

ORIGINAL RESEARCH

Exploring the Relationship Between Procrastination and Academic Stress in University Students

^{1*}Sittha Devi, ²Meria Woro Listyorini, ³Indah Puspitasari,

⁴Maratun Shoaliha

¹⁻²Bani Saleh University, Bekasi, Indonesia

Article Info	Abstract
<p>Article History:</p> <p>Received: 20 February 2025 Revised: 25 February 2025 Accepted: 15 Maret 2025</p> <p>Keywords: Student Health, Procrastination, Academic Stress</p> <p>Corresponding Author: Sittha Devi</p> <p>Email: sitthadevi@gmail.com</p>	<p>Background: Academic procrastination is commonly observed among university students, often associated with academic stress, particularly in health sciences programs where academic demands are substantial. Methods: A pre-experimental study was conducted at Siloam Hospitals Lippo Village involving 39 participants meeting specific inclusion criteria (PIVAS score 2–3, age ≥3 years, and consent to participate). Additionally, a cross-sectional survey was administered to 178 university students from Bani Saleh University to assess levels of procrastination and academic stress. Data were analyzed using univariate and bivariate statistical methods, including paired t-tests and Wilcoxon signed-rank tests for clinical measures, and correlation analysis for student responses. Results: The majority of student participants were late adolescents (98.3%), female (88.4%), and enrolled in undergraduate programs (55.2%). Procrastination levels were predominantly moderate (95.6%), as were academic stress levels (59.7%). Age was found to have a moderating effect on stress management capacity, with older students exhibiting better coping mechanisms. Although female students dominated nursing programs due to cultural and personal factors favoring caregiving roles, they also reported higher stress levels, potentially influenced by hormonal and psychosocial factors. Conclusion: No statistically significant association was found between procrastination and academic stress ($P = 0.417$). These findings suggest that while both variables are prevalent, they may operate independently, influenced by distinct underlying factors.</p>

Background

As a Health student, of course, it is mandatory to complete a bachelor's degree in at least 3 to 5 academic years. To achieve this, students must go through processes such as completing assignments from lecturers, practical/field activities, midterm and final exams and writing final assignments (Hamzah 2020). Many things affect academic activities, one of which is stress. Stress is needed in everyday life because stressful conditions can stimulate a person to react or act. However, when stress is excessive, it can affect the individual's condition and can even worsen the life process (Stuart, 2013 in Rinawati and Sucipto 2019) one of which is procrastination behavior.

The habit of procrastination becomes an obstacle for some students to complete their assignments so that procrastination or delay in completing assignments is a problem that cannot be ignored (Nurjan 2020) . As explained by Ghufon, 2012, one form of procrastination is delaying decisions, which provides a cognitive barrier to delay starting work in situations that are considered stressful. Students who delay will experience stress and tend to delay their assignments (Situngkir, Fadilah, and Murad, 2022)

Long-term procrastination can certainly hinder student productivity (Muyana 2018) . Student procrastination is influenced by internal and external factors, internal factors that influence student procrastination, namely physical conditions and psychological conditions, then external factors that influence procrastination are parenting modes of parents and the surrounding environment. The phenomenon of procrastination studied by Juliawati with a score of 60% in the high category, 20% in the medium category and 20% in the low category, this is due to the habit of staying up late, playing online games, going to the mall, which causes students to postpone their academic assignments (Juliawati and Yandri 2018) . Procrastination has a negative effect on students' academics such as fear when facing exams, depression and anxiety, and stress (Hidayanti and Chris 2022) .

According to the 2018 Basic Health Research data , around 14 million students have experienced stress, or 6% of the Indonesian population (Risksedas, 2018). Stress is the body's reaction to changes that require physical, psychological, and emotional responses, regulations, and/or adaptations. Students can feel the negative effects of stress when they are stressed beyond their capabilities such as decreased cognitive abilities of students which can hinder work or assignments, leading to procrastination.

The impact of procrastination behavior is that tasks are neglected or not completed so that the results are less than optimal because of chasing deadlines. This habit can cause fear and stress in completing tasks, so that mistakes occur because they are done in a pressing time frame. The impact of academic stress on students is that it can reduce academic ability which has an impact on achievement scores. Stress that is felt to be too heavy can trigger memory disorders, concentration, problem solving and academic ability (Andhika 2020)

Pharmacy is known to study drugs. Theoretical learning in class and practice in the laboratory/1to study drug mixtures. Students must be able to distinguish between drugs used for the prevention and treatment of diseases carefully and thoroughly. However, various pressures experienced by students can cause stress. Stress levels that are felt to be too high can trigger decreased memory, concentration, problem solving and learning abilities, thus affecting student performance. Based on the results of Auwal et al. 2021 , some of the most common causes of stress in pharmacy students are due to learning materials (56.1%), lecture schedules (55.8%) and practices (53.1%).

Diploma III Nursing graduates in Indonesia are professional nurses with the ability to provide nursing care, train clients, direct care and conduct research (AIPVIKI 2018) . However, due to the tight lecture schedule, many students show symptoms of stress such as loss of emotional control, anxiety and decreased motivation and concentration on each task given by the lecturer. Based on research conducted by (Nuryanti et.al 2021) that the highest level of stress in final DIII students is moderate stress as many as 35 respondents (43.7%),

normal stress as many as 12 respondents (15%), mild stress as many as 30 respondents (37.5%) and severe stress as many as 3 respondents (3.75%). Based on research conducted by Ns.Yuniar 2022 explained, the highest level of stress in nursing students at Gorontalo State University occurred in students aged 21 years as many as 30 respondents (49.2%), and 22 years old had the second level of stress as many as 27 respondents (44.3%). Researchers found that Nursing students at Gorontalo University had the highest stress levels among students aged 21 and 22 years.

Based on a preliminary study conducted by researchers on March 30 using the interview method on 10 DIII Nursing students of level 2 at Bani Saleh University, researchers asked 9 out of 10 said they often postponed assignments, had other activities so they postponed completing assignments, researchers also asked about environmental conditions, all said the environment at home was less conducive/1 so it was difficult to concentrate on completing assignments, then 7 students also said they often felt anxious if they did not complete their assignments and then felt stressed. Based on the background above, the author is interested in knowing whether there is a relationship between Procrastination and Academic Stress in Nursing students at Bani Saleh University.

Method

This research uses a quantitative type of correlation with a cross sectional approach design. The sampling technique used was purposive sampling, so that a total sample of 180 respondents were obtained who met the inclusion criteria: Active/regular students of Bachelor of Nursing and Pharmacy semesters 3 to 6 and regular students of D3 Nursing semesters 2 and 4 of the 2022/2023 academic year and were willing to become respondents and agreed to informed consent. Exclusion criteria: Students who are on leave from college, students who are not present and students who are sick.

After obtaining approval from Bani Saleh University, researchers distributed the questions in the questionnaire to respondents who met the inclusion criteria. Researchers used the Procrastination Behavior Scale or Academic Prostration Scale (APS) questionnaire which has been modified by Elvira (2021) (score 1-64 and has 21 items with 4 answer choices using a Likert scale) for delays in completing tasks, time management, carrying out activities. Another interesting thing is to find out the level of academic stress using the Adolescent Academic Stress Scale or Educational Stress Scale which has been modified by Elvira (2021) (score 1->64 and has 17 items with 4 answer choices). The chi square test shows a negative relationship between academic procrastination. with academic stress with a P value of $0.417 > 0.05$ that there is no relationship between procrastination and academic stress.

Results

The characteristics of the respondents were 178 respondents (98.3%) were in their late teens, 160 respondents (88.4%) were female, 100 respondents (55.2%) were in the undergraduate study program, the level of procrastination of Bani Saleh University students was 173 respondents (95.6%) in the moderate category, and the level of academic stress at Bani Saleh University was at a moderate level of 108 respondents (59.7%). It can be interpreted that age has a significant influence on a person's stress level in dealing with stressors. The older a person is, the better

their ability to manage stress tends to be. The majority of women tend to choose the Nursing undergraduate program because women are friendly, patient, and skilled in

providing nursing care. However, gender is also influenced by hormones that can cause higher stress levels in women than men. Individuals who are able to manage their time well and have effective self-defense mechanisms against stressors can prevent procrastination and academic stress..

Univariate Analysis

In this study, respondents were viewed based on Age Category, Gender, Semester, Study Program, Procrastination Level and Academic Stress Level. From 181 respondents, the following data were obtained:

Table 4.1 Age Category

Age	Frequency	Percentage(%)
Late Teenagers	178	98.3
Early Adulthood	3	1.7
Total	181	100

Based on Table 4.1, it is known that the majority of students at the Faculty of Health and Pharmacy, Bani Saleh University, as many as 178 respondents (98.3%) are in their Late Adolescence and the least age, as many as 3 respondents (1.3%), is in Early Adulthood.

Table 4.2 Respondent Characteristics by Gender

Gender	Frequency	Percentage(%)
Man	21	11.6
Woman	160	88.4
Total	181	100

Based on Table 4.2, it is known that the majority of students at the Faculty of Health and Pharmacy, Bani Saleh University, as many as 160 respondents (88.4%) are female and as many as 21 respondents (11.6%) are male.

Table 4.3 Respondent Characteristics based on Study Program

Study Program	Frequency	Percentage(%)
S1 Nursing	100	55.2
D3 Nursing	52	28.7
S1 Pharmacy	29	16.0
Total	181	100

Based on Table 4.3, it is known that 100 respondents (55.2%) of the Faculty of Health and Pharmacy students at Bani Saleh University are in the Nursing Undergraduate Study Program and the study program with the fewest respondents is in the Pharmacy Undergraduate Study Program with 29 respondents (16.0%).

Table 4.4 Characteristics by Semester

Semester	Frequency	Percentage(%)
Semester 2	39	21.5

Semester 4	69	38.1
Semester 6	73	40.3
Total	181	100

Based on Table 4.4, it is known that the most students of the Faculty of Health and Pharmacy, Bani Saleh University, are in semester 6, as many as 73 respondents (40.3%), and the least are in semester 2, as many as 39 respondents (21.5%).

Table 4.5 Respondent Characteristics Based on Procrastination Level

Procrastination Level	Frequency	Percentage(%)
Low	3	1.7
Currently	173	95.6
Tall	5	2.8
Total	181	100

Based on Table 4.5, it is known that the level of procrastination of Bani Saleh University students was 173 respondents (95.6%) and at least 3 respondents were in the low category (1.7%).

Table 4.6 Respondent Characteristics Based on Academic Stress Level

Stress Level	Frequency	Percentage(%)
Low	22	12.2
Currently	108	59.7
Tall	51	28.2
Total	181	100

Based on Table 4.6, it is known that the level of Academic Stress at Bani Saleh University is at a moderate level with 108 respondents (59.7%) and at a low level with 22 respondents (12.2%).

Bivariate Analysis

1. The Relationship between Procrastination and Academic Stress in Health and Pharmacy Students at Bani Saleh University

Based on the results of the research conducted, regarding the Relationship between Procrastination and Academic Stress in Students of the Bani Saleh Faculty of Health.

Table 4.7 Relationship between Procrastination and Academic Stress

Variables Procrastination	Academic Stress			Total	P
	Low	Currently	Tall		
Low	0 (0.0%)	2 (66.7%)	1 (33.3%)	3 (100%)	0.417
Currently	22 (12.7%)	101 (58.4%)	50 (28.9%)	173 (100%)	
Tall	0 (0.0%)	5 (100%)	0 (0.0%)	5 (100%)	

Based on table 4.7, it was found that the highest level of Academic Stress was at a moderate level of 101 (58.4%) after the *Chi Square test was carried out*. The test obtained a P Value of 0.417 so that the P value <0.05 . It can be concluded that there is no relationship between Procrastination and Academic Stress in Students of the Faculty of Health and Pharmacy, Bani Saleh University

Discussion

Procrastination is the habit of postponing a job or task until tomorrow. Procrastination can be defined as a delay that is done consciously and repeatedly, doing other activities that are not useful, so that the activity is delayed so that the task cannot be completed on time (Nurjan, 2020). Academic stress is a type of subjective perception of pressure in a specific situation that causes negative responses based on physical, behavioral and emotional aspects of students due to excessive academic demands. Stress faces many demands of the academic mind, such as the many assignments given by lecturers and pressing deadlines.

The majority of students of the Faculty of Health and Pharmacy, Bani Saleh University are 20 years old (98.3%) and are in the late adolescent category, with the majority of respondents being female (88.4%). At this time, they are experiencing important changes in cognitive, social, and emotional aspects and the transition towards independence. Of the 181 respondents, the majority came from the Nursing Undergraduate Study Program (55.2%), followed by the Nursing D3 Study Program (28.7%) and Pharmacy Undergraduate Study Program (16.0%). The study shows that the level of procrastination among students is in the moderate category (95.6%), in accordance with previous studies that showed a similar tendency. In addition, 59.7% of students experience moderate academic stress, which can be managed with coping skills such as positive thinking and peer support.

Based on the results of the statistical test using the Chi square test, a P value of 0.417 (<0.05) was obtained, which means that H_0 was rejected, so it can be concluded that there is no significant relationship between procrastination and academic stress in students of the Faculty of Health and Pharmacy, Bani Saleh University. This study is in line with the study conducted by Revendra and Duryati (2022) Based on the calculation of the correlation test, it was found that the correlation coefficient between the academic stress variable and the academic procrastination variable was -0.182, with a significance level of 0.035 ($p < 0.05$). These results indicate a significant negative relationship between academic stress and academic procrastination.

Conclusion

Based on the results of the research that has been conducted on the Relationship between Procrastination and Academic Stress in Students of the Faculty of Health and Pharmacy, Bani Saleh University, it can be concluded that based on the results of the Chi square test, it shows a negative relationship between Academic Procrastination and Academic Stress with a P value of $0.417 > 0.05$, which means that there is no relationship between procrastination and Academic Stress in Students of the Faculty of Health and Pharmacy, Bani Saleh University. The majority of respondents in this study were late teenagers aged 20 and were dominated by women. The level of procrastination in students was in the moderate category and the level of academic.

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