




COVID-19 Fueling Student Procrastination: Anxiety to Blame?

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Abstract. This study aims to determine the hypothesis of a positive relationship between anxiety and student's academic procrastination in pandemic era. The higher level of student anxiety, the higher level of academic procrastination among students. The study used the subjects of 205 active students who conducted learning during the pandemic. The measuring instrument used is the academic procrastination scale adapted from Tuckman's Procrastination Scale, and anxiety scale adapted from Self-Rating Anxiety Scale. The data analysis method of the study used Pearson's parametric correlation analysis technique with the results is $r = 0.374$ ($p < 0.000$). So the result suggests that the hypothesis of this study is accepted.

Keywords: academic procrastination · anxiety · students · pandemic

1 Introduction

According to WHO (World Health Organization) stipulates that Covid-19 is a global pandemic where its spread is very fast and comprehensive throughout the world. Various things have been done to reduce the impact and prevent the spread from slowing down. One form of the slowdown is in the form of physical distancing or the existence of physical distance to protect the individual's physique. The implementation of long-distance is carried out in various fields, one of which is the limitation on learning.

According to Handoyo's et al. research on students who are undergoing online lectures that with the problems that arise when conducting learning in the midst of the Covid-19 pandemic, one of them is the high level of procrastination in students, namely delaying the work of their assignments [1]. Procrastination behavior is very much found among students, especially in the academic field. Ferarri explains that this procrastination behavior can be in the form of delays due to doing things that are less important, doing other activities that are considered more interesting and fun (for example, surfing social media, chatting with friends, watching Korean dramas, to travel) compared to doing assignments [2]. Other behaviors that reflect procrastination can also be in the form of delays in starting tasks, carrying out other activities, so that there is a perceived

discrepancy between the planned time allocation and the actual length of performance resulting in delays in completing tasks.

Jannah & Muis explains that students actually understand that they have tasks that must be completed and faced. However, they chose to postpone it and will work on it when the collection deadline is approaching. Not only that, according to him, students also admitted that they often postponed their departure time to campus and would leave closer to class entry time. So they will be in a hurry and afraid that it will be too late [3].

However, in reality there are still many students who do not use their time properly. Students also often work on assignments when collection time is approaching so that the process is felt to be less than optimal and they get unsatisfactory grades. The results of these unsatisfactory scores greatly affect student lectures, because this can result in not passing a course and having to repeat it in the next semester so as to reduce the possibility of graduating on time [4].

In the opinion of Jannah & Muis that there are several impacts if academic procrastination behavior is carried out continuously. He also added that this procrastination behavior also gave rise to new problems such as stress, low academic performance, anxiety, inhibiting happiness, panic attacks, and difficulty managing time. So that if not given special attention will make a person lose opportunities and opportunities [3]. Sia-putra & Natalya in his research suggests that the anxiety relationship is one of the factors that influence procrastination. The more anxious the individual is, the more likely the individual will delay the work he has [5].

There are several factors that encourage students to procrastinate according to Patrzek, covers individual personality, competence, affection, cognitive ability, physical health, perception, and learning experience. Personality itself can be in the form of self-image, avoidance, or perfectionism. Meanwhile, competencies possessed by individuals such as self-regulation, time management, to skills in science. Affect can be in the form of anxiety, feeling easily depressed, to frustration. Forms of cognitive abilities such as worry, fear of failure, to irrational beliefs [1].

Based on the description above, the purpose of this study was to test empirically the relationship between anxiety and academic procrastination experienced by students, especially during a pandemic. This research is also expected to be a reference for further research. The purpose of this study was to empirically examine the relationship between anxiety and academic procrastination experienced by students, especially during a pandemic. This research is also expected to be a reference for further research.

2 Methodology

In this study, the authors used active student subjects throughout Indonesia who studied during the pandemic with a total of 205 people. The author shares the Google Form link with students from universities throughout Indonesia with the criteria of being active students who are conducting lectures during a pandemic.

In measuring the academic procrastination variable, the author uses the Tuckman's Procrastination Scale questionnaire method which has been adapted into Indonesian by Arifin [6] and compiled by Tuckman [7]. This scale is used to measure academic procrastination and according to the variables that will be examined by the author. The

choice of this scale is because the Tuckman Procrastination Scale (TPS) is a special scale used to distinguish procrastination behavior among students. Not only that, this scale has also fulfilled the validity and reliability tests so that it can be used to measure academic procrastination. This scale uses a Likert model which has 4 answer choices, namely Very Suitable, Suitable, Not Suitable, and Very Unsuitable. Giving an assessment score using intervals 1–4, a score of 4 for items that are very suitable and a score of 1 for items that are very unsuitable in favorable statements. While a score of 1 for the very suitable item and a score of 4 for the very unsuitable item in the unfavorable statement.

The measurement of this anxiety variable uses the questionnaire method from a scale that has been adapted into Indonesian by Hotijah [8] and compiled by Zung [9]. The preparation of this item refers to the physiological and psychological indicators of anxiety symptoms which refer to the DSM-II. On the Zung Self Rating Anxiety Scale (SAS/SRAS) there are 20 item statements with 15 statements leading to an increase in anxiety and 5 statements leading to a decrease in anxiety. This scale uses a Likert model which has 4 answer choices, namely Very Suitable, Suitable, Not Suitable, and Very Unsuitable. Giving an assessment score using intervals 1–4, a score of 4 for items that are very suitable and a score of 1 for items that are very unsuitable.

3 Results and Discussion

3.1 Description of Participants

Based on the results of Table 1 and Table 2, it can be seen that the male subjects in this study totaled 48 students (23.4%) while the female subjects amounted to 157 female

Table 1. Description of Participants Based on Sex

Classification	Description	Frequency	Percentage
Sex	Male	48	23,4%
	Female	157	76,6%
Total		205	100,0%

Table 2. Description of Participants Based on Year Class

Classification	Description	Frequency	Percentage
Year Class	2017	1	0,5%
	2018	108	52,7%
	2019	48	23,4%
	2020	32	15,6%
	2021	16	7,8%
Total		205	100,0%

Table 3. Hypothetical average value and hypothetical standard deviation

Variables	N	Hypothetical data			
		Mean	Score		SD
			Min	Max	
Academic procrastination	205	61.40	32	94	11.560
Anxiety	205	41.18	20	80	12.702

Table 4. Categorization

Variables	Categorization	Criteria	Frequency	%
Academic procrastination	High	$X < 49,84$	17	8,3%
	Moderate	$49,84 \leq x \leq 72,96$	165	80,48%
	Low	$x > 72,96$	23	11,22%
		Total	205	100%
Anxiety	High	$X < 28,478$	32	15,6%
	Moderate	$28,478 \leq x \leq 53,882$	137	67,1%
	Low	$x > 53,882$	36	17,6%
		Total	205	100%

students (76.6%). The number of students in the 2017 class is 1 person (0.5%), the 2018 class is 108 people (52.7%), The 2019 class has 48 people (23.4%), the 2020 class has 32 people (15.6%), and the 2021 class has 16 people (7.8%). So it can be concluded that the distribution of subjects in this study was dominated by women from the 2018 class.

3.2 Description of Research Data

The results of the descriptive analysis are a form of categorization of each variable. The arrangement of this category is based on the mean hypothetical value. The results of the mean and standard deviation values can be seen as Table 3.

The results of the data categorization of each variable based on the hypothetical mean can be seen as Table 4.

3.3 Hypothesis Testing

This hypothesis test aims to determine whether there is a relationship between the two variables of anxiety and academic procrastination. The author tested this hypothesis using product moment correlation analysis with the help of the IBM SPSS 25.0 for Windows program to test whether there is a relationship between the two variables. In this study, the hypothesis put forward is that there is a positive relationship between

Table 5. Correlation test result

Variables	r	p	Result
Anxiety & Academic procrastination	0.374	0.000	Positive correlation

Table 6. Correlation test result between aspects of variables

Aspects of Anxiety	Aspects of academic procrastination	r	p	Result
Psychological	Wasting time	0.298	0.000	Significant
	Avoiding task	0.368	0.000	Significant
	Blaming others	0.378	0.000	Significant
Physiological	Wasting time	0.243	0.000	Significant
	Avoiding task	0.313	0.000	Significant
	Blaming others	0.347	0.000	Significant

anxiety levels and academic procrastination in students during a pandemic. The results of the correlation test of the two variables are as Table 5.

The results of the correlation analysis show that there is a positive relationship between anxiety levels and academic procrastination. This is indicated by a positive r coefficient of 0.374 which means that the higher the level of anxiety, the higher the level of academic procrastination. Meanwhile, there is a significant relationship in this study with a result of $p\ 0.000 < 0.05$.

3.4 Additional Analysis

Based on the analysis of additional test results, the authors conducted a correlation analysis to see the relationship of each variable aspect. This correlation test uses the product moment correlation technique because the data is normally distributed and linearly related.

Based on the results of Table 6, it can be seen that all aspects of academic procrastination and aspects of anxiety have a positive relationship and fulfill significance with $p < 0.05$.

The next additional analysis is the Independent Sample T-Test different test between academic procrastination and anxiety based on the sex of participants.

Based on the results of the test analysis in Table 7, it can be seen that the academic procrastination table between men and women does not show a significant value because the acquisition of a significance score ($p > 0.05$) is 0.104. Meanwhile, there was also no significant difference in the level of anxiety between men and women with a significance score ($p > 0.05$) of 0.263. The results of the analysis show that the average (mean) score of students who practice academic procrastination is higher for male subjects than for

Table 7. Different test result based on sex

Variables	Mean		N
	Academic procrastination	Anxiety	
Male	62.7083	35.7708	48
Female	61.0064	42.8344	157
p	0.104	0.263	

Table 8. Correlation test result based on sex

Sex	r	p	Result
Male	0.174	0.118	Not significant
Female	0.184	0.011	Significant

Table 9. Different test result based on year class

Year Class	Mean		N
	Academic procrastination	Anxiety	
2018	62.7315	41.2593	108
2019	59.6458	40.1667	48
2020	61.1563	40.6250	32
2021	56.9375	43.5000	16
p	0.086	0.467	

female subjects. Conversely, for the level of anxiety shows that the average score (mean) for women is higher than for men.

Meanwhile, for the results of the analysis in Table 8 it can be seen that there is a positive correlation between academic procrastination and anxiety in female subjects with a significance value of 0.011 ($p < 0.05$) (Table 9).

Based on the results of the different test analysis using One Way Anova, it shows that there is no significant difference in the two variables because both have a significance value of $p > 0.05$. Meanwhile, based on the results of the Force analysis that has the highest similarity score, namely the Class of 2018 with an average value of academic procrastination and an average level of anxiety with a total of 108 students.

3.5 Discussion

This study aims to find out the hypothesis regarding a positive relationship between anxiety and academic procrastination in students during a pandemic. Based on the results of data analysis that was carried out by the authors using the Pearson correlation technique

with the SPSS application, it shows that there is a positive and significant relationship between anxiety and academic procrastination in students during a pandemic. These results show an r value of 0.374 and $p = 0.000$, which means that the higher the academic procrastination, the higher the anxiety tendency. Based on these results indicate that the research hypothesis is accepted and proven.

The author conducted an additional analysis test to determine differences in the level of academic procrastination and anxiety levels based on gender. Based on these results, it shows that there is no significant difference between the two, but for the level of academic procrastination, men have a higher tendency level than women. Meanwhile, female subjects had a higher anxiety tendency even though both were not significant. This is supported by experimental research conducted by Siaputra & Natalya which shows that if individuals feel anxious they tend to immediately do the tasks they have [5]. According to him, individuals who have rules, up to a clear task collection deadline, individuals have a tendency to finish their work immediately so that the level of procrastination is lower. The author also adds a correlation test analysis based on gender. The results of the analysis show that there is a positive relationship between anxiety and academic procrastination in the male sex, although it is not significant. Meanwhile, in the female gender there is also a positive relationship between academic procrastination and anxiety and is of significant value.

Sadock in Papatungan et al. suggested that women have a more sensitive emotional level, so that it can affect their feelings of anxiety [10]. Fahrianti & Nurmina in their research stated that women tend to experience higher levels of anxiety. This is due to the role of hormones and sensitivities that trigger anxiety. Women will also feel more inadequate than men who think more logically so they will focus on the causes of the problems that are happening [11]. Research conducted by Fatmahendra & Nugraha also states that individuals who experience state anxiety and trait anxiety tend to show a moderate to high relationship with procrastination. According to him, although the anxiety triggers for each individual are different, it still shows a significant relationship to academic procrastination [4].

This study also looks at the relationship between the variable aspects. The psychological and physiological aspects of the anxiety variable have a significant relationship with the three aspects of academic procrastination, namely aspects of wasting time, avoiding assignments, and blaming others. Broadly speaking, the two aspects of anxiety are significantly correlated to the three aspects but the aspect of wasting time tends to be lower in correlation. Thus, the presence of aspects of anxiety both physically and psychologically contributes to aspects of the academic procrastination variable.

Sutjipto revealed that most individuals who feel anxious about themselves will take procrastination to avoid tasks that cause them to feel anxious [12]. Research conducted by Fatmarendra & Nugraha explains that the presence of trait anxiety or the tendency for individuals to feel anxious in all situations indicates a strong and significant relationship to individuals in completing their work. Meanwhile, state anxiety or anxiety that arises due to triggers such as lectures, presentations, exams, facing lecturers, and so on also shows a relationship but only at a moderate level [4]. Not only that, according to Steel, procrastination can occur due to negative stimuli, such as avoiding assignments, fear of failure, and mood instability. If the stimulus is not handled properly it will lead to feelings

of ongoing anxiety and ongoing delays in work as well [13]. Solomon & Rothblum also explained that individuals taking action to postpone their assignments can arise from feelings of fear of failure and avoidance of assignments [14].

The next additional analysis is the different test based on the class. There is no significant difference in academic procrastination and anxiety based on class, but there is a difference in the average score (mean) in the 2018 class which has the highest average value on the academic procrastination variable. Meanwhile, in terms of anxiety, the class of 2021 has the highest average value. The existence of these differences is explained in research conducted by Aziz & Rahardjo that students who are in their final year will seek pleasure and comfort so that it takes time to complete their assignments, one of which is the preparation of a thesis. In addition, this pleasure is sometimes considered a reward by students when compiling their assignments in the form of a thesis [15].

Meanwhile, research that has been conducted by Fahrianti & Nurmina explains that new students who are undergoing lectures during a pandemic experience anxiety triggered by various factors such as quite dense activities, feeling tired when taking classes via zoom, grades that are not in accordance with hope, and so on [11]. Based on the results of the data analysis above, there are several limitations in this study, namely the author only examines the factors of academic procrastination in the form of anxiety and does not examine other factors. In addition, the limitations of this study also include demographic limitations in the form of a lack of even distribution of respondents at each university so that the range of respondents in this study is very wide. Therefore, the limitations of this study can be used as learning for further research to make it even better.

4 Conclusion

The conclusion from the results of this study is that there is a positive relationship between academic procrastination and anxiety in students during a pandemic. That is, the higher the level of anxiety, the higher the level of academic procrastination. Vice versa, the lower the anxiety, the lower the level of student academic procrastination during a pandemic.

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