Tahfidz institutions and boarding school administrators find out if there is a problem with the individual who reads the Qur'an because he feels heavy and then despairs, and vice versa. However, it should be noted that humans are creatures with different characteristics. Therefore, the delay in memorizing the Qur'an is subjective and depends on the ability and consistency of each person.

This study uses the concept of procrastination, which requires observation of behaviors that contain procrastination. In a study, procrastination is a behavioral tendency to delay a task or work so that a person cannot complete a task on time (Setyawan, 2010; Sidiq, Mulawarman, & Awalya, 2020). Procrastination is urgent because it hurts anyone who does it. People with severe procrastination will feel personal anxiety, leading to depression, high error rates, and wasting much time (Setyawan, 2010; Sidiq et al., 2020). In addition, high procrastination can also lead to low achievement motivation and self-confidence. In contrast, people with low procrastination feel confident, less anxious, and motivated. It becomes crucial to understand the factors of procrastination because it can improve the memory quality of tahfidz.

The research was conducted at the Nurus Shofa Islamic Boarding School, Gasek Karangbesuki, Malang. According to the researcher's observations during data mining, the Nurus Shofa Islamic Boarding School students have long-standing habits and are always imitated by other students. They spend much time on activities outside the cottage, so they ignore the memorization activities. In addition, they are not supervised enough, so they spend time chatting, playing games, and sleeping.

Procrastination related to motivation is one of the determining factors of procrastination itself. One factor that influences procrastination is internal factors, including physical and psychological (Setyawan, 2010; Sidiq et al., 2020). Physical

factors, such as personal physical conditions, cause fatigue and other delays. Psychological factors include personality type and motivation, so the higher an individual's motivation in dealing with a task, the lower the tendency to procrastinate. Motivation is important because motivation and procrastination are interrelated. The amount of motivation a person has will also hurt procrastination (Setyawan, 2010; Sidiq et al., 2020). The higher the intrinsic motivation of an individual who memorizes the Koran, the lower the procrastination. Internal motivation reduces the level of academic procrastination, increases achievement motivation and psychological adjustment (Amrai, Motlagh, Zalani, & Parhon, 2011; Malkoç & Mutlu, 2018; Tokan & Imakulata, 2019). Motivation is a support designed to reduce procrastination. Motivation is a concept that explains a person's needs and desires and shows the direction of his actions (Berinšterová et al., 2021). People with low motivation tend to show that they feel uncomfortable with their work.

Motivation can be formulated as an action that encourages someone to do an activity as much as possible to do and produce. An individual with low motivation tends to display feelings of discomfort and restlessness towards his work (Tasgin & Coskun, 2018). So that the greater the motivation possessed by the individual as a memorizer of the Qur'an, the greater the enthusiasm for memorizing.

According to Bandura (1999), the mutually deterministic personality structure places all interacting things centered in the self. A self-system which refers to the cognitive system then gives direction to the mechanism and functions of perception, evaluation, and regulation of behavior. So if the function of perception and evaluation is good, then the visible behavior will not cause procrastination behavior (Margareta & Wahyudin, 2019; Popowiranta, Widiastuti, & Mahfud, 2019).

Individuals behave following their self-concept, if the individual has a positive attitude, they will act accordingly, and if the individual has a negative self-concept, they will be anti-social. Individuals who have a positive self-concept will overcome their problems and vice versa.

Self-concept is an individual's view of himself. This view comes from the judgments of others about him, thoughts or opinions about himself, and attitudes towards him.

According to Berinšterová (2021), self-concept has four aspects. The first is Physical self-image, consisting of body qualities such as tall or short, thin or fat, disabled or normal. The second aspect is Psychological self-image, consisting of various traits such as shyness, honest, simplicity, stingy or aggressiveness. The third is the Real self-image aspect, which is the assessment of other people who are meaningful to him, such as parents, teachers, good friends, in terms of physical and psychological aspects. The ideal self-image is the fourth aspect, namely the physical and psychological image desired by adolescents. This is a standard for him determined by his hopes and aspirations based on knowledge or assumptions from his social environment.

RESEARCH METHOD

The research subjects used in this study were students at the student boarding school of Nurus Shofa Malang, with 58 students. The validity test in this study uses the Content Validity Ratio (CVR), where several panel experts are asked to examine each component of the measurement instrument pattern. Each scale was corrected by seven panelists of content experts, methodologists, and linguists in this study. The data collection method in this study uses a quantitative approach with three scales, namely the self-concept scale, which amounts to 29 items with reliability = 0.899, the memorization motivation scale is 21 items with reliability = 0.945, the procrastination memorization scale is 25 items with reliability = 0.944. The data analysis technique used in this research is Pearson correlation analysis.

RESULTS

Based on the results of the analysis conducted on the relationship between self-concept and memorization procrastination, a correlation value was obtained ($r_{xy} = -0.536$ with $\text{sig} = 0.000 < 0.05$), which means that there is a significant negative relationship between self-concept and memorization procrastination, meaning that the higher the student self-concept, the lower the memorization procrastination, while the self-concept has an effective contribution of 29% to memorization

procrastination. In contrast to motivation which is positively correlated with procrastination, the variable of motivation to memorize memorization is in the same direction as the change in procrastination of memorization. ($r_{xy} = 0.461$ with $\text{sig} = 0.000 < 0.05$). This means that from the correlation results, it can be seen that the contribution of variables X1 and X2 to variable Y. Variable X1 with a coefficient value of $r^2 = -0.536 = 0.29$ can be seen that the contribution of variable X1 to variable Y is 29%. As for the X2 variable with a coefficient value of $r^2 = 0.461 = 0.21$, it can be seen that the contribution of the X2 variable to Y is 21%. Thus, it can be predicted that the higher the self-concept and student motivation, the lower the student procrastination, and vice versa. These data prove that the hypothesis proposed by the researcher is proven.

Table 1. Correlation Results of Self-Concept, Memorization Motivation, Memorization Procrastination.

Variable	Korelasi	Prokastinasi	Motivasi	Konsep Diri
Prokastinasi	<i>Pearson Correlation</i>	1	.461"	-.536"
	Sig. (2-tailed)		.000	.000
	N	58	58	58
Motivasi	<i>Pearson Correlation</i>	.461"	.1	-.445"
	Sig. (2-tailed)	.000	.000	
	N	58	58	58
Konsep Diri	<i>Pearson Correlation</i>	-.536"	-.445"	1
	Sig. (2-tailed)	.000		.000
	N	58	58	58

DISCUSSION

The results of the research above obtained the value of $P = 0.000$ where $P < 0.05$ and the correlation coefficient of -0.536 . These results indicate that the hypothesis is that there is a significant relationship between self-concept and procrastination in female

students at the Nurus Shofa Islamic Boarding School, Malang. This means that every decrease in self-concept score will increase memorization procrastination by 0.536.

The background of this study and from the theory used to determine whether there is a relationship between self-concept and procrastination memorizing students at the Nurus Shofa Islamic Boarding School Malang, it can be proven that there is a relationship between self-concept and procrastination memorizing students at Nurus Shofa Islamic Boarding School Malang, the higher the self-concept. They were owned by students, the lower the memorization procrastination in students.

Self-concept has a relationship with procrastination because the link between self-concept and procrastination can be seen from its emergence in human development, early childhood, usually have cognitive abilities that can understand that they are separate from others (Berinšterová et al., 2021). Environment and the people around them. The lousy parenting by parents to children can lead to the dominance of shame and doubt. If allowed to continue, it will develop in adolescence and adulthood to procrastinate in various fields.

The research results on memorization motivation and memorization procrastination are not inversely related, meaning that the higher the memorization motivation, the memorization procrastination does not decrease. This is evidenced by a correlation coefficient of 0.461 and a P significance of 0.000. This shows that motivation cannot reduce memorization procrastination. This result is not following the theory put forward by Sariwulan (2019) that procrastination has an influencing factor, namely motivational factors. The higher the students' motivation, the lower the tendency to procrastinate. Likewise, with research conducted by Mujahidah (2019), the results show that the majority of gifted individuals do have high achievement motivation.

Based on the positive correlation results that high motivation equals high procrastination, there are weaknesses in the research conducted. The possible weakness of this research is due to other factors that can affect procrastination. Individuals who have high procrastination are not only influenced by motivation.

According to Zhao (2019), the factors that influence procrastination can be categorized into two types, namely internal factors and external factors. External

factors are factors that come from outside the individual that causes procrastination. The external factors are parenting style and low environmental conditions of supervision. Internal factors are factors that come from within the individual, including the individual's physical and psychological conditions. Aspects of the individual self that influence a person to tend to procrastinate behavior, including low self-control (self-control), self-consciousness, low self-esteem, self-efficacy, and social anxiety (Zhao et al., 2019).

In addition, Ghufron (2010) also states that internal and external factors can shape procrastination behavior. Internal factors include natural conditions, consisting of the student's gender, age, birth order, the student's physical condition, the student's health condition, and the student's psychological condition, such as the personality trait of the student. External factors include outside of students, which include parenting patterns, family environment, community, and lectures (Ghufron, 2010). Procrastination arises in individuals who believe that the external environment is too demanding, and the individual experiences confusion (Sariwulan & Pujiastuti, 2019). The inability of students to focus on one thing (college activities or activities outside the pesantren) will also cause procrastination. For example, a student is focused on memorizing one sheet of the Koran. Then he moves around doing group assignments from lectures. It can be said that the student is procrastinating on memorizing the Koran. The same principle also occurs when students delay memorizing the Qur'an for reasons such as playing games, being disturbed by the crowded pesantren environment. This procrastination will then bring the student to an unresolved area. It further shows a relationship between procrastination and the variable of consciousness. Senecal revealed that a procrastination behavior that appears is caused not only by motivation but by management abilities and laziness (Sariwulan & Pujiastuti, 2019).

CONCLUSION

Based on the data analysis that has been done, students at the Nurus Shofa Student Islamic Boarding School in Malang have high, medium, and low levels of self-concept. However, most of the students who dominate are students who have a

moderate level of self-concept. The motivation to memorize students at the Nurus Shofa Islamic Boarding School mostly has a moderate level of motivation to memorize. However, there are also a small number of students who have high and moderate motivation levels. Based on the data analysis results that have been carried out, it is clear that students at the Nurus Shofa Student Islamic Boarding School Malang have high, medium, and low levels of procrastination. However, the most dominant is that students have a moderate level of memorization procrastination. From the results of hypothesis testing carried out using the Pearson correlation technique, it was found that the higher the self-concept, the lower the level of memorization procrastination. From the results of hypothesis testing using the Pearson correlation technique, it was found that the higher the memorization motivation, the higher the memorization procrastination does not decrease, or the high memorization motivation is in line with the high memorization procrastination. Students at the Nurus Shofa Islamic Boarding School Malang procrastinate, which is influenced by self- concept. It is proven that the correlation result of -0.536 is a simultaneous value, with a significance of 0.000. Thus, it can be predicted that the higher the self-regulation and interpersonal communication of students, the higher the involvement of students in school, and vice versa. These data prove that the hypothesis proposed by researchers proved.

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