

The Influence of Stress and Resilience on Procrastination in Adolescents

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ABSTRACT: Procrastination in adolescents does not happen immediately like me, there are several factors that trigger procrastination, including stress and resilience. This study aims to find out whether stress and resilience have an influence on procrastination. The type of research in this research is quantitative using a descriptive research design. The results of the study stated that stress and resilience can affect procrastination by 4.8%, which means that these two variables have very little effect on procrastination. While the significance value is $0.60 > 0.05$, which means it is not significant. Specifically, there is a low negative correlation between stress and resilience ($r = -0.017$), meaning that the higher the individual's resilience, the lower the stress level. There is a strong positive correlation between stress and procrastination ($r = 0.202$), meaning that the higher the individual's stress level, the higher the procrastination. In addition, procrastination was found to have a small positive correlation with resilience ($r = 0.081$), meaning that high resilience in individuals can make individuals procrastinate, but with a small percentage. It can be concluded that there is an insignificant effect between stress and resilience on procrastination, which is 4.8% which tends to be small.

KEYWORDS: Procrastination; Resilience; Stress

INTRODUCTION

Teenagers are assets of the nation, religion and state. Teenagers are future leaders who will take control of human life both from the economic, political, religious and all aspects of life. In the opinion of Santrok (2003) adolescents are at the age of 12-23 years where at that age individuals enter a period of transition from adolescence to adulthood.

According to Ferrari (1995) procrastination is a tendency that is owned by individuals in the form of delaying behavior to complete tasks and preferring to do other activities that hinder task completion. Procrastination has the potential to attack various aspects of life such as work and academics regardless of age range such as teenagers (Sandra, 2013).

Procrastination in adolescents does not just happen, there are several factors that trigger procrastination to occur, namely stress and resilience. Stress is a condition in which an individual is unable to adapt to existing demands resulting in physical, psychological, emotional tension and can result in changes in behavior (Indria et al., 2019). Meanwhile, resilience can be understood as an individual's ability to adapt or survive in the face of stressful and difficult conditions (Missasi & Izzati, 2019).

According to Pertiwi's (2020) research on the Effects of Academic Stress and Time Management on Procrastination, there is a favorable correlation between stress and procrastination, which means

that the greater the level of academic stress, the greater the level of academic procrastination which takes place, and vice versa, the lower the level of academic stress, the lower the level of academic procrastination that occurs. According to Bakri's research (2021) on the Effects of Academic Stress and Smartphone Addiction on Procrastination, there is a significant connection between stress and procrastination.

Najla's research (2020) concerning the Effects of Resilience on Procrastination in Students Working on Thesis in the Middle of the Covid-19 Pandemic shows that there is an influence between resilience and academic procrastination of 20.5%. The resilience coefficient is negative (-0.572), which means that resilience has a negative (opposite) effect on academic procrastination, meaning that the higher the resilience, the lower the academic procrastination.

Based on the data above, there are several factors that can affect procrastination. Both these influences can increase procrastination behavior or reduce procrastination behavior. In previous studies it was stated that stress had a positive effect on procrastination, meaning that the higher the stress, the higher the procrastination. The results of research on resilience state that resilience has a negative effect on procrastination, meaning that the higher the resilience, the lower the procrastination. In previous studies, there were no researchers who examined simultaneously the effects of stress and resilience on procrastination. Therefore researchers want to do research on this topic.

This study aims to determine whether stress and resilience have an influence on procrastination. It is hoped that from this research it will be known how the effect of stress and resilience on procrastination and can be useful for future researchers.

METHODS

The research method adopted is quantitative. Quantitative research is defined as study which concentrates on evaluating hypotheses by quantifying research variables and assessing data using statistical processes (Paramita et al., 2021). A descriptive study design was utilized by the researchers. Descriptive research is a research method that aims to describe and analyze research objects based on facts (Sugiyono, 2015).

A questionnaire was utilized as a data gathering tool in the present study. Questionnaires are a series of questions or comments related to particular subject matter that are presented to respondents in order to obtain research-related data (Syahrurum & Saim, 2014). The type of questionnaire used is a direct questionnaire in the form of a Likert scale which uses questions with a closed nature, namely the answers to the questions given are available, then the respondent gives a checklist of the selected answer options (Sugiyono, 2015).

Participants in this study totaled 117 participants consisting of students and students. The sample approach employed is simply random sampling. Simple random sampling is a method of collection that gives each member of the population an equal chance of being chosen as a sample (Paramita et al., 2021).

The researcher used an instrument in the form of a direct questionnaire with closed questions, namely in the form of questions or statements prepared by providing a choice of answers so that the respondent only had to choose an answer from the answers provided (Sugiyono, 2015). The form of the questionnaire used in this study is the Likert scale. The Likert scale is a scale used to measure perceptions, attitudes of individuals or groups related to social phenomena (Pranatawijaya et al., 2019).

Researchers used the stress instrument developed by Wibowo (2017). This instrument has 21 questions derived from 3 indicators (depression, anxiety and stress). The following are examples of question items "I find myself easily irritated", "I find it difficult to calm down", "I feel sad and depressed". This instrument uses four scales from never = 0 to very often = 3. The higher the score,

the higher the indication of stress experienced by the participants. Cronbach's alpha stress instrument in this study was .861.

Researchers used a resilience instrument developed by Ulandari (2021). This instrument has 25 questions derived from 5 indicators (equanimity, persistence, independence, balance and existential independence). The following are examples of question items "I can usually look at a situation from various points of view", "when I plan something I will carry it out", "I am a persistent person". This instrument uses four scales from strongly agree = 4 to strongly disagree = 1. The higher the score, the higher the indication of respondent resilience. Cronbach's alpha resilience instrument in this study was .872.

Researchers used the procrastination instrument developed by Kunti Novitasari (2017). This instrument has 23 questions derived from 4 indicators (delays, delays, gaps between plans and performance and implementation of other activities). This instrument consists of favorable and unfavorable questions. The following are examples of favorable questions "I often turn in assignments late", "I choose to surf social media instead of doing assignments" and unfavorable questions "I feel worried if there are assignments that haven't been done", "I did my assignments long before the collection time arrived". This instrument uses four scales, namely strongly agree to strongly disagree. Scoring for favorable questions is from strongly agree = 4 to strongly disagree = 1. Scoring for unfavorable questions is from strongly agree = 1 to strongly disagree = 4. The higher the score, the higher the indication of procrastination in the participants. Cronbach's alpha procrastination instrument in this study was .826.

The data analysis method used is a statistical method with descriptive analysis techniques (Sugiyono, 2015). Researchers used two criteria to carry out a linear regression analysis, namely the residual or error test must be normally distributed (Hair et al., 2019), and a multicollinearity test (Paramita et al., 2021). To perform a linear regression analysis, researchers used the SPSS.16 application.

RESULTS AND DISCUSSION

Results

The authors performed two assumption checks prior to completing a descriptive analysis, comprising Pearson's correlation and multiple linear regression, including the normality test and Variance Inflation Factors (VIF). The residual data is normally distributed, according to the results of the normality test (see figure 1). Meanwhile, the VIF value discovered is less than 10 (see table 3), indicating that no multicollinearity exists.

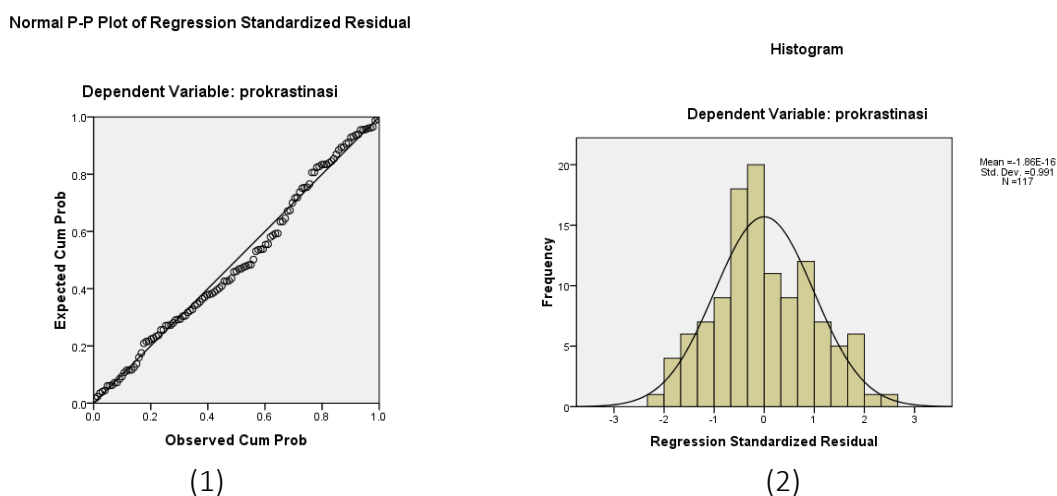


Figure 1. P.P Plot (1) and Histogram (2) residual normality test results

Table 1. Respondent characteristics

Variable	N
Gender:	
<i>Male</i>	36
<i>Female</i>	81
Residence:	
<i>Countryside</i>	14
<i>Urban</i>	7
<i>Rural</i>	93
<i>Outback</i>	3
Education:	
<i>Junior High School</i>	77
<i>Senior HighSchool</i>	0
<i>College</i>	40

Based on Table 1, the total number of respondents was 117 consisting of 36 men and 81 women. Of the 117 respondents, there were 77 junior high school students and 40 university students. There are 14 respondents who live on the outskirts of the city, 7 respondents in urban areas, 93 respondents in rural areas, and 3 respondents in rural areas.

Table 2. Pearson Correlation

Variable	1	2	3
1 Resilience	.1	.081	-.017
2 Procrastination		.1	.202
3 Stress			.1

According to the Pearson correlation test results, there was no significant relationship between stress and resilience and procrastination. There is a low negative connection between stress and resilience ($r = -0.017$), which means that the greater the individual's resilience, the lower the stress level. Stress and procrastination have a strong positive association ($r = .202$), which means that the higher the individual's stress level, the greater the procrastination. Furthermore, procrastination was found to have a modest positive link with resilience ($r = .081$), implying that high resilience in individuals can cause procrastination, but only to a limited extent.

Table 3. regression analysis to determine the effect of stress and resilience on procrastination

Variable	B	SE	B	T	P	VIF
(constant)	16.536	5.167		3.200	.002	
Resilience	.055	.060	.084	.923	.358	1.000
Stress	.199	.053	.204	2.231	.028	1.000

The model regression equation was observed ($f(2, 114) = 2.881, p > 0.05, R^2 = .048$). The model with its predictors explained 4.8% of the procrastination variance. The effect shown between stress and resilience on procrastination is relatively small. Next, table 3 shows that the standardized coefficients show that stress ($\beta = .204, p = 0.28$) and resilience ($\beta = .084, p = .358$) are not significant predictors of procrastination.

Discussion

The purpose of this research is to determine the impact of stress. and resilience variables on procrastination in adolescents. The results showed that stress and resilience can affect

procrastination by 4.8%, meaning that there are other variables that can affect procrastination. While the significance value is $0.060 > 0.05$ which means it is not significant. It can be concluded that there is an insignificant effect between stress and resilience on procrastination, which is 4.8% which tends to be small.

In line with the results of Pertiwi's research (2020) which states that there is a positive effect between stress and procrastination. Likewise, research conducted by Bakri (2021) states that there is a significant effect between stress and procrastination.

Inconsistent research results were found between this study and Najla's research (2020) which stated that resilience has a negative impact on procrastination, which means that the more the resilience, the less procrastination. While the findings of this study indicate a positive influence with a value of $r = 0.081$ which means that high resilience in individuals can lead to procrastination behavior with a low percentage.

Researchers have preconceived notions regarding the differences in findings in this study and previous studies because first, the instruments used are not in accordance with the target participants (Nasution, 2016). Second, because of the large number of questions that cause respondents to feel bored, resulting in biased responses (Natanael, 2021).

Knowing the factors that trigger procrastination behavior can help provide the right solution to reduce procrastination behavior. As it is known that procrastination does not happen automatically. To be able to overcome the behavior of procrastination, we need to know what factors can trigger the behavior of procrastination. This research is useful for counselors to be able to provide appropriate treatment related to procrastination behavior according to the triggering factors.

CONCLUSION

Stress and resilience have a minor impact on procrastination, indicating that they are not major variables in the procrastination inclination. A higher level of resilience is connected with decreased stress, implying that increasing resilience may aid in stress reduction. Stress and procrastination have a significant positive association, meaning that higher stress might lead to more procrastination. Surprisingly, there is a minor positive association between resilience and procrastination, implying that increased resilience can coexist with procrastination to some level. In essence, while stress and resilience are associated with procrastination, their impact is rather minor, indicating the presence of other contributing factors and needing a more complete strategy to successfully understand and solve procrastination.

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