

STUDENT ACADEMIC PROCRASTINATION IN ONLINE AND OFFLINE LEARNING

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ABSTRACT

Online learning has gained popularity, and now serves as a mode of education that almost parallels offline learning in today's education system. This is because it eliminates the limitations of students, instructors, and learning resources. However, despite the flexible learning opportunities and other advantages offered by online learning for students, the learning system results in high dropout rates, low retention, academic performance problems, and academic procrastination problems are still very common. The purpose of this study is to determine the academic procrastination of students in both offline and online learning, the level of academic procrastination of students, the difference in academic procrastination in learning, the factors that influence academic procrastination, and the magnitude of the influence of each factor. The analysis technique used is Confirmatory Factor Analysis (CFA) with the Structural Equation Model (SEM) model. The results of this study show that there are differences in self-perception, self-efficacy, self-resilience, and academic procrastination owned by students for online and offline learning. It is proven that when comparing the two learning systems (online and offline), offline learning has higher self-perception, self-efficacy, self-resilience, and academic procrastination than online learning.

Kata Kunci: *Procrastination, Learning, Online, Offline*