

Academic Distress Against Academic Procrastination: Study Analysis of Thesis Completion of Makassar Tourism Polytechnic Students and the Faculty of Psychology, Makassar State University

Siti Fatimah Awalyah Rijal

Universitas Negeri Makassar, Jurusan Psikologi

Ahmad Ridfah

Universitas Negeri Makassar, Jurusan Psikologi

Nur Akmal

Universitas Negeri Makassar, Jurusan Psikologi

Syamsu Rijal

Politeknik Pariwisata Makassar

**Corresponding email: stfatimahr@gmail.com*

ABSTRACT

Academic distress is indicated to be the cause of students doing academic procrastination in the preparation of their thesis or final projects. This study uses correlational quantitative methods to determine whether there is an effect of academic distress on academic procrastination. This study involved two groups of samples, consists of students of the Faculty of Psychology, Makassar State University (N1=164) and the Makassar Tourism Polytechnic (N2=53) who were preparing a thesis or final project selected using accidental sampling technique. Data obtained through a questionnaire by adopting a Likert scale. The results showed that the hypothesis proposed in this study was accepted, that is, there is a positive and significant influence between academic distress on academic procrastination in students who are writing thesis of fonal project.

KEY WORDS: Academic Distress; Academic Procrastination; Thesis; Final Project

INTRODUCTION

Students especially those in the final semester have special demands in completing their study as efficiently as possible by finalizing a thesis, final project or final project which is a requirement for graduation and receiving a bachelor's degree. These demands come from family, social environment, university, and even themselves. In this process, obstacles will always be followed and when students are unable to overcome them, it can trigger procrastination behavior (Wahyuningtiyas, Suminarti & Amalia, 2019; Hendarto & Ambarwati, 2020).

Procrastination is a delay in a certain task (Knaus, 2010), and can occur in every aspect of life (Rosani & Indrawati, 2018). Procrastination carried out in the academic field is called academic procrastination (Ghufron & Risnawati, 2010), and students who procrastinate are called procrastinators (Wahyuningtiyas, Suminarti & Amalia, 2019). Procrastinator students are always faced with high levels of stress, low academic achievement and low emotional well-being. In addition, academic procrastination also delays student graduation so that it can affect the future of these students and the image of the university (Khoirunnisa, Jannah, Dewi & Satiningsih, 2021).

Despite knowing this impact, Muyana (2018) shows that academic procrastination has a fairly high percentage, where 81% of all respondents are classified as high-level procrastinators. Academic demands at the tertiary level are closely related to the optimization of self-management and time (Ayunina & Aburrohman, 2019). These demands then become pressures that encourage students to postpone their thesis or even not wanting to finish it (Andarini & Fatma, 2013).

The initial study showed that 29 of 30 respondents had delayed starting work or finishing their thesis and 20 of 29 respondents had repeatedly delayed. Academic procrastination behavior that is carried out repeatedly can become a behavior that is unconsciously permanently embedded in oneself (Andarini & Fatma, 2013). The reasons to procrastinate are stress, lazy, tired, academic

burden, no motivation and confused to start. The most common impacts of procrastination are feelings of depression, anxiety, worry, envy, guilt and regret. So, it can be concluded that stress is a driving force for procrastination as a result of the inability to face academic demands and obstacles as well as anxiety in writing a thesis.

Academic procrastination can lead to neglect of assignments accompanied by less than optimal final results and become one of the obstacles to achievement (Munawaroh, Alhadi & Saputra, 2017; Candra, Wibowo & Setyowani, 2014). When faced with a problem, it can trigger psychological and physical reactions as a form of individual response to stress (Pertiwi, 2020). Stress is a very common phenomenon in life (Gaol, 2016). Stress is a biological, psychological, or social system gap that applies to the state of the self (Sarafino, 2006).

Everything that causes stress is called a stressor and how to manage stress is called coping (Sanrock, 2010; Barseli, Ifdil & Nikmarijal, 2017). Stress can be positive if the amount is equal to the capacity possessed (Gaol, 2016), but can be negative when it exceeds self capacity, so that it can cause anxiety, worry, anger, depression, frustration and insecurity (Wistarini & Marheni, 2019). When faced with academic stressors without proper coping, it can be difficult to deal with the effects of stress.

Based on its impact, Hardjana (1994) classifies stress into 2 types, namely eustress and distress. Eustress is stress that is constructive and has a positive impact on individuals. On the other hand, distress is a destructive stress that can damage the individual. When experiencing eustress, students tend to be able to be enthusiastic and self-motivated to complete their thesis. However, when experiencing distress, it can trigger a feeling of laziness and depression which then ends up doing academic procrastination (Christyanti, Mustami'ah & Sulistiani, 2010; Bukhori & Ejaz, 2020).

This is supported by Adlina and Amna (2016) which states that there is a positive and significant relationship between stress and procrastination in students who are writing thesis. This indicates that the lower the perceived stress, the lower the procrastination. Another study was also conducted by Andarini and Fatma (2013) which stated that distress has a significant positive relationship with procrastination. This means that the higher the level of perceived distress, the higher the tendency for academic procrastination. Lianawati's (2019) show that the

emotional distress aspect gets the highest score as the dominant aspect. Suriyah and Tjundjing (2007) suggest that emotional distress is an aspect of academic procrastination related to feelings of anxiety and discomfort when procrastinating. When students avoid the distress that arises during the process of writing a thesis by procrastinating, it only creates other sources of distress.

Repetitive academic procrastination can affect physical and mental endurance, emotional control, self-confidence, and self-motivation (Sagita, Daharnis & Syahniar, 2017), interfere with cognition and academic ability (Goff, 2011). Students need to learn coping as a preventive measure to face academic burdens to be able to minimize academic procrastination and allow the completion of the study to be much faster (Suriyah & Tjundjing, 2007; Sarita & Sonia, 2015). Academic distress is indicated to be the cause of students doing academic procrastination in the preparation of their theses.

METHODOLOGY

The data collected by questionnaire and using a scale. The scale is an attitude statement that is considered to be able to describe aspects of an individual's personality (Supratiknya, 2015). The scale used is a Likert scale. This study uses 2 scales, namely academic procrastination and distress scale. Academic procrastination is measured using the scale adapted from Mangkawani (2020), consists of 12 question items, where the higher the score obtained, the higher the level of procrastination carried out. Meanwhile, academic distress was measured using the Kessler Psychological Distress (K10) scale adapted from Kessler et al (2003), with 10 question items, where the higher the score obtained, the higher the level of academic distress.

The scale was tested on 62 respondents. and obtained 3 items on the academic procrastination scale that failed so that only 9 items were valid for use with Cronbach's Alpha value of = 0.909, which means very reliable. For the K10 scale, there are no scale items that fall out with a Cronbach's Alpha value of = 0.925, which means it is very reliable.

There are two groups of respondents, to analyze whether there are differences between students in the academic and vocational education pathways. The first group of respondents involved students from the Faculty of Psychology of Makassar State University (N = 164), which consisted of the 2015-2017 academic year with an

age range of 21-24 years. The second group involved Makassar Tourism Polytechnic students (N = 53) consisting of the 2018-2019 academic year with an age range of 21-23 years. All research samples were obtained using accidental sampling. Research data were analyzed by using simple linear regression.

RESULTS AND DISCUSSION

1. Study of the First Respondent Group

The research hypothesis tested by SPSS version 26.0. The technique used is a simple linear regression analysis, with the condition that the assumption test (normality and linearity) has been met. Simple linear regression analysis was conducted to prove the research hypothesis, namely that there is a positive and significant effect between academic distress on academic procrastination in students who are working on their thesis. The output of simple linear regression analysis is in the form of coefficients and pseudo-r squares.

Table 1. Output Tabel Coefficientsa

Model	B	Beta	t	Sig.
(Constant)	18,202		9,204	0,000
Distress Akademik	0,335	0,407	5,663	0,000

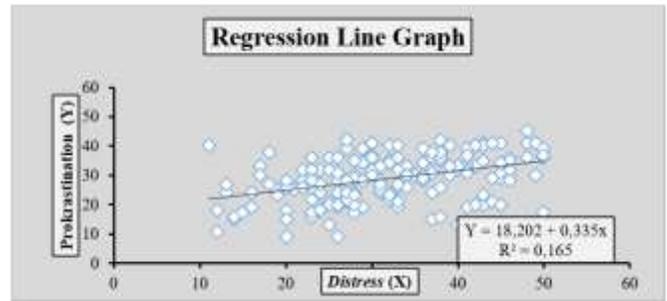
Table 2. Output Tabel Pseudo-r square

Model	r	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,407 ^a	0,165	0,160	7,30384

Based on table 1, the regression coefficient value is 0.335 and the significance is 0.000 (p < 0.05). Because the regression coefficient value is positive and the significance value is < 0.05, it can be concluded that H0 is rejected and Ha is accepted. This means that there is a positive and significant influence between academic distress on academic procrastination in students who are working on their thesis.

Table 2 shows the correlation value (r) between academic distress and academic procrastination of 0.407 (p = 0.000). The correlation value indicates that academic distress and academic procrastination have a fairly good correlation (Guilford, 1956), which indicates that the higher the perceived academic distress, the higher the academic procrastination. Multiple correlation (R²) obtained a value of 0.165, this indicates that academic distress contributes to the influence of

academic procrastination by 16.5% and the remaining



83.5% is influenced by other variables not examined.

From the hypothesis testing, the following regression equation is obtained $Y = 18.202 + 0.335 X$. Based on the equation of the regression line, without being influenced by academic distress, academic procrastination has a score of 18.202, it can be concluded that academic distress can explain or predict academic procrastination behavior from students of the Faculty of Psychology, Makassar State University who are currently preparing a thesis

Figure 1. Linear Regression Line

The descriptive analysis show that most of the respondents get a total score of academic distress in the high category. So it can be concluded that students who are writing thesis tend to be in a high category of academic distress (42%).

2. Study of the First Respondent Group

Table 3. Output Tabel Coefficientsa

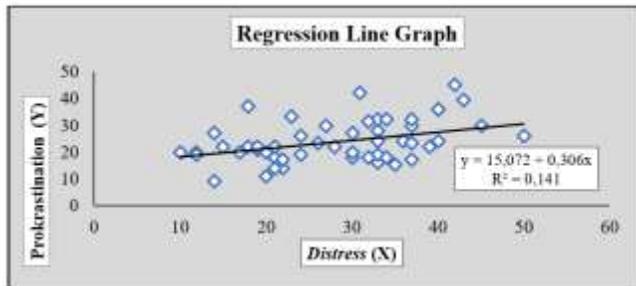
Model	B	Beta	t	Sig.
(Constant)	15,072		4,737	0,000
Distress Akademik	0,306	0,375	2,890	0,006

Table 4. Output Tabel Pseudo-r square

Model	r	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,375 ^a	0,141	0,124	7,478

Based on table 3, the regression coefficient value is 0.306 and the significance is 0.006 (p < 0.05). The regression coefficient value obtained is positive with a significance of < 0.05, so it can be concluded that H0 is rejected and Ha is accepted. Table 4 shows the correlation value (r) between academic distress and academic procrastination of 0.375 (p = 0.000). The correlation value indicates that academic distress and academic procrastination have a fairly good correlation (Guilford, 1956), indicating the

higher the perceived academic distress, the higher the academic procrastination. Multiple correlation (R²) obtained a value of 0.141, meaning that academic distress contributed to the influence of academic procrastination by 14.1% and was influenced by



variables outside of this study.

The hypothesis testing, obtained the following regression equation $Y = 15,072 + 0,306X$. Based on the equation of the regression line, without being influenced by academic distress, academic procrastination has a score of 15,072, it can be concluded that academic distress can explain or predict the behavior of academic procrastination of Makassar Tourism Polytechnic students who are preparing their final project or final project.

Figure 2. Linear Regression Line

The results of the analysis also show that the majority of research respondents are female (77%) and based on the frequency of response to the research scale, women tend to be in the category of high academic distress. This is due to the tendency of women to use feelings when faced with certain situations (Djamahar, Dewahrani & Octaviani, 2020). In addition, changes in unexpected events in life can also trigger increased distress (Ismail & Istiqamah, 2021).

Academic procrastination is a conscious and repetitive delay in academic tasks (Tuckman, 1991; 2006; Knaus, 2010). Academic procrastination arises when students feel indecisive and lack motivation, either to start or complete a task or job (Hussain & Sultan, 2010). Academic procrastination includes neglecting tasks that are considered difficult and uninteresting (Tuckman, 1991), as well as carrying out other activities that have an impact on completing tasks that are not optimal (Wahyuningtyas, Suminarti & Amalia, 2019).

The results of the descriptive analysis also show that male respondents in this study tend to do higher academic procrastination than women. In addition, from the age range of 21-24 years, respondents aged 24 years obtained a mean procrastination score that was greater than other ages. This score indicates that respondents aged 24 years did more academic procrastination than other respondents aged 21-23 years.

Gropel and Steel (2008) found that there was a weak negative correlation between procrastination and female sex ($r = -0.08$). The results of this study indicate that academic procrastination tends to occur in males (Beutel et al, 2006; Gropel & Steel, 2008). Hussain and Sultan (2010) suggest that whatever type of procrastination is carried out, it will still reduce academic performance and lead to an increase in lazy, indifferent, passive, irresponsible and academic stagnant.

3. Other Findings

This study examines comparison of academic distress scores and academic procrastination behavior in students who are working on these based on demographic data. This comparison was conducted to see whether there were scores of academic distress and procrastination in the two groups of respondents. Demographic data include gender, age and generation of research respondents. All tests were carried out by SPSS version 26.0, and the following results were obtained:

- a. Comparison of academic distress scores and academic procrastination by gender, all groups of respondents obtained a significance value (p) > 0.05 , both on academic distress and procrastination scores ($pDA1 = 0.422$; $pPA1 = 0.376$; $pDA2 = 0.249$; $pPA2 = 0.077$). So it can be concluded that there is no significant difference between the scores of distress and procrastination in terms of gender. In the first group of respondents, the highest mean distress score was experienced by women and the highest scores of academic procrastination were experienced by men. Meanwhile, in the second group of respondents, the highest mean scores of academic distress and procrastination were experienced by women.

Table 5. Academic Distress Scores and Academic Procrastination Based on Gender

	Variable	Ages	M	SD	SE	p	
Group 1	Distress Academic	21 years	31,4000	9,45516	2,44131	0,215	
		22 years	30,4805	10,22074	1,16476		
		23 years	33,1591	8,73630	1,31705		
		24 years	34,5000	9,25963	1,74991		
	Academic Prokrastination	21 years	28,6667	9,41630	2,43128	0,871	
		22 years	28,8442	8,02966	,91506		
23 years		28,4545	7,18025	1,08246			
24 years		30,0357	8,49611	1,60561			
Group 2	Distress Academic	21 years	31,43	9,134	1,905	0,090	
		22 years	22,38	10,256	2,564		
		23 years	30,43	7,460	1,994		
	Academic Prokrastination	21 years	25,00	8,301	1,731		0,386
		22 years	24,19	8,118	2,029		
		23 years	21,29	7,290	1,948		

b. Comparison of academic distress scores and academic procrastination based on age, both groups of respondents got a score of academic distress and procrastination obtained a significance value ($p > 0.05$) ($pDA1 = 0.215$; $pPA1 = 0.871$; $pDA2 = 0.09$; $pPA2 = 0.386$). From this significance value, it can be concluded that there is no significant difference between distress and procrastination scores based on age. In the first respondent group, the highest mean score of academic distress and procrastination was at the age of 24 years. Meanwhile, in the second group of respondents, the highest mean score of academic distress and procrastination was at the age of 21 years.

Table 6. Academic Distress Scores and Academic Procrastination Based on Ages

	Variable	Academic Year	M	SD	SE	p	
Group 1	Academic Distress	2015	35,5882	9,74717	2,36404	0,186	
		2016	33,0000	7,49933	1,47074		
		2017	31,2397	9,98501	,90773		
	Academic Prokrastination	2015	31,5882	8,32210	2,01841		0,261
		2016	27,5385	7,44167	1,45943		
		2017	28,8512	8,00485	,72771		
Group 2	Academic Distress	2018	27,48	8,729	1,621	0,442	
		2019	29,58	11,025	2,251		
	Academic Prokrastination	2018	24,52	7,845	1,457		0,462
		2019	22,88	8,237	1,681		

c. Comparison of academic distress scores and academic procrastination by academic year, both groups of respondents obtained a score of academic distress and procrastination obtained a significance value ($p > 0.05$) ($pDA1 = 0.186$; $pPA1 = 0.261$; $pDA2 = 0.442$; $pPA2 = 0.462$). From this significance value, it can be concluded that there is no significant difference between academic distress scores and academic procrastination based on the respondent force. In the first group of respondents, the highest mean distress score and academic procrastination were in the 2015 academic year. Meanwhile, in the second group of respondents, the highest mean distress score was in the 2019 academic year and the highest academic procrastination was in the 2018 academic year.

Table 7. Academic Distress Scores and Academic Procrastination Based on Academic Year

	Variabel	JK	M	SD	SE	p	
Group 1	Academic Distress	Male	30,9000	9,17019	1,44993	0,422	
		Female	32,3145	9,82147	,88199		
	Academic Prokrastination	Male	29,9000	7,39646	1,16948		
		Female	28,6129	8,14973	0,73187		
Group 2	Academic Distress	Male	27,26	10,223	1,753	0,249	
		Female	30,53	8,847	2,030		
	Academic Prokrastination	Male	22,32	8,249	1,415		0,077
		Female	26,37	6,970	1,599		

CONCLUSION

Based on the results of data analysis and research discussion, it can be concluded that the hypothesis proposed in this study is accepted, namely that there is a positive and significant influence between academic distress and academic procrastination on students who are preparing their thesis, final project, or final project. The positive correlation between academic distress and academic procrastination is included in the sufficient category, indicating that the higher the level of academic distress felt by students, the higher the tendency to do academic procrastination. Based on additional findings, it is known that there is no significant difference in academic distress scores and academic procrastination in

students who are working on their thesis, assignment or final project in terms of gender, age, and academic year.

The students who are preparing their thesis, final project, or final project, are always learning to identify things that have the potential to become academic stressors so that they can minimize the distress that leads to academic procrastination. In addition, students also need to pay more attention to other variables that have the potential to affect academic procrastination, such as smartphone addiction, self-esteem, self-efficacy, self-control, self-adjustment, stress management, and coping strategies.

SUGGESTION

Based on the research results, some approaches can be taken, including:

1. Efforts to promote a pattern where all indicators intersect with the pattern of services provided can be carried out measurably and systematically according to the results of the indicators in the Cartesian diagram.
2. Re-identify the priority of improving the promotion pattern, where the food and beverage industry players in the city of fence nature must reduce the distance between reality and consumer expectations.
3. Re-identify the resources owned in terms of human resources and financial side on variables that are not a priority for improving the promotion pattern.

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