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**THE EFFECT OF LEARNING MOTIVATION ON PROCRASTINATION OF NURSING STUDENTS AT TASIKMALAYA POLTEKKES**

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**ABSTRACT**

Academic procrastination is a common problem experienced by nursing students due to the high demands of academics and clinical practice. One factor that plays a significant role in this behavior is learning motivation, which theoretically serves as the primary driver of learning behavior and an essential part of self-regulation. This study aims to analyze the effect of learning motivation on academic procrastination in D4 Nursing students at Poltekkes Tasikmalaya. Identifying the level of learning motivation, 2). the level of academic procrastination, 3). analyzing the influence of learning motivation on academic procrastination in D4 Nursing students at the Ministry of Health Polytechnic. Learning motivation is an internal drive that encourages individuals to learn optimally, while academic procrastination is understood as a pattern of delaying tasks that is done consciously and repeatedly. The study used a quantitative correlational analytical design using a cross-sectional approach. The population consisted of 339 students, with a sample of 189 respondents drawn through proportional random sampling. Data were collected using a learning motivation and academic procrastination questionnaire that had been tested for validity and reliability, as well as interviews with six informants as supporting data. Data analysis included descriptive analysis and simple linear regression. Students had moderate levels of learning motivation (67.7%) and moderate levels of academic procrastination (69.3%). Regression tests showed a significant negative effect of learning motivation on academic procrastination. Interview findings corroborated the quantitative results, indicating that students with high motivation tended to procrastinate less often than students with low motivation. Learning motivation plays a crucial role in suppressing academic procrastination in nursing students. Educational institutions need to support increased learning motivation and self-regulation skills.

**Keywords:** *Learning Motivation, Academic Procrastination, Nursing Students*

## INTRODUCTION

Nursing education is academic and professional in nature, requiring students to possess academic abilities, clinical skills, and a high level of responsibility as future healthcare professionals (Febriana et al., 2025). Nursing students are expected to balance the demands of theory, clinical practice, and academic assignments, thus requiring strong learning motivation to achieve optimal learning outcomes (Prasetyo, 2024).

However, high academic workloads, fatigue during clinical practice, and the pressure of learning evaluations can reduce nursing students' learning motivation (Olga et al., 2025). This condition has the potential to trigger academic procrastination, the tendency to delay completing academic assignments, which results in poor learning outcomes. (Prasetyo, 2024; Ferrari, 1995 dalam Putri, 2024).

The phenomenon of academic procrastination is common among college students. Globally, its prevalence is estimated to reach up to 80% (Steel & Ferrari, 2013 in Anggraini et al., 2024). In Indonesia, college students are in the high category of academic procrastination behavior (Putri et al., 2023). In nursing students, Devayanti et al. (2022), reported that 65.5% were in the moderate procrastination category, indicating that procrastination is still common and has the potential to negatively impact academic achievement, stress, and professionalism.

One factor influencing academic procrastination is learning motivation. Learning motivation is an internal and external drive that directs individuals to achieve learning goals (Melliasany & Perceka, 2021). High motivation encourages persistence and responsibility, while low motivation increases the tendency to procrastinate (Sihombing et al., 2024). Research by Saputri (2021) shows that nursing students' learning motivation is generally moderate, so efforts are still needed to improve learning motivation.

Several studies have shown differing findings regarding the direction of the influence of learning motivation on academic procrastination. (Perceka, Rusyani, et al., 2021) found a positive relationship after including self-management as a variable, while Nastiti and Puspasari (2024) showed a negative relationship when considering perfectionism. Furthermore, research specifically examining the relationship between learning motivation and academic procrastination in nursing students is

still limited, despite this group having a more complex academic and clinical workload. Therefore, this study was conducted to analyze the influence of learning motivation on academic procrastination in Nursing STR students.

## METHODS

This quantitative study uses a correlational analytical design using a cross-sectional approach. The aim of this study is to analyze the influence of learning motivation on academic procrastination among Applied Bachelor's (D4) Nursing students at the Tasikmalaya Ministry of Health Polytechnic.

The subjects of this study were all 339 Applied Bachelor's Nursing students at the Tasikmalaya Ministry of Health Polytechnic, with a sample size of 189 respondents selected using a random sampling technique. The sampling technique used was a probability sampling technique using the proportional stratified random sampling method. Data collection was conducted using a Google Form questionnaire on learning motivation and academic procrastination with a 5-choice Likert Scale. Before use, the Learning Motivation instrument was piloted on 30 nursing students. The validity test results showed that 20 questions were declared valid.

Data analysis included bivariate and univariate analyses using SPSS (Statistical Package for Social Science) version 25.00. Univariate analysis was used to describe the research variables, while bivariate analysis was conducted using a simple linear regression test. Prior to the regression analysis, normality and linearity assumptions were tested as testing requirements. Hypothesis testing was set at a significance level of  $p < 0.05$ .

## RESULTS AND DISCUSSION

### 1. Result

#### a. Level of learning motivation

In the learning motivation variable which was measured using 20 question items, the results of descriptive statistical analysis showed the lowest value was 53 and the highest value was 103, with an average value of 78.67 and a standard deviation of 9.541. The research results showed that 128 respondents were in the medium category with a percentage of (67.7%). The results of the level of student learning motivation are presented in the following table:

**Tabel 1. Percentage Analysis Statistic**

### Description Variable Motivation Study

Category	Interval	F	P
High	$X \geq 88,21$	30	15,9 %
Middle	$69,12 \leq X < 88,21$	128	67,7%
Low	$X < 69,12$	31	16,4 %

#### b. Level of academic procrastination

For the Academic Procrastination variable, measured using 20 questions, descriptive statistical analysis revealed a lowest score of 38 and a highest score of 96, with a mean of 68.28 and a standard deviation of 12,718. The results of this study indicate that the majority of students, 131 respondents (69.3%), fall into the moderate category. The results of the students' learning motivation levels are presented in the following table:

**Table 2. Presentation of descriptive statistical analysis of academic procrastination variable (Y)**

Category	Interval	F	P
High	$X \geq 80,99$	34	18 %
Middle	$55,56 \leq X < 80,99$	131	69,3%
Low	$X < 55,56$	24	12,7%

#### c. The influence of learning motivation on academic procrastination

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	123.218	6.579		18.728	.000
Motivation study	-.698	.083	-.524	-8.411	.000

a. Dependent Variable: academic procrastination

The results of the assumption test showed that the data were normally distributed ( $p > 0.05$ ) and the relationship between learning motivation and academic procrastination was linear ( $p > 0.05$ ). Simple linear regression analysis showed that learning motivation had a significant effect on academic procrastination ( $t = -8.411$ ;  $p < 0.05$ ). The regression coefficient was negative ( $B = -0.698$ ;  $\beta = -0.524$ ), indicating that an increase in learning motivation was followed by a decrease in the level of academic procrastination. These findings indicate that learning motivation plays an important role in suppressing academic procrastination behavior in students.

## 2. Discussion

### a. Level of learning motivation

Moderate learning motivation indicates that students have the drive to learn, but this is not balanced with

self-management and effective learning strategies. This aligns with the Self-Regulated Learning theory, which states that learning motivation is determined not only by willingness but also by an individual's ability to manage learning goals, time, and learning strategies in a planned manner (Nurdiyanto, Darwisy, & Utomo, 2023).

Suboptimal learning motivation in nursing students can be influenced by high academic and clinical practice demands. The workload, busy lecture and practice schedules, and the simultaneous demands of achieving academic and clinical competencies have the potential to reduce the consistency and stability of students' learning motivation.

The results of this study align with the findings of Nastiti and Puspasari (2024), who reported that students with a high academic workload tend to have moderate learning motivation. Research by Prasetyo (2024) also shows that motivation Learning can be enhanced if students possess strong self-management skills. This reinforces the fact that learning motivation is influenced not only by the desire to succeed but also by an individual's ability to manage themselves effectively.

Moderate learning motivation has important implications for the learning process. Students are generally still able to complete academic demands, but learning consistency tends to be unstable, potentially impacting the quality of material understanding and academic achievement (Perceka & Sutrisno, 2020). This condition can also increase the risk of academic procrastination, necessitating institutional efforts focused on strengthening self-regulation, time management, and academic support for nursing students.

### b. Level of academic procrastination

Academic procrastination in the moderate category reflects situational and repeated procrastination. According to Ferrari (2010 in Amandari et al., 2025), procrastination is a procrastination behavior characterized by a mismatch between plans and implementation, where individuals delay completing tasks despite having the intention to do so. This condition reflects that students still possess academic awareness but are unable to manage their time and study strategies optimally.

This finding can also be explained through Temporal Motivation Theory, which states that individuals tend to procrastinate when the perceived benefits are long-term, while other activities provide quicker and more immediate gratification. (Didik & Negeri, 2025). In the context of nursing students,

academic assignments are often perceived as a heavy burden and demanding of a great deal of time

and energy, resulting in a higher tendency for procrastination.

The results of this study are consistent with those of Devayanti et al. (2022), who found that 65.5% of nursing students fell into the moderate academic procrastination category. High academic and clinical practice demands, such as case report preparation, presentations, and a busy practice schedule, are contributing factors to academic procrastination in nursing students.

Despite being in the moderate category, academic procrastination remains a significant concern due to its potential to reduce learning quality, increase academic stress, and disrupt academic achievement. Therefore, efforts are needed to help students develop self-regulation skills, time management skills, and more effective study strategies to reduce the tendency for academic procrastination.

#### c. The Influence of Learning Motivation on Academic Procrastination

The results of this study indicate that learning motivation significantly influences academic procrastination, with a negative relationship. This means that the higher a student's learning motivation, the lower their level of academic procrastination. This finding reinforces the role of motivation as a primary driver of learning behavior, including initiating and completing academic assignments on time (Perceka, Erlinawati, et al., 2021).

These results align with (Perceka, 2020) theory, which states that motivation functions to increase enthusiasm and persistence in learning. When motivation decreases, the internal drive to complete assignments weakens, thus increasing the tendency to procrastinate. Students with strong learning motivation tend to have clear academic goals and are able to maintain consistency in their learning process.

This study's findings are consistent with Nastiti and Puspasari's (2024) research, which showed a negative relationship between learning motivation and academic procrastination. However, these results differ from Prasetyo's (2024) research, which found a positive relationship after including self-management variables. This difference suggests that although motivation plays a significant role, other factors such as self-regulation and time management also influence levels of academic procrastination.

Thus, this study confirms that learning motivation is a crucial factor in suppressing academic procrastination in nursing students. High learning motivation acts as a protective factor against procrastination, while low motivation

increases the risk of academic procrastination.

## CONCLUSION

The level of learning motivation of Nursing students at Poltekkes Tasikmalaya is in the moderate category, with the results of the study showing that 128 nursing students are in the moderate category with a percentage of (67.7%). The level of procrastination of Nursing students at Poltekkes Tasikmalaya, the results of this study indicate that the majority of students are in the moderate category with a percentage of 131 respondents with a percentage of (69.3%). The study shows a significant relationship between learning motivation and academic procrastination behavior, with a negative relationship pattern. The higher the learning motivation, the lower the tendency to procrastinate assignments, and vice versa.

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