Social Intelligence and Academic Procrastination of Prospective Biology Teacher Students at FKIP Riau University

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A B S T R A C T

Academic procrastination is an act of delaying, postponing the completion of assignments. Procrastination is an irresponsible act. Meanwhile, a responsible attitude is included in social competence. Social competence can be possessed if individuals have good social intelligence. Social intelligence is an individual's ability to interact harmoniously with their environment and be able to receive and process existing information to find solutions to existing problems. The aim of this research is to determine the relationship between social intelligence and academic procrastination of Biology teacher candidates at FKIP Riau University. This research uses quantitative data and a survey with a sample of Biology teacher candidates at FKIP Riau University. The research results obtained a correlation value (r) of -0.242, namely that there is a low relationship between social intelligence and academic procrastination for Biology teacher candidates at FKIP Riau University. Negative correlation shows that the higher social intelligence, the lower procrastination. So it can be concluded that there is a relationship between social intelligence and academic procrastination of prospective biology teacher students at FKIP Riau University.

1. Introduction

Technological Pedagogical Content Knowledge (TPACK) is a dynamic framework for describing knowledge that teachers can rely on in designing and implementing curriculum and learning, in addition to guiding students to think and learn using technology (Haka, 2020). TPACK is the basis for carrying out effective pursuits with technology, the pedagogical ability to use technology to teach in a constructive way (Lestari, 2023). TPACK needs to be owned by every teacher or prospective teacher because this is closely related to the four main teacher competencies, namely pedagogical, personality, social and professional competencies. Language is an important tool to express and communicate with the

others (Sari, 2023). Academic procrastination is behavior that is inefficient in using time and there is a tendency not to start work immediately as well as avoidance due to feelings of displeasure with the task and fear of failure (Nisa et al., 2019) . Academic procrastination is the voluntary postponement of a desired study-related action, despite the expectation that the study will be worse because of the delay. Typical of academic procrastination is that not only low academics, low psychological health also increases anxiety and distress (Koppenborg, 2022).

The indicators of academic procrastination include: Functional procrastination, decisional procrastination, procrastination which becomes a cognitive barrier in postponing something and behavioral or avoidance procrastination (Khaerunnisa, 2022). Based on the statement above, it can be said that academic procrastination is an irresponsible attitude, while responsible attitudes are included in social attitudes. Stated that there is no definite national data regarding academic procrastination because there is still minimal research. It is important to carry out research on academic procrastination, so that it can become evaluation material for educators in improving the academic quality of prospective teacher students (Nisa, 2017)

Social is the ability of educators as part of society to communicate and interact effectively with students and parents/guardians of students. This social attitude is important to have, because it makes it easier for teachers to apply a disciplined attitude to students. Education is the most important factor in a person's life, because it can distinguish a person's ability to think (Bella, 2023). This ability can occur if the individual has good social skills or is known as social intelligence. Social intelligence is an individual's ability to interact with the environment (Ling, 2020). Social intelligence consists of 2 dimensions.

The first dimension, namely social awareness, consists of several indicators including basic empathy, attunement, empathic accuracy and social understanding. Then the second dimension is social facilities which consist of several indicators such as synchrony, self-presentation, influence and concern (Faliyandra, 2019). Individuals with social intelligence will easily interact with other people. This can happen because social intelligence includes our ability to understand other people, behavior in terms of mental conditions. Mental states involve thoughts, behavior, desires, intentions, desires, and self-confidence to interact with the environment (Ling, 2020).

Factors that can determine an individual's social intelligence can come from lack of comfort, fear, or social anxiety, making individuals tend to avoid all forms of social activities. This feeling of discomfort can lead to an attitude of academic procrastination. According to Nurdin (2021), social anxiety is one of the factors causing academic procrastination. Continuing Professional Development is provided institutionally, teachers will get the opportunity to develop professionally, and students will also be benefited through it (Afroz, 2024).

The results of pre-research interviews with several students who were prospective Biology Teachers at FKIP Riau University showed that in general there were

several subjects that were found to be difficult to understand and also difficult to carry out the assignments. The resource person explained that when the task is difficult, the completion of the task is not postponed. Work on assignments is carried out sequentially according to the deadline schedule for each course. Discussions with friends are also carried out to exchange ideas and get other points of view so that you can open your mind to find solutions to completing assignments. There is no research regarding the relationship between social intelligence and academic procrastination. So the aim of this research is to understand the relationship between social intelligence and academic procrastination in Biology teacher candidates at FKIP Riau University.

2.   Methodology

Research Location and Time

This research was carried out at the Biology Education Study Program, FKIP, Riau University , from May-December 2023 .

Population and Sample

The population of this research is all prospective teacher students Riau University FKIP Biology has 231 students. Samples were taken using a non-probability sampling technique using purposive sampling, that is, samples were selected based on certain considerations. The consideration is that the student has passed the higher plant systematics course and is showing symptoms of academic procrastination. So a sample of 146 students was obtained.

Data Types and Sources

The type of research data source is quantitative data sourced from primary data.

Data Collection Technique

Data was taken using a respondent questionnaire, namely a questionnaire on social intelligence and academic procrastination. as well as unstructured interviews with students to strengthen the respondents' results. The social intelligence questionnaire instrument was modified from the research grid of Nisa (2017) and Faliyandra (2019). The academic procrastination questionnaire instrument was modified from Khaerunnisa's (2020) research grid. The research questionnaire was linked to TPACK.

Hypothesis Testing Design

Table 1 is an interpretation of the correlation. The hypothesis in this study is that H_0 there is no relationship between social intelligence and academic procrastination of Biology teacher candidates at FKIP Riau University. Before

hypothesis testing is carried out, the ordinal data obtained from the questionnaire is converted into interval data using the Method of Successive Interval (MSI) application. Next, prerequisite tests are carried out, namely normality and linearity tests. Then hypothesis testing is carried out. Hypothesis testing in this study uses a simple correlation test with the condition that it is said that there is a relationship between variables if the Sig obtained is <Sig 0.05. Then the correlation value is interpreted according to the provisions in Table 1.

Table 1. Interpretation of Correlation

Intervals	Interpretation Criteria
0.00	No connection
>0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 0.999	Very strong
1.00	Perfect

Jabnabillah (2021)

3.   Results and Discussion

The results of the social intelligence normality test were obtained with Sig 0.61 > Sig 0.05 and academic procrastination with Sig 0.45 > Sig 0.05, so it can be said that both variables are normal. Then the results of the social intelligence linearity test were obtained with procrastination Sig 0.008 < Sig 0.05, which means the data is linear and can be continued with hypothesis testing.

Based on the research results, a Sig value of 0.00 was obtained so that H_0 was rejected, that there was a relationship between social intelligence and academic procrastination of Biology teacher candidates at FKIP Riau University. The results show that the relationship between social intelligence and academic procrastination shows a low correlation (Figure 1) with r-0.242. Obtaining negative results shows that there is a correlation between social intelligence and academic procrastination. The higher social intelligence, the lower academic procrastination.

The low relationship between social intelligence and academic procrastination is due to the level of social intelligence and academic procrastination of students being in the "medium" category. Based on this, it can be seen that students' social intelligence can suppress academic procrastination behavior. Individuals with good social intelligence are able to understand information and things that are happening around them and can find solutions to existing problems in Figure 1.
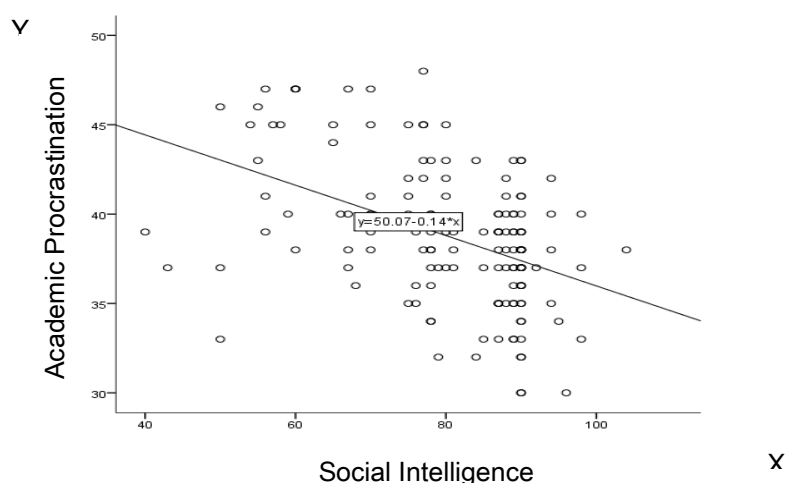
Figure 1. Direction of the Relationship between Social Intelligence and Academic
Procrastination of Prospective Biology Teacher Students FKIP Riau University

The results obtained were that the procrastination that students usually do is like
being too focused on looking for references for assignments in the hope that the
assignment will end well. So students end up forgetting about time and the
assignment is approaching the deadline . This delay is included in the functional
proctrastination indicator . Students have used their time well to gather
information for their coursework, but students are still unable to manage their
time. Functional procrastination is a form of delaying doing a task with the aim of
obtaining complete and accurate information. According to Rahim (2021),
students who are procrastinators tend to take longer than necessary to complete
their assignments. Students will spend time on things that are not needed to do
their assignments. So this action results in students not being able to complete
assignments on time.

The deadline is approaching. Students assume that ideas for doing assignments
appear at the end of the collection time. However, students actually still have time
to complete the assignments given in installments. This can happen because
students are already thinking about other assignments that are approaching the
deadline . Students prioritize assignments that are close to the deadline . Lots of
assignments and close deadlines trigger anxiety and stress for students when
completing assignments. According to Azhari (2019) decisional procrastination is
a delay in decision making which is related to cognitive process failure. This
includes actions to avoid possible stress . This habit is almost similar to
procrastination behavior, namely a form of procrastination done because you don't
like the task given and it is difficult to do. The results of the research showed that
students did not complete the assignment they had just been given because they
perceived that the assignment was difficult to complete.

However, students can suppress the procrastination habit by doing assignments
together with their friends, exchanging ideas and getting ideas so that assignments
can be completed more quickly. This ability is included in social intelligence on
basic empathy indicators. According to Andriani (2017), basic empathy can help

individuals recognize the emotions and psychology of other people. This empathy plays a role in forming effective communication. The quality of a relationship is determined by effective communication. Students are also able to interact with friends other than their group and even with friends outside their class. This indicates that students have alignment abilities. According to Faliyandra (2019), alignment is attention that is more than empathy and perseverance to facilitate good relationships with other people. In simple terms, attunement is defined as an individual's ability to adapt to the surrounding environment.

The results also show that when discussions with friends take place, students are active in providing ideas. When this is done, it is the student's attempt to convey the information they have obtained and give the impression to their friends that the student is able to work together in a team. This ability is included in social cognition. Social cognition is an individual's ability to think about other people with the aim of forming schemes for themselves. This schema is a mental framework that functions to organize social information.

When discussions are held, students avoid unnecessary conflict as much as possible by avoiding debates that can cause rifts in friendships. Through this incident, students can understand the character of their friends and know how to behave in the future. According to Ulfa (2021), the ability to understand other people's thoughts, feelings and intentions does not occur spontaneously, or by asking certain questions, but by developing intelligence after listening to other people's expressions of feelings and thoughts well. Apart from that, students remain confident in conveying the answers they receive and are able to control their lack of confidence.

This ability is included in self-presentation. The implementation of self-presentation is that individuals are able to present themselves when interacting with other people well and effectively. Students are also able to influence their friends to immediately carry out the assignments given. This influence does not occur spontaneously. This can happen when students see their friends doing assignments, so they are triggered to immediately do it too. Influence is an individual's ability to control themselves and influence other people to do something with careful words.

Students are able to understand their friends' feelings by looking at their facial expressions, body movements, frequently asking questions to the lecturer, and even the way they work during practicum. This ability is included in synchrony, which is the ability to interact non-verbally with other people. Such as facial expressions, nodding, body movements. The results of this research are in accordance with Ulfa (2021) statement that individuals with good nonverbal abilities will understand other people's feelings, such as whether the person is happy, angry, disliked, anxious, disappointed and in a hurry.

In line with students' caring abilities. The results show that students have a sense of concern for friends from different groups. This indicates that students have good concern. Don't force your will, that your opinion is the right one. Students

provide considerations to provide input for other groups. This action can be classified as non-material assistance. Non-material assistance that can be provided is in the form of advice, entertainment, encouragement, support or a sincere greeting and smile.

Social intelligence in students is needed as a form of interaction with peers, lecturers or seniors. The interactions that occur can influence student behavior, especially in carrying out lecture assignments. The external factor that triggers procrastination is social support. Whether social support has a good effect or not depends on the individual's own personality characteristics (Pradinata, 2016). Rohmatun (2021) in his research stated that students need social support from the people around them to reduce their academic procrastination behavior. The results of Amelia (2020) research show a negative relationship between social support and academic procrastination, meaning that the higher the social support, the lower the academic procrastination, and vice versa. Meanwhile, the results of different research in Pradinata (2016) research show that there is a positive relationship between peer social support and student academic procrastination. The higher the social support from peers received, the higher the academic procrastination. This proves that social support basically has a relationship with procrastination

4.   Conclusion

Based on the research that has been conducted, it can be concluded that there is a low relationship between social intelligence and academic procrastination of Biology teacher candidates at FKIP Riau University. It is hoped that future research can examine further things that can cause procrastination. The level of social intelligence and procrastination is in the medium category. This research is a source of new information, because there is still little that discusses social intelligence and procrastination. This research is an input for lecture to emphasize the level of procrastination by increasing social intelligence in students. Forming a varied study group, could be a solution so that interaction between students are not limited to the comfort zone.

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