Check for updates

Research Paper

Students' Academic Procrastination in Writing a Thesis Reviewed from Academic Resilience and Grit

Kuncono Teguh Yunanto[1]*, Erdina Indrawati[1], Adi Kristiawan[1], Rr. Dini Diah Nurhadianti[1],
Dewi Syukriah[1], Fara Dwi Andjarsari[1]
[1] Universitas Persada Indonesia Y.A.I, Indonesia

Abstract

Superior human resources determine the progress of a country. Universities are the highest education providers that are expected to produce quality resources. The master's study program is at level 8 of the KKNI (Indonesian National Qualifications Framework). As a conclusion to studies in the master's program, students must write a thesis. Some students experience obstacles in writing their thesis. One of them is that most master students study while working. These two conflicts of interest often lead to academic procrastination, especially in thesis writing. This research examines the role of academic resilience and grit as barriers to academic procrastination. In other words, this research aims to determine the role of the two predictors of academic procrastination. A total of 123 students at a university in Jakarta who were working and randomly selected were involved in this research. This research used three scales, namely the academic resilience scale, grit scale and procrastination scale. The results of data analysis found that the two predictors, namely academic resilience and grit, had a negative role or influence on academic procrastination with R^2 of 0.357 and $p<0.05$. This research also found that grit is the most dominant predictor in negatively influencing academic procrastination.

Keywords *Academic Resilience, Grit, and Academic Procrastination*

INTRODUCTION

Superior human resources determine the progress of a country. Therefore, every country will always strive for the best education for its people to have the desired human resources at every level of education, from basic to higher education. Universities are the highest educational providers and are expected to produce quality resources. The university provides undergraduate study programs up to doctoral study programs. The master's study program is at level 8 of the KKNI (Indonesian National Qualifications Framework). As a conclusion to studies in the master's program, students must write a thesis. Some students experience obstacles in writing their thesis. One of them is that most master's student study while working. These two conflicts of interest often lead to academic procrastination, especially in thesis writing.

Procrastination is the behaviour of delaying important tasks or work. Basically, procrastination can apply to everyone at all levels of education, even those already working. Procrastination is the behaviour of inefficient use of time and behaviour that tends to delay starting work or tasks (Ghufron & Risnawita, 2014). Individuals who procrastinate carry out this delay with full awareness. This is in line with the opinion of Wolters (2003), who says that procrastinators are aware that they are facing important tasks but deliberately postpone them repeatedly, which causes anxiety, discomfort, and also feelings of guilt.

This procrastination behaviour is certainly unproductive behaviour. Even though the work produced was complete, it was certainly not an optimal result because it was rushed. Everyone

should avoid procrastination behavior. Procrastination should be inhibited or at least minimized by behaviour that has a negative influence on procrastination.

Resilience is an individual's ability to respond healthily to trauma (Reivich & Shatte, 2022). Meanwhile, academic resilience refers to this definition as an individual's ability to respond healthily to obstacles experienced in the academic context. Considering that students who are taking a master's study program and are working on a thesis are generally students who are already working, it is not uncommon for role conflicts to occur between work duties and academic duties, namely writing a thesis, not to mention facing rejections by supervisors. Things like this will cause student disappointment and potentially lead to academic procrastination. However, this may be hampered for individuals with high academic resilience.

As with academic resilience, grit has the same potential to negatively influence procrastination. Grit or persistence is the spirit of maintaining long-term desires or goals despite facing various obstacles (Duckworth, 2016). Individuals with high grit will have a strong desire to achieve their goals, in this case, students who are writing a thesis. Students with high grit will not be disturbed by the obstacles they face and will remain focused on completing their thesis.

LITERATURE REVIEW
Academic Procrastination

According to Stell (2007), procrastination is the behaviour of postponing activities that should be done immediately and voluntarily without thinking about the consequences that will be faced when postponing them. The characteristics of procrastination behaviour, according to Burka and Yuen (2008), are (a) preferring to postpone work or assignments, (b) thinking postponing work is not a problem, (c) continuously repeating procrastination behaviour, and (d) difficulty making decisions. According to Ghufron and Risnawita (2014), the factors that influence academic procrastination are (a) Internal factors, namely factors that exist within the individual, including the individual's physical and psychological conditions. (b) External factors exist outside the individual, including parental parenting style and environmental conditions.

Academic Resilience

According to Grotberg (1999), resilience is an individual's ability to assess, overcome, improve, or change themselves from adversity. Meanwhile, according to Corsini (2002), academic resilience is an individual's toughness in facing academic tasks. Aspects of resilience according to Reivich and Shatte (2002) are (a) Emotional regulation, namely the individual's ability to remain calm in stressful conditions; (b) Impulse control, namely the individual's ability to regulate emotions; (c) Optimism. Resilient individuals are optimistic individuals. Optimistic individuals are physically healthier and more productive; (d) Causal analysis, namely the individual's ability to accurately identify the causes of the problems they face so as not to make the same mistakes; (e) Empathy, namely the individual's ability to read instructions from other individuals related to his emotional condition, (f) Self-efficacy, namely the individual's confidence in solving the problems he faces, (g) Reaching out, namely the individual's ability to achieve success.

Even though they experience conflicting roles as workers and students and face several difficulties in writing their thesis, individuals who have academic resilience have the abilities to manage emotions, remain calm, remain optimistic, understand the causes of mistakes made so that they do not repeat the same problems, have confidence and the ability to overcome problems. With these abilities, individuals can overcome all the problems they face so they can remain focused and productive in writing their thesis without engaging in academic procrastination. This aligns with research by Wilks (2008), which found that resilient individuals have good academic performance. This was further emphasized in research conducted by Shinta et al. (2022) which found that there

is a significant relationship in a negative direction between academic resilience and academic procrastination. The same findings were also obtained in research conducted by Rahmatia et al. (2022), who found a negative correlation of -0.75 between resilience and academic procrastination.

Ha1: There is an influence of academic resilience on academic procrastination

Grit

In general, grit can be said to be the fighting spirit that an individual has to achieve goals. Grit is a psychological capacity that can influence an individual's assessment of academic stressors (Lee, 2017). The dimensions of grit, according to Duckworth (2007), are (a) Consistency of Interest, namely the individual's tendency to be able to persist in his goals for a long time; (b) Perseverance of Effort, namely the extent to which the individual tries hard even though he faces various obstacles.

Individuals with high grit will have a greater chance of achieving their goals than those with low grit. This is in line with the opinion of Duckworth and Quinn (2009), who say that grit can predict individual achievement even more than talent. Individuals with high grit will still have a strong desire to keep fighting to achieve their goals regardless of their challenges. Thus, individuals with high grit will not carry out unproductive activities that conflict with their goals, such as procrastination. This is in line with research conducted by Pamuk (2022), which found a negative relationship between academic grit and academic procrastination. This research is also in line with Maghfiroh and Akbar (2021), which found that grit significantly affects academic procrastination in a negative direction.

Ha2: There is an influence of grit on academic procrastination
Ha3: There is an influence of academic resilience and grit on academic procrastination

RESEARCH METHOD

The research used a quantitative approach, namely an associative study which aims to examine the influence of academic resilience and grit on academic procrastination. The sample in this study was 123 master's level students from a university in Jakarta who were writing a thesis and were selected randomly. The research instruments used in this study used two adopted instruments, namely the Academic Resilience Scale (ARS-30) and the short version of the Grit Scale, and one constructed instrument, namely the academic procrastination scale, which was created with a Likert-type scale with five answer choices. The results of the academic procrastination scale trial prove that the scale is constructively valid, with the factor loading for each item being above 0.7 and construct reliability of 0.943. Thus, the academic procrastination scale trial results stated that this instrument was suitable for measuring research data. In accordance with the research objectives, the data analysis method uses regression analysis to see the dominant predictors using regression analysis with the stepwise method.

FINDINGS AND DISCUSSION

Based on the results of data analysis through regression analysis, the following results were obtained:

Table 1. Regression Analysis

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	51.520	0.646		79.737	< .001
H_1	(Intercept)	82.492	5.389		15.308	< .001

Model	Unstandardized	Standard Error	Standardized	t	p
Resilience	-0.115	0.042	-0.244	-2.742	0.007
Grit	-0.462	0.129	-0.320	-3.593	< .001

The results of data analysis to test the first hypothesis obtained β = -0.244 with p<0.05; thus, Ho1 was rejected, so it can be concluded that there is a negative influence of academic resilience on academic procrastination. This finding aligns with research conducted by Rahayu et al. (2023) which found a significant relationship in a negative direction between resilience and academic procrastination while working on a thesis. The same findings between these two studies are expected because they examine academic procrastination in the context of final assignment writing at every level of education.

The results of data analysis to test the second hypothesis obtained β = -0.320 with p<0.05; thus, Ho2 was rejected, so it can be concluded that there is a negative influence of grit on academic procrastination. This finding aligns with research conducted by Purnomo and Rejeki (2024), which found that grit influenced academic procrastination in students who were writing their theses. It is thought that the same results between the two studies are also due to the measurement of procrastination in both in the same context, namely in writing final assignments, even though both have different levels of education. Differences in education levels do not make a difference in research results. This means that the burden of writing a final assignment, which has the potential to cause academic procrastination, is felt by individuals even though they have different levels of education.

The results of data analysis to test the first hypothesis showed R = 0.480; R^2 = 0.231 with p<0.05; thus, Ho3 is rejected, so it can be concluded that there is an influence of academic resilience and grit on academic procrastination. Meanwhile, the stepwise analysis shows that grit contributes to academic procrastination by 18.2%, while resilience contributes to academic procrastination by 4.8%. Thus, grit is the most dominant predictor of the formation of academic procrastination.

CONCLUSIONS

This research found that there is an influence of academic resilience on academic procrastination in students who are writing a thesis, there is an influence of grit on academic procrastination in students who are writing a thesis, and there is an influence of academic resilience and grit on academic procrastination in students who are writing a thesis. Grit is the dominant predictor influencing academic procrastination, namely 18.2%, while academic procrastination contributes 4.8%.

Even though the two predictors examined in this study, namely academic resilience and grit, were proven to be significant, future studies need to carry out research with other predictors, such as motivation, emotional intelligence, and so on, so that more predictors can be identified as related to academic procrastination.

REFERENCES

Burka, J. B & Yuen, L.M. (2008). *Procrastination: Why You Do It, What To Do About It.* New York: Perseus Books.

Corsini, R. (2002). *The Dictionary of Psychology*. London: Brunner/Mazel.

Duckworth, A. (2016). *Praise for Grit: The Power of Passion and Perseverance*. Scibner.

Duckworth, A. L. & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT-S). *Journal of personality assesment, 91*(2), 166-174. https://doi.org/10.1080/00223890802634290.

Duckworth, A., Peterson, C., Matthews, M. D., Kelly, D. R. (2007). Grit: perseverance and passion for

long-term goals. *Journal of personality and social psychology, 92*(6). 1087-1101. https://doi.org/10.1037/0022-3514.92.6.1087.

Ghufron, M.N & Risnawita, R. (2014). *Teori-Teori Psikologi.* Ar-Ruzz Media.

Grotberg, E.H. (1999). *Tapping Your Inner Strength*. Oakland: New Harbinger Publication, Inc.

Lee, W. W. S. (2017). Relationships among grit, academic performance, perceived academic failure, and stress in associate degree students. *Journal of Adolescence, 60,* 148–152. https://doi.org/10.1016/j.adolescence.2017.08.006.

Maghfiroh, N. & Akbar, Z. Y. (2021). Pengaruh Grit dan Motivasi Belajar Terhadap Prokrastinasi Akademik Siswa MTSN 1 Banyumas Dengan Pembelajaran Daring. *Psimphoni*, *2*(1), 39-47.

Pamuk, M. (2022). The Mediator Role of Academic Grit in The Relationship between Academic Procrastination and Academic Self-Handicapping in Adolescents. *International Journal of Contemporary Educational Research, 9*(4), 762-769. https://doi.org/10.33200/ijcer.1091334.

Purnomo, A. & Rejeki, A. (2024). Pengaruh Self-Regulated Learning dan Grit Terhadap Prokrastinasi Akademik Mahasiswa Penyusun Skripsi Universitas Muhammadiyah Gresik. *Jurnal Ilmiah Wahana Pendidikan, 10*(2), 1-13. https://doi.org/10.5281/zenodo.10469234.

Rahayu, S. A., Setyowati, R., & Fitriani, A. (2023). Peran Resiliensi dalam Memediasi Hubungan Antara Persepsi Dukungan Sosial Dosen Pembimbing dengan Prokrastinasi Akademik Selama Mengerjakan Skripsi. *Jurnal Psikologi Teori Dan Terapan, 14*(1), 1–11. https://doi.org/10.26740/jptt.v14n1.p1-11

Rahmatia, Wibowo, M. D., & Sunawan (2022). The Relationship between Resilience and Academic Procrastination seen from Students' Self Compassion. *Jurnal Bimbingan Konseling*, *11*(1). https://doi.org/10.15294/JUBK.V11I1.56121.

Reivich, K. & Shatte, A. (2002). *The Resilience Factor: 7 Essential Skill for Overcoming Life's Inevitable Obstacles.* New York: Broadway Books.

Shinta, D., Fadilah, R., & Murad, A. (2002). Hubungan Resiliensi Akademik dan Dukungan Sosial dengan Prokrastinasi Akademik pada Mahasiswa Angkatan 2015 dan 2016 Fakultas Psikologi Universitas Medan Area. *Journal of Education, Humaniora and Social Science (JEHSS), 4*(3), 1928-1941. https://doi.org/10.34007/jehss.v4i3.978

Stell, P. (2007). The Nature of Procrastination: A. Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure. *Psycological Bulletin*, *133*(1), 65-94. https://doi.org/10.1037/0033-2909.133.1.65

Wilks, S. E. (2008). Resilience Amid Academic Stress: The Moderating Impact Of Social Support Among Social Student. *Advances in Social Work, 9*(2). https://doi.org/10.18060/51.

Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology, 95*(1), 179–187. https://doi.org/10.1037/0022-0663.95.1.179