

The Relationship Between *Adversity Quotient* and Student Academic Procrastination

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ARTICLE INFORMATION	ABSTRACT
<p>Article History: Received: 16 April 2025 Revised: 19 July 2025 Accepted: 30 July 2025 Published: 31 July 2025</p> <p>Keywords: Academic Procrastination <i>Adversity Quotient</i> Student</p>	<p>Students are individuals pursuing formal education at universities and are required to complete various academic and non-academic tasks. However, in the process of carrying out these tasks, some students face challenges, such as procrastination, which in psychology is referred to as academic procrastination. This study aims to examine the relationship between <i>adversity quotient</i> and academic procrastination among students at Makassar State University. The sampling method used was accidental sampling, where participants were randomly selected based on specific criteria. This quantitative research involved 270 active students from Makassar State University. Data analysis revealed a correlation between <i>adversity quotient</i> and academic procrastination. The instruments used included an <i>adversity quotient</i> scale (reliability: 0.925) and an academic procrastination scale (reliability: 0.916). Hypothesis testing was conducted using correlational analysis with SPSS version 26.0, yielding an R value of -0.857 and a significance level of 0.000. The results indicate a significant negative relationship between <i>adversity quotient</i> and academic procrastination, meaning that higher adversity quotient scores are associated with lower levels of academic procrastination. This study provides valuable insights for students to build resilience in overcoming academic challenges, thereby reducing procrastination and improving their performance. These findings can serve as a reference for further research in psychological theory development.</p>
<p>Kata Kunci: <i>Adversity Quotient</i> Prokrastinasi Akademik Mahasiswa</p>	<p>ABSTRAK Mahasiswa merupakan individu yang menempuh pendidikan formal di universitas dan dituntut menyelesaikan berbagai tugas, baik akademik maupun non-akademik. Namun, dalam proses melaksanakan tugas, beberapa mahasiswa mengalami masalah, salah satunya adalah melakukan penundaan, yang dalam istilah psikologi disebut sebagai prokrastinasi akademik. Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara <i>adversity quotient</i> dengan prokrastinasi akademik pada mahasiswa Universitas Negeri Makassar. Pengambilan sampel dilakukan dengan teknik <i>accidental sampling</i>, yaitu memilih sampel secara acak sesuai kriteria tertentu. Penelitian kuantitatif ini melibatkan 270 mahasiswa aktif Universitas Negeri Makassar. hasil analisis data menunjukkan adanya korelasi antara <i>adversity quotient</i> dengan prokrastinasi akademik mahasiswa. Alat ukur yang digunakan adalah skala <i>adversity quotient</i> dengan reliabilitas sebesar 0,925 dan Skala prokrastinasi akademik dengan reliabilitas 0,916. Uji hipotesis menggunakan teknik analisis korelasional menggunakan <i>software</i> SPSS versi 26.0 dengan nilai $r = -0,857$ dan hasil signifikansi sebesar 0,000. Hasil penelitian ini menunjukkan adanya hubungan negatif antara <i>adversity quotient</i> dengan prokrastinasi akademik. Hal ini berarti bahwa semakin tinggi <i>adversity quotient</i>, semakin rendah prokrastinasi akademik mahasiswa. Penelitian ini diharapkan memberikan wawasan penting bagi mahasiswa untuk mengembangkan ketahanan dalam menghadapi tantangan akademik, sehingga dapat mengurangi perilaku prokrastinasi dan meningkatkan kinerja akademik mereka. Temuan ini diharapkan dapat menjadi referensi bagi penelitian lebih lanjut dalam pengembangan teori psikologi.</p> <p>This is an open access article under the CC-BY-SA license.</p> 

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1. Introduction

Students are individuals who are pursuing formal higher education. Dahlan (1990) stated that the main characteristic of students is not dependent on others. Students are expected to take the initiative in learning independently, finding learning sources and strategies without being too fixated on rules, supervision, and control from their lecturers. Students are expected to be disciplined in learning and develop independent learning skills to complete their studies with high learning outcomes on time.

According to Azzahra and Alwi (2024), students have obligations and responsibilities that must be fulfilled during the learning process. This includes completing assignments given by lecturers, which usually have a specific time limit. However, in carrying out their duties, some students experience problems, including procrastination. Academic procrastination is the behaviour of procrastinating when completing a task.

Procrastination is deliberately delaying work that the individual wants to do, even though the individual knows that delaying work can have adverse effects (Stell, 2007). Solomon and Rothblum (1984) explained that procrastination can occur in six academic areas: writing, studying, reading, administrative tasks, attending educational meetings, and overall academic performance.

Based on preliminary research conducted using Google Forms, 36 respondents filled it out. It was found that as many as 35 respondents had postponed doing their academic assignments. Some respondents delayed doing academic assignments due to, among others, laziness, an uncondusive work environment, feeling that the time to collect tasks is still long, fatigue with daily life, many non-academic activities, and feeling burdened with tasks that respondents think are heavy.

Of the 35 respondents, 31 experienced a sense of despair in completing academic assignments, felt trapped in a difficult situation, or did not find a way out in solving their problems, felt depressed, lost motivation, were tired, anxious, panicked, and looked for solutions to their problems. To overcome the lack of motivation when doing academic assignments, there were several responses from respondents, including choosing a comfortable workplace, asking friends, reading books, increasing motivation to do academic assignments, pausing for a moment and then working again, finding high-motivated friends, and making their deadlines.

According to (Burka & Yuen, 2008), a person who performs an act of procrastination is influenced by unrealistic assumptions. This happens because the individual feels less confident and cannot produce or complete something. Students must avoid academic procrastination by completing assignments on time, avoiding delays in completing tasks, and following a set schedule. Thus, they can overcome the obstacles and difficulties and achieve the expected results. The ability to deal with problems or obstacles is called *Adversity Quotient* (Hidayat, 2021)

Stoltz (2000) stated that the *adversity quotient* is a concept that can measure an individual's ability to face, overcome, and develop from obstacles and difficulties in life. The *adversity quotient* can support individuals in improving their ability and persistence in facing challenges in life so that they can continue to maintain their principles and dreams without being affected by the situation.

Rosyidah (2021) states that students' academic procrastination rate is lower. Research on Utama Potential University students who are in the process of working on their thesis and working, shows that there is a significant negative correlation between Zuraida and Zuraidah (2017) the *adversity quotient* and academic procrastination behavior, which means that the higher the *adversity quotient*, the lower the academic procrastination behavior of students.

Based on the background of the problem and the results of preliminary research, which explains a relationship between *the adversity quotient* variable and the academic procrastination variable. What distinguishes this study from other studies is the lack of similar research that connects these two variables, namely the *adversity quotient*, with student academic procrastination in doing lecture assignments in general in the city of Makassar. So the researcher is interested in conducting scientific research to find "The Relationship between *Adversity Quotient* and Student Academic Procrastination."

2. Method

Design and Sampling Techniques

This study uses a quantitative survey method. The sampling technique used is non-probability sampling, which is a technique that does not have the same chance in a population (Azwar, 2019). The *non-probability sampling* technique used in this study is *accidental sampling*. The sample criterion in this study is Makassar State University students who still have courses other than a thesis. The sample in this study was obtained using the Lemeshow formula (Lwanga & Lemeshow, 1991). The number of respondents in this study was 270.

Instruments

This study measures Academic Procrastination, referring to the theory of Ferrari et al. (1995), and the *Adversity Quotient* is measured using *the Adversity Quotient Profile* (ARP), referring to *the Adversity Quotient* theory. The Academic Procrastination Scale is an adaptation of Rosyidah in 2021 with an *Aiken's V* validity value of 0.83, indicating a valid scale. The *Adversity Quotient Profile* (ARP) Scale is an adaptation of Rosyidah 2021, with the validity value of the *Adversity Quotient Profile* scale showing a valid scale.

Academic Procrastination Scale

The Academic Procrastination scale trial was conducted on 100 respondents with 28 items. The scale that has been tested is then tested for the discriminating power of items, from the results of *item-rest correlation* using SPSS for Windows, with the results of 2 items that have been lost. The item correlation coefficient score in this study ranges from 0.393 to 0.690. The reliability coefficient of the academic procrastination scale showed *Omega McDonald* as 0.916.

Skala *Adversity Quotient*

The *Adversity Quotient scale trial* was conducted on 100 respondents with 36 items. The scale was then tested for the discriminating power of items, comparing the results of *item-rest correlation* using SPSS for Windows with the results of 4 lost items. The item correlation coefficient score in this study ranges from 0.312 to 0.761. The reliability coefficient of the academic procrastination scale shows *Omega McDonald* as 0.925.

3. Results and Discussion

Descriptive Analysis Results

The subjects studied in this study are students of the State University of Makassar who are still taking courses other than a thesis.

Table 1. Subject Description by Force

Force	N	Percentage
2018	2	1%
2019	4	1%
2020	25	9%
2021	52	19%
2022	92	34%
2023	95	35%
Total	270	100%

Table 1 above shows that of the 270 subjects, the batch with the highest percentage is in the class of 2023, with as many as 95 respondents (35%), while the lowest percentage is in the class of 2018, with two respondents (1%).

Tabel 2. Rata-rata Variabel Penelitian

Variabel	Hipotetik			
	Min	Max	Mean	SD
Academic Procrastination	15	60	37,5	7,5
<i>Adversity Quotient</i>	18	72	45	9

Berdasarkan tabel 2 di atas, menunjukkan bahwa pada Prokrastinasi Akademik menggunakan skor dengan rentang 15 hingga 60, rata-rata 37,5 dan standar deviasi 7,5. Pada *Adversity Quotient* dengan rentang skor 18 hingga 72, rata-rata 45 dan standar deviasi 9.

Tabel 3. Kategorisasi Skor Prokrastinasi Akademik

Interval	Frekuensi	Persentase	Kategori
< 30	106	39,26%	Low
30-45	64	23,7%	Keep
45 <	100	37,04%	Tall
Total	270	100%	

Berdasarkan tabel 3 di atas, menunjukkan bahwa mayoritas responden memiliki tingkat Prokrastinasi Akademik dengan kategori rendah yaitu sebanyak 106 responden (39,26%).

Tabel 4. Kategorisasi Skor *Adversity Quotient*

Interval	Frekuensi	Persentase	Kategori
< 36	0	0,00%	Low
36-54	147	54,44%	Keep
54 <	123	45,56%	Tall
Total	270	100%	

Berdasarkan tabel 4 di atas, menunjukkan bahwa mayoritas responden memiliki tingkat *Adversity Quotient* dengan kategori sedang yaitu sebanyak 147 responden (54,44%).

Hypothesis Test Results

This study hypothesizes a relationship between *Adversity Quotient* and *Academic Procrastination* of students; the lower the Procrastination, the higher the *Adversity Quotient*, and vice versa. The research hypothesis was tested using the SPSS-assisted Spearman test. The results of the hypothesis test are as follows:

Table 5. Spearman-Rho test results

Variabel	Correlation Coefficient	Sig. (2-tailed)
Academic Procrastination <i>Adversity Quotient</i>	-0,857	0,000

Berdasarkan tabel di atas, maka dapat diketahui bahwa hasil uji Spearman menunjukkan bahwa nilai *Correlation Coefficient* kedua variabel sebesar -0,857 dengan nilai signifikansi 0,000 pada 270 responden. Kaidah yang digunakan ($p < 0,05$) maka hipotesis H_a diterima. Maka dapat diketahui bahwa hasil uji Spearman yang dilakukan berarti memiliki hubungan antara kedua variabel karena berkorelasi negatif.

Table 6. Results of the *Spearman-Rho Test* between the dimension of *adversity quotient* and academic procrastination

Variabel	Dimension			
	<i>Control</i>	<i>Ownership & Origin</i>	<i>Reach</i>	<i>Endurance</i>
Academic Procrastination	-0.719	-0.832	-0.724	-0.760

Based on the results of the *Spearman-Rho test*, there was a negative relationship between the four dimensions of the *Adversity Quotient* and the Academic Procrastination variable.

Discussion

Descriptive Overview of Academic Procrastination

The research results show that the mean on the procrastination scale is 37.5, with a standard deviation value of 7.5. Based on the categorization of research data, 100 respondents were included in the high categorization with a percentage of 37.04%, 64 in the medium categorization with a percentage of 23.7%, and 106 in the low categorization with a percentage of 39.26%.

This study's results show that most active students at Makassar State University show relatively low procrastination. These findings align with research by Britton and Tesser (1991), which states that students who can manage time effectively tend to have a smaller tendency to procrastinate. In addition, according to Novianti (Dayantri dan Netrawati, 2023), for students to achieve maximum learning outcomes, they must show diligence in carrying out the learning process and managing time

efficiently. Good time management is considered a key factor in achieving optimal academic achievement.

Individuals who have high levels of anxiety can procrastinate. In contrast, college students with low procrastination usually have reasonable anxiety control. Academic procrastination has a negative impact, one of which is high stress. Students who procrastinate often tend to feel depressed and anxious when facing approaching deadlines (Solomon & Rothblum, 1984)

This study found that some students have a high level of procrastination. According to Ghufro (2010), students are said to have a high level of procrastination if they show delay in starting and completing tasks, are slow in completing work, there is a time gap between plans and actual performance, and prefer to do other activities that are more enjoyable than completing tasks that must be done.

Procrastination among students is a common and frequent phenomenon. According to Ferrari (2010), procrastination is an individual's tendency to delay completing important tasks for various reasons, such as uncertainty, anxiety, or a desire to gain better social recognition. In an academic context, procrastination can appear in many forms, such as delaying the completion of coursework, preparing for an exam, or even conducting research.

Descriptive Overview: *Adversity Quotient*

The data from the research results obtained a *mean value* on the adversity quotient scale of 45 with a standard deviation value of 9. Based on the categorization of research data, 123 respondents were included in the High categorization with a percentage of 45.56%, 147 respondents in the medium categorization with a percentage of 54.44%, and no respondents were in the low categorization. Based on the *Spearman Rho* test between the *dimensions of Adversity Quotient* and the Academic Procrastination Variable, it shows that some students show Adversity Quotient at a moderate to high level. The description of the *adversity quotient* dimension is as follows:

a. Descriptive Overview of Control Dimensions

Based on the results of data grouping, it is known that the control dimension is in the high category, with a percentage of 51.85%. According to Stoltz (2000), individuals with a high adversity quotient are more likely to have firm control over the adverse events they face. The higher a person's control score, the more likely they are to take a more empowered and proactive approach, and are better able to survive challenges and stay focused on their goals. Students who can manage self-control usually avoid academic procrastination behavior and are more likely to achieve the expected academic achievement (Dewany et al., 2023).

b. Descriptive Overview of the Ownership and Origin Dimension

The origin and ownership dimensions in the *adversity quotient* refer to an individual's assessment of the source of the problem they face and their responsibility for the situation. According to Stoltz (2000), individuals with high *adversity quotient* tend to take ownership of their situations, including academic challenges. In the context of academic procrastination, students who clearly understand the origins of their problems tend to be more proactive in addressing the problem.

College students who do not understand the origins of their procrastination often feel trapped in a cycle of procrastination. Research Ferrari (2010). It shows that students who do not clearly

understand the reasons behind their procrastination behavior tend to find it more difficult to change the habit; for example, they may procrastinate an assignment because of the fear of failure. However, without a clear understanding of the source of the fear, they will continue to be stuck in procrastinating behavior.

Students with a high level of *ownership* of their education tend to experience less procrastination. A survey by Van Eerde (2000) found that students who feel responsible for their academic achievement are likelier to complete assignments on time. This shows that *the origin* and *ownership* aspects in *the adversity quotient* significantly impact procrastination behavior.

c. Descriptive Overview of *Reach Dimensions*

Based on the categorization results, it was found that *the reach* dimension was in the medium categorization with a percentage of 62.96%. According to Stoltzz (2000), individuals in the medium category will respond to specific events, where individuals believe that the difficulties or problems they face can be overcome. However, sometimes individuals in the middle category feel that the problems they are facing may have an impact on some part of their lives.

Research shows that college students who feel procrastination can negatively impact other aspects of their lives, such as mental health and social relationships, are more likely to address the behavior. Sirois (2014) states that college students who realize that procrastinating an assignment can lead to higher stress and anxiety tend to be more motivated to complete the assignment on time. This shows that *the reach* aspect in *the adversity quotient* can affect students' attitudes towards procrastination.

d. Descriptive Overview of *the Dimension of Endurance*

Based on the categorization results, it was found that *the endurance dimension* was in the medium categorization with a percentage of 57.04%. According to Stoltz (2000), *Endurance* shows how long an individual can survive in the face of problems. Individuals in the category of responding to bad events and their causes as something that lasts a long time. This will sometimes delay individuals in taking action. Generally, individuals in the medium category can overcome the obstacles they feel capable of facing. However, when faced with obstacles that are difficult for them, they tend to feel weak and abandon those obstacles.

The Relationship of the *Adversity Quotient* Dimension with Student Academic Procrastination

a. The Relationship of the Control Dimension with Student Academic Procrastination

According to Stoltz (2000), the control dimension in *the adversity quotient* shows that students who feel they have *control* over academic situations tend to have a low level of procrastination. When a person has high self-control, they will be able to control actions in behaviors that make them develop better and can also do good time management (Nabila dan Sugiarti, 2023)

Procrastinators tend to have low control, which causes them to delay doing work on time. Conversely, high self-control can help individuals face challenges with effective strategies. People with high control can adjust their responses in the face of challenges (Al-Ghifari, 2024). Students with high *control* will be efficient in managing time and tend to direct actions to important things, being able to manage situations and conditions so that they can allocate their attention to aspects that are more supportive in completing their assignments.

According to Al-Ghifari (2024), Control can refer to the ability of individuals to feel in control of their lives and situations, including the ability to regulate emotions, thoughts, and behaviors according to the goals they want to achieve. Individuals who have high control allow individuals to overcome challenges and stay focused on completing tasks. Research by Steel (2007) suggests that individuals lacking high control are more likely to engage in procrastination. Control is important in lowering procrastination by strengthening the individual's ability to prioritize key tasks and reducing distractions that cause delays and time gaps.

The control dimension is closely related to academic procrastination because individuals who feel they have control over their work are less likely to procrastinate. According to Shaked and Altarac (2022), students can improve academic achievement if they strive to overcome academic problems and do positive things to solve them with a structured plan. Individuals who can manage their time and resources more effectively can reduce the tendency to (Steel, 2007)

b. The Relationship between the Dimension of *Ownership* and *Origin* with Student Academic Procrastination

Stoltz (2000) argues that the dimensions of *origin* and *ownership* in the *adversity quotient* refer to an individual's understanding of the source of the problem and their responsibility in facing challenges. College students who have a clear understanding of the origin of the problem and feel responsible for their actions are less likely to engage in procrastination.

Steinberg (2017) explained that students' beliefs about certain factors that lead to success and failure strongly influence their motivation and perseverance in studying. In contrast, college students who do not understand the origins of their procrastination often repeat this behavior. Research by Ferrari (2010) shows that college students who do not clearly understand the reasons behind their procrastination behavior tend to find it more difficult to change those habits.

Research conducted by Malkoc, Zauberman, and Kivets (2010) revealed that individuals who feel responsible for their academic tasks are likelier to act and complete work on time. These findings are also supported by the results of the study by Sirois (2014), which shows that students who view procrastination as a problem that can be overcome usually have a better success rate in completing their academic assignments.

Ferrari et al. (1995) argue that academic procrastination is often the result of an individual's inability to cope with stress effectively. This is where the *adversity quotient's role comes in*. Stoltz (2000) stated that, individuals who have a high *adversity quotient*, related to the individual's ability to turn obstacles into opportunities, individuals who have a high *adversity quotient*, will be better able to deal with problems related to their tasks.

c. The Relationship of the *Reach* Dimension with Student Academic Procrastination

According to Stoltz (2000), the *Reach* dimension in the *Adversity Quotient* measures the extent to which the impact of a hardship extends to other aspects of a person's life. This dimension assesses whether individuals can limit the influence of difficulties on a particular area, or whether those difficulties affect various other aspects, such as work, personal relationships, or mental health. Individuals with high scores on the *Reach* dimension can keep the impact of difficulty limited to one area without disrupting the overall life balance. In contrast, low-scoring individuals tend to let problems spread to different aspects of their lives, exacerbating the situation and increasing stress.

The *Reach* dimension has a significant impact on academic procrastination. According to Dweck (2006), Students who understand that procrastination can negatively impact their future, including career opportunities and academic achievement, will be more motivated to avoid such behaviors. Goleman (1996) explained that high self-awareness of upcoming actions will cause confidence to be more active in tasks.

Research results, Ferrari (2010), show that college students who are unaware of the impact of procrastination on their lives are more likely to continue to be stuck in a procrastination cycle. They do not realize that they also risk missing out on valuable learning opportunities by constantly procrastinating tasks. This emphasizes the importance of raising awareness about the adverse effects of procrastination.

d. The Relationship of the Endurance Dimension with Student Academic Procrastination

According to Stoltz (2000), the *dimension of endurance in adversity quotient* refers to the ability of individuals to persevere and stay focused on goals despite challenges. Students with strong resilience tend to better cope with academic stress and pressure, thus reducing the tendency to procrastinate. Research by Dweck (2006) shows that individuals with a developed mindset have better resilience and can better cope with academic challenges.

Van Eerde (2000) found that students who found it easy to give up tended to procrastinate more often. The inability to survive adversity causes them to get stuck in a procrastination pattern, thus hindering their academic achievement. According to Ferrari (2010), Students with high resilience can complete their courses of study faster than those who give up quickly. Individuals who have high perseverance are more likely to complete tasks without procrastination, even if they face challenges (Grit (Duckworth et al., 2007)

e. The Relationship of Adversity Quotient with Academic Procrastination

The results of the Spearman-rho hypothesis test showed a significance result of 0.000 and a correlation coefficient value of -0.857. This study's results show a negative relationship between academic procrastination and the *proportion* of students with adverse academic behavior. Some previous studies have shown that college students with a high *adversity quotient* have low procrastination rates. Respondents who have a high *adversity quotient* are known to be more able to cope with stress and be more disciplined in completing tasks.

Adversity Quotient measures an individual's ability to face and overcome difficulties or challenges, including in an academic context. According to Stoltz (2000), the *adversity quotient* can affect how a person responds to difficult situations, impacting their behavior, including procrastination. Academic procrastination, which is defined as a delay in completing academic tasks, is often triggered by a variety of psychological factors, including an inability to cope with stress or challenges (Ferrari et al., 1995)

Christover and Elvinawanty (2020) explain that the Adversity Quotient can protect against procrastination. Students with a high Adversity Quotient are likelier to take responsibility for their assignments and see challenges as opportunities to grow, not as burdens. This suggests that the *Adversity Quotient* can influence students' attitudes and behaviors toward academic assignments, reducing the tendency to procrastinate.

Ginting and Soetjningsih (2023) found that students with higher Adversity Quotient had better ability to deal with academic challenges, so they procrastinated less often. Students who have a high Adversity Quotient can help these students manage their time well, so that they can avoid

academic procrastination. Students who have a high Adversity Quotient tend to be able to understand, face, and overcome the difficulties faced (Damiyati et al., 2023; Mawarni, 2023)

According to Rosyidah (2021), Students who have a high adversity quotient tend to show a low level of academic procrastination, can face challenges during lectures, and complete assignments on time. A person's adversity quotient can be seen from several aspects, one of which is reach. Individuals with high adversity quotient usually do not perceive adversity as an obstacle that interferes with other aspects of their lives. In contrast, for those with a low adversity quotient, one problem often triggers the emergence of another.

A high adversity quotient is also associated with increased self-confidence. When students have confidence that they can overcome difficulties, they are more likely to take action and complete assignments. Ellis and Knaus (2007) suggest that self-confidence can reduce anxiety, which is often the cause of procrastination. Students who feel more confident in completing assignments will procrastinate less and are more likely to take immediate action.

Stoltz (2000) divided individuals facing difficulties into Quitters, Campers, and Climbers. Individuals with a high adversity quotient are at the Climbers level, with high competitiveness, productivity, creativity, and perseverance. A person with a high adversity quotient will be motivated to complete tasks in the lecture process. On the other hand, individuals with a low adversity quotient will easily give up and avoid the task given.

4. Conclusion

Based on the analysis results, this study shows a significant negative correlation between the adversity quotient and academic procrastination among students. These findings indicate that the higher an individual's *adversity quotient* level, the lower their tendency to engage in academic procrastination. In contrast, students who have a *low adversity quotient* are more prone to stress and anxiety, which can ultimately trigger procrastination behavior. This condition shows that resilience in facing difficulties greatly affects students' ability to manage their time and academic responsibilities.

These findings provide valuable insights for educators and academic advisors in developing strategies to improve student resilience. By increasing *the adversity quotient*, it is hoped that the level of procrastination can be reduced, thereby increasing students' overall academic achievement.

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