

The relationship between academic procrastination, academic stress, and life happiness of Mahmud Yunus Batusangkar State Islamic University students

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Abstract: *This research aimed to examine the relationship between academic procrastination, academic stress, and life happiness of UIN Mahmud Yunus Batusangkar students. The method employed in this research was the correlational research method. The research population was 110 students in semesters 1 to 8 with high levels of academic procrastination and high academic stress. The data collection technique used a self-report questionnaire and it used a questionnaire as research instrument. The online Google form media was a data collection tool. The Likert scale was the assessment system used in this study. Multiple regression analysis was the data analysis technique, by using the SPSS 25 program in the data analysis stage. (R²) was observed in the multiple linear regression test with a range of 0 to 1. From the analysis, R² had a range of 0.676. The conclusion of the correlation research between academic procrastination, academic stress, and life happiness of UIN Mahmud Yunus Batusangkar students was significant and concrete, expressed through the results of the statistical program for social science R of 0.676.*

Keywords: *academic procrastination; academic stress; life happiness.*

Abstrak: Penelitian ini bertujuan untuk menguji hubungan antara prokrastinasi akademik, stres akademik dan kebahagiaan hidup mahasiswa UIN Mahmud Yunus Batusangkar. Metode yang digunakan adalah korelasi. Populasi penelitian adalah 110 mahasiswa semester 1 sampai dengan 8 dengan tingkat prokrastinasi akademi tinggi, stres akademik tinggi. Kuesioner laporan diri merupakan teknik pengumpulan data yang digunakan. Instrumen penelitian ,menggunakan kuesioner. Media *Google form online* merupakan alat pengumpulan data. *Skala Likert* merupakan sistem penilaian yang digunakan. Analisis regresi berganda merupakan teknik analisis data yang digunakan. SPSS 25 adalah program yang digunakan dalam analisis. (R²) diamati dalam uji regresi linier berganda. Dari 0 sampai 1. Karena R² mempunyai jangkauan. R² memiliki kisaran 0,676. Kesimpulan penelitian korelasi antara prokrastinasi akademik, stres akademik dan kebahagiaan hidup mahasiswa UIN Mahmud Yunus Batusangkar adalah signifikansi, kongkrit, dinyatakan melalui hasil *statistical program for social science R* sebesar 0, 676.

Kata kunci: penundaan akademik; stres akademik; kebahagiaan hidup.

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INTRODUCTION

Education is the key to preparing a nation for the future and making it more competitive in global competition. (Zakaria et al., 2023). Education needs to respond more carefully to changes occurring in society. This response must be driven by the postmodern society. It is undeniable that the advancement and regression of a country is highly dependent on its human resources. (Ardiansyah & Indrawati, 2020).

One of the means to improve human resources is the provision of quality education. Achieving quality education requires a systematic response involving all stakeholders, not only schools and the government, but also the community (Setiawan et al., 2021). In fact, the development of education increasingly requires educational management that utilizes the power of the community.

Self-development can be achieved through education, which is the basic source of social personality (Rahman et al., 2022). To actualize self-development in the field of education, it is possible by improving students' personal skills. Students are often considered to be physically and psychologically mature and well educated in everyday life (Saman, 2019). There are a number of responsibilities and obligations that students must carry out during lecture activities, such as completing academic assignments (Juita et al., 2021).

The phenomenon of procrastination occurs in almost all areas of life. It occurs a lot in the academic environment or school environment, especially among students. Research on procrastination initially occurred in the academic environment, where more than 70% of students procrastinated (Novalyne & Soetjningsih, 2022).

Attitudes towards academic procrastination have increased among students after the COVID-19 pandemic. As explained in research findings (Gracelyta, T., & Harlina, 2021), after the COVID-19 pandemic ended and the face-to-face learning system was reintroduced, many students were late in submitting assignments. In line with this, Sagita, D.D., Daharnis, D., & Syahniar (2017) found that the increase in academic procrastination in students was caused by students who were busy playing with gadgets and postponing homework before the deadline.

The procrastination phenomenon is often found in various universities where quite a number of students claim to have chosen the wrong major which impacts them to go through college without

seriousness, resulting in unsatisfactory results. It seems that even when they are still students, they are not able to manage themselves well (Nazari et al., 2021).

The academic abilities obtained can affect and increase the happiness of students' lives. However, the actual happiness factor for student life is when the academic process can be completed properly (Nugroho et al., 2023). Based on the above statement, it can be concluded that academic ability affects student life satisfaction.

Purwaningsih et al., (2023) states that an important concept in student life is the happiness of life while undergoing education. Satisfaction with academic results is one of the elements of happiness in students. (Novianti & Alfiasari, 2017) In general, student success is influenced by happiness in life, which is an important concept, as it is closely related to student motivation in learning. Pratiwi et al., (2022) states that life happiness refers to cognitive evaluation (satisfaction domain) regarding how well and satisfactorily a person has done things that are considered important throughout his/her life.

Generally, students will be happier with their life when they are successful in their studies. Leisure activities are one of several elements that influence students' life happiness (Agung et al., 2022). This means that students who are happy with their lives can use their free time to study learning material optimally and reduce academic procrastination.

Rahayu et al., (2019) Academic procrastination is a form of delaying formal or academic tasks, such as training or coursework. (Rahmah, 2018) In the US, it was found in a study that 95% of students postpone assignments until the deadline, and 70% of academic procrastination is among the procrastinations committed. (Kartadinata, 2019) The phenomenon of procrastination occurred in East Kalimantan at the Health Polytechnic of the Ministry of Health where students were burdened with the demands of the curriculum, number of credits, and assignments given, which caused most students to procrastinate on assignments from lecturers.

Risdiantoro & Hasanati (2019) Procrastination has been found to be a cause of academic stress. Kyvelou et al., (2023) stated that students' academic stress is related to their life happiness. While student life happiness is related to procrastination (Capan, 2010).

Academic stress is psychological pressure resulting from feelings of frustration related to

academic failure or even ignorance of the possibility of failure (Rahayu et al., 2019). Academic stress is caused by tension, due to academic elements which cause personal misperceptions and affect them at the physical, emotional and behavioral levels. Juhamzah et al., (2018) explained that the stress experienced by students is caused by academic demands and responsibilities. Therefore, it can be said that the cause of stress in students is the burden of academic work (Ulfa et al., 2021). From the results of previous research, it can be predicted that the relationship pattern between academic procrastination and life happiness, but the mediator is academic stress. The reason is there have not been many studies that connect these three variables.

Based on the problem of well-being in student life, the results of previous research estimate that academic stress is a mediator between academic procrastination, the relationship between academic stress, and student happiness. This underlies the importance of conducting research for improvement. This study aims to determine the relationship between academic procrastination, academic stress, and life satisfaction in students of UIN Mahmud Yunus Batusangkar.

METHODS

This type of research was correlational research with a quantitative approach. The population in this study was 110 students at Mahmud Yunus Batusangkar State Islamic University. The characteristics of the research subjects were students from semesters 1 to 8 with high levels of academic procrastination and academic stress. In this research, the data collection technique was using a self-report questionnaire model. The research instrument

used a scale. Data was collected by distributing questionnaires using Google forms.

The Academic Procrastination Scale (APS) measures academic procrastination, and the Academic Stress Scale (ASS) measures academic stress. The Student Satisfaction Questionnaire (CSSQ) were employed to measure students' happiness in life which is an adaptation of data (Risdiantoro & Hasanati, 2019). The Likert scale was the assessment system used in this study. Multiple regression analysis was the data analysis technique used. Data analysis used multiple regression tests where the prerequisite tests have been fulfilled by researchers including normality test, linearity test, heteroscedasticity test, and multicollinearity test. SPSS 25 is the data analysis program used to analyze the instruments' result.

RESULTS AND DISCUSSION

Based on the personal expressions of each student and the results of research regarding the relationship between academic procrastination, academic stress, and student life happiness, 4 choices were given on the Likert scale, which are (SS) Strongly Agree, (S) Agree, (TS) Disagree, and (STS) Strongly Disagree Agree.

In this research, Normality, Linearity, Multicollinearity, Heteroscedasticity, and Multiple Linear Regression between variables X1, X2 and Y were five data testing processes.

Data Analysis Requirements Testing

Normality test

Tests were carried out to check whether the distribution to be analyzed is normal or not (Fahmeyzan et al., 2018). This test was calculated using the SPSS application with a significance level of 5%. Normal data with a 5% significance level is smaller than 0.05. Normal data if the significance value is greater than 0.05 can be seen in the following table:

Table 1. Normality test

N	Mean	X1	X2	Y
		110	110	110
Normal Parameters ^{a,b}	Std. Deviation	47.93	44.37	30.85
	Absolute	5.530	6.985	7.586
Most Extreme Differences	Positive	.071	.075	.076
	Negative	.071	.074	.076
Test Statistic		-.070	-.075	-.074
Asymp. Sig. (2-tailed)		.071	.075	.076
		.200 ^{c,d}	.155 ^c	.151 ^c

According to Table 1, the normality test using the Kolmogorov Smirnov test above showed significant values: Y > 0.05 (0.151 > 0.05) and X1

> 0.05 (0.200 > 0.05) and .05) which formed a resolution that X1, X2 and Y were normally distributed.

Linearity Test

This test was a linearity test analyzed and calculated using the SPSS 25 application. Below

is a table of linearity test results between X1 and Y.

Table 2. X1 and Y Linearity Test

	Sum of Squares	df	Mean Square	f	Sig.
Linearity	17,886	1	17,886	0,400	0,529

Based on table 2, the analysis concludes that the significant value in the F Anova table is

0.529 ($0.529 > 0.05$), thus the two data are linearly related to each other.

Table 3. X2 and Y Linearity Test

	Sum of Squares	df	Mean Square	f	Sig.
Linearity	337.006	1	337.006	3.022	.086

Based on table 2, the analysis concludes that the significant value in the F Anova table is 0.086 ($0.086 > 0.05$), thus the two data are linearly related to each other, although with a weak relationship.

Multicollinearity Test

A good form of regression is with no correlation or free from symptoms of

multicollinearity. Variance inflation factor (VIF) and tolerance were used as a basis for considering whether or not multicollinearity occurred in the type of regression. If the VIF number is > 10 or tolerance < 0.10 , it can be explained that multicollinearity does not occur. The following are the test results.

Table 4. Multicollinearity Test.

	B	Std. Error	Beta	T	Sig.	T	VIF
1	(Constant)	-8.396	5.391		-1.558	.122	
	Academic Procrastination	.173	.099	.126	1.746	.084	.967
	Academic Stress	.697	.079	.642	8.863	.000	.967
							1.035

In Table 4, the coefficients indicated a narrow data range where the number of standard errors was smaller than 1, hence $X1 = 0.099$ and $X2 = 0.079$ indicated that both variables were smaller than 1. The number of beta coefficients is less than 1, of the results $X1 = 0.126$ and $X2 = 0.642$. In addition, the tolerance values of X1, X2 > 0.10 ($X1 \ 0.967 > 0.10$ dan ($X2 \ 0.967 > 0.10$) resulted in a narrow data range which means that multicollinearity was not detected.

Heteroscedasticity Test

Based on research results (Setiawati, 2021), the heteroscedasticity test was carried out to see in a form of regression whether differences in variants arise from one study to another. The Glejser test was used to see heteroscedasticity with the condition if the significance number $> \alpha = 0.05$ then there was no heteroscedasticity. The test result is as follows

Table 5. Heteroscedasticity Test

	B	Std. Error	Beta	T	Sig
1	(Constant)	8.444	3.411	2.476	.015
	Academic Procrastination	-.040	.063	-.062	.530
	Academic Stress	-.051	.050	-.100	.308

In connection with the table above, the heteroscedasticity test using the Glejser test showed that there was no heteroscedasticity,

where $X1 > 0.05$ ($0.530 > 0.05$) and $X2 > 0.05$ ($0.308 > 0.05$). In the conclusion, there was no heteroscedasticity occurring in $X1$ and $X2$.

Table 6. Multiple Linier Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
X1, X2	.676 ^a	.458	.447	5.639

The totality regression coefficient (R^2) value was observed in the multiple linear regression test. Since R^2 has a range of 0-1, if R^2 value approaches 1, it means that the independent variable can interpret the dependent variable better. If R^2 is close to 0, it means that the independent variable has a low impact on the dependent variable. The relationship between academic procrastination, academic stress, and life happiness of UIN Mahmud Yunus Batusangkar students was significant and clear, proven by the statistical value of the program for social science R of 0.676.

Based on the research results, it was found that there was a negative relationship between academic procrastination and student life satisfaction. This means that the longer the level, the more academic procrastination occurred. Satisfaction with student life decreased if the level of academic procrastination decreased. This will increase satisfaction with student life.

The results of this research are consistent with the research conducted by Ozer, BU (2011) stating that students who do procrastination have lower happiness in life compared to students who do not. Further research conducted by Rusmaini et al., (2021) had confirmed that the less you procrastinate, the higher your life satisfaction will be.

Students in Batusangkar City are generally considered to be less likely to engage in academic procrastination. There were low academic stress and high happiness in student life. These results indicated that Batusangkar City is suitable as a study location because students can still attend lectures. Based on observations, universities in Batusangkar City are good places to study because they offer learning opportunities for students.

Academic procrastination does not only affect life happiness, but there are also more complex things that are also affected. Academic procrastination caused by weaknesses in regulating participation in academic activities can reduce academic self-efficacy (Paramithasari et al., 2022). Academic procrastination can also

affect academic achievement (Jauhar et al., 2022), anxiety (Ubaidillah Ferza Gautama1, 2022), self-concept (As, 2021), and self-control for success (Devayanti et al., 2022).

There is no difference between male and female students in terms of treatment of academic procrastination and academic stress. This is line with the research conducted by Astuti et al., (2021) which found that there is no difference in procrastination and academic stress between male and female students because there is the same learning contract between students.

CONCLUSION AND SUGGESTION

This research was conducted to prove the correlation between academic procrastination, academic stress, and life happiness of UIN Mahmud Yunus Batusangkar students. The results of the normality test showed that the data was normally distributed. The results of the linearity test proved that the three variables were linearly related to each other. The results of the multicollinearity test showed that the data range was narrow, thus multicollinearity was not detected. The results of the heteroscedasticity test concluded that $X1$ and $X2$ do not have heteroscedasticity. From the results of the multiple linear regression test where if R^2 is close to 1 then the data is interconnected, it can be concluded that the correlation between academic procrastination, academic stress, and life happiness of UIN Mahmud Yunus Batusangkar students was concrete significant, indicated by the results of the statistical program for social sciences with R of 0.676.

The limitation of the research was the number of respondents which was only 110 people, which was certainly not enough to describe the real situation. A large part of data collected, from the information provided by respondents, sometimes made surveys unable to reflect the true opinions of respondents. The reason for this was that each respondents may have different beliefs, assumptions, understandings, and other factors such as truth

when filling out their opinions in surveys. Future researchers are advised to take more data samples so that data accuracy of their research can be better. Based on the research results, several suggestions offered by the researcher are as follows.

1. Students who often engages in academic procrastination

Students who have high academic procrastination are advised to make a list of activities every day as a consideration to anticipate academic procrastination habits, so that academic stress does not occur in them which will make them get happiness in life.

2. Future Researchers

This research can guide future researchers who are interested in examining the relationship between academic procrastination, academic stress, and student life happiness. Future researchers may examine the same topic but with a wider population and different locations. Hopefully, the results of this study will be a valuable learning material for their future research.

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