

Relationship of Emotional Maturity with Procrastination Academics in College Students During the Covid-19 Pandemic

Tika Santika¹, Ismiradewi^{2*}

Faculty of Psychology, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

ismira.dewi@psy.uad.ac.id

ABSTRACT

This study aims to examine the relationship between emotions and academic procrastination. The subjects in this study were undergraduate psychology students in Yogyakarta. This study used a correlational quantitative approach with cluster random sampling technique, a sample of 105 Psychology students. This study used a measuring instrument in the form of a scale of emotional maturity and academic procrastination. This study uses a product moment analysis technique assisted by a computer program Statistical Product and Service Solution (SPSS) version 16.0 for windows. The results of the product moment analysis between emotional maturity and academic procrastination obtained a correlation coefficient of -0.458 with a significance level of 0.000 ($p < 0.01$) which was accepted, meaning that there was a very significant negative relationship between emotional emotions and academic procrastination. The effective contribution of the emotional emotion variable given to procrastination is 20.9%.

Keywords: *academic procrastination, emotional maturity, students*

Introduction

A student is someone who is in the process of gaining knowledge at a tertiary institution. When entering college, students will be faced with various activities, namely learning activities, doing assignments given by lecturers and other activities, it is necessary to be able to manage time (Burhan & Herman, 2019). Students must be able to manage themselves when faced with various tasks that exist both on campus and off campus (Fauziah, 2015). In 2020, Indonesia is faced with the Covid-19 pandemic and all learning is carried out *online*, Rachman and Ririanti (2020) said that online learning is an alternative learning used during the pandemic so that all educators, both lecturers and students in Indonesia, learn *online*.

The online learning is carried out using several applications, namely zoom, google classroom, whatsapp group, and google meet. Engko and Usmany (2020) in their research on online learning for students, revealed that there were several problems or obstacles that occurred during online learning, namely the lack of internet network, the quota provided by the government was very limited, and sometimes material was not delivered so that students do not understand the explanation of the material. So with online learning students must be able to study hard and independently and manage time so that it is useful by prioritizing more important activities so that it can make it easier to adjust to existing conditions properly.

Individuals who can prioritize their learning are individuals who are able to process their education as students. According to Djamarah (2002) revealed that there were some students complaining because it was difficult to arrange a schedule or time that should have been done properly but the time was wasted. This is related to the phenomenon of the student learning



process which is carried out online, a phenomenon that is often found in education, especially for students, namely that it is not uncommon for students to prioritize other activities over doing assignments, often feeling lazy when doing assignments, and some students do assignments when it's close to the collection deadline. Students who do this can be said to have academic procrastination behavior or delaying behavior towards class assignments.

Wicaksono (2017) explains that academic procrastination is the behavior of delaying academic activities such as ignoring assigned assignments, underestimating easy assignments, carrying out other less useful activities, so that this can have a very detrimental impact on students who do it. The causative factors of individuals who carry out academic procrastination are individuals who do not understand the material presented, there are many deadlines, and individuals are unsure of their abilities (McCloskey, 2011). Burka and Yuen (Wicaksono, 2017) explain some of the characteristics of individuals who have academic procrastination behavior including individuals who often postpone assignments so they will not make a problem if the task is done later, have difficulty in making a decision, do not have a plan or design in doing the task.

Ferrari et al. (2013) revealed that the word "procrastination" comes from the Latin word "procrastine", pro means forward and moving forward, and crastinus means tomorrow or tomorrow, the term behavior refers to delaying completing tasks, but this behavior arises from the existence of three behavioral manifestations: (1) lack of time management, in desire or behavior, (2) there is a difference between desire and reality, and (3) doing other pleasurable activities. Triyono and Khairi (2018) revealed that procrastination will have a negative impact on individuals, the negative impact is that it can disrupt the learning process because it has wasted time in vain, so that some assignments given by lecturers will be neglected and when doing assignments, the results obtained will not be maximum. If students continue to do academic procrastination, it can have a negative impact that makes these students get low academic scores, which can lead to poor physical health in individuals.

Jannah and Muis (2014) conducted research on the level of academic procrastination in 307 students of the Faculty of Education, the result was that 90 students had a moderate level of procrastination (29%), 167 students had a high level of procrastination (55%), and 50 students had a low level of procrastination. (16%). As for another study conducted by Zuraida (2019) on students from the Faculty of Psychology, University of Main Potential, it was found that 32.47% of these students had a high level of procrastination, 45.45% a moderate level of procrastination, and 22.08% a low level of procrastination. It can be concluded that previous research found a problem, namely the average student from both the Faculty of Education and Psychology students.

Researchers conducted interviews with 7 undergraduate psychology students in Yogyakarta, getting the result that when studying online, sometimes students are easily distracted by their surroundings, easily get bored and switch to other activities. Online lectures make it difficult for students to manage time between lecture assignments and other activities such as organizations so that when they feel tired and bored with these activities they choose to do fun activities. When designing assignments, sometimes they don't match the target because they forget, they don't pay close attention to the deadline for assignments, and other reasons, sometimes they do assignments according to their mood, so that assignments are submitted late when this happens, feelings of disappointment and anxiety arise about the grades given by the lecturer. It can be concluded from the results of interviews these students have low academic procrastination behavior, evidenced by students who have difficulty managing time, easily switch to other things such as fun activities and are late in submitting assignments.

The interview results above are related to aspects of academic procrastination described by Ferrari et al. (2013) postponing the moment one is intending to begin studying, postponing the moment that actual studying is to begin, study intention-behavior discrepancy, and doing things other than studying. If this procrastination behavior is often carried out by students, it will cause

them to be less able to take responsibility for the tasks that are in themselves and will experience losses in their lives. Research conducted by Marwadi (2019) found that students who practice procrastination experience obstacles in graduating from college, this is because students cannot divide their time between lectures and organizations, are lazy and lack motivation.

Patrzek (Sudjianto & Alimbudiono, 2021) explains that students who have procrastination behavior will more often be dishonest in learning activities, so this can affect students when taking exams in lectures and affect their future when they are already working. Wiyono (2018) explains that there are two factors that can affect procrastination, namely external factors because too many assignments are given, so that students have difficulty determining which tasks to do, and internal factors, namely emotional exhaustion which is the occurrence of internal fatigue. emotions, so that students do their work according to their mood and emotional maturity, that is, students who have not been able to master their emotions will easily give up and be unable to take responsibility for the tasks given. According to Walgito (2010) said that someone who can control good emotions and can control his emotions is someone who has mature emotions so that the individual can think maturely when facing a problem. Rai & Khanal (2017) revealed emotional maturity, which is an ability that exists in individuals when facing and responding to positive circumstances by controlling emotions appropriately and being able to behave rationally. Walgito (2010) describes aspects of emotional maturity, namely being able to accept one's condition with other people, not being impulsive, being able to control emotions, thinking objectively, and being able to be responsible.

Howes and Herald (Ilyas, 2016) explains that emotional maturity is related to procrastination, namely individuals who are able to control their emotions well and are able to understand themselves with other individuals so that someone has a level of procrastination that is in the low category, when he is able to manage his emotions by organizing all learning activities with other activities, being able to prioritize activities that are more important so that the individual can be responsible for the tasks that are there for him. Timmerman (2015) explains that there is a negative relationship between emotional maturity and academic procrastination. The higher the level of emotional maturity, the lower the level of academic procrastination, and vice versa. The lower the level of emotional maturity, the higher the level of academic procrastination. From the explanation above, the researcher wants to examine the relationship between internal factors, namely emotional maturity and academic procrastination in students.

Based on the background description, the purpose of this study was to examine the relationship between emotional maturity and academic procrastination in students during the Covid-19 pandemic. The hypothesis in this study is that there is a negative relationship between emotional maturity and academic procrastination in students. The higher the emotional maturity, the lower the academic procrastination and vice versa. The lower the emotional maturity, the higher the academic procrastination.

Method

The research method used is a quantitative method using a likert scale. The measurement instruments used are the emotional maturity scale and the academic procrastination scale. The validity used in this study is content validity, which is validity that examines the extent to which the items in the test cover all parts of the content that will be measured by rational analysis or professional judgment (Azwar, 2012).

The reliability in this study uses the single trial administration method, namely a group that is used as a research subject can carry out one test (Azwar, 2018). In this study, a reliability test was carried out using the cronbach alpha formula, namely by dividing the items, each of which contains the same number of items.

The data analysis method used to test the hypothesis in this study is product moment analysis with the help of the Statistical Product and Service Solution (SPSS) version 16.0 for windows.

Results

Based on the results of the assumption test from the normality test, it can be seen that the results of the normality index (K-SZ) for the academic procrastination variable are 1.298 with a significance level (p) of 0.069 ($p > 0.05$) so that the academic procrastination variable is normally distributed. In the emotional maturity variable, the normality index (K-SZ) is 1.145 with a significance level (p) of 0.145 ($p > 0.05$), so the emotional maturity variable can be normally distributed. It can be concluded that there is no difference in the distribution of data between the sample and the population so that the data can be normally distributed. The results of the normality test can be seen in table 1.

Table 1.
Normality test results

Variable	K-SZ score	Sig.	Information
Academic Procrastination	1,298	0.069	Normal
emotional maturity	1.145	0.145	Normal

Sig. linearity test. Flinearty of 0.000 ($p < 0.05$) and Sig. FDeviation From Linearty of 0.003 ($p < 0.05$) means that the academic procrastination variable with emotional maturity has a linear but less ideal relationship. The results of the linearity test can be seen in table 2.

Table 2.
Linearity test results

Variable	F linearty		F Deviation From Linearty		Information
	F	Sig.	F	Sig.	
Academic Procrastination with Emotional Maturity	33,568	0.000	2,573	0.003	linear

The results of the product moment analysis hypothesis test between emotional maturity and academic procrastination obtained a correlation coefficient of -0.458 with a significance level of 0.000 ($p < 0.01$). It can be concluded that the hypothesis is accepted, meaning that there is a very significant negative relationship between emotional maturity and academic procrastination, where the higher the emotional maturity, the lower the procrastination. Conversely, the lower the emotional maturity, the higher the academic procrastination. The effective contribution in testing this hypothesis can be seen in the correlation coefficient which is squared then multiplied by 100%, the calculation is $(-0.458)^2 \times 100\% = 20.9\%$, then an effective contribution of 20.9% is obtained. The results of the product moment hypothesis test can be seen in table 3.

Table 3.
Product moment hypothesis test results

Variable	Pearson correlation	Sig level (p)	Information
Emotional maturity with academic procrastination	-0.458	0.000	Significant

The results of the categorization of academic procrastination and emotional maturity variables are based on empirical scores and can be seen in the following table.

Table 4.
Categorization of academic procrastination variables

Variable	Categorization	Subject	
		Frequency	Percentage
Academic procrastination	Tall	19	18%
	Currently	78	74%
	Low	8	8%
	Total	105	100%

In the table above, it can be seen that the categorization of the number of research subjects in Psychology Undergraduate students in Yogyakarta obtained that 19 students (18%) had academic procrastination behavior in the high category, 78 students (74%) had academic procrastination behavior in the moderate category and 8 students (8%) have academic procrastination behavior in the low category. Based on the explanation of the results above, it is known that Psychology Undergraduate students in Yogyakarta have academic procrastination behavior in the moderate category.

Table 5.
Categorization of emotional maturity variables

Variable	Categorization	Subject	
		Frequency	Percentage
Academic procrastination	Tall	6	6%
	Currently	96	91%
	Low	3	3%
	Total	105	100%

The results of the categorization in the table above, it can be seen that from the number of research subjects in Psychology Undergraduate students in Yogyakarta, it was found that 6 students (6%) had emotional maturity in the high category, 96 students (91%) had emotional maturity in medium category and 3 students (3%) have emotional maturity in the low category. Based on the explanation of the results above, it is known that Psychology S1 students in Yogyakarta have a moderate level of emotional maturity.

Discussion

The results of the analysis using the product moment obtained a correlation coefficient of 0.458 with a significance level of 0.000 ($p < 0.01$), meaning that the hypothesis is accepted because the two variables have a very significant negative relationship between emotional maturity and academic procrastination. The higher the emotional maturity, the lower the academic procrastination and conversely the lower the emotional maturity, the higher the academic procrastination that is owned by Psychology S1 students at Private University (X) in Yogyakarta. Based on the effective contribution given by emotional maturity of 20.9% to academic procrastination in students, the remaining 79.1% is influenced by other variables not discussed in this study.

Emotional maturity according to Walgito (2010) has five aspects, namely being able to accept oneself with other people, not being impulsive, being able to control emotions, thinking objectively, being able to be responsible. Individuals who have these aspects tend not to do academic procrastination. One of the things that influences the existence of academic procrastination is that it can be seen from the aspect of being able to take responsibility, if students are able to take responsibility for themselves in terms of making decisions and are able to bear all the risks that are made as well as doing existing assignments, so as not to delay the assignment for a long time. long time.

The results of this study are in line with research conducted by Djamahar et al. (2020) conducted research on the level of academic procrastination in students majoring in biology when completing a final assignment, the results of the study were that there were 2 students who had a low level of procrastination (4.16%), 43 students who had a moderate level of procrastination (85.42%), and 10 students with high procrastination level (10.425%). Wiyono (2018) found that 44.9 % of academic procrastination was influenced by emotional maturity, which means that emotional maturity can have an influence on making decisions to carry out academic procrastination in students. The results of another study conducted by Masduq (2021) state that there is a relationship between emotional maturity and academic procrastination in students.

The results of the categorization of academic procrastination variables can be seen that from all research samples, 19 students (18%) had academic procrastination categorization in the high category, 78 students (74%) in the medium category, and 8 students (8%) in the high category. The low one. As for the results of the categorization of emotional maturity variables, it was obtained that 6 students (6%) had emotional maturity in the high categorization, 96 (91%) in the medium categorization, and 3 students (3%) in the low categorization.

In research conducted by Ulum (2017) obtained categorization results of (72%) 67 people, which means that the majority of students have moderate emotional maturity. In line with research conducted by Sofyan (2015) obtained categorization results (53.33 %) as many as 24 people had moderate emotional maturity. This can be interpreted that most undergraduate students of Psychology at Private University (X) in Yogyakarta have aspects according to Walgito (2010) there are five aspects, namely being able to accept oneself with other people, not being impulsive, being able to control emotions, thinking objectively and being able to be responsible. answer.

Based on the explanation above, it shows that most undergraduate students in Psychology in Yogyakarta have academic procrastination behavior. In line with research conducted by Habibah and Hakim (2022), there are 45% of 36 students who have a moderate level of academic procrastination. Other research explains that most students have academic procrastination at a moderate level due to factors from academic procrastination caused by internal factors, one of which is emotional maturity, many students have obstacles such as feeling lazy, depressed, relaxed, difficult to control feelings, happy to do other activities (Astiyadani, 2015).

Based on the explanation of the factors above, according to what was explained by Fauziah (2015), there are two factors of academic procrastination, namely internal factors caused by individuals who lack mastery of the material, do not understand the tasks at hand, lack of motivation, unstable mood and unable to manage time, then External factors of academic procrastination are difficult to find material sources, the collection time is still long, the habit of working with friends, and activities from outside the campus that cause assignments to pile up. In this case, emotional maturity is included in internal factors and is related to academic procrastination.

In research, researchers realize there are deficiencies such as the data collection process which is carried out online because the subjects in this study are carrying out campus activities, namely KKN (Real Work Lectures), so they have limitations when research cannot make direct observations regarding conditions when subjects fill out the research scale.

Conclusion

Based on the results of the analysis of research data that has been carried out by researchers at undergraduate Psychology students in Yogyakarta, it can be concluded that. There is a very significant negative relationship between emotional maturity and academic procrastination in Psychology undergraduate students at Private University (X) in Yogyakarta. The higher the emotional maturity of students, the lower the academic procrastination. Conversely, the lower the emotional maturity of students, the higher the academic procrastination of these students. The effective contribution given by emotional maturity to academic procrastination is 20.9 %.

The researcher hopes that in future research they can carry out the process of collecting data directly or face to face, so that they can directly monitor the subject when filling out the scale to minimize the occurrence of reckless filling of the scale. With this research, it can be used as a reference or reference as new research that will examine the relationship between emotional maturity and academic procrastination in students, which has not been widely studied and found in other studies. Students are expected to be able to increase and maintain their emotional maturity such as a sense of responsibility in lecture assignments so as to avoid academic procrastination behavior.

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