

ABSTRACT

Ilahi, Perdana Anugrah. 2012. *Correlation Achievement Motivation and Academic Procrastination Student College in Faculty Psychology The State Islamic University of Maulana Malik Ibrahim Malang*. Thesis., Faculty of Psychology, The State Islamic University of Maulana Malik Ibrahim Malang.

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Students who have an early mature stage of physical maturity, emotional maturity, intellectual maturity required and must be capable of achieving the maximum fine that the task of academic and non-academic. The achievement needs to be a boost to be better in achieving a success with this set of standards commonly referred to as achievement motivation. On the other hand the desire of students in academic achievement problems sometimes arise feeling lazy so it appears the behavior of delay in completing an academic task and the finishing task becomes too late. Delay behavior is commonly referred to academic procrastination. Therefore, this study aims to determine the relationship of achievement motivation and academic procrastination Psychology Faculty UIN Malang Maliki years 2009 to 2011. The hypothesis advanced is that there is a relationship of achievement motivation and academic procrastination Psychology Faculty UIN Malang Maliki

This study is a quantitative study conducted on students of the Faculty of Psychology force 2009 - 2011, by taking as many as 97 people Sempel of the population. Sampling was conducted with a purposive method, with samples of the following criteria: Students of Faculty of Psychology force 2009 - 2011, which is still active college students, students who have achievement motivation, students who do procrastination. To measure achievement motivation and academic procrastination scale use. The analysis used the Pearson product moment correlation, as it aims to test the hypothesis of two variables are independent variables (variable x) achievement motivation and the dependent variable (y variable) academic procrastination.

The study found that the categorization of achievement motivation with a high level there is a 17.53%, moderate 61.86% and 20.61% lower. Categorization for academic procrastination to a high level there are 12.37%, being 76.29% and 11.34% lower. Based on the results of data analysis, showed that there was a significant negative relationship between achievement motivation to academic procrastination. Level of correlation coefficient $r_{xy} = -0.448$, $-0.448 = r^2 = 0.20$ with $p = 0.000$ significant level ($p < 0.05$). This proves that 20% of achievement motivation associated with academic procrastination, the higher the lower the achievement motivation, academic procrastination.