

# **The Influence Of Needs For Achievement And Learning Environment On Academic Procrastination Behavior With Attitude As An Intervening Variable**

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**Abstract:** Procrastination is the act of delaying activities or tasks with activities that have low priority. To organize a good teaching and learning process, students' attitudes toward the learning environment and the need for achievement must be in line with the ideals of education. Negative traits such as procrastination must be resolved and get the right treatment. This study aims to (1) Analyze the influence of the need for achievement on attitude; (2) Analyzing the influence of the learning environment on attitude; (3) Analyzing the influence of the need for achievement on procrastination behavior; (4) Analyzing the influence of the learning environment on procrastination behavior; (5) Analyzing the influence of attitude on procrastination behavior; (6) Analyzing the influence of attitude as an intervening variable between the need for achievement against procrastination; (7) Analyzing the influence of attitude as an intervening variable between learning environments towards procrastination. The approach used in this study is quantitative. The sampling technique in this study used the Non Probability Sampling technique. Data collection techniques used in this study were questionnaires and documentation. The period in this study is seven months, namely January to June by using primary data. Tests in this study were carried out using Path Analysis. Based on the results of the analysis obtained research results; (1) Needs of achievement have no significant effect on attitude; (2) Learning environment does not have a significant effect on attitude; (3) The need for achievement has a significant effect on procrastination; (4) The learning environment has a significant effect on procrastination; (5) Attitude has a significant effect on procrastination; (6) Attitude has a significant effect as an intervening variable between the need for achievement against procrastination; (7) Attitude has a significant effect as an intervening variable between the learning environment and procrastination.

**Keywords:** Education, Need For Achievement, Environmental Learning, Attitudes, Procrastination.

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## **I. Introduction**

Humans continue to develop their civilization so that education becomes a vital necessity in human life. Education is a decisive factor in the improvement of morals, values, and science in human life. The role of education in life can pass on values, morals, culture, science to the next generation. It is expected that the emergence of the nation's future that can withstand a wide range of changes and challenges the world which is constantly evolving.

For the Indonesian nation, education is the foundation that must be considered, implemented and developed, in line with future challenges and builders. The development of the world in education is an important tool in the handle or improve your skills, determining the quality of human qualities. Various policies carried out by the Government in education to improve the quality in Indonesia, where the program is intended for children of Indonesia who have difficulties to meet the needs of education, to obtain the same rights in their studies.

Various problems were experienced by the institution of the student's attitude, the students today many who have a sense of Academic Procrastination or procrastinating liabilities in assignments in school. Such exposure by the results of interviews with teachers accounting SMK Muhammadiyah 1 Somoroto who explained that there was a large gap between students smart and, late in collecting task, the learning process is not conducive, students chat with other students, annoying friend, arrive late to school or late for class. In the exam, students are less or not prepared, and looking for opportunities to cooperate with friends to answer exam questions. In terms of interest in the subjects, students are more interested in the fun out of learning, and when students find difficulty in doing the lazy student to attempt to solve it. Students are also less like to read in their

subjects. various key issues such as learning laziness, lack of interest in studying the impact on students' academic procrastination behavior and it is directly proportional to the low achievement.

This is in line with the views expressed by Ghufron et al (2010) Procrastination is the act of changing the activity or duties with other activities which have low importance, so that the activity or occupation concerned tall unresolved, from the explanation of procrastination is a habit that postpones, cancel or too delay work or school tasks which it has a negative impact on student achievement. There are a few factors that can affect a student's academic procrastination behavior, one of which is student achievement needs. Achievement motivation is a personality trait that is inversely related to the behavior of delaying or procrastination. Regular, timely and maximum results, are some of the characteristics of desire in a person with the trait of high achievement needs (Istiani, 2015). Students who have the trait, will not commit academic procrastination with reason, fatigue or stress because of the task that much.

Regular, timely and maximum results are their needs, so they will stay away from academic procrastination naturally and chose to rearrange their activities efficiently. This is in line with what was raised by Rumiani (2006) in his study, individuals who have a high need for achievement, demonstrate academic procrastination behavior is low and vice versa. Learners with low procrastination behavior have a target on a task or job, despite having hard or difficult roads. That they do to get the evidence in themselves, that they can be better in achieving success. Beck (2000) explains, High competitiveness, competitive, and ambitious to be embedded in the self-learners.

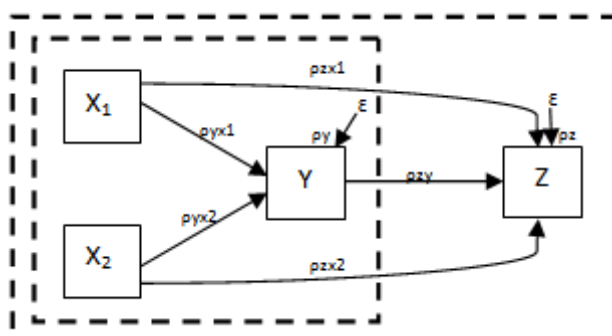
Academic procrastination behavior is also influenced by the environment of learners. The results of student learning in accounting subjects not maximum, average learners in the classroom have a huge capacity gap, from 40 students only 3-4 students who can complete the work or duties independently. This was stated in an interview with the teachers of SMK Muhammadiyah Somoroto by researchers. This happens because a lot of students delaying the work, study and do the tasks given to them so that no maximum results from the process, and it lowers the value of learners. Slameto (2010) points out, Two things affect learning achievement which external and internal factors.

Based on the above phenomenon researchers wanted to examine "The Influence of Achievement Requirements and Learning Environment on Academic Procrastination Behavior With Attitude as an intervening variable Class XI student of SMK Accounting Department in Ponorogo."

## II. Methods

The approach used in this study is quantitative. Analysis of data using path analysis (SPSS), which aims to analyze "The Effect of Achievement Requirements and Learning Environment on Academic Procrastination Behavior With Attitude as an intervening variable Class XI student of SMK Accounting Department in Ponorogo."

The study was designed as shown in the following figure:



**Figure 2.1 Research Design**

- a. Research subjects in this study the class XI student of SMK accounting Prodi 2018-2019 school year in Ponorogo.
- b. Data collection technique. Data collection techniques in this study, including questionnaires and documentation.
- c. Data analysis technique. Analysis of the data in this study is used to determine the effect of achievement and learning environment needs to procrastination with an attitude as an intervening variable:
  - 1) A validity test is used to test whether the instrument used in the research study was able to measure something that should be measured.
  - 2) The reliability test was used to test the consistency of the measuring instrument in measuring.

By the purpose of research and the formulation of provisional estimates, all the data and information collected will be used and processed by the needs of the research.

3) Normality test

According to Ghozali (2013) normality test is a test used to test the residual barrier variable in the regression structure does contribute to normal or vice versa.

4) Linearity test

Linearity tests used on the dependent and independent variables with a pattern of whether to form a straight line or not. Linearity is a requirement that is usually used in the regression or correlation analysis. In a test using SPSS, we can see or read the results of the Test for Linearity with a significance level of 0.05. This means that the variable is said to have a linear relationship when significance (linearity) of less than 0.05.

5) Multicollinearity test

To avoid the correlation between independent variables used Multicollinearity Test. In the linear regression model is not desired a strong correlation between the data has the independent variable. Ghozali (2013) explains that this test can prevent the correlation value of a variable with another independent variable that has a value not equal to zero.

6) heteroscedasticity test

According to Ghozali (2013) in a study of data that we want must not be random, or sub-populations have different variability than others. Variability quantified by any other measure of statistical dispersion. So heteroskedasticity is the absence of homoscedasticity.

7) Path analysis

This method is also known as causal modeling of covariance structure analysis and latent variable models. Path analysis is a useful theory because it can determine the relationships among all the independent variables. According to Ghozali (2013), path analysis showed a causal mechanism whereby independent variables can produce a direct and indirect effect on the dependent variable.

d. calculation of Influence

1) Direct Impact (Direct Effect or DE)

a) Variables needs for achievement influence the attitudes  $X_1 \rightarrow Z$

b) Learning environment variables influence the attitudes  $X_2 \rightarrow Z$

c) Variables attitudes influence toward academic procrastination  $Z \rightarrow Y$

d) Effect of needs for achievement to procrastination variable  $X_1 \rightarrow Y$

e) The influence of learning environment variables against procrastination  $X_2 \rightarrow Y$

2) Indirect Influence (Indirect Effect or IE)

a) The influence of needs for achievement variables on academic procrastination through attitude  $X_1 \rightarrow Z \rightarrow Y$

b) The influence of learning environment variables on academic procrastination through attitude  $X_2 \rightarrow Z \rightarrow Y$

3) Effect of Total (Total Effect)

a) Influence achievement needs to procrastination through attitude  $X_1 \rightarrow Z \rightarrow Y$

b) Influence learning environment to procrastination through attitude  $X_2 \rightarrow Z \rightarrow Y$

e. Research hypothesis

According to Arikunto (2006) that the hypothesis is the claim of truth or falsity of the relationship between certain variables. While the hypothesis in this study took the form of a statement partially or simultaneously between the variables with each other. From a theoretical summary has been collected, researchers formulate and take provisional estimates as follows:

H1 = Anticipated achievement Needs a significant effect on attitude.

H2 = Suspected Learning Environment significant effect on attitude.

H3 = Anticipated achievement needs a significant effect on Procrastination.

H4 = Suspected significant effect on the learning environment of procrastination.

H5 = Suspected significant effect on the attitude of procrastination

H6 = Anticipated achievement needs a significant effect on the attitude of procrastination as an intervening variable

H7 = Suspected learning environment significantly influence the attitude Procrastination as an intervening variable.

### III. Results

a. Normality test

Normality Test is a test data analysis requirements. From this test, researchers can see whether the data follow a normal distribution pattern or not. If a point in the chart have attached patterns of diagonal lines or following the diagonal pattern, the data can be said to meet the assumptions of normality, The processed data

does not have the normal distribution channels in a study recommended using non-parametric statistics. Besides using a graph or probability plots, a normality test can be done with the test (KS) Kolmogorov-Smirnov. With the KS test results seen more easily understood and accurately. Unlike the graph which is likely to mislead. If the table test of normality sig > 0.05, then the normal distribution of data. Normality test results in this study are as follows:

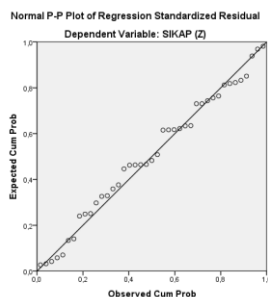


Figure 3.1 Normality Test

**Normal Probability Plot (Model 1)**

Sources: Primary data are processed, 2019

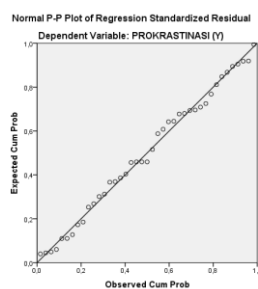


Figure 3.2 Normality Test

**Normal Probability Plot (Model 2)**

Sources: Primary data are processed, 2019

Table 3.1 Normality Test

**Kolmogorov-Smirnov Test**

	Residual unstandardized equation 1	Residual unstandardized equation 2
Asymp. Sig. (2-tailed)	.200	.200

Sources: Primary data are processed, 2019

Results of data if the above is a graph of the probability plot has data points are spread following the diagonal line. Which means the data by the rules of normality. KS test conducted also had test results similar to the P-Plot. KS test indicates that the data are normally distributed the Asymp. Sig. Of 0.200 greater than 0.05. It can be concluded that the residual normal distribution of data and the regression model has to meet the assumptions of normality.

b. Linearity test

Linearity tests used on the dependent and independent variables with a pattern of whether to form a straight line or not. Linearity is a requirement that is usually used in the regression or correlation analysis. In a test using SPSS, we can see or read the results of the Test for Linearity with a significance level of 0.05. This means that the variable is said to have a linear relationship when significance (linearity) is less than 0.05, If the value of Sig. < 0.05, the regression model is linear and vice versa.

**table 3.2 Linearity test Attitude and Achievement Requirements**

		Sig.
Attitude * Need For Achievement	linearity	.011
Deviation from Linearity		, 247

Sources: Primary data are processed, 2019

Based on Table 3.2. The linearity of 0,011  $< \alpha = 0.05$ , meaning that the linear regression can be used to explain the influence between attitudes and needs for achievement

**table 3.3 Linearity test Attitude and Learning Environment**

		Sig.
Attitude * Learning environment	linearity	, 003
Deviation from Linearity		, 903

Sources: Primary data are processed, 2019

Based on Table 3.3. The linearity of 0,003  $< \alpha = 0.05$ , meaning that the linear regression can be used to explain the influence between attitudes and learning environment

**table 3.4 Linearity test attitude and Procrastination**

		Sig.
Attitude * Procrastination	linearity	, 000
Deviation from Linearity		, 289

Sources: Primary data are processed, 2019

Based on table 3.4. The linearity of 0,000  $< \alpha = 0.05$ , meaning that the linear regression can be used to explain the influence of attitude and procrastination

**table 3.5 Linearity test Procrastination and Achievement Requirements**

		Sig.
Procrastination * Need For Achievement	linearity	, 000
Deviation from Linearity		.010

Sources: Primary data are processed, 2019

Based on table 3.5. The linearity of 0,000  $< \alpha = 0.05$ , meaning that the linear regression can be used to explain the influence of procrastination and needs for achievement.

**table 3.6 Linearity test Procrastination and Learning Environment**

		Sig.
Procrastination * Learning Environment	linearity	, 000
Deviation from Linearity		, 769

Sources: Primary data are processed, 2019

According to table 4.6. The linearity of 0,000  $< \alpha = 0.05$ , meaning that the linear regression can be used to explain the influence of procrastination and learning environment

c. Multicollinearity test

To avoid the correlation between independent variables used multicollinearity Test. In the linear regression model is not desired a strong correlation between the data has the independent variable.

**table 3.7 Multicollinearity Test Tolerance and VIF**

Model	Equation	1	Equation	2
	tolerance	VIF	Tolerance	VIF
X <sub>1</sub>	0.676	1,478	0.975	1,025
X <sub>2</sub>	0.446	2,240	0.975	1,025
Y	0.345	2,901		

Sources: Primary data are processed, 2019

We can see or read the results of the tolerance value  $\leq 0.10$ . and the results of the VIF value  $\geq 10$ . If these values are met multicollinearity research data do not experience. Based on table 4.7 in mind that the value obtained is still at the criteria and concluded that it did not happen multicollinearity.

d. Heteroskedasticity with Glejser test

In a study of data that we want must not be random, or sub-populations have different variability than others. Variability quantified by any other measure of statistical dispersion. So heteroskedasticity is the absence of homoscedasticity.

Glejser test is one method that can be used in addressing heteroskedasticity. the dissolved residual value that has regressed to the independent variables. If the residual value which has the dissolved statistically significantly influenced by independent variables then there are indications heteroskedasticity,

table 3.8

Heteroskidastity Test

Model	equation 1	Equation 2
	Sig.	Sig.
X <sub>1</sub>	0,266	0,066
X <sub>2</sub>	0.507	.310
Y	0.744	

Sources: Primary data are processed, 2019

According to the table above, shows that the regression model no symptoms heteroskedasticity. This is because each of the variables of the equation has a value greater probability than the alpha value (Sig.> 0.05).

f. substructure analysis

1) Substructure Analysis I

A statistical hypothesis is formulated as follows:

Ha:  $\rho_{zx 1,2,3} \neq 0$

Ho:  $\rho_{zx 1,2,3} = 0$

Table 3.9 Individual Test

ANOVAa		Sum of Squares	Df	mean Square	F	Sig.
1	Regression	96.483	3	32.161	13.410	,000b
	residual	88.736	37	2.398		
	Total	185.220	40			

a. Dependent Variable: Z

b. Predictors: (Constant), Y, X<sub>1</sub>, X<sub>2</sub>

Sources: Primary data are processed, 2019

From the model summary obtained Rsquare = 0.521 and from Anova table obtained F value of 13.410 with probability value (sig) = 0,000. Because sig <0.05, the test can be done on an individual basis.

table 3.10 Significance test analyst Model-1

Coefficientsa

Model		Coefficients unstandardized		standardized	t	Sig.
		B	Std. Error	Coefficients beta		
1	(Constant)	23.543	7.608		3.095	,004
	X <sub>1</sub>	,036	,191	,026	,187	,853
	X <sub>2</sub>	-,062	,207	-,051	-,301	,765
	Y	-,542	,141	-,744	-3.837	,000

a. Dependent Variable: Z

Sources: Primary data are processed, 2019

2) Needs for Achievement contribute to Attitude

Test individually coefficients shown by the table, that the results of path coefficient  $\rho_{zx1} = 0.026$ . While the significance test path analysis sought by comparing the probability value of 0.05 with a probability value sig. Seen in a column in the table coefficients obtained sig. 0.853. Turns .853 sig value is greater than the probability value of 0.05 or 0.05 value <0.853 means the path analysis coefficient is not significant.

3) Learning Environment contributes to Attitude

Test individually coefficients shown by the table, that the results of path coefficient  $\rho_{zx2} = -0.051$ . While the significance test path analysis sought by comparing the probability value of 0.05 with a probability value sig. Seen in a column in the table coefficients obtained sig. 0,765. Turns 0,765 sig value is greater than the probability value of 0.05 or 0.05 value  $<0.765$  means the path analysis coefficient is not significant.

4) Procrastination contributes to Attitude

Test individually coefficients shown by the table, that the results of path coefficient  $\rho_{zy} = -0.744$ . While the significance test path analysis sought by comparing the probability value of 0.05 with a probability value sig. Seen in a column in the table coefficients obtained sig. 0,000. Turns sig value 0,000 smaller than the probability value of 0.05 or 0.05 value  $<0.000$  means a significant coefficient is the path analysis.

The empirical framework casual relationship between  $X_1$ ,  $X_2$ , and Y to Z can be made through structural equation models-1 as follows.

$$Z = \rho_{zx1} X_1 + \rho_{zx2} X_2 + \rho_{ZY} Y + \rho_z \epsilon_1$$

$$Z = 0,026 X_1 + (-0.051) X_2 + (-0.744) Y + 0.479 \epsilon_1$$

5) Substructure Analysis II

Statistical Hypotheses formulated as follows.

$$H_a: \rho_{yx1} = \rho_{yx2} \neq 0$$

$$H_o: \rho_{yx1} = \rho_{yx2} = 0$$

table 3.11 Individual testing

ANOVAa						
Model		Sum of Squares	Df	mean Square	F	Sig.
1	Regression	228.111	2	114.055	36.121	,000b
	Residual	119.987	38	3.158		
	Total	348.098	40			

a. Dependent Variable: Y  
 b. Predictors: (Constant),  $X_2$ ,  $X_1$

Sources: Primary data are processed, 2019

Table models summary obtained Rsquare = 0.655 and Anova table obtained F value of 36.121 with probability value (sig) = 0,000. Because sig  $<0.05$ , the test can be done on an individual basis.

table 3.12 Significance test analyst Model-2

Coefficientsa						
Model		Coefficients unstandardized		standardized	t	Sig.
		B	Std. Error	Coefficients beta		
1	(Constant)	46.833	4.299		10.893	,000
	$X_1$	-,748	,183	-,395	-4.098	,000
	$X_2$	-1.080	,161	-,647	-6.710	,000

a. Dependent Variable: Y

Sources: Primary data are processed, 2019

6) Needs for Achievement contribute to Procrastination

Test individually coefficients shown by the table, that the results of path coefficient  $\rho_{yx1} = -0.395$ . While the significance test path analysis sought by comparing the probability value of 0.05 with a probability value sig. Seen in a column in the table coefficients obtained sig. 0,000. Turns sig value 0,000 smaller than the probability value of 0.05 or 0.05 value  $<0.000$  means significant coefficient is the path analysis.

7) Learning Environment contributes to Procrastination

Test individually coefficients shown by the table, that the results of path coefficient  $\rho_{yx2} = -0.647$ . While the significance test path analysis sought by comparing the probability value of 0.05 with a probability value sig. Seen in a column in the table coefficients obtained sig. 0,000. Turns sig value 0,000 smaller than the probability value of 0.05 or 0.05 value  $<0.000$  means a significant coefficient is the path analysis.

The empirical framework casual relationship between  $X_1$  and  $X_2$  to Y can be made through structural equation model 2 as follows.

$$Y = \rho_{yx1} X_1 + \rho_{yx2} X_2 + \rho_y \epsilon_2$$

$$Y = -0.395 X_1 + (-0.647) X_2 + 0.345 \epsilon_2$$

g. Contributions Model-1

1) Some influence directly and indirectly (through Y) and the total effect on the influence of needs for achievement ( $X_1$ ), the learning environment ( $X_2$ ) and procrastination (Y) of the attitude (Z) are described as follows.

- a) The direct effect of the  $X_1$  to  $Z = 0.026$ .  
The indirect effect of variables  $X_1$ , to  $Z$  through  $Y = 0,026 + (-0.647 \times -0.744) = 0.026 + 0.481 = 0.507$   
The net effect  $X_1$  to  $Z = 0.507$
- b) The direct effect of  $X_2$  to  $Z = -0.051$   
The indirect effect  $X_2$ , to  $Z$  through  $Y = -0,051 + (-0,395 \times -0,744) = -0,051 + 0,293 = 0.242$   
The net effect  $X_2$  to  $Z = 0.242$
- 2) Contributions Need achievement ( $X_1$ ) that directly affect the attitude of ( $Z$ ) = 0.00067 or 0.067%
- 3) Contribution of the learning environment ( $X_2$ ) that directly affect the attitude of ( $Z$ ) = 0.0026 or 0.26%
- 4) Contributions Procrastination ( $Y$ ) that directly affect the attitude of ( $Z$ ) = 0.553 or 55.3%
- 5) Contributions Need achievement ( $X_1$ ), the learning environment ( $X_2$ ) and Procrastination ( $Y$ ) simultaneously directly affect the attitude of ( $Z$ ) of  $R^2 = 0.521 = 52.1\%$ . The remaining sum of 0.479 = 47.9% influenced by other factors that can not be explained in the study.
- h. Contributions Model-11
- 1) Contributions need for achievement ( $X_1$ ) which directly affect procrastination ( $Y$ ) = 0.4186 or 41.8%
- 2) Contribution of the learning environment ( $X_2$ ) that directly affect procrastination ( $Y$ ) = 0.15602 or 15.6%
- 3) Contributions Needs for achievement ( $X_1$ ) and the learning environment ( $X_2$ ) simultaneously directly affects Procrastination ( $Y$ ) of  $R^2 = 0.655 = 65.5\%$ . The remaining sum of 0.345 = 34.5% influenced by other factors that can not be explained in the study.

#### **IV. Discussion And Conclusions**

a. Needs for achievement Influence on attitudes

Needs for achievement motivation is formed of attitudes and interactions that shape those attitudes before. Attitude occurs when an individual or group believes that other measures of achievement-motivation, in this case, will give a positive thing for him. Both, attitude and achievement motivation are bound to one another that affects a person in achieving a goal. The lack of these two things can both affect the achievements obtained by an individual. This is supported by the results of research Andi Trisnomali (2017) who in his research stating that achievement motivation and learning attitude positive effect on individual learning outcomes. Based on test results, it is known that achievement needs no effect on attitudes. This is in contrast with the results of research Andi Trisnomali (2017) who in his research stating that achievement motivation and learning attitude positive effect on individual learning outcomes. But it is in tune with the research, Fajar Manganti (2015) who suggested that the motivation is not significant to the attitude. and the commitment of one of the variables is not significant research on attitudes.

b. Learning environment Influence on Attitudes

The learning environment, a stimulus or response in individuals who show certain changes in behavior. From such understanding can we know that the environment has an impact on the transformation process of science. Attitude has a structure and parts, meaning that attitude does not stand alone, but related to the object. The relationships may be behavioral, social views, cultural or personality traits. Based on test results, it is known that the learning environment does not affect the attitude. This is not by the results of research Devi Alfadina Yusi (2014) stated that in his research that the learning environment a significant negative effect on materialism and hedonism attitude. other than that Joice et al (2013), describes in his research that a significant class neighborhood with attitudes. But even so, the influence that it is not large ( $R^2 = 0.129$ ). This means that the students' attitudes are also influenced variables other than the classroom environment. Researchers who want to explain is having an attitude in this study several factors in addition to the classroom environment more broadly, such as peers, teachers, rules which have influences that cause results not significant.

c. Effect of need for achievement to Procrastination

Need for achievement is an important factor that can foster discipline and purpose as a self-motivated. Therefore, achievement needs play an important role in the learning process, especially as the urge myself to cross the line and as a reminder and warning away from nature lazy, procrastinating undisciplined and so forth. Based on test results, it is known that significantly influence the achievement needs of procrastination. This is according to the results of research Mayrika, Daharnis & Yusri (2015) and Pratiwi & Endah (2014) found that achievement needs a significant negative effect on procrastination.

d. Influence of Learning Environment on Procrastination

The learning environment, a stimulus or response in individuals who show certain changes in behavior. Didactic effect. From such understanding can we know that the environment has an impact on the transformation process of science. Providing basic skills, prepare for a job, solve social problems, transform culture is contributing to changes in the environment of the individual. Based on test results, it is known that a



significant effect on the learning environment of procrastination. This is consistent with the results of Hanifah (2015) and Walid and Hartono (2015) which concluded that the learning environment has influence significant against procrastination.

e. Effect of Attitude toward academic procrastination

The attitude in terms of cognitive an individual's belief about something that is valid and what is right for the target attitude. While in the realm of emotional stance emphasizing the problem of individual subjective feeling on the target attitude, usually influenced by the trust. Attitude has a structure and parts, meaning that attitude does not stand alone, but related to the object. The relationships may be behavioral, social views, cultural or personality traits. Researchers have the assumption that this attitude has a direct relationship that does not affect academic procrastination. Based on test results, it is known that significantly influences the attitude of procrastination. This is consistent with the results of research Rindita &

f. Effect of Attitude As an intervening variable between needs for Achievement Against Procrastination

The results of the direct effect given achievement needs ( $X_1$ ) to procrastination (Y) of 0.026. While the indirect influence achievement needs ( $X_1$ ) through procrastination (Y) to the attitude (Z) is 0.507. So the total effect of a given achievement needs ( $X_1$ ) to attitude (Z) is the direct effect and the indirect effect, ie 0,526. Based on the above calculation results obtained by a value that the indirect effect is greater than the value directly. These results indicate that indirectly achievement needs ( $X_1$ ) through procrastination (Y) has a significant influence on the attitude of (Z)

g. Effect of Attitude As an intervening variable between learning environment Against Procrastination

The results are given directly influence the learning environment ( $X_2$ ) on procrastination (Y) of -0.051. While the indirect influence of the learning environment ( $X_2$ ) through procrastination (Y) to the attitude (Z) is 0,242. So the total effect of a given learning environment ( $X_2$ ) to attitude (Z) is the direct effect and the indirect effect, ie 0.191. Based on the above calculation results obtained by a value that the indirect effect is greater than the value directly. These results indicate that indirect learning environment ( $X_2$ ) through procrastination (Y) has a significant influence on the attitude of (Z)

## V. Suggestion

Based on the conclusion, can be submitted suggestions as follows:

- a. The need for achievement is self-motivated while attitudes can not directly affect self-motivation. Suggestions for educators, use not only the methods of motivation to foster a positive attitude in students but attributed to other factors.
- b. Educational institutions must be able to manage the overall learning environment within the scope of the territory. Educators, peers, school orderly procedures, equipment, and school supplies, are all factors that could affect the attitude.
- c. For educators, can use how to motivate students, to suppress the behavior of procrastination.
- d. The learning environment can also use educational institutions to suppress the behavior of procrastination. The factors are competent educators, the good influence of peers, the firm and goes by the school rules and the complete equipment and school supplies.
- e. Attitudes have a significant role in procrastination. Educators must be able to foster a positive attitude of students so that procrastination behavior does not occur.
- f. Attitude have an indirect role on motivation or need for achievement. Educators can deliver procrastination as a bad example and model good behavior to the students to prevent them from procrastination behavior.
- g. Attitude has an indirect role in the learning environment. Educators or the educational institution should be able to provide a good environment in the learning process of students.

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