INFLUENCE OF STRESS AND SELF REGULATED LEARNING ON ACADEMIC PROCRASTINATION

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Abstract:
Purpose: The purpose of this paper is to provide a theoretical framework meant to understand, predict and control the factors which are affecting procrastination in university students in Indonesia. **Design/methodology/approach**: The paper examines the research conducted in the areas of procrastination and proposes a conceptual theoretical framework that can be used to understand how procrastination is related with stress and self-regulated learning on students. **Participants**: This research was made possible with the participation of students who are in city of Bekasi country, Indonesia. The population of the study was composed by 92 respondents consisting of men and women, from various tribes such as Javanese, Balinese, Sunda, Ambon and so on who are in the city of Bekasi. **Findings:** In line with the literature-based analysis, was found a theoretical framework between stress and self-regulated learning with procrastination. **Research limitations/implications:** Procrastination on students have a significant impact, especially in the preparation of final tasks; there is an internal perception that stress and self-regulated learning will increase the burden of students in completing academic tasks. Hopefully, students can understand that and are able to cope with of stress and self-regulated learning that is carried out. **Practical implications:** This research is used to descript the influencing factors of procrastination that can be used by practitioners to identify and intervene students from delaying assignments allowing students to cope with stress or self-study about a given assignment. **Originality/value**: This paper provides a comprehensive theoretical framework that contributes to the conceptualization of procrastination and will help student as well to understand the underlying causes of stress and self-regulated learning.

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1. Introduction

The final goal of the education budget is to ensure the education of students in accordance with their competencies. The study period is stipulated in article 13 paragraph 5 of UU RI no. 12/2012. Students can complete educational programs according to their respective learning speeds and no more than the provisions of the deadline set by higher education. In the education program, ideally obtained bachelor in university Indonesia period of 4 to 4.5 years but facts and phenomena a that occur in field many students need more time than that. Students pass over normal limit of prescribed colleges are included in category postponing or procrastination.

Student procrastination is present in various forms: suspending the collection of tasks up to the deadline of time, not collecting assignments, ditching and avoiding certain courses. If this delay behavior continues, it will have a direct impact on students themselves, both materially and morally, including mental pressures such as stress, feelings of guilt, work that accumulate, lagging courses, unfinished tasks, achievements descending, as well as the worse is experiencing graduation delays or even drop outs (Solomon & Rothblum, 2005).

Another form of procrastination include procrastination on course work, or delay in class, in collecting assignments, and payment of tuition. The reasons are laziness, bad mood, preferring to play and hangout, long time gathering. In addition, students' perception of level of duty difficulties, lack of references, following various off campus activities, not understanding instruction of assignment, and students' perception of lecturers also affects a series of delays called procrastination.

Theoretical and empirical stress are close related to procrastination; the research examines the impact of stress with the tendency to a procrastination behavior. Setiawan (2015) affirmed that higher the level of academic stress, the higher tendency to conduct to academic procrastination.

Stress occurs as a result of inconsistency between expectation and reality. Stress arises when students fail to fulfill the demanded tasks which were given to him. A lot of such demands can be a source of stress; thus, they are triggering a negative response to students.

Kaliski (2007) affirms that symptoms caused by stress are excessive eating or even loss of appetite, drinking alcohol or consuming drugs, crying, throwing swear words, nail biting and withdrawing.

Schunk (2008) thinks that stress is related to a setting pattern called self-regulated learning (SRL). SRL refers to assigning individual settings in learning and ensure the objectives are achieved. During self-regulated learning, the students activate and sustain cognitions, behaviors, and affects generally oriented towards achieving student objectives.

Self-regulated learning becomes an important student owned learning strategy for avoiding delays that can result in a variety of losses. The most fatal one is graduation

delay. According to Boekaerts (2000) the characteristics of students who have a good self-regulated learning behavior are: motivating himself, directing his actions to the goal to be achieved and doing good time management.

2. Literature Review

2.1 Procrastination

Procrastination is when a delay is performed on an important task, repeated intentionally, and poses an uncomfortable feeling that is subjective perceived by a person procrastination (Solomon & Rothblum, 2005).

Caturnada (2008) expressed that procrastination features are: excessive anxiety, self-depreciation, tolerance, looking for pleasure, seal comfort, have weak self-control, disorganized time. There are many distractions when working on the job, making it difficult for someone to concentrate on what is being done, a weak approach to duty. Students, in determining to complete final task, must understand when to start and finish job. Low awareness, from each individual will have a bad impact on student. This can happen due to lack to commitment and individual responsibility and hostility towards others.

Procrastination is the behavior of students consisting in postponing tasks or work that is done intentionally with negative consequences for the students. Ferrari & Scher (2000) affirms that the main aspect of procrastination is that it tends to avoid activities that require extra skill or ability and power. So, the student prefers to do easy and unchallenging tasks, have poor time management, time gaps between the plan and actual performance, by doing, instead, other activities more enjoyable.

H1: Stress and self-regulated learning has an influence on procrastination.

2.2 Stress

Fink (2009) perceive stress as a different body response of each individual; also, stress is not something to avoid even inevitable throughout human life. Richard (2010) affirms that stress is a process which assesses an event as something that threatens or endangers. The individual responds to the event on physiological, emotional, cognitive and behavioral level. This stress raising event can be positive ex. planning a wedding.

Davison, Neale & Kring (2006) concluded that stress symptoms are:
1) biological symptoms, such as headache, dizziness, insomnia, back pain, indigestion, loss of appetite, and excessive swearing.
2) psychological symptoms: angry, disappointment, worried, anxious, restlessness.
3) cognitive symptoms and behavior, such as difficulty in concentrating, memory decreases, daydream, decreased work productivity.

Stress is a condition experienced by individuals which have elicit physiological, emotional, cognitive and behavioral responses. Symptoms of stress according to Rice (1992) are:
1) behavioral response (avoid responsibility, suspend work, withdraw, irregular sleep patterns and patterns then change),

2) emotional response (easy anxiety, depression, irritability, despair),
3) cognition response (low motivation, difficult to concentration, hesitant, confused and empty mind),
4) physical response (feeling tired, weak body, headache, stiff muscles, chest pain, gastric disorders, women's menstruation disorder).

H2: Stress has an influence on procrastination.

2.3 Self-Regulated Learning

Santrock (2008) affirms that in self-regulated learning is comprised self-generation and self-supervision in thoughts, feelings, and behaviors in order to achieve a specific goal. Zimmerman (2008) concludes that self-regulated learning is a process where the students activate and sustain cognitions, behaviors, and affect that are systematically oriented toward attainment of their goals.

Eggen (2004) added that students who study with self-regulation will think and act to achieve academic learning objective, identifying goals, and to enable, modify, and maintain the way they learn in the environment.

Self-regulated learning is process of controlling cognition, behaviour, as well as feelings committed by individuals in order to achieve goals. According to Wolters (2003) dimensional self-regulated learning is cognitive and is covering rehearsal, elaboration, organizing, metacognitive regulation; motivation includes (mastery self-talk, extrinsic self-talk, relative ability self-talk, relevance enhancement, situational interest enhancement, self-concentration) and behavior (effort regulation, time/study environment, help seeking).

H3: Self-regulated learning has an influence on procrastination.

3. Purpose Stress and SRL with Procrastination

This study interprets three hypotheses that are awakened from the concept of theoretical models, which then become frameworks. In this framework, which is shown in Figure 1, procrastination is the dependent variable, stress and self-regulated learning the independent variable are students' academic procrastination.
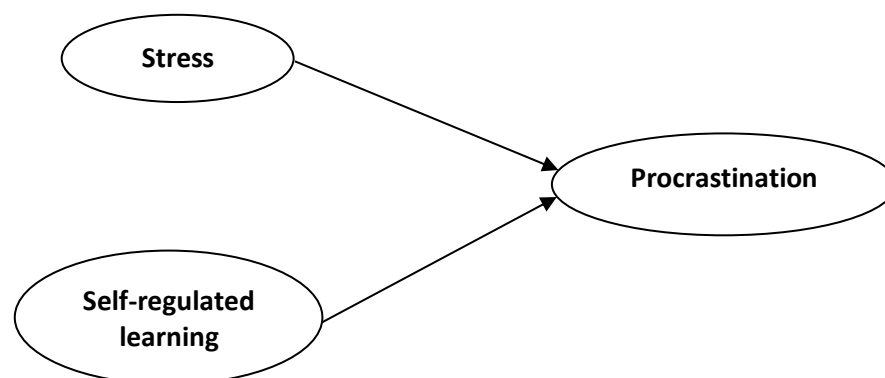

Figure 1: A Purpose Theoretical Framework

The theoretical framework model refers to literature according to Tuckman (2002), Burka & Yuen, (2008), Kandemir (2014), Park & Sperling (2012).

4. Result

4.1 Validation of the Tests

Table 1: Validation of the Test for Procrastination

Personality Scale	Reliability	Index reliability
Tends to avoid activities that require skill or ability extra power	0.759	0.358 – 0.748
Prefer to do easy and unchallenged task	0.770	0.332 – 0.770
Has poor time management	0.633	0.356 – 0.605
The time gap between plan and actual performance	0.771	0.314 – 0.768
Do more fun activities than performing tasks to work on	0.817	0.425 – 0.811
Delaying unpleasant tasks until the night	0.823	0.586 – 0.810

Table 2: Validation of the Test for Stress

Personality Scale	Reliability	Index Validation
Behavioral response	.783	0.334 – 0.781
Emotional response	.824	0.475 - 0.817
Cognition response	.860	0.335 – 0.858
Physical response	.872	0.338 – 0.873

Table 3: Validation Self-regulation learning

Personality Scale	Reliability	Index Validation
Rehearsal	0.813	0.622 – 0.786
Elaboration	0.808	0.576 – 0.786
Organizing	0.840	0.536 – 0.829
Metacognitive regulation	0.826	0.592 – 0.807
Mastery self-talk	0.858	0.693 – 0.838
Extrinsic self-talk	0.851	0.772
Relative ability self-talk	0.750	0.372 – 0.745
Relevance enhancement	0.748	0.597
Situational interest enhancement	0.862	0.629 – 0.857
Self-consequent	0.738	0.420 – 0.721
Effort regulation	0.827	0.452 – 0.824
Time/ study environment	0.718	0.363 – 0.706
Help seeking	0.768	0.435 – 0.742

4.2 Influence of Stress and Self-regulated Learning with Procrastination

Figure 2: Model Summary stress and SRL with procrastination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.836[a]	.699	.695	7.31112	.699	206.420	1	89	.000
2	.852[b]	.726	.720	7.01509	.027	8.670	1	88	.004

H1: Stress and self-regulated learning has an influence on procrastination.

On the Model 2 was obtained a significant value of 0.004 < 0.05, then H₀ rejected and Hₐ accepted. The regression value: 0.852 and regression square amounted to 0.726, 72% of the donation is influenced by stress variables and self-regulated learning, and the remaining 28% is influenced by other variables outside of stress and self-regulated learning.

Figure 3: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	153.797	5.536		27.784	.000
	SRL	-.477	.033	-.836	-14.367	.000
2	(Constant)	130.732	9.464		13.813	.000
	SRL	-.434	.035	-.761	-12.393	.000
	Stress	.155	.053	.181	2.944	.004

H2: Stress and self-regulated learning has an influence on procrastination
P-Value < 0.05; 0.004 < 0.05 and then H₀ (rejected) and Hₐ (accepted) from variable stress effect with procrastination, with a *value T of 2.944.* And the *standardized coefficient value of 0181.* If the student has increased stress, then value of standardized will rise 0181.

H3: Self-regulated learning has an influence on procrastination.
P-Value <0.05, 0.000 < 0.05, then H₀ (rejected) and Hₐ (accepted) from self-regulated learning with procrastination, with a *value T of -12,393.* And *standardized coefficient value of – 0.761.* If the student has increased self-regulated learning, it will decrease – 0.761 with procrastination of students.

5. Implications

Research proves that to reduce student procrastination, do not delay work that has been given by mentor, so that students can improve knowledge and literature so that it affects lack of stress. It also identified opportunities for new areas of further investigation in relation to stress and SRL. Thus, the findings of the study lead to the following suggestions for future research and for application in the university.

5.1 Implications for Students
- the research is expected to provide input to students in terms of influence stress and self-regulated learning of procrastination.
- students should avoid all things that can trigger stress so that academic activities run smoothly.
- demonstrate how important students have a good self-regulated learning to avoid procrastination that will impact the slow graduation.

5.2 Academic Implications

- undertake further research on procrastination, including its possible antecedents and consequences, and determine a clear definition of the concept.
- study and validate the relationships between the research variable, which have been show, in the present study, to be influential for student in their decisions on procrastination strategies.

6. Conclusions

This paper presents a conceptual theoretical framework of procrastination, stress and self-regulated learning. The student who has self-regulated learning can both control his cognition, behavior, and feelings that are systematically oriented towards achieving their goals. Theoretical procrastination undergoes failure to manage these three aspects. Students should be able to create strategies to improve their self-regulated learning, such as understanding very importance of task and realizing ability to accomplish task, to make planning and to conditioned learning environment so that individuals are expected to be focused on what is task and its purpose so that behavior of procrastination or stalling time does not occur.

Procrastination is still common among students. The forms of procrastination are procrastination in working on both individual and group assignments, procrastination in class lessons procrastination of collecting tasks, procrastination of tuition fees, etc. The reason for the delay posed by a number of students briefly interviewed by researchers on general is because it works, financial reasons, lazy, feeling frustrated, difficult to focus and experiencing mood instability. Some of the reasons above indicate presence of stress symptoms that students are experiencing. Stress is suspected to be one of the variables that can trigger procrastination behavior.

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