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Procrastination of islamic religious education students reviewed from the level of learning motivation and achievement motivation

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ABSTRACT

Learning plays a crucial role in achieving educational goals by providing new knowledge to individuals. In learning, a person needs motivation, including learning motivation and achievement motivation. Someone who is less motivated tends to procrastinate in completing his tasks. This procrastinating behavior can lead to negligence and hinder a person's ability to complete all tasks. The purpose of this study was to determine whether learning motivation and achievement motivation influence the procrastination of Islamic Education students of Ahmad Dahlan University.This study used a quantitative approach. In this study, a simple random sampling technique was used with a sample of 128 students of Islamic Education at Ahmad Dahlan University. The independent variables in this study were learning motivation (X1) and achievement motivation (X2), while the dependent variable was procrastination (Y). Researchers used data collection techniques in the form of questionnaires. The data analysis method in this study involves applying simple linear regression analysis and multiple linear regression analysis using SPSS 25 for Windows software. This study showed that there was no influence between learning motivation and the procrastination of PAI UAD students because the t count did not show the opposite influence. Second, there is an influence between achievement motivation and the procrastination of PAI UAD students by 69.1%, with a confidence level of 95%. Third, there is no simultaneous influence between learning motivation and achievement motivation on the procrastination of PAI UAD students because the significance value on the learning motivation variable is more than 0.05, and the t count does not show the opposite influence. Thus, H2 a was accepted in this study, while H1 a and H3 a were rejected.

Introduction

Education is significant in developing knowledge and is critical to creating a productive workforce to advance people's lives (Sukirman et al., 2022). As formal educational institutions, schools have an essential sense of urgency when actively training students to participate in various academic activities. This activity includes the ability to think creatively, innovatively,

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and proactively in completing tasks, which are important aspects of their development (Latipah et al., 2020). Even though education is experiencing evolution, there are still challenges regarding the quality of education, especially at the 12-year compulsory education stage. Evaluation of the quality of education is based on academic achievement alone and aspects of student attitudes and behavior. This is in line with the principles in the National Education System Law No. 20 of 2003 Article 3, which emphasizes the formation of student character and morals as an integral part of national education (Ilham, 2019). Learning plays a crucial role in achieving these goals by providing new knowledge and encouraging positive change for individuals (Kesuma et al., 2020). Motivation plays a vital role in strengthening enthusiasm for learning, both for students and teachers (Kistoro, 2022). The desire to learn, which is a psychological aspect, can be a determining factor in learning success, even for individuals with a high level of intelligence. Therefore, teachers need to understand what motivates students to learn and use it to maintain and increase their enthusiasm for learning because students will be more motivated to learn when they enjoy it. Allah SWT says in Surah Al Mujjadi verse 11 mentioned (Ta'a et al., 2018):

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمۡ تَفَسَّحُواْ فِي ٱلۡمَجَٰلِسِ فَٱفۡسَحُواْ يَفۡسَحِ ٱللَّهُ لَكُمۡۖ وَإِذَا قِيلَ ٱنشُزُواْ

فَٱنشُزُواْ يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا تَعۡمَلُونَ خَبِيرٞ

> Meaning: "*O you who believe! If it is said to you, "Make room in the assemblies," then make room; surely Allah will make room for you. Moreover, if it is said, "Stand up," then stand up; surely Allah will lift you. (degrees) of those who believe among you and those who have been given knowledge in degrees. And Allah is All-Knowing of what you do*."

The verse reveals that Allah will give individuals who have faith and knowledge higher honor. Therefore, knowledge is essential, especially for Muslims. Knowledge is obtained through the learning process. Therefore, we must have a strong desire and determination to improve our understanding of science. Such a learning style will increase students' learning motivation, while low motivation will reduce their learning style, ultimately hindering their academic achievement (Nurhidayah, 2016). Student learning activities in class show that less motivated students tend only to achieve maximum achievement or optimal learning results. Teachers or instructors can be considered companions in students' journeys during learning by paying attention to students' characteristics and needs (Bosra et al., 2020). Motivation, interpersonal relationships between students and teachers, verbal abilities, maturity, teacher abilities, and self-confidence to communicate effectively with students are essential elements in the learning process. The educational process is an active engagement with a changing

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environment regarding knowledge and intellectual abilities and significant and ongoing change. Therefore, a teacher's behavior is determined to help students improve their understanding and performance (Baier et al., 2019).

Learning is about increasing knowledge and changes in behavior, attitudes, and skills (Finn et al., 2014). The challenge for every individual is to study hard, complete assignments on time, and survive in difficult situations. However, many people often need help with assignments (Kim & Seo, 2015). Achievement motivation is an individual's internal drive to achieve achievement, reflected in concrete actions. It encourages a person to compete for excellence in comparison with others and in increasing personal achievements. A person's level of motivation influences their decision to act, how much they engage in the action, the extent of effort they put in, and the level of performance they demonstrate (Kistoro, 2022). People who have a high drive for achievement tend to show activity levels that are faster, more efficient, better, and with more tremendous enthusiasm and responsibility. This indicates that achievement motivation is directly related to a person's learning motivation. Someone with achievement motivation will tend to study diligently (Doostian et al., 2014)and without delay when doing assignments during lectures.

In the world of education, learning is the most fundamental element. The achievement of educational goals is greatly influenced by students' learning experiences (Kistoro et al., 2023). A student's learning progress is reflected in their academic achievement. All parties, including lecturers, students, parents, society and educational institutions, desire good academic achievement. However, each student has a different capacity to achieve academic proficiency. Individuals with the drive to achieve success will learn by not giving up easily and being persistent in completing assignments in class. Procrastination is the tendency to avoid or postpone carrying out an activity indefinitely (Wangid, 2014), which has a detrimental impact, especially in an academic context. A person's inability or unawareness to carry out the tasks given by the teacher or academic activities can hinder an effective learning process. Procrastination includes avoiding responsibilities that should be carried out, intentionally or not (Sagita et al., 2017), which negatively impacts individuals.

Someone who is less motivated to learn tends to procrastinate in completing their assignments. This procrastinating behavior can cause negligence and hinder a person's ability to complete all of the teacher's assignments, with potentially dire consequences in the future. People who are not motivated to learn also tend to make less systematic learning efforts than those who are motivated (Saman, 2017). During the *COVID-19 pandemic*, teaching methods have shifted to online learning. This transition focuses on student behavior in several areas, such as completing assignments independently, understanding material quickly, following

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instructions, and managing time well. However, this task is challenging for students because several obstacles arise during the learning process at home.

Some students may feel restless or need help understanding the material when participating in online learning. As a result, they gradually lose interest (Dwivedi et al., 2020)in the assignments given by the lecturer and are more likely to take part in activities that have nothing to do with learning, such as social media interactions (Andriyani, 2018), playing games (Kistoro, 2021), or watch a movie. As a result, these tasks are often completed close to the submission deadline. Habits from online learning are sometimes carried over until face-to-face learning occurs again. This symptom mainly occurs in students who are less or not motivated to learn and achieve, where they are more likely to delay completing assignments given by their lecturers. Some students pay less attention and prefer to play when the lecturer is explaining the material. This highlights difficulties in managing time (Latipah et al., 2021), which causes them to feel pressured to complete tasks on time. Students who are more interested in playing than doing academic assignments also tend to procrastinate when completing their assignments.

The same symptoms of procrastination were also found in students taking the Islamic Religious Education (PAI) study program at Ahmad Dahlan University, where some students still procrastinated in completing their coursework. This is by the results of observations made, where researchers found that some students often completed their coursework in a rush ahead of the submission deadline, and some came to class late when lectures started. Apart from that, the information is also supported by the initial interview results. According to information from one of the students (LEE, 2023), some procrastinated on their coursework even though the assignment had been given. Researchers have also conducted an initial mini-research on Islamic Religious Education students' learning motivation and achievement. The results showed that students desire to graduate from college on time. However, of the 15 students, 53.3% still need to work on their assignments. This phenomenon is interesting as an Evidence Gap, where there is evidence of gaps in empirical evidence with existing assumptions. This research tries to explain the phenomenon of procrastination seen in students' learning and achievement motivation.

Method

This study adopts a quantitative approach to examine a population sample or compare samples analyzed using a positivist research methodology (Djamba & Neuman, 2002). The sampling process was carried out carefully, and data was collected through predetermined analytical instruments. Next, to test the hypothesis that has been formulated, analysis is carried

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out on the collected data using statistical techniques or quantitative methods. Primary data was collected by applying a quantitative approach using a questionnaire, and to facilitate this process, Google Forms was used. After the questionnaire is filled out, a link to the Google Form is sent to the research subjects to collect data. After the data is collected via the Google Form, it is summarized and analyzed. To analyze the data, researchers used statistical data collection tools, namely SPSS, to get the best results (Muijs, 2004). The Islamic Religious Education Study Program at Ahmad Dahlan University, Yogyakarta, was chosen by researchers as the location for this study. This decision was based on the results of interactions with students taking the Islamic Religious Education Study Program at Ahmad Dahlan University, where several students admitted that they had postponed completing their coursework. This factor triggered the researcher's desire to explore whether learning motivation and achievement motivation had an impact on procrastination in Islamic Religious Education Study Program students.

This research involved the student population of the Islamic Religious Education Study Program at Ahmad Dahlan University, Yogyakarta, Classes of 2020, 2021 and 2022, totaling 523 students. The sample is a small portion of the entire population used in research, which is used as data or research subjects. Due to data collection limitations, the researcher will use a sample of 128 students from the Department of Islamic Religion, Ahmad Dahlan University in 2021. Each member of the population has the same willingness to be used as a sample. The method for selecting responsive samples is based on simple random sampling (Leavy, 2017), namely selecting respondents randomly from the population without considering the sample levels. The method used by researchers to collect data from respondents is known as data collection techniques. Each research method has a unique way of collecting data. Because quantitative research uses numbers and nominal values, the data collection method is a questionnaire (Brace, 2008). A questionnaire consists of several written statements or questions used to collect data from respondents. This research instrument uses a survey in the form of a closed questionnaire, where the respondent chooses one option from several available options per question. This form is filled out in Google Forms style and will be sent to respondents as a sample for research.

In this research, a modified *Likert scale* (Kulas & Stachowski, 2009) was used. This scale has four scoring options, which are easier to understand than the five options. Utilizing these four options can help reduce respondents' reluctance to choose the midpoint on the rating scale, which is often considered the most accurate option. The instruments used in this research are directly related to the research issues and topics and help answer questions that arise when discussing the main research problems. Thus, the data collected through questionnaires will produce insights relevant to the research objectives. Table 1, Table 2, and

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Table 3 are some questions from the research instrument:

Table 1. Learning Motivation Research Instrument Grid

Variable (X1)	***Indicator***	***Item***		***Source***
		Positive	***Negative***	
Motivation to learn	There is a desire and desire to learn	1, 2, 3, 4, 5	6, 7	Hamzah B. Uno, *Motivation theory and its measurement* (Jakarta: PT Bumi Aksara, 2014), p. 31
	There is encouragement and a need for learning	8, 9, 10		
	There are hopes and aspirations for the future	11, 12, 13		
	There is an appreciation for learning	14, 15		
	There are exciting activities in learning	16, 17, 18, 19		
	The existence of a conducive learning environment allows someone to study well	20, 21		

Table 2. Achievement Motivation Research Instrument Grid

Variable (X2)	***Indicator***	***Item***		***Source***
		Positive	***Negative***	
Achievement motivation	Responsibility	1, 3	2, 4	Mc Clelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1953). *The Achievement Motive* (New York: Appleton-Century-Crofts. Inc)
	Consider the risks of task selection	5, 7, 8	6, 9	
	Show feedback	10, 12	11, 13	
	Creative	14, 15, 16, 17, 18		
	Task completion time	19, 20		

Table 3. Procrastination Research Instrument Grid

Variable (Y)	***Indicator***	***Item***		***Source***
		Positive	***Negative***	
Procrastination	Delays in starting or completing tasks	1, 4	2, 3, 5, 6	Ferrari, J.R., Johnson, J.L., & McCown, W.G. (1995). *Procrastination and task avoidance: Theory, research, and treatment*. New York: Plenum Press.
	Sluggishness and slowness in completing tasks	10, 11	7, 8, 9, 12	
	The time gap between the plan and actual performance	13, 16	14, 15, 17, 18, 19	
	Do other activities that are more fun	20, 21, 22, 23	24, 25, 26	

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This research uses data analysis techniques with associative quantitative methods. The analysis procedure is carried out by scoring and tabulating the data first. Scoring is based on the selected options with four criteria: strongly disagree, disagree, agree and strongly agree. Validity and reliability tests were used in this research to determine the suitability of the questionnaire instrument model with the results provided by the respondents. Next, assumption tests and data analysis were carried out using simple liner tests and multiple linear tests. The results of the Likert scale (Table 4) are interpreted by taking into account the additional weight on each question in the form of quantitative results, as shown in the table four.

Table 4. Questionnaire Answer Scoring Categories Based on the *Likert Scale*

No	*Alternative Answers*	*Positive (+)*	*Negative (-)*
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	1	4

Once the instrument has been scored, the next step is to summarize it into a more straightforward format to make it easier to understand. Scoring results are presented in the form of a list or table. In the tabulation process, data analysis is carried out descriptively, including calculating the total score, variation in distribution, average value and standard deviation. In addition, data can be presented in visual form, such as graphs or diagrams, to provide a more comprehensive picture and make it easier to understand. By carrying out this tabulation, researchers can determine the next steps regarding the analysis techniques needed. (1) Simple Linear Regression Test; A simple linear regression test is needed to evaluate how much the independent variable impacts the dependent variable. This research aims to evaluate how much learning and achievement motivation influence PAI UAD students' procrastination levels. Next, the analysis results were tested using ANOVA (*Analysis of Variance*) to compare significance with a probability value of 0.05 or 5%. Comparison criteria include: If the significance value is less than 0.05, variable X influences variable Y. If the significance value is more than 0.05, it indicates that variable X does not influence variable Y. Next, the count value is compared to the table value. The magnitude of the variables contributing to procrastination can be identified through the coefficient of determination determined R2 in the "*Model Summary* " table output using the SPSS application; (2) Multiple Linear Regression Test; The influence of the independent variable and the dependent variable is evaluated using multiple regression analysis, such as learning motivation (X_1) and achievement motivation (X_2), which have a significant effect on the dependent variable, such as procrastination (Y), in a similar way. After data analysis, consideration is given to the significance of F, which is more significant

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than 0.05 or less than 0.05 overall. Based on the data above, conclusions can be drawn regarding rejecting or validating the null hypothesis (H_0).

Results and Discussion

Test Assumptions

Assumption testing is the initial stage carried out on an instrument that will be used to collect data. This includes the type of data that will be collected and the method of collecting data that will be processed further. Basic assumption tests can include various types of tests, namely normality tests, linearity tests, homoscedasticity tests, and multicollinearity tests. The normality test or data normalization aims to determine whether the distribution of sample data used in research is expected. The *Kolmogorov-Smirnov* method was used to determine the normality of the data in this study, Table 5. If *the Asimp.Sig* (*2-tailed)* normality test value is more significant than 0.05 or 5%, then the data is usually distributed. On the other hand, if *the Asimp.Sig* (*2-tailed)* normality test value is less than or equal to 0.05, then the data is not normally distributed or does not meet the normality threshold (LAWSHE, 1975).

Table 5. One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		128
Normal Parameters[a,b]	Mean	.0000000
	Std.Deviation	4.77802587
Most Extreme Differences	Absolute	.071
	Positive	.049
	Negative	-.071
Test Statistic		.071
Asym.sig.(2-tailed)		1.85[c]

a. Test Distrubtuion Normal
b. Calculated from data
c. Lilliefors significance Correction

The 2-tailed (*Asymp. Sig* .) value is 0.185, exceeding the threshold of 0.05, according to the SPSS output. According to previous interpretations of the *Kolmogorov-Smirnov* normality test , the data in question have a normal distribution. A linearity test or linearity analysis is carried out to determine whether the two variables have a non-zero correlation. This method is usually used when determining whether there is a correlation or superiority between two variables, see Table 6. A significance analysis was carried out using a statistical program such as SPSS with a threshold of 0.05. A significance value, or linearity, of less than or equal to 0.05 indicates that the two variables have a linear correlation. Conversely, if the linearity value is more than 0.05, there is no linear correlation between the two variables.

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Table 6. Linearity Test

ANOVA Table							
			Sum of Squares	***df***	***Mean Square***	***F***	***Sig.***
Procrastination Learning Motivation	Beetwen Groups	(Combined)	5957.171	27	220.636	6.324	.000
		Linierity	4641.832	1	4641.832	133.056	.000
		Deviation from linierity	1315.339	26	50.590	1.450	.000
	within Groups		3488.633	100	34.886		
	Total		9445.805	127			
ANOVA Table							
			Sum of Squares	***df***	***Mean Square***	***F***	***Sig.***
Procrastination Learning Motivation	Beetwen Groups	(Combined)	7923.716	25	316.949	21.240	.000
		Linierity	6529.140	1	6529.140	437.539	.000
		Deviation from linierity	1394.577	24	58.107	3.894	.000
	within Groups		1522.088	102	14.922		
	Total		9445.805	127			

There is a conclusion that there is a linear relationship between learning motivation and achievement motivation with the procrastination variable, based on the results found in Table 6 for the ANOVA linearity test. The significance value of the linearity column, 0.000, which is lower than 0.05, is the basis for this. As a result, these three variables are considered to meet the linearity assumption and can be used for further data analysis. The homoscedasticity test is used to determine whether the regression model for each observation has irregular variations. Differential variation implies heteroscedasticity. If supported by a significance threshold higher than 0.05, the homoscedasticity assumption is met, see Table 7.

Table 7. Homoscedasticity test

Coefficients[a]						
		Unstandardized Coefficeints		***Unstandardized Coefficeints***		
Model		***B***	***Std. Error***	***Beta***	***t***	***Sig***
1	(Constant)	3.363	7.678		.438	.662
	Learning motivation	.019	.059	.050	.327	.744
	Achievment motivation	-52.313	244.223	-.033	-.214	.831

a. Dependent Variable: Abs_RES4

Using the Glejser test in the homoscedasticity test, it is shown that the p-value for the learning motivation variable is 0.744, and for the achievement motivation variable is 0.831.

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These figures exceed the 0.05 significance level, indicating that the homogeneity assumption is met. One of the goals of multicollinearity analysis is to determine whether there is a significant correlation between the variables in a given regression model. The analysis results can be evaluated by meeting several criteria. For example, the absence of multicollinearity is indicated if *the Variance Inflation Factor* (VIF) is less than ten or the tolerance limit is less than 0.10, see Table 8.

Table 8. Multicollinearity Test Results

Coefficients[a]								
		Unstandardized Coefficeints		*Standardized Coefficeints*			*Collinearity Statistic Tolerance*	
Model		***B***	***Std. Error***	***Beta***	***t***	***Sig***	***ce***	***VIF***
1	(Constant)	122.735	13.309		9.222	.000		
	Learning motivation	.088	.102	.074	.864	.389	.339	2.952
	Achievment motivation	-3836.205	423.343	-.772	-9.062	.000	.339	2.952

a. Dependent Variable: Proscrastination

Based on the " *Coefficients* " table in the " *Collinearity Statistics* " section, the tolerance limit for the learning motivation variable (X_1) and the achievement motivation variable (X_2) is 0.339, Bigger than the previously set threshold of 0.10. Apart from that, the VIF (*Variance Inflation Factor*) of the two variables in question is 2.952, which is also below the previously determined value of 10. Thus, this data has no indication of a multicollinearity problem in the regression model.

Hypothesis Testing

This research analysis was carried out partially and simultaneously. This means that the existing independent variables will be tested one by one with the independent variables and carried out simultaneously to determine the influence between the variables. The first test is to determine the effect of Learning Motivation ($X1_{)}$ on Procrastination (Y). The R *Square value* is 0.491, as shown in Table 9 *Model Summary* . This shows that the variation in variable Y (procrastination) is influenced by 49.1% of variable X_1 (learning motivation). In contrast, other variables not discussed in this study influenced 50.9% of the variation.

Table 9. Model Summary [b]

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std.Error of the Estimate***
1	.701[a]	.491	.487	6.17469

a. Predictors: (constant), Learning Motivation

With a significance level of 0.000 , an F-statistic of 121.747 was obtained based on the ANOVA test results, which can be seen in Table 10. Because the significance level is lower than

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α = 0.05 at the 95% confidence level, the alternative hypothesis (H_a) can be accepted because it shows that learning motivation significantly influences PAI UAD students' procrastination level.

Table 10. ANOVA

Anova[a]						
Model		***Sum of Squares***	***df***	***Mean Square***	***F***	***Sig***
1	Regression	4641.832	1	4641.832	121.747	.000[b]
	Residual	4803.973	126	38.127		
	Total	9445.805	127			

a. Dependent Variable: Procrastination
b. Predictors: (constant), Learning Motivation

There is a significant influence of motivation to achieve and learn, as shown by the significance value of 0.000, which is lower than 0.05, from the data in Table 11. However, the calculated t-coefficient does not show signs of an opposite or negative influence. Based on this analysis, we can conclude that learning motivation does not negatively influence procrastination. Even though someone is highly motivated to learn, that does not guarantee they will not engage in procrastination. For example, even though someone is highly motivated to learn, he chooses to postpone the task when faced with a task that is considered problematic.

Table 11. Regression Coefficient of Learning Motivation on Procrastination

Coefficients[a]						
		Unstandardized Coefficeints		***Unstandardized Coefficeints***		
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	8.321	5.395		1.543	.125
	Learning motivation	.840	.076	.071	11.034	.000

a. Dependent Variable: Abs_RES4

The second hypothesis test carried out was to determine the effect of Achievement Motivation (X_2) on Procrastination (Y). In this research, the evaluation of a specific coefficient of determination was carried out using R *square* on the SPSS *output* . The purpose of the coefficient of determination is to evaluate and measure how well several independent variable coefficients (X_2) explain variations in the dependent variable (Y). From the data in Table 12 *Model Summary* , the R square value obtained is 0.691%. This illustrates that around 69.1% of the variation in variable X_2 (achievement motivation) contributes to the variation in variable Y (procrastination). However, approximately 30.9% of the variation in this sample was influenced by factors not examined in this study.

Table 12. Model Summary

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std.Error of the Estimate***
1	.831[a]	.691	.689	4.81125

a. Predictors: (constant), Learning Motivation

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The results of the ANOVA analysis, which can be seen in Table 13 show a significance F of 282.059 with a threshold of 0.000. Therefore, the alternative hypothesis (Ha) can be accepted because the significance level is lower than α = 0.05 at the 95% confidence level. These results show that achievement motivation significantly affects the threshold of procrastination experienced by PAI UAD students.

Table 13. ANOVA

Anova[a]						
Model		***Sum of Squares***	***df***	***Mean Square***	***F***	***Sig***
1	Regression	6529.140	1	6529.140	282.059	.000[b]
	Residual	2916.665	126	23.148		
	Total	9445.805	127			

a. Dependent Variable: Procrastination
b. Predictors: (constant), Learning Motivation

According to the data presented in Table 14, the significance value was found to be 0.000, less than 0.05, and the calculated t value, which indicates the presence of an opposite influence, was found to be negative. Therefore, the conclusion is that motivation for achievement has an opposing influence on PAI UAD students' procrastination levels. So, if achievement motivation increases, the level of procrastination will decrease.

Table 14. Regression Coefficient of Achievement Motivation on Procrastination

Coefficients[a]						
		Unstandardized Coefficeints		***Unstandardized Coefficeints***		
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	133.711	3.963		33.740	.000
	Learning motivation	-4133.646	246.129	-.831	-16.795	.000

a. Dependent Variable: Abs_RES4

After the partial test, a simultaneous test was also conducted to determine the effect of learning and achievement motivation on procrastination. This study analyzes the influence of several significant independent variables (X_1 and X_2) on the dependent variable (Y) using R *Square* to analyze the coefficient of determination. The R- *R-squared value* is 0.693, as shown in the data presented in Table 15 Model Summary. This shows that learning motivation and achievement motivation contribute around 69.3% to the level of procrastination of PAI UAD students, and other factors not discussed in this research contribute 30.7% to the existing variance.

Table 15. Model Summary

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std.Error of the Estimate***
1	.832[a]	.693	.688	4.81610

a. Predictors: (constant), Achievement motivation, Learning Motivation

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Table 16 shows the results of the ANOVA analysis, with an F value of 141.119 and a significance of 0.000. Because the significance value is smaller than α = 0.05 at the 95% confidence level, the alternative hypothesis (Ha) can be accepted. Therefore, it can be concluded that learning motivation and achievement motivation significantly affect the procrastination threshold of PAI UAD students.

Table 16. ANOVA

Anova[a]						
Model		***Sum of Squares***	***df***	***Mean Square***	***F***	***Sig***
1	Regression	6546.454	2	3273.227	141.119	.000[b]
	Residual	2899.350	125	23.195		
	Total	9445.805	127			

a. Dependent Variable: Procrastination
b. Predictors: (constant), Learning Motivation

Based on the findings in Table 16, several aspects are worth paying attention to. First, the significance level for the learning motivation variable is 0.389, higher than the significance threshold of 0.05, indicating the absence of a significant effect. On the other hand, the significance value for the achievement motivation variable is 0.000, below the significance threshold of 0.05. Apart from that, there is a negative trend in the calculated t value, which indicates the opposite influence, see Table 17. In conclusion, learning motivation and achievement motivation do not negatively influence procrastination. This indicates that people less motivated to learn tend to be less likely to be involved in a progressive learning process. For example, when a person has high motivation to learn, he learns not because of his desire so he postpones it, but when he sees his friends who excel, he makes him study even more actively.

Table 17. Regression Coefficient of Learning Motivation and Achievement Motivation on Procrastination

Coefficients[a]						
		Unstandardized Coefficeints		***Standardized Coefficeints***		
Model		***B***	***Std. Error***	***Beta***	***t***	***Sig***
1	(Constant)	122.735	13.309		9.222	.000
	Learning motivation	.088	.102	.074	.864	.389
	Achievment motivation	-3836.205	423.343	-.772	-9.062	.000

a. Dependent Variable: Proscrastination

Based on the results of data analysis, it is known that in the simple linear regression test, the alternative hypothesis ($H1_a$) was rejected because the significance value was lower than α = 0.05, at the 95% confidence level. From simple linear regression analysis, it is known that the contribution of learning motivation to the procrastination of PAI UAD students is 49.1%, with a confidence level of 95%. However, in the calculated t value, there is no negative sign,

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which indicates the opposite influence. This shows that learning motivation does not contribute negatively to the level of procrastination of PAI UAD students. A study by Cindy F. Waruwu and Putri Kemala Dewi Lubis found similar findings. Their study shows that learning motivation does not significantly impact the academic achievement of class XI IPS students at SMA Negeri 3 Medan. T-test analysis shows that the t value is -0.265, slightly lower than the table value of 1.659, and the significance value (sig.) is 0.792, which is higher or equivalent to 0.05 (2023).

This is by Kistoro's research, which states that the drive and desire to learn is one of the characteristics of learning motivation (Kistoro, 2022). Individuals with the drive and desire to succeed carry out their tasks seriously and without delay. They perform these tasks not because of external pressure but because of their own individual initiative. They are ready to take risks in completing these tasks, and if they have to postpone work, they will complete it as soon as possible. Motivation to learn can be disrupted by negative emotions such as anxiety, fear of failure, or lack of self-confidence. When individuals cannot overcome these negative emotions, they tend to procrastinate stressful tasks (Curci et al., 2014). People who are very motivated to learn do not necessarily postpone their work. Environmental factors that influence learning include social support, encouragement from parents or teachers, and rewards or punishments related to academic achievement. This can affect a person's level of learning motivation. As a result, learning motivation does not influence student procrastination.

The results of the data analysis show that the alternative hypothesis ($H2_a$) can be accepted in a simple linear regression test. With a significance value lower than $\alpha = 0.05$ and a confidence level of 95%, these findings indicate that achievement motivation influences the level of procrastination of PAI UAD students. From simple linear regression analysis, it is known that the contribution of achievement motivation to the procrastination of PAI UAD students is 69.1%, with a confidence level of 95%. Apart from that, the relationship between PAI UAD students' learning motivation and procrastination is categorized as very strong, with an R value of 0.831. The t table shows a negative sign, which means it has the opposite effect. This shows that the drive for achievement negatively influences the procrastination level of PAI UAD students. This study found that achievement motivation also influences the procrastination of PAI UAD students. This is supported by an R square value of 0.691 which shows that the variable.

This is also in line with McClelland's theory, which states that achievement motivation is an internal drive that encourages a person to achieve high success and achievement when carrying out the tasks at hand. McClelland identified three basic psychological needs in his

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theory, including the need for achievement (Rybnicek et al., 2019). Individuals with this need tend to have a strong motivation for achievement, set challenging goals, and seek informative feedback regarding their performance. Individuals who are highly motivated to achieve will try to complete tasks quickly and efficiently and not waste time. Therefore, achievement motivation influences the procrastination of PAI UAD students.

The results of the data analysis show that the alternative hypothesis (H3a) is rejected in the multiple linear regression test. This is because the significance of the learning motivation variable exceeds α = 0.05 at the 95% confidence level, while the significance of the achievement motivation variable is less than α = 0.05 at the 95% confidence level. The calculated t value for the learning motivation variable does not show a negative sign, while the achievement motivation variable shows a negative sign, which means it has the opposite effect. This confirms that learning motivation and achievement motivation do not cause procrastination in PAI UAD students. The learning motivation variable has a significance higher than 0.05, and the t count does not show a negative sign. On the other hand, the achievement motivation variable has a significance lower than 0.05, and the t count also shows a negative sign.

This is by Mc Clelland's ideas, which state that achievement motivation is a drive within a person that encourages them to achieve significant achievements and be successful in completing the tasks at hand (Rybnicek et al., 2019). McClelland highlights that individuals driven by achievement motivation tend to set challenging goals and have a strong desire to succeed. They are not only driven by external recognition or material rewards but are more interested in the internal satisfaction derived from their achievements. This drive encourages individuals to work hard, strive to improve their performance, and continuously strive to improve themselves to achieve success in completing the tasks at hand. Therefore, the procrastination of PAI UAD students is not influenced by learning motivation and achievement motivation simultaneously.

Conclusion

The following summary can be concluded from the research and discussion outlined in the discussion: There is no influence between learning motivation and the procrastination of PAI UAD students. The t count does not indicate an opposing influence. There is an influence between achievement motivation and the procrastination of PAI UAD students at 69.1%, with a confidence level of 95%. The relationship between PAI UAD students' learning motivation and procrastination is solid, with an R-value of 0.831. There is no simultaneous influence between learning motivation and achievement motivation on the procrastination of PAI UAD students because the significance value of the learning motivation variable is more than 0.05

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and the t count does not show a negative sign of the opposite influence. For future researchers who will research the variables of learning motivation, achievement motivation, and procrastination, it is recommended that they relate them to different variables and dig deeper into them. The results of this research can also be used as a reference and comparison for future research.

Declarations

Author contribution : IS was responsible for designing this study. He also took and input data and added descriptions of research results. HC, as the second author, analyzed and interpreted research data, looked for new reference sources, translated the manuscript, and completed the entire article manuscript, which was ready to be sent to the journal

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