

Adaptation of the Procrastination Assessment Scale-Student (Pass) to Indonesian Version and Its Validation: Senior High School Students-Data Driven

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Abstract

Procrastination Academic Students-Scale (PASS) is an assessment tool designed for students. However, there has been no version of PASS in the Indonesian language; thus, this study aims to adapt PASS within the linguaculture context of the Indonesian language. In addition, we also test the measurement model to find the PASS structure that can be confirmed to be relevant to empirical data. The development stages involved 4 (four) language experts whose languages are identical to the Indonesian language. The product was tested on 501 eleventh graders. The results showed that 6 (six) items were not well validated. We proceeded with qualitative analysis in the language aspect so all items could be categorized as relevant to the empirical data. In other words, PASS within the Indonesian language context is relevant for measuring high school students' academic procrastination.

Keywords: *Adaptation, Procrastination Rating Scale, Validation, High School Students.*

INTRODUCTION

Academic procrastination seems to have become inseparable from our habits. Theoretically, procrastination refers to postponing specific tasks by individuals, such as writing a paper, preparing for an examination, reading books to finish some assignments, attending classes, and finishing academic tasks. Previous research shows that 50% of students in higher education experience academic procrastination. Savira & Suharsono reveal that 52.1% of the eleventh graders of the acceleration class show a high level of academic procrastination, while the rest 47.9% show a low level of academic procrastination. An experimental study shows that 3.8% of students in the experimental group show a low level of academic procrastination, 65.4% show a moderate level, and 30.8% show a high level of academic procrastination (Gading).

The empirical data confirm that academic procrastination is rather complicated (Aderanti et al., 2013); in other words, academic procrastination is complex and may negatively impact individuals

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(Talask, 2017). Academic procrastination may hinder students from achieving academic success (Goroshit, 2018; Goroshit & Hen, 2019). Academic procrastination is highly correlated with self-esteem, self-efficacy, and others (Putrisari et al., 2017). Individuals experiencing academic procrastination tend to develop reasons to reject themselves or other people, have financial problems, show low academic performance, and experience distress and depression (Bond & Dryden, 2005; Constantin et al., 2018; Flett et al., 2012; Flett, Hewitt, et al., 2016; Flett, Nepon, et al., 2016; Giavalisco et al., 2004; Hu et al., 2018; Klingsieck, 2013; Liu & Feng, 2019; Michinov et al., 2011; Savithri, 2014; Webb & Rosenbaum, 2019; Yockey, 2016; Zahra & Hernawati, 2015; Zhu, 2014). Other studies also confirm that academic procrastination correlates with the academic achievement of students in rural and urban areas (Chen & Chen, 2014; Gading, 2020; Rahman, 2019; Zahra & Hernawati, 2015).

Since academic procrastination brings many adverse effects, efforts must be taken to help students reduce it. If students continue to experience academic procrastination, they will fail their study. If they work, they will also fail their job due to low performance.

Many instruments are available to measure academic procrastination, including (a) API (Aitken Procrastination Scale), (b) TAP (Tel-Aviv Procrastination Inventory), (c) PASS (Procrastination Academic Students-Scale), (d) GPS (General Procrastination Scale), (e) TPS (Tuckman Procrastination Scale), and (f) DPS (Decisional Procrastination Scale). API (Aitken Procrastination Inventory) consists of 19 items related to academic performance and daily life; all items are categorized as favorable and unfavorable. TAP (Tel-Aviv Procrastination Inventory) asks samples to mark which items are relevant (R) and which are not relevant (NR). GPS (General Procrastination Scale) consists of 20 items; each item comes with 5 (five) alternatives on a scale of 1 (low) to 5 (high). TPS (Tuckman Procrastination Scale) also consists of 20 items, categorized as favorable and unfavorable. DPS (Decisional Procrastination Scale) is the only scale using behavioral indicators for decision-making. PASS (Procrastination Academic Students-Scale) was developed by Solomon & Rothblum (1984), and it consists of two (2) parts.

This study aims to adapt the language and culture and validate the International Test Commission (2017) by modifying the academic procrastination instrument into Indonesian. The modification or adaptation started with translation from English into Indonesian. Then, a validation process was done by a translation expert and content expert. The validation process continued involving 501 eleventh graders of SMAN (public senior high schools) in Mojokerto Regency of East Java Province. The essential things about PASS in this study came from two aspects: academic procrastination and the reasons for academic procrastination. The instrument consisted of 44 items, of which 18 were about academic procrastination, and 26 were about the reasons for academic procrastination.

METHOD

Research Design

This study aims to adapt the PASS instrument following the Indonesian culture and to validate the instrument (1984) using the Indonesian language. The lingua-adaptation of PASS refers to adapting the instrument from the English version into the Indonesian version. The translation process covered the interlinguistic and intercultural aspects. Psychometric analysis was used in the validation process of PASS in the Indonesian version.

Research Instrument

We employed PASS with 4 (four) indicators: (1) delays in starting or completing tasks; (2) delays in doing assignments; (3) delays or differences in time between planned and actual performance; and (4) doing other activities considered more fun than doing the assignments or tasks.

The Procedure for Language and Culture Adaptation

The adaptation of the research instrument (a modification of the International Test Commission 2017) came in several stages, including (1) translation, (2) validation, (3) back-translation, (4) trial of the instrument, and (5) data analysis. *First*, PASS was translated from English into Indonesian by 2 (two) experts in translation: (a) Mokh. Arif Bachtiar, M.Pd., a doctoral candidate in Australia with an IELTS score of 7.0, and (b) Dr. Siti Hajar, BEd., MA TESOL, MEd., a national translator with a doctoral degree in the English language. *Second*, after the translation, the PASS instrument was validated to analyze its quality by a validator, Dony Marzuki, Ph.D., an expert in the English language with a doctoral degree and an IELTS score of 7.0. *Third*, the PASS instrument went through a back-translation by an expert in the English language, Millatul Islamiyah, M.Pd., with a master's degree in the English language and an IELTS score of 7.0. *Fourth*, after the back-translation process, the instrument was taken for a trial involving 501 students of SMAN (public senior high schools) in Mojokerto Regency of East Java Province. The last stage was data analysis through CFA using the AMOS software.

Participants

The targets of this study were students of public senior high schools (eleventh graders) in Mojokerto Regency of East Java Province; the students were 17 or 18 years old. We had 500 students as our participants. They all agreed to become our research participants by filling in the statement letter confirming their willingness to be involved in the research; this was done to maintain their confidentiality.

Data Analysis

Data were analyzed using CFA with AMOS-20 software. The analysis aimed at obtaining the psychometric properties of CAMS-R by

examining the validity of the internal structure. We used several parameters to test the accuracy of the hypothesized measurement model in this present study, including the Goodness Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA) (Schumacker & Lomax, 2010). The loading factor value set as the minimum acceptable value is 0.50 (Hair et al., 2019). We then continued with several steps to ensure validity and reliability. The convergent reliability of the selected items was calculated based on Cronbach's Alpha coefficient, composite reliability coefficient (CR), and the average value of extracted variance (AVE). The minimum acceptable value of CR and AVE in this study is 0.50 (Hair et al., 2016). The accuracy of each selected item was confirmed based on the calculation of discriminant validity and cross-loading values.

RESULTS AND DISCUSSION

The translation stage involved two language experts chosen based on the cultural and language aspects. The two language experts had studied or were studying English abroad, yet both were Indonesian citizens. Then, we synthesized it to obtain a more original translation result. In other words, we used the result of the first and second translations by the language experts as discussion material for a maximum result. The next stage was validation by a language expert to assess the synthesis of the translation result. The validation resulted in a good category for the translation that a back-translation process could be done.

We conducted the synthesis process based on the translation result of the two language experts. The synthesis was based on several considerations, including ease from the language perspective and the effectiveness of the sentences. For example, the item stating "*Sejauh mana Anda menunda-nunda tugas ini?*" was synthesized into "*Sejauh mana Anda menunda tugas ini?*". The other example would be the item stating "*Sejauh mana Anda berkeinginan untuk mengurangi kecenderungan Anda untuk menunda tugas ini?*" was synthesized into "*Sejauh mana Anda ingin mengurangi kecenderungan Anda untuk menunda-nunda tugas ini?*". The validator assessed the synthesis results, and it turned out that the translation had a high equivalence. However, a little revision was needed to improve sentence structures and dictions without changing the meaning for the following item "*Anda merasa khawatir jika Anda akan mendapat nilai jelek*" into "*Anda khawatir Anda akan mendapat nilai jelek*".

The back-translation was done by a translator who did not know the original PASS version. The back-translation aimed to emphasize conceptual and cultural equivalence. We had 2 (two) items changed from the back-translation, item number 9 and number 18. Item number 9 was "To what extent do you want to decrease your tendency to procrastinate this task?", and it was changed into "To what extent would you like to reduce your procrastination tendencies on that

task?”. Item number 18 was “To what extent do you want to decrease your tendency to procrastinate on these activities?”, and it was changed into “To what extent would you like to reduce your procrastination tendencies on that task?”. However, upon checking, the meaning of the new versions was the same as the original ones. Thus, there was no change in the synthesis results.

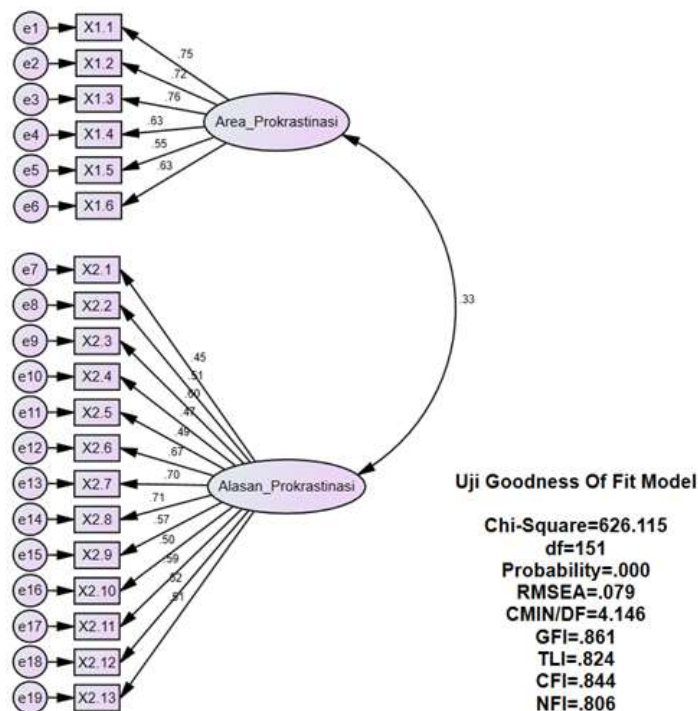
A qualitative test was done to verify the accuracy of the items; the test involved 6 (six) students in the eleventh grade. If there were suggestions from the participants, the item could be revised. After the modification or adaptation, the final version of PASS in the Indonesian language could be used.

No	Original Version (English)	Translate (1)	Translate (2)	Synthesis	Back-Translation
9	To what extent do you want to decrease your tendency to procrastinate this task?	<i>Sejauh mana Anda ingin mengurangi kecenderungan Anda untuk menunda-nunda tugas ini?</i>	<i>Sejauh mana Anda berkeinginan untuk mengurangi kecenderungan Anda untuk menunda tugas ini?</i>	<i>Sejauh mana Anda berkeinginan untuk mengurangi kecenderungan Anda untuk menunda tugas ini?</i>	To what extent do you want to decrease your tendency to procrastinate this task?
18	To what extent do you want to decrease your tendency to procrastinate on these activities?	<i>Sejauh mana Anda ingin mengurangi kecenderungan Anda untuk menunda-nunda tugas ini?</i>	<i>Sejauh mana Anda berkeinginan untuk mengurangi kecenderungan Anda untuk menunda aktivitas-aktivitas tersebut?</i>	<i>Sejauh mana Anda berkeinginan untuk mengurangi kecenderungan Anda untuk menunda kegiatan tersebut?</i>	To what extent do you want to decrease your tendency to procrastinate on these activities?

The instrument trial involved 501 students in the eleventh grade of 3 (three) SMAN (public senior high schools) in Mojokerto Regency, including 155 students of SMAN 1 Kutorejo, 206 students of SMAN 1 Gedeg, and 140 students of SMAN 1 Sooko.

The data analysis included (a) choosing items, (b) testing validity, and (c) testing CAMS-R reliability. Mindfulness was divided into 4 (four) aspects: academic procrastination and the reasons for academic procrastination. The results of CFA with AMOS-20 software showed that all items were well validated, except for 6 (six) items on the PASS instrument. The 6 (six) items were on indicators of (1) anxiety facing evaluation, (2) dependence on others, and (3) threat from the task.

The following are the results of the trial involving the 501 students as the research participants:



There were 6 (six) PASS items that did not fulfill the validity and reliability requirements. Thus, a language and cultural adjustment were needed involving 6 (six) respondents. Then, we synthesized the results. The following is the result of the language adjustment process:

Statement Items (Before)	Statement Items (After)
<i>Anda merasa khawatir guru Anda tidak menyukai tugas yang sudah Anda kerjakan</i>	<i>Anda khawatir jika guru Anda tidak menyukai hasil tugas Anda</i>
<i>Anda merasa khawatir jika Anda akan mendapat nilai jelek</i>	<i>Anda khawatir jika mendapatkan nilai jelek</i>
<i>Anda menunggu sampai seorang teman menyelesaikan tugasnya supaya ia dapat</i>	<i>Anda menunggu seorang teman menyelesaikan tugas agar bisa membantu Anda</i>
<i>Ada hal yang Anda perlu tanyakan kepada guru Anda, tetapi Anda merasa tidak</i>	<i>Ada yang ingin Anda tanyakan kepada guru, tetapi Anda tidak bertanya</i>
<i>Anda merasa tidak memiliki informasi yang cukup tentang bagaimana menulis</i>	<i>Anda merasa tidak memiliki informasi yang cukup untuk menulis</i>
<i>Anda sungguh tidak menyukai tugas membuat makalah</i>	<i>Anda sangat tidak menyukai tugas (menyusun makalah)</i>

The Indonesian version of PASS, which was validated to test the measuring instrument, was conducted on 501 respondents (class XI SMAN students in Mojokerto Regency). PASS consists of 2 aspects, namely the area of procrastination and the reason for procrastination. After the CFA analysis, there are 6 items that have not been able to meet the validation standard. Thus, a qualitative test was conducted on 6 (six) students to adjust the language and culture.

Overall, the PASS measurement model has empirical compatibility or has been confirmed by empirical data. Compared with the original PASS (Fischer & Corcoran, 1994), this study proves that the

academic procrastination measurement tool has good evidence of internal structure divided into two aspects.

CONCLUSION

After the PASS adaptation was carried out in Indonesian and tested using CFA, the results of selecting items with a loading factor were of good quality. The PASS measurement model has been confirmed to have a complete model on empirical data. Therefore, the Indonesian version of PASS can be used as a valid and reliable measurement tool, as well as acceptable for high school students in Indonesia.

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