

The relationship between sports interest and psychological well-being towards procrastination of students at Senior High School 1 Muntilan

Związek między zainteresowaniem sportem a dobrostanem psychicznym a prokrastynacją uczniów w Liceum Ogólnokształcącym nr 1 w Muntilan

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Abstract

Academic Procrastination is an alarming phenomenon in education sector nowadays. It would be a big obstacle in the learning process especially for high school students. The aim of this research is to understand the influence and relationship between the interest of doing physical exercises and psychological well-being to procrastination. The population of this research were 355 students of XI grade of SMAN 1 Muntilan. Using purposive sampling, 101 students were obtained as the sample. Data analysis technique using product moment correlation and linear regression with the interest in doing physical exercises (X1) and psychological well-being (X2) as independent variables, and procrastination (Y) as the dependent variable. The results show that almost all of students (80%) have a trend to do academic procrastination. This is shown by 67.3% of students having moderate procrastination and 16.8% of students having high procrastination behavior. There is a negative correlation between the interest in doing physical exercises and psychological well-being with procrastination, where the correlation coefficients are -0.554 and -0.164 , respectively. A negative correlation can be interpreted if an increase in one variable is associated with a decrease in another variable in this context, namely when the physical exercise and psychological well-being variables increase, there is a decrease in students' tendency to engage in procrastination behavior. Meanwhile in regression analysis with 5% significant level shows only interest of doing physical exercises that significant influencing procrastination with $p\text{-value} = 0.000$.

Keywords

procrastination, sports interest, psychological well-being

Streszczenie

Prokrastynacja akademicka to niepokojące zjawisko w sektorze edukacji w dzisiejszych czasach. Może stanowić poważną przeszkodę w procesie nauczania, szczególnie dla uczniów szkół średnich. Celem tego badania jest zrozumienie wpływu i związku między zainteresowaniem wykonywaniem ćwiczeń fizycznych a dobrostanem psychicznym na prokrastynację. Populacja badawcza obejmowała 355 uczniów klasy XI SMAN 1 Muntilan. Wykorzystując próbkowanie celowe, uzyskano 101 uczniów jako próbę. Technika analizy danych wykorzystująca korelację momentu produktu i regresję liniową ze zmiennymi niezależnymi: zainteresowaniem wykonywaniem ćwiczeń fizycznych (X1) i dobrostanem psychicznym (X2), oraz prokrastynacją (Y) jako zmienną zależną. Wyniki pokazują, że prawie wszyscy uczniowie (80%) mają tendencję do prokrastynacji akademickiej. Jest to wykazane przez 67,3% uczniów wykazujących umiarkowaną prokrastynację i 16,8% uczniów wykazujących wysokie zachowania prokrastynacyjne. Istnieje ujemna korelacja między zainteresowaniem wykonywaniem ćwiczeń fizycznych a dobrostanem psychicznym a prokrastynacją, gdzie współczynniki korelacji wynoszą odpowiednio $-0,554$ i $-0,164$. Ujemną korelację można interpretować tak, że wzrost jednej zmiennej wiąże się ze spadkiem drugiej zmiennej w tym kontekście, czyli gdy zmienne zainteresowanie ćwiczeniami fizycznymi i dobrostan psychiczny wzrastają, następuje spadek tendencji uczniów do angażowania się w zachowania prokrastynacyjne. Tymczasem analiza regresji przy 5% poziomie istotności pokazuje tylko zainteresowanie wykonywaniem ćwiczeń fizycznych jako znacząco wpływające na prokrastynację z $p\text{-wartością} = 0,000$.

Słowa kluczowe

prokrastynacja, zainteresowanie sportem, dobrostan psychiczny

Introduction

Indonesian Law Number 3 of 2005 concerning the national sports system defines sport as all systematic activities to encourage, foster, and develop physical, spiritual, and social potential. The basis for establishing the law is intended so that sports development is clear, coordinated, structured, and provides opportunities for the community to play an active role in national development so that physical, spiritual, and social potential is achieved. National sports function to develop physical, spiritual, and social abilities as well as to form a dignified national character and personality. National sports can be achieved with a great interest in sports activities. Sports and physical activity play an important role in the learning process because they can help foster a sense of discipline, self-confidence, and teamwork. Sports can also help students develop their own interests and explore various physical activity options. In addition, if organized in a systematic, directed, and planned manner, sports and other physical activities can be used to teach valuable lessons about life such as perseverance and resilience [1]. The more interest students have in their studies, the more likely they are to engage in meaningful learning activities. This can lead to a better understanding of concepts, increased academic performance, and a greater sense of accomplishment. By encouraging students to find topics that excite them and activities that challenge them, teachers can ensure that students are engaged in meaningful learning experiences [2].

Interest in sports activities is a multifaceted concept that involves individual preferences, motivations, and experiences [3]. It begins with feelings of pleasure and a positive attitude, which are influenced by various factors such as physical, social, emotional, and experiential needs [4]. A positive attitude towards sports is a key factor that encourages individuals to engage in sports activities [5]. Participation in sports activities is influenced by various factors, one of which is an individual's physical needs [6]. Physical needs, such as the desire for physical fitness, health maintenance, and overall well-being, play a crucial role in generating interest in sports activities [7]. Moreover, the physical demands of sports activities often align with individuals' desire for movement and physical exertion [8]. For example, someone who values being physically fit and maintaining their health may be more inclined to participate in sports activities that promote these goals [9].

Interest begins with feelings of pleasure and a positive attitude depending on one's physical, social, emotional, and experiential needs. Interest will encourage someone to do sports activities. If there is interest, a person will get the maximum benefit from sports activities and maximize his physical, spiritual, and social potential. Interest has an important role and a positive impact that gives satisfaction to a person to achieve physical and spiritual potential. The embodiment of physical potential is physical health that is protected from disease. Feeling more attracted to a form of activity can lead to a greater sense of attachment to it. This is especially true when no one instructs us to perform the activity. We get excited by the activity, and it gives us purpose and fulfillment. These feelings can benefit our mental health as well as our physical well-being. It can also help us stay motivated and productive in other

areas of life. By developing an interest in something we enjoy, we can focus on what matters most and make progress toward our goals [10].

Spiritual health can be shown by feeling happy when doing sports activities. Interest adds joy to every activity one engages in. The joy of sports activities, self-satisfaction, and personal well-being enable a person to express himself so that happiness can be achieved or can be said to have good psychological well-being. Psychological well-being is a condition of a person who is not only free from pressure or mental problems but more than that, namely the condition of a person who has the ability to accept himself and his life in the past (self-acceptance), self-development or growth (personal growth), the belief that life is meaningful and has a purpose (purpose in life), has the quality of positive relationships with others (positive relationships with others), the capacity to manage one's life and environment effectively (environmental mastery), and the ability to determine one's own actions [11]. Someone who is psychologically functioning optimally will develop the potentials to progress and develop. Utilization of all its potential is important in psychological well-being.

A person who is in good psychological well-being not only has a condition that is free from stress or mental problems, but that person also has the belief that his life is meaningful and has a purpose and can determine his own actions. The hope of good psychological well-being is that someone does not delay work or in other words a low level of procrastination. Procrastination behavior is caused by someone who only intends to complete their tasks within the allotted time but they have no motivation to start. Putting off work can lead to stress, guilt and crisis, loss of personal productivity, as well as social resistance to not fulfilling responsibilities or commitments. Procrastination is a time-wasting behavior, poor performance, and increases stress [12]. This is because someone takes the action of replacing a high-interest task with a low-interest task. Joko Widodo's government together with the Ministry of Youth and Sports under the leadership of Imam Nahrawi in 2016 issued a flagship program called Nawacita which it was hoped would benefit the community, especially youth and athletes. This program aims to reduce the level of procrastination among youth (15-25 years) and increase interest in sports. The government launched the program as a form of implementation of the national sports system. Increasing interest in sports through the Nawacita program is aimed at secondary schools such as high schools, because later students are prepared to continue their studies at tertiary institutions and work directly in the community so they can maximize the program. One of the high schools participating in efforts to increase interest in sports is Senior High School 1 Muntilan.

The implementation of teaching and learning activities at SMA N 1 Muntilan has varied enthusiasm in class XI students for compulsory, cross-interest, and extracurricular subjects. The great enthusiasm shown by most students in Physical Education lessons compared to other subjects is due to the existence of good facilities, infrastructure, and sports facilities in accordance with Indonesian Law no. 3 of 2005 concerning the national sports system. Then most students are also not late in

attending Physical Education lessons and are enthusiastic when doing physical activities. This shows the students' high interest in sports. High enthusiasm and interest in sports from students can indicate the achievement of satisfaction and happiness which is seen as part of the psychological well-being aspect. Determining the level of psychological well-being of a student can be seen through how they express themselves when participating in various subjects, especially compulsory subjects.

This is evidenced by almost all students feeling happy and satisfied when carrying out sports activities and during Physical Education lessons, students immediately change their uniforms into sports clothes. Their speed and strength in getting ready to take Physical Education lessons immediately becomes a form of belief in itself that the students' psychological well-being is at a good level. When viewed from a good psychological well-being perspective, many of the 11th grade students like learning outside the classroom, but they also show academic procrastination behavior. This behavior is in the form of often delaying doing assignments given by the teacher, not being ready to make presentations because they are not finished, and being late in submitting presentation results. Not infrequently the behavior of academic procrastination can interfere with the learning process which causes not optimal absorption of subject matter and efficiency in using the time available. From these things, there are indications of a high level of academic procrastination which causes disruptions in teaching and learning activities.

Procrastination is a prevalent issue that affects individuals in various aspects of their lives, including academic, personal, and professional domains [13]. It is characterized by the tendency to delay tasks or decision-making, resulting in decreased productivity and overall performance [14]. Procrastination can have serious consequences, particularly in academic settings [15]. Research indicates that a large percentage of college students engage in procrastination, with approximately 95% admitting to delaying tasks [16]. Procrastination can be attributed to various psychological factors. One factor is the preference for immediate gratification over long-term goals [17]. This means that individuals tend to prioritize immediate pleasure or relief from stress over the completion of tasks, even if it hinders their long-term success [18]. Another psychological factor that contributes to procrastination is the fear of failure or perfectionism [19]. Fear of failure can lead individuals to avoid tasks altogether or delay them until the last minute, as a way to protect their self-esteem [20]. Procrastination not only affects academic and professional performance but also has implica-

tions for individuals' personal lives [21]. Chronic procrastinators often delay tasks in their relationships with family and friends, leading to strained interpersonal dynamics [22]. This can result in feelings of guilt, frustration, and disappointment for both parties involved. Additionally, procrastination can hinder personal growth and development [12]. From these problems, the problem of procrastination or what is commonly called academic procrastination must be followed up immediately. The need to know the solution to the attitude of procrastinating on assignments in students by looking at the effect on sports interest and psychological well-being. This study aims to determine the relationship between sports interest and psychological well-being on procrastination at Senior High School 1 Muntilan. The remaining sections of this article are organized as follows: section 2 reviews all materials and methods, section 3 presents the results, section 4 presents a discussion of the study, and section 5 concludes the findings with some directions for future research.

Materials and methods

This study uses a quantitative approach method. This study uses a type of correlation research. This study was designed by forming a relationship pattern between variables which included procrastination as the dependent variable, while sports interest and psychological well-being were independent variables. Collecting data in this study using a questionnaire. The instrument used in this study was a closed questionnaire. The population of this study were 11th grade students at Senior High School 1 Muntilan with a total of 355 students. Using purposive sampling technique obtained 101 students as a sample. The data analysis technique in this study used product moment correlation analysis techniques and multiple linear regression analysis with the variable interest in sports, psychological well-being as the independent variable and the dependent variable being procrastination.

Result

An overview of student procrastination at Senior High School 1 Muntilan can be presented in Table 1. The results above show that as many as 68 students (67.3%) have moderate procrastination behavior. Students who have low procrastination behavior are 16 people, while high procrastination amounted to 17 students. Based on the trend frequency distribution table above, it can be concluded that the procrastination of students in grade 11 science and social studies for the 2018/2019 academic year is quite sufficient and leads to low procrastination, or student procrastination can be said to be still in a reasonable condition.

Table 1. Distribution of sports interest tendencies

Parameter	N	Min	Max
High	> 44.234	17	16.832
Moderate	34.326 – 44.234	68	67.327
Low	< 34.326	16	15.842
Total	101	100.00	

Source of all tables: Primary Data

Correlation test data

Based on calculations using the SPSS program, the data correlation test results were obtained as shown in Table 2 below. The results above show that the correlation coefficient of procrastination on sports interest is -0.554 . This means that the relationship between procrastination and sports interest has a negative direction, and with $\alpha = 5\%$, a $p\text{-value} < \alpha$ is obtained so that it can be concluded that there is a significant relation-

ship between procrastination and sports interest. The correlation coefficient value of procrastination on psychological well-being is -0.311 . It can be said that there is a significant relationship between procrastination and psychological well-being in a negative direction. This conclusion is based on a comparison between the correlation coefficient and the r table, where the correlation coefficient is greater, so it is considered significant.

Table 2. Correlation of research variables

Variable	r_count	r_table	Description
Y - X1	-0.554	0.1646	Negative – Significant
Y - X2	-0.311	0.1646	Negative - Significant

Data normality test data

Based on calculations using the SPSS program, the data normality test results were obtained as shown in Table 3 below. The results above show that all variables received H_0 with H_0

are data following a normal distribution, so it can be concluded that all variables in this study fulfill the assumption of normality as one of the test requirements.

Table 3. Data normality test results data using SPSS

Variable	p-value		Decision	Conclusion
	Kolmogorov-Smirnov	Shapiro-Wilk		
Procrastination	0.116	0.237	Accept H_0	Fulfills the assumption of normality
Sport Interest	0.200	0.196	Accept H_0	Fulfills the assumption of normality
Psychological well-being	0.184	0.060	Accept H_0	Fulfills the assumption of normality

Linearity test data

Based on calculations using the SPSS program, the linearity test results were obtained as shown in Table 4 below. The results of the linearity test from the table presented above show that the two dependent variables and the independent varia-

bles have a $p\text{-value}$ of more than α , so the decision is to accept H_0 , and the conclusion is that at a significance level of 5%, the variable interest in sports has a linear effect on procrastination. Likewise, with the psychological well-being variable, which has a linear effect on procrastination at a significance level of 5%.

Table 4. Linearity test result data using SPSS

Variable	Db	F calculate	p-value
X1-Y	20	1.130	0.338
X2-Y	14	1.405	0.169

Multicollinearity test data

Based on calculations using the SPSS program, the multicollinearity test results are obtained as shown in Table 5. The mul-

ticollinearity test is used to determine whether there is an influence between the independent variables. A variable is considered free from multicollinearity if it has a VIF value below 10.

Table 5. Data on multicollinearity test results using SPSS

Variable	Db	F calculate	p-value
X1-Y	20	1.130	0.338
X2-Y	14	1.405	0.169

Multiple rRegression test data

Based on calculations using the SPSS program, the results of the multiple regression test were obtained as shown in Table 6 below. The regression line equation formed is as follows:

$$Y = 55.567 - 0.441 - 0.041$$

This equation shows that the value of the regression coefficient X1 is -0.441, which means that if interest in sports (X1) increases by 1 point, procrastination behavior (Y) will decrease by 0.441 points, assuming that X2 is constant. The regression coefficient X2 is -0.041, meaning that if Psychological well-being increases by 1 point, the procrastination behavior decreases by 0.041, assuming that X1 is constant. However, this variable is not significant in the equation model, and seen from the interpretation of the equation, it also has a very small slope, so it doesn't have a significant effect on the dependent variable.

Another result of the regression analysis is the coefficient of determination (r^2) and also the adjusted r square. These two values indicate how much the independent variable can explain

in the diversity of the dependent variable. In this study, a coefficient of determination of 0.307 was obtained, which means that 30.7% of the diversity of procrastination behavior can be explained by sports interest and psychological well-being variables, while the other 69.3% is explained by other variables not examined in this study. The adjusted r square value is a value that indicates how much the independent variable can explain the diversity of the dependent variable by considering all possible variables included in the study. From the results obtained, the adjusted r square value was 0.293, which means that 29.3% of the diversity of procrastination behavior variables can be explained by the variables of sports interest and psychological well-being by considering other variables that may be included in this study.

In the regression analysis, apart from the partial test, there is also a simultaneous test to see whether the independent variables affect the dependent variable together. From the results obtained, the F_count value is 21.748. With a significance level of 5%, it can be concluded that sports interest and psychological well-being influence procrastination behavior simultaneously.

Table 6. Data from multiple regression test results using SPSS

Model	Coefficient
Sport Interest	-0.441
Psychological well-being	-0.041
Constant	55.567
R	0.554
r^2	0.307
Adjusted r^2	0.293

Discussion

Interest in sports against student procrastination in high school

The data generated shows that the interest in sports among 11th graders at Senior High School 1 Muntilan influences academic procrastination behavior. High interest in sports has a fairly strong influence on academic procrastination behavior. The effect of procrastination is related to personal behavioral factors, namely due to lack of motivation, deficiencies in self-regulation, external locus of control, perfectionism, disorganization, and poor time management [23]. There is a tendency for students with high sports interest to have a lower chance of academic procrastination than students with low or moderate sports interest. Students who have a high interest in sports tend to be more active compared to students who do not like sports, who often feel lazy to move, which causes delays in work or academic procrastination.

Psychological well-being against student procrastination in high school

The data indicates that psychological well-being in relation to procrastination also falls into the high category. This paradox occurs because of students' own saturation in subjects other

than Physical Education. Learning boredom can arise from emotional exhaustion, where there are indications of boredom, irritability, and irritability towards students. This is supported by research that learning saturation can also result from physical exhaustion, indicated by students feeling anxious and consistently avoiding teacher assignments, leading to mental fatigue [24]. Procrastination impacts students' readiness in undergoing learning and completing tasks given by the teacher. This is supported by research on procrastination being caused by low self-efficacy, low self-control, and eveningness [25]. Based on the results of the regression analysis, it is known that psychological well-being affects procrastination. Thus, it can be concluded that students who are satisfied or have good or high psychological well-being also have the potential to engage in academic procrastination.

Conclusion

The conclusion from this study is that there is a relationship between sports interest and psychological well-being towards student procrastination at Senior High School 1 Muntilan. Interest in sports has a fairly strong influence on academic procrastination behavior in students, aiming for satisfaction and happiness or good psychological well-being.

Suggestion

In relation to the initiative dimensions, some suggestions are expected to be applied in learning activities. Teachers should strengthen students' psychological well-being and reduce procrastination behavior, motivating students to be ready to take initiative, and improve student self-confidence. Teachers can do this by giving awards for achievements, which can be in the form of appreciation for student initiative behavior, positive feedback, or constructive advice. Procrastination is a common problem that many individuals face in their daily lives, characterized by a tendency to delay or postpone tasks, often leading to negative outcomes such as increased stress, decreased productivity, and missed deadlines [26]. To overcome

procrastination, several strategies can be employed, including the improvement of time management skills [27], setting realistic goals [28], finding motivation and staying focused [30]. This can be achieved through various techniques such as self-instruction, group counseling, or reality counseling [31]. Self-instruction involves developing positive self-talk and using affirmations to motivate oneself [32].

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