

Academic Resilience and Procrastination in Students Who Study While Working

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ABSTRAK

Mahasiswa yang bekerja menjalankan peran ganda dalam kesehariannya, di satu sisi bekerja dan di sisi lainnya harus melaksanakan tanggung jawab dalam proses perkuliahan. Peran ganda tersebut tentunya tidak mudah karena memberikan banyak tantangan untuk dijalani sehingga memerlukan ketahanan psikologis yang baik. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan resiliensi dengan prokrastinasi akademik pada mahasiswa yang berkuliah sambil bekerja. Penelitian ini tergolong kedalam jenis penelitian kuantitatif dengan desain korelasi Karl Pearson. Subjek yang terlibat dalam penelitian ini yakni 205 orang mahasiswa berkuliah sambil bekerja yang berusia 17-25 tahun dan dipilih menggunakan teknik non-probability snowball sampling. Pengumpulan data dalam penelitian dilakukan dengan menggunakan skala psikologi dalam bentuk kuesioner, yang kemudian akan disebarluaskan secara online melalui google form. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis korelasional product moment dari Karl Pearson untuk mengetahui hubungan antara resiliensi dengan prokrastinasi akademik. Proses analisis data dilakukan dengan bantuan program IBM SPSS Statistic 21 for Windows. Hasil analisis data menunjukkan bahwa nilai koefisien korelasi sebesar $-0,021$ dengan $\text{sig.} = 0,382$ ($p > 0,05$), yang berarti bahwa tidak terdapat hubungan negatif signifikan antara resiliensi dengan prokrastinasi akademik pada mahasiswa yang berkuliah sambil bekerja.

ABSTRACT

Students who work carry out multiple roles in their daily lives, on the one hand working and, on the other hand, having to carry out responsibilities in the lecture process. This dual role is difficult because it provides many challenges and requires good psychological resilience. Therefore, this study aims to determine the relationship between resilience and academic procrastination in students who study while working. This research belongs to the quantitative research with the Karl Pearson correlation design. The subjects involved in this study were 205 working students aged 17-25 and were selected using a non-probability snowball sampling technique. Data collection in the study was carried out using a psychological scale as a questionnaire, which will be distributed online via Google Forms. The data obtained in the study were then analyzed using the product moment correlational analysis technique from Karl Pearson to determine the relationship between resilience and academic procrastination. The data analysis process was carried out with the help of the IBM SPSS Statistics 21 for Windows program. The results of the data analysis show that the correlation coefficient is -0.021 with $\text{sig.} = 0.382$ ($p > 0.05$), meaning there is no significant negative relationship between resilience and academic procrastination in students who study while working.

1. INTRODUCTION

Higher education is a level of education someone can take after they pass the senior high school level (Apriana et al., 2020; Wardhani & Pujiono, 2022). At the tertiary level, everyone can choose the field to be studied depending on their talents and interests (Mufida & Effendi, 2019; Rahmayani, 2021). Higher education is carried out to develop individual insights and skills to prepare oneself to enter the world of work (Chadidjah et al., 2021; Hani, 2021). Implementing learning at the tertiary level is generally called lectures, which students must carry out (Jauhari & Dewi, 2019; Permana et al., 2020). Every student has the responsibility to carry out lectures properly. In carrying out the study period, students are often faced

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with various problems that require a student not only to carry out lectures but also carry out activities outside of lectures, such as working (Hakim & Hasmira, 2022; Prasetyo & Handayani, 2019). Students who work carry out multiple roles in their daily lives, on the one hand working and, on the other hand, having to carry out responsibilities in the lecture process (Anjani et al., 2020; Indriyani & Handayani, 2018). This dual role is difficult because it provides many challenges (Lusi, 2021). The main reason for a student to study while working is because of the economic situation in meeting the needs of daily life and paying for education while at the same time easing the burden on parents (Oktaviani & Adha, 2020; Subandy & Jatmika, 2020). Other reasons are wanting to live independently so as not to burden other people or parents, looking for experiences outside of lectures, channeling hobbies, and filling in free time because the lecture schedule is not busy (Hakim & Hasmira, 2022; Mardelina & Muhson, 2017). The phenomenon of studying while working is not a new thing in Indonesia, as can be seen by the many public and private universities that open special classes for employees and provide lecture time outside working hours, such as Saturday-Sunday classes and evening classes (Auliya, 2020; Subandy & Jatmika, 2020).

The reality shows that students studying while working are often negligent in the lecture process. It aligns with the observations and interviews conducted with ten students carrying out lecture activities while working. The observations and interviews showed that two informants said studying while working had no significant adverse impact. They could divide their time between doing assignments and doing work, did not experience stress, and could control their emotions well. At the same time, eight informants said that during work, the respondents often experienced stress which caused fatigue, body aches, difficulty concentrating, and restlessness. As a result, informants find it difficult to manage the time between doing lecture assignments and carrying out responsibilities at work, often even after returning from work and exhausted, informants choose to rest and postpone doing lecture assignments which results in respondents not being optimal in doing lectures and their GPA dropping. The situation of delaying doing this task is a form of academic procrastination. Academic procrastination is a tendency to delay activities or activities related to the learning process in an academic environment (Azizah & Kardiyem, 2020; Nisa et al., 2019).

Academic procrastination shows a behavioral picture of delaying tasks or activities that are consciously carried out despite negative impacts (Bayu, 2019; Mardiani et al., 2021). Forms of academic procrastination are characterized by laziness in doing assignments, having poor time management skills, lack of initiative to start doing assignments, feeling unable to do assignments properly, and not getting social support (Madidar & Muhid, 2022; Umari et al., 2020; Yanto, 2022). This procrastination behavior affects individual academic and personal success. The higher the procrastination, the lower the academic performance, and experiencing high stress and anxiety results in distraction and has negative consequences (Fitriyanti et al., 2022; Sugesti & Djuwita, 2022). Conversely, low procrastination makes individuals achieve high academic performance, experience low stress and anxiety and feel comfortable doing the tasks given (Ayuni & Setiowati, 2022; Tuaputimain & Tutupary, 2022). The emergence of academic procrastination in students is caused by several factors, including time disorganization, attitudes and beliefs, individual physical conditions, task characteristics, attitudes and beliefs, psychological conditions, anxiety, social support, parenting, hostility with others, and environmental influences (Reswita, 2019; Soleh et al., 2022). In addition, resilience is also one of the factors causing academic procrastination. The lack of resilience in students creates weak strategies and thoughts that lead students to become procrastinators (Farkhah et al., 2022; Hayani et al., 2022; Mukti et al., 2019). As a result of situations like this, students must have good resilience in order to avoid procrastination.

Resilience is an individual's ability to overcome obstacles and adapt to difficult situations (Hutauruk et al., 2019; Saputra, 2020). The formation of resilience can be seen in the way individuals regulate emotions, control impulses, are optimistic about what they do, believe in their abilities, understand emotional feelings, and achieve positive things to give confidence to individuals in facing challenges or problems (Harahap et al., 2020; Salim & Fakhurrozi, 2020; Utami, 2020). High resilience makes individuals have good capacity to respond adaptively and productively to challenges, while low resilience will harm individual resilience in dealing with problems faced in the environment (Afriyeni et al., 2021; Listiyandini, 2018; Purnama & Yustiana, 2022). Good resilience is described as an individual's way of overcoming obstacles, coping with stress, having good emotions and self-regulation, and having the flexibility to accept change (Listiyandini, 2018; Pratiwi & Kumalasari, 2021). For students who study while working, good resilience plays an important role in creating strong thinking strategies and increasing the intellectual efforts made by individuals in the learning process so that they can carry out their roles properly. Conversely, if students do not have good resilience, they will continue to act procrastination even though they can divide their time between work and study.

Previous studies have revealed a significant negative relationship between resilience and academic procrastination. This study proves a significant negative relationship between variables, and a

negative sign can mean that the higher the resilience, the lower the procrastination, and vice versa (Madjid et al., 2021). Other studies reveal a significant relationship between perceptions of social support from supervisors and academic procrastination while working on a thesis through resilience (Rahayu et al., 2023). Other studies reveal no significant correlation between student academic resilience and academic procrastination (Susilawati et al., 2022). Based on some of the results of this research, student academic resilience and academic procrastination are related and have an insignificant effect on students. In previous research, no study specifically discusses the relationship between academic resilience and procrastination in students who study while working. So this research is focused on this study to know the relationship between resilience and academic procrastination in students who study while working.

2. METHOD

This research belongs to the type of quantitative research with a correlational design which aims to determine the relationship between resilience (the independent variable) and academic procrastination (the dependent variable) in students who study while working. The participants involved in this study were 205 students studying while working using the snowball sampling technique. The inclusion criteria for the participants in this study were undergraduate students aged 17-25 years who worked part-time. Participant Demographics are described in Table 1.

Research data collection uses a psychological scale as a questionnaire, which will then be distributed online via the Google form. Before filling out the questionnaire, all participants involved in this study will be asked to fill out an informed consent form as part of the research implementation procedure. Further research was conducted using two psychological scales, the Resilience and Academic Procrastination scales. Resilience is measured using the Resilience Scale based on resilience aspects, including emotion regulation, impulse control, optimism, cause analysis, empathy, self-efficacy, and achievement. The researcher then readjusted the resilience scale based on the context of the research participants. The resilience scale has 33 items consisting of 15 favorable items and 18 unfavorable items, using the Likert model, which has five response answers, very suitable (SS), Adequate (S), neutral (N), not suitable (TS), and very non-conforming (STS). An example of a Resilience Scale item is "When facing a difficult situation, I believe everything will go smoothly and fine." The item discrimination power test shows that 29 items meet the criteria with a total correlation item score ranging from 0.359 to 0.619 and a Cronbach Alpha score of 0.893.

Academic procrastination is measured using the Academic Procrastination Scale (APS) based on aspects of procrastination: self-confidence, impaired attention, social roles, time management skills, laziness, and personal initiative. The academic procrastination scale consists of 36 items consisting of 18 favorable items and 18 unfavorable items, using five responses from the Likert model, very appropriate (SS), appropriate (S), undecided (R), not appropriate (TS), and highly inappropriate (STS). An example of an item on the academic procrastination scale is "I can divide my time between work and college." The item discrimination power test results showed that 30 items passed and met the criteria, with a total correlation item score ranging from 0.304 to 0.478 and a Cronbach Alpha score of 0.861. The data obtained in the study were then analyzed using the product-moment correlation method from Karl Pearson to determine the relationship between resilience and academic procrastination. The data analysis process was carried out with the help of the IBM SPSS Statistics 21 for Windows program.

Table 1. Participant Demographic Data

	Description	Frequency	Percentage
Gender	Man	59	28,8%
	Woman	146	71,2%
	Total	205	100%
Age	17 years old	2	1%
	18 years old	5	2%
	19 years old	19	9%
	20 years old	32	16%
	21 years old	78	38%
	22 years old	38	19%
	23 years old	17	8%
	24 years old	7	3%
	25 years old	7	3%
	Total	205	100%

	Description	Frequency	Percentage
Faculty	Faculty of Psychology	44	21%
	Faculty of Teacher Training and Education	22	11%
	Faculty of Economics and Business	20	15%
	faculty of Law	32	16%
	Faculty of Engineering	10	5%
	Faculty of Interdisciplinary Sciences	5	2%
	Faculty of Social Sciences and Communication Sciences	7	3%
	Faculty of Information Technology	9	4%
	Faculty of Science and Mathematics	10	5%
	Faculty of Languages and Letters	23	11%
	Faculty of Medicine and Health Sciences	6	3%
	Faculty of Humanities Sciences	7	3%
	Total		205
Origin	Central Java	32	16 %
	West Java	27	13%
	East Java	9	4%
	Special Region of Yogyakarta	10	5%
	Central Sulawesi	28	14%
	South Sulawesi	17	8%
	North Sulawesi	22	11%
	Central Kalimantan	2	1%
	East Nusa Tenggara	32	16%
Total		205	100%
	With parents	54	26%
	Hostel	16	8%
	boarding house	135	66%
Total		205	100%

3. RESULTS AND DISCUSSION

Result

Research analysis begins with carrying out descriptive analysis. The results of the descriptive analysis show that the resilience scores obtained by most students studying while working are in the high category with a percentage of 57% (average 108.67 and standard deviation 14.921). Meanwhile, the academic procrastination score obtained by most students who study while working is in the moderate category with a percentage of 64% (average 74.42 and standard deviation of 15.326). The results of the descriptive analysis can be seen in [Table 2](#).

Table 2. Descriptive Analysis

Variable	Average	Standard Deviation	Percentage	Category
Resilience	108.67	14.921	57%	High
Academic Procrastination	74.82	15.326	64%	Medium

The second analysis is the analysis of the data normality test, which obtains a K-S-Z score of the resilience variable of 0.854 with sig.= 0.459 ($p > 0.05$). These results indicate that the resilience variable is normally distributed. Then, the K-S-Z score of the academic procrastination variable is 1.218 with sig. = 0.103 ($p > 0.05$). These results indicate that the academic procrastination variable is also normally distributed. In more detail, the normality test results can be seen in [Table 3](#).

Table 3. Kolmogorov Smirnov One Sample Normality Test

Variable	K-S-Z	Significant
Resilience	0.854	0.459
Academic Procrastination	1.218	0.103

The third analysis is the analysis of the linearity assumption test, which obtains an F difference score of 1.061 with sig. = 0.380 ($p > 0.05$). These results indicate that the relationship between resilience

and academic procrastination in students who study while working is linear. The results of the linearity test can be seen in [Table 4](#).

Table 4. Linearity Test

	F	Significant
Deviation From Linearity	1.061	0.380

The fourth analysis is a hypothesis test with a correlation coefficient of -0.021 with sig. = 0.382 ($p > 0.05$). These results indicate no significant negative relationship between resilience and academic procrastination in students who study while working. These results indicate that resilience is not a factor related to high and low academic procrastination experienced by students who study while working. The results of the correlation test can be seen in [Table 5](#).

Table 5. Karl Pearson Correlation Test

	r	Significant
Resiliensi – Prokrastinasi Akademik	-0.021	0.382

Discussion

The research analysis results show no significant negative relationship between resilience and academic procrastination in students who study while working. It means that an increase or decrease in procrastination is based on something other than their resilience capabilities because students already have resilience (psychological resilience). Even though student psychological resilience or resilience is good, this does not help students overcome academic procrastination because students tend to be stronger and able to rise from adversity and try to find the best solution in solving problems that occur so that it does not become difficult in the process of carrying out lectures while working ([Farkhah et al., 2022](#); [Hayani et al., 2022](#); [Mukti et al., 2019](#)). The dynamics of academic procrastination of students who study while working is in the moderate category, which leads to procrastination of students who study while working is still a problem in carrying out multiple roles in lectures ([Abdillah et al., 2021](#); [Reswita, 2019](#); [Soleh et al., 2022](#)). Academic procrastination can be an obstacle to development in achieving better achievements. It is because the higher the level of academic procrastination, the lower a person's achievement, and vice versa. The lower the academic procrastination level, the higher the achievement that can be achieved ([Bayu, 2019](#); [Mardiani et al., 2021](#)). Academic procrastination is also one of the problems that exist in the world of education which harms the learning process where a person tends to delay carrying out activities or complete performance as a whole to do other activities that are considered more enjoyable so that performance is hampered, often late and not even attending a meeting in class ([Azizah & Kardiyem, 2020](#); [Nisa et al., 2019](#); [Rusmaini et al., 2021](#)).

Carrying out multiple roles in everyday life for a student is difficult, and not everyone can afford it. There are demands in life that make some students have to carry out this dual role. This dual role brings a feeling of boredom and laziness, especially in doing college assignments and work assignments simultaneously ([Anjani et al., 2020](#); [Indriyani & Handayani, 2018](#); [Lusi, 2021](#)). Academic procrastination can also arise because of psychological beliefs where individuals cannot control their laziness to do assignments even though they can do them ([Hakim & Hasmira, 2022](#); [Prasetyo & Handayani, 2019](#)). The time flexibility lecturers give students is sometimes misinterpreted, causing students to underestimate the assignments given and setting aside assignments is still plenty of time available to do them ([Oktaviani & Adha, 2020](#); [Subandy & Jatmika, 2020](#)). With this thinking, students tend to work on assignments close to the specified deadline, which is procrastination.

Every student who conducts lectures while working also seems to experience often fatigue or a condition in which he always feels physically tired, lacking energy, and lethargic. It stresses individuals due to the demands of lectures and work responsibilities. This physical and mental fatigue makes individuals lose the ability to overcome problems in everyday life, especially reducing the frequency of doing tasks, satisfaction with work, and isolation in daily activities ([Chadidjah et al., 2021](#); [Hani, 2021](#); [Nelma, 2021](#)). It also influences the emergence of academic procrastination. Unfavorable individual conditions such as feeling tired, lacking energy, always wanting to sleep, and disturbing normal daily activities tend to be higher for procrastination than those who are not ([Jauhari & Dewi, 2019](#); [Permana et al., 2020](#)). The poor physical condition allows individuals to commit acts of procrastination because they do not have the energy to carry out daily activities. The form of academic procrastination that occurs among students proves a time gap between plans and actual performance. Students often ignore the behavior of carrying out assignments according to the specified deadline ([Azizah & Kardiyem, 2020](#); [Nisa](#)

et al., 2019). Academic procrastination is the time between plans and actual performance and the behavior of delaying, carried out consistently, where there is a gap between intentions and inefficient behavior often chosen by students (Khoirunnisa et al., 2021).

The results obtained in this study align with previous research results, which also revealed no significant correlation between student academic resilience and student academic procrastination (Susilawati et al., 2022). Other studies reveal a significant negative relationship between resilience and academic procrastination. This study proves that there is a significant negative relationship between variables. A negative sign can mean that the higher the resilience, the lower the procrastination and vice versa (Madjid et al., 2021). Further research revealed a significant relationship between perceptions of social support from supervisors and academic procrastination while working on a thesis through resilience (Rahayu et al., 2023). Based on some of the results of these studies, student academic resilience and academic procrastination do not always have a significant relationship; this depends on students' situation and environmental conditions.

4. CONCLUSION

Based on the data analysis and discussion results, a significant negative relationship exists between resilience and academic procrastination in students studying while working. The resilience category is in the high category, and procrastination is in the medium category. It indicates that resilience is not one of the factors associated with increased academic procrastination by students studying while working.

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