

## **The Relationship of Adversity Quotient and Academic Stress To Students' Academic Procrastination Behavior in Compiling a Thesis**

**Zahralula Fadia Aldany<sup>1</sup>, Asri Rejeki<sup>2</sup>**

**<sup>1,2</sup>Psychology, University Muhammadiyah Gresik**

**Email: zhrfdia@gmail.com, asrirejeki@umg.ac.id**

### **ABSTRACT**

This study aims to determine the relationship of adversity quotient and academic stress to students' academic procrastination behavior in compiling a thesis. The research subjects were 120 students of the Faculty of Economics and Business, University of Muhammadiyah Gresik. The sample technique used is purposive sampling. The approach used in this study is quantitative method. In this study, researchers used 3 (three) types of scales, namely the adversity quotient scale, academic stress scale, academic procrastination scale. The data analysis technique used in this study is a multiple linear regression analysis technique. Various problems can arise in a student in the implementation of his academic activities, the many demands that must be met, poor time management and unfinished coursework. Conditions like this according to Sarfino (2006: 61) are predicted to trigger stress in students if they are unable to meet these demands. Stress events vary depending on how the individual responds to the difficulties they face. The existence of adequate Adversity quotient ability helps students not to easily feel stressed in facing various kinds of difficult situations or academic demands that they receive. So that the adversity quotient affects a person's stress level.

**Keywords:** Adversity Quotient; Academic Stress; Academic Procrastination

### **1. INTRODUCTION**

The higher the level of education, the greater the responsibility that must be carried out. When studying at the tertiary level, students will not be separated from lecture activities and complete academic and non-academic obligations and responsibilities. The academic duties that students have, which include lectures, exams, practicums, doing assignments, and thesis. The assignments given can help students to increase understanding of the material presented. In addition to increasing understanding of the material given, assignments can also increase the sense of responsibility to students. The results obtained from academic assignments will also be included in the weight of the student's academic assessment (Teguh & Rustika, 2019)

Students are a group of young people who are studying or studying in higher education. The activities and duties of students as a student are learning, namely learning science, organizing, socializing and learning to be a leader to achieve success in their lives. According to As'ari (2007:14) students are often referred to as a group of scholars and intellectuals who have a heavy responsibility on their shoulders to determine the future fate of the nation. However, various problems can arise in a student in the implementation of his academic activities, the many demands that must be met, poor time management and unfinished coursework. Conditions like this according to Sarfino (2006: 61) are predicted to trigger stress in students if they are unable to meet these demands.

In higher education, there are requirements for graduation to obtain a bachelor's degree, namely by writing scientific papers or what is called a thesis. Thesis is the final project that must be taken by every student who decides on the graduation / insincerity of students. In compiling a thesis, in addition to the ability to understand theory, appropriate research methods, students are also required to have the ability to write scientifically. This can cause psychological impacts in the form of worry, anxiety and fear of failure, all of which are forms of psychological reactions from stressful conditions.

Failure in thesis preparation is also caused by student difficulties in finding thesis titles, difficulty finding literature and reading materials, limited funds, and anxiety in facing supervisors (Riewanto, 2003). One of the problems that students can experience related to academic assignments is that students often procrastinate to do the assignment. A behavior that cannot take advantage of time or procrastinate in doing something is called procrastination. Meanwhile, people who carry out procrastination are called procrastinators (Ghufron & Risnawita, 2012).

There are so many disadvantages and negative impacts caused by procrastination behavior. Health is one of them, when associated with the academic realm, students with procrastination tend to have problems with immunity, more often have flu and cough, digestive problems and insomnia. In addition, procrastination harms oneself and others by shifting the burden of responsibility on others which then generates feelings of regret. Procrastination can also undermine team cohesion at work and personal relationships established (Candra, 2008).

Procrastination that occurs in students is caused by finding it difficult to find titles, subjects, measuring instruments, besides that there are also students who procrastinate because of lack of time management, as for what was conveyed by some students who were having difficulty compiling a thesis "I postpone the thesis because I feel difficult and always revise so that learning motivation decreases" (interview with SN, October 9, 2022). As for those who say "because it is difficult for internships to be difficult for time, whether there are difficulties in finding grand theory and significant other" (interview with LM, October 10, 2022).

Procrastination has many forms of behavior, including ignoring tasks in the hope that they will go away on their own, estimating task-related work or overestimating personal abilities and resources, spending time continuously on games on computers and surfing the internet, deceiving yourself that a moderate or poor appearance is acceptable, replacing essential activities with lower priorities, believing that small, repetitive procrastinations will be painless, dramatizing a commitment to a task rather than doing it, and persevering in only part of the task (University of Illinois Counseling Center in Santrock, 2014).

One of the things that affects academic achievement is the Adversity Quotient (AQ). According to Stoltz (2005) said that adversity quotient is a person's intelligence in facing obstacles or difficulties on a regular basis, helping individuals strengthen their abilities and perseverance in facing the challenges of daily life while sticking to principles and dreams regardless of what is happening. Adversity Quotient is an intelligence that a person has in responding to situations of problems or difficulties in his life. . The adversity quotient is rooted in how individuals feel and connect challenges. Intelligence in the face of adversity has three forms, namely intelligence to build a new conceptual framework for understanding and improving all facets of success, as a measure to recognize responses to difficulties, and a series of tools that have a scientific basis for improving responses to difficulties (Sanusi et al., 2017).

Adversity Quotient (AQ) is considered to strongly support the success of students in completing education. Stoltz (2000) states that there is a relationship between adversity quotient and academic success. If students strive to overcome academic problems and do positive things to solve them with a structured plan then students can improve self-esteem, motivation to work on assignments, and the ability to succeed in academic achievement. In the learning process, students who have a good level of adversity quotient will tend to be able to overcome the difficulties they face, after the various difficulties that come their way can be resolved, students must be able to be consistent and focus on completing the thesis (Panni, 2016). This is in line with the results of Kardila's research (2011), which states that there is a relationship between adversity quotient and academic procrastination. The higher the adversity quotient value, the lower the academic procrastination that students have, and conversely the lower the academic procrastination, the higher the adversity quotient

According to Olejnik and Holschuh academic stress is a response that individuals elicit, due to too many demands and tasks to be done. Academic stress consists of four aspects, namely thinking, behavior, feelings and body reactions. In the thinking aspect of the symptoms caused such as difficulty concentrating, forgetting something, fear of failure and anxiety about the future. From the behavioral aspect stress can give rise to behaviors of withdrawing, crying for no reason, as well as sleeping and eating irregularly. Based on the emotional aspect, individuals will experience feelings of irritability, moodiness, anxiety, and feeling fear. Meanwhile, the body's reaction will cause reactions such as increased heart rate, fatigue, prone to pain, and headaches.

Stress events vary depending on how the individual responds to the difficulties they face. The existence of adequate Adversity quotient ability helps students not to easily feel stressed in facing various kinds of difficult situations or academic demands that they receive. So that the adversity quotient affects a person's stress level.

Based on the background above, this study aims to determine the relationship between adversity quotient and academic stress on student academic procrastination behavior in compiling a thesis in Muhammadiyah Gresik University students.

## **2. METHOD**

This research uses quantitative methods using purposive sampling techniques. The hypothesis in this study is the relationship between adversity quotient and academic stress to the behavior of student academic procrastination in compiling a thesis . Data collection is carried out using a likert scale which will be spread using a questionnaire. The data analysis technique uses multiple linear regression which aims to determine the relationship between adversity quotient and academic stress to student procrastination behavior in compiling a thesis.and previously a normality test was carried out using a one-sample kolmogrov smirnov test using spss 26.0 this data analysis technique uses spss (statiscal product service solution) 26.0 windows.

### 3. RESULT & DISCUSSION

#### A. Procrastination

Ferrari, et al. (in Ghuftron and Risnawita, 2014 : 168-159) argues that the characteristics of academic procrastination are delays in starting or completing work on the task at hand, delays in working on tasks, time gaps between actual plans and performance and performing other activities that are more enjoyable than doing tasks to be done. In order to complete the tasks given on time, each student should have good time management.

##### a) *Aspects*

Aspects of procrastination according to Ferrari, Jhonson and McCown (Guftron & Risnawati, 2010) there are several aspects of academic procrastination behavior, including:

- Delay to start and complete the task.

That is, a person who performs procrastination knows that there is a task to be completed. However, he would procrastinate working on it thoroughly if he had started working beforehand.

- Delays in working on tasks.

A person who performs procrastination will take a longer time to complete the task. Procrastinators tend to make excessive preparations in doing the task so that there will be a delay in completing it. In addition, procrastinators tend to do other things that are not needed and do not consider time, so the task is too late to do.

- Time gap between plan and actual performance.

A person may manage the time to do their own tasks, but individuals who perform procrastination often make mistakes in managing time, so they are not resolved according to the predetermined time.

- Do fun activities.

A procrastinator will deliberately not do his work that should be done. The procrastinator will fill the time he should be working on tasks by doing things that he thinks are more enjoyable, such as reading, playing, traveling, and so on.

##### b) *Factors Affecting Academic Procrastination*

Ferrari, et al (1995), Rizvi, et al (1997), Bruno (1998) and Wulan (2000) there are two main factors that influence procrastination, namely

1. Internal factors are factors derived from individuals that contribute to procrastination behavior which includes physical and psychological factors.
2. External factors, namely factors that come from outside the individual can be over-loaded tasks that demand almost simultaneous completion (Bruno,1998). This will be aggravated if the environment is conducive to forming procrastination (Rizvi, et al, 1997).

## **B. Adversity Quotient**

Adversity Quotient according to Paul Stoltz (2007) is a person's ability to face problems and stress in his life. The Adversity Quotient has a huge influence in a person facing the problems of his life. Stoltz (2007) defines the adversity quotient (AQ) in three forms: first, the adversity quotient as a framework concept that is new in understanding and elevating all parts of success. Second, adversity quotient is a measurement of how a person responds to adversity. Third, adversity quotient as a tool based on scientific research to improve a person's ability to respond to a difficulty. Dimensions in the Adversity Quotient.

### **a) Dimensions of Adversity Quotient**

Stoltz mentioned that Adverstiy Quotient has abilities consisting of 4 (four) dimensions, namely:

1. Control

Dimension is a person's control to feel an event that causes difficulties in his life.

2. Origin and Ownership

The Origin dimension is how the individual process recognizes who or what is the origin of difficulties and to what extent the individual recognizes the consequences of those difficulties. The Ownership dimension is a dimension related to the aspect of individual responsibility when the difficulty occurs

3. Reach Dimension

Reach is a dimension related to the aspect of the extent to which difficulties occur in an individual's life

4. Endurance Dimension

Endurance is a dimension related to the individual's estimate of duration of difficulty and the cause of the difficulty occurs

## **C. Academic Stress**

Lazarus & Folkman (1984) posit that stress is a feeling of distress due to the tension of the individual with the environment which is considered harmful and threatens health. The stress experienced by students is called academic stress. This condition is caused by increased academic pressure, education system, and excessive tasks which affect thinking processes, physique, emotions, and behavior (Azmy, Nurihsan, & Yudha, 2017; Barseli et al., 2020; Reddy & Karishmarajanmenon, 2018). Therefore, individuals who experience symptoms of academic stress must have control so that things do not get worse during a pandemic that has not yet subsided. As Alvin (in Eryanti, 2012: 120) revealed that academic stress is caused by several factors, namely: internal factors that include: mindset, personality, beliefs, and external factors consisting of pressure to perform high, social status drive, denser lessons, and parents racing each other.

### **a) Aspects**

Sarafino and Smith (2014) mention four aspects of stress, including: 1) Physiological, that is, biological reactions that arise due to the presence of threatening or dangerous conditions. For example, trembling, cold sweats, dizziness, heart beating fast, difficulty breathing, frequent urination, feeling weak, esophagus feeling dry and nauseous. 2) Psychological emotions, that is, psychological symptoms that are felt when a person is experiencing stress. Symptoms include anxiety, irritability, irritability, anxiety, depression, nervousness, sadness and excessive feelings of guilt. 3) Cognitive psychology, which is a disorder in the

functioning of thinking, including difficulty concentrating, easy forgetting, inability to make decisions, worrying about something uncertain about the future, in the form of feeling threatened, imagining something scary, difficult to communicate, worrying about unimportant things, and fear of bad judgment. 4) Psychological behavior, namely behavioral disorders that arise due to stress, such as the inability to socialize, disturbances in interpersonal relationships and social roles, such as skipping college, shutting yourself in the room, procrastinating on coursework, fear of meeting lecturers.

***b) Factors Affecting Academic Stress***

- External Factors: 1) Time and money, are resources owned by individuals that can influence the way a person faces stressors, 2) Education, educational background affects the way individuals deal with stressful conditions, 3) Living standards, standards applied to each individual are different from one another, this affects a person facing a stressful state, 4) Social support, is a physical and psychological comfort provided by others with the presence of people around will help these people find alternative ways of coping in dealing with stressors, 5) Stressors in life including major events in life and daily problems, are circumstances that can affect the way a person faces stressful conditions
- Internal Factors: 1) Personality which includes a) Affect, negative affect can affect the condition of stress and pain. b) Personality hardiness (resilient personality), resilient personality includes commitment to oneself, the belief that he can control what happens in life and the ability to change and reform with new activities. c) Optimism, optimism can make a person more effective in dealing with stressful conditions and can reduce risk and pain. d) Psychological control, one's feelings can control stressful conditions as well as help in dealing with stress more effectively, e) Self-esteem, can be a moderator between stress and pain. f) Coping strategies, Coping or stress coping strategies mean managing difficult situations, strengthening efforts to overcome life's problems and finding ways to overcome or reduce stress levels. There are two types of coping, namely problem-oriented coping and emotional-focused coping.

#### **4. CONCLUSION**

This study aims to determine the relationship of adversity quotient and academic stress to students' academic procrastination behavior in compiling a thesis. The research subjects were 120 students of the Faculty of Economics and Business, University of Muhammadiyah Gresik. The sample technique used is purposive sampling. The approach used in this study is quantitative method. In this study, researchers used 3 (three) types of scales, namely the adversity quotient scale, academic stress scale, academic procrastination scale.

## REFERENCES

- Amelia Solikhah, W. (2021). Hubungan Antara Adversity Quotient dengan Stres Akademik Pada Peserta Didik Smp Muhammadiyah 9 Boarding School . *Academia Open* .
- Amy Noerul Azmy, A. J. (2017). Deskripsi Gejala Stres Akademik dan Kecenderungan Pilihan Strategi Koping Siswa Berbakat. *Indonesian Journal Of Educational Counseling* , 197-208.
- Della Tri Damayanti, A. M. (2020). Strategi Koping Siswa dalam Menghadapi Stres Akademik di Era Pandemi Covid-19 . *Journal of Multidisciplinary Studies* .
- Fauziah, H. H. (2015). Faktor - Faktor yang Mempengaruhi Prokrastinasi Akademik pada Mahasiswa Fakultas Psikologi UIN Sunan Gunung Djati Bandung. *Jurnal Ilmiah Psikologi* , 123-132.
- Masitoh, D. T. (2020). Strategi Koping Siswa dalam Menghadapi Stres Akademik di Era Pandemi Covid-19 . *Journal of Multidisciplinary Studies*.
- Miftahul Hasanah, Z. I. (2016). Hubungan antara Prokrastinasi Akademik dengan Perilaku Mencontek pada Siswa SMK "X" Yogyakarta. *Jurnal Psikologi Integratif*, Halaman 128-137.
- Putri Hairiyah, A. R. (2022). Adversity Quotient dan Stres Akademik pada Mahasiswa Skripsi Fakultas Psikologi Universitas Negeri Makassar . *Sultra Educational Journal (Seduj)* , 10-17.
- Supriyadi, N. N. (2015). Efikasi Diri dan Dukungan Sosial Dosen Pembimbing Skripsi pada Prokrastinasi Akademik Mahasiswa Universitas Udayana . *Jurnal Psikologi Udayana* , 100-112.
- Tesa N. Huda, A. M. (2018). Pengaruh Adversity Quotient terhadap Prestasi Akademik Mahasiswa Angkatan 2013 Fakultas Psikologi UIN SGD Bandung. *PSYMPATHIC : Jurnal Ilmiah Psikologi* , 115-132.
- Wildani Khoiri Oktavia, R. F. (2019). Faktor-faktor yang mempengaruhi stres akademik . *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan* , 142-149.
- Azmy, A. N., Nurihsan, A. J., & Yudha, E. S. (2017). Deskripsi Gejala Stres Akademik dan Kecenderungan Pilihan Strategi Koping Siswa Berbakat.
- Barseli, M., Ifdil, I., Mudjiran, M., Efendi, Z. M., & Zola, N. (2020). Pengembangan Modul Bimbingan dan Konseling Untuk Pengelolaan Stres Akademik Siswa. *Jurnal Konseling Dan Pendidikan*, 8(2), 72–78. <https://doi.org/10.29210/141700>
- Stoltz, G.P. (2000). *Adversity Quotient (Mengubah Hambatan Menjadi Peluang)*. Jakarta : Gramedia Widiasarana
- Surijah, E.A & Tjundjing, S. (2007). Mahasiswa versus tugas: prokrastinasi akademik dan conscientiousness. *Anima, Indonesian Psychological Journal*. 22(4), 342-374
- Sarafino, E.P., & Smith, T.W. (2014). *Health psychology biopsychological interactions*. Amerika : Wiley.