



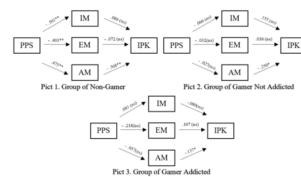
Great Academic Achievement is My Purpose of Life

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Abstract

Academic achievement was considered as an important evaluation in learning processes. There were many factors affecting the levels of academic achievement. Two possible factors were procrastination and academic motivation. The purpose of this research was to illustrate the correlation between procrastination and academic motivation towards academic achievement in three different groups of subjects. The groups consisted of group of college students who don't play games, group of college students who play games but not addicted, and group of collegestudents who are addicted to games. Pure Procrastination Scale (Steel,2007); Academic Motivation Scale Indonesian version (Natalya, 2018), and GPA. Both Academic Motivation Scale Indonesia version and GPA were designed to measure the academic achievement, and both of them had good internal consistencies ($\alpha \geq 0.6$; CITC for all items ≥ 0.3). The results of the analysis were obtained from $n_1=59$ people; $n_2=84$ people and $n_3=32$ people. Thus, the total of subjects in this research were 175 college students from second and third batch from a private university in Surabaya. The analysis showed that there were significant correlations between procrastination with each dimensions of academic motivation for the group of college students who don't play games. The same results were not found in college students that played games but not addicted, and to college students who were addicted to games. On the other hand, the only dimension that had significant correlation with academic achievement was amotivation. The other two dimensions of academic motivation weren't significantly correlated. The level of intrinsic and extrinsic motivation would not affect the academic achievement of a student, but the academic achievement would decrease if the level of apathy of a student increased. Therefore, it was recommended for education institutions to provide detailed information regarding consequences and rewards for students who failed to undergo the required learning process.



Biography

Lina Natalya is a statistician who majored in Psychology. She is a graduate of Master of Statistics from Institut Teknologi Sepuluh Nopember in 2017. She has dedicated herself as a lecturer of Test Construction at Universitas Surabaya and Ciputra University. Her expertise is in psychometrics with Structural Equation Modeling as a core topic. Aside from being an educator, Lina is also active as a researcher. Until now there have been six scales validated by Lina and team. She has also done two international researches with Fairy Tale Test Society (Athens, Greece) and Lifestyle Survey with Australia-Indonesia Institute and Griffith University. Starting from September 2019, Lina has become the managing editor in Anima Indonesian Psychological Journal. She began her activity in journals by becoming a reviewer for British Journal of Guidance and Counseling in 2018. It is Lina's hope that she can contribute more to education world, especially in psychological measurement.

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