

The Role of Academic Hardiness in Moderating the Effect of Task Aversiveness on Academic Procrastination

Tahrir^{1*}, Fatimah N. Arifah², Tasya Augustiya³, Endin Nasrudin⁴

^{1,2,4}Fakultas Psikologi, Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

³Program Studi Psikologi, Universitas Muhammadiyah Bandung, Indonesia

Abstract. This research aimed to examine the role of academic hardiness as a moderator in the effect of task aversiveness on academic procrastination using quantitative causal and proportional stratified random sampling methods. The sample consisted of 260 psychology students from Sunan Gunung Djati State Islamic University (UIN), Bandung. The data were collected through questionnaires using Task Aversiveness, Academic Procrastination, and Revised Academic Hardiness Scale (RAHS). Additionally, data analysis was performed using simple regression tests and Moderated Regression Analysis (MRA). The results showed that task aversiveness and academic hardiness significantly increased and decreased academic procrastination, respectively. In conclusion, academic hardiness did not moderate the effect of task aversiveness on procrastination.

Keywords: Academic hardiness, academic procrastination, task aversiveness

Psymphatic :
Jurnal Ilmiah Psikologi
Vol.11:2, December
2024,
Page 169-176

eISSN: 2502-2903
pISSN: 2356-3591

Article Info

Received:

August 29, 2024

Accepted:

December 9, 2024

Published:

December 31, 2024

DOI:

<https://doi.org/10.15575/psy.v11i2.38638>

Copyright © 2024 The Author(s). Published by Fakultas Psikologi UIN SGD Bandung, Indonesia.

This is an Open Access article under the CC BY 4.0 license

* Corresponding author: Fakultas Psikologi, Universitas Islam Negeri Sunan Gunung Djati Bandung, Jl. A. H. Nasution No.105 Cibiru Kota Bandung 40614, Indonesia
E-mail: tahrir@uinsgd.ac.id

Introduction

Students are developed to think critically, act independently, and achieve academic success while in university (Fridayani et al., 2022). In this context, academic success and achievement are supported by effective time management skills (Inayah et al., 2023; Widhita et al., 2023). However, many students often postpone working on assignments (Burhan, 2020) and this behavior is called academic procrastination.

Rahayu and Mahendra (2023) stated that academic procrastination was a habit of postponing work related to academic tasks until the end of the specified time. Several previous research showed that most students in Bandung committed academic procrastination (Iswara et al., 2020; Rahmadanti et al., 2023). This is consistent with initial research conducted on 73 psychology students at State Islamic University (UIN) of Sunan Gunung Djati, Bandung, between 2018 to 2020 class. The research showed that 65 of the 73 participants admitted to delaying academic tasks. Additionally, the results from interviews conducted with 10 psychology students at UIN Sunan Gunung Djati reported characteristics of academic procrastination as outlined by Prayitno et al.

(2024). These include (a) delaying starting or completing tasks, (b) intentionally completing tasks slowly, (c) having a misbalance between plans and actual performance, and (d) prioritizing more enjoyable activities than working on tasks.

Many factors enable students to delay working on academic tasks. Syukur et al. (2020) found that academic procrastination was caused by poor time management, difficulty in concentrating, lack of self-confidence, and boredom. Similarly, Lestianti et al. (2023) stated that academic procrastination was affected by poor time management, motivation, fighting spirit, and mood swings (Darmawan et al., 2023). The factors mentioned are forms or characteristics of task aversiveness.

Task aversiveness refers to the characteristics of tasks considered difficult, unpleasant, unenjoyable, and requiring greater effort due to a lack of clarity (Putri & Edwina, 2020). Galileo (in Nursanik & Mursidah, 2020) stated that a person naturally avoided disliked situations.

Sümer and Büttner (2022) explained that the main characteristic of task aversiveness was a feeling of boredom with tasks to be completed. Therefore,

individuals cannot focus attention on the stimulus, realize the inability, and consider the environment as the cause. Task aversiveness has a significant positive relationship with academic procrastination (Putri & Edwina, 2020; Syahrial et al., 2022). The variable possesses a high effect on procrastination in 34 individuals in Changqing, China (Tong et al., 2024). Another research found that high task aversiveness increased academic procrastination (Putri & Edwina, 2020). Kurniawati et al. (2022) also reported that the variable significantly increased academic procrastination. The decision to delay working on tasks reflects an avoidance of undesirable situations (Triyono & Khairi, 2018). Therefore, students should have psychological capital used to remain resilient in unpleasant situations and minimize academic procrastination (Febrianti et al., 2020). Academic hardiness can help control behavior and emotions in dealing with problems, reduce burnout, increase resilience to stress, diminish negative judgments, and continue to view an event as positive (Febrianti et al., 2020).

Rifani and Ayuningtias (2022) explained that academic hardiness reflected the behavior of being willing to work on difficult tasks, committing to activities and providing the best results. This is supported by other research where academic hardiness has a negative relationship with procrastination in postgraduate students writing a thesis (Navron & Dewanti, 2023). A high academic hardiness attitude in individuals shows low procrastination (Nurlatifah, 2018).

The role of academic hardiness in overcoming boredom in completing tasks leading to procrastination behavior is explained in several research (Vinothkumar et al., 2016). The reason for procrastination is the inability to face tasks and challenges that cannot be solved. According to Vinothkumar et al. (2016), boredom is experienced when skills are higher than the challenges.

Students with high academic hardiness can face challenges in reducing the negative impact of aversiveness on procrastination. In this context, tasks are perceived as challenges rather than obstacles to be avoided, enabling students to complete work without procrastination (Rifani & Ayuningtias, 2022). Penelitian Nurlatifah (2018) showed that academic hardiness reduced procrastination, even when experiencing task aversiveness.

Based on the explanation, task aversiveness has a positive effect on procrastination behavior, while academic hardiness has negative and weakening effects on procrastination in psychology students at UIN Sunan Gunung Djati. Research on task aversiveness and the effect on academic procrastination shows a consistent relationship. The

higher the level of task aversiveness, the greater the tendency of students to postpone tasks (Putri & Edwina, 2020; Syahrial et al., 2022). However, previous research did not explicitly test the role of academic hardiness as a moderator variable weakening the relationship. Academic hardiness has an important role in reducing procrastination, by helping students deal with pressure and difficult tasks (Rifani & Ayuningtias, 2022; Yusra & Sultastri, 2023). Analyses directly testing the moderating effects of academic hardiness on procrastination have not been conducted. Therefore, this research attempts to fill the gap by investigating the role of academic hardiness as a moderator variable to reduce the impact of task aversiveness on procrastination and provide a more comprehensive empirical contribution.

The hypothesis is as follows (1) Task aversiveness has a positive effect on academic procrastination of psychology students at UIN Sunan Gunung Djati. (2) Academic hardiness has a negative effect on procrastination. (3) Academic hardiness can moderate the effect of task aversiveness on procrastination.

Methods

This research uses a quantitative method with a causal design type to determine the relationship between X, Y, and M as well as the position of each variable and the effect between the variables. The subjects are 260 samples from a total population of 806 psychology students at UIN Sunan Gunung Djati, class of 2019-2022. The selection is based on a proportional stratified random sampling method.

The first step in determining the sample is to divide the population of 806 students into several strata based on class 2019, 2020, 2021, and 2022. The number of samples taken from each stratum is proportional to the size of each. After dividing the strata, a random sample is selected, where each student has an equal chance. The number of samples is determined using the Krejcie and Morgan (1970) table, which guides the minimum sample size. Based on a population of 806 people, a minimum sample of 260 is obtained. The sample is expected to represent the entire population, hence, the results can be generalized more accurately.

This research uses task aversiveness, academic procrastination, and academic hardiness as independent, dependent, and moderator variables. Data collection is performed using a Likert-based questionnaire, which measures the variables quantitatively. The instruments are (1) Task aversiveness scale (Blun & Pychyl, 2000) used to measure boredom, frustration, and dislike of being included in an undesirable task. This scale consists of 17 items, such as "I feel overwhelmed working on

difficult tasks" which fulfills the standard of discrimination power $>.3$ of $.305-.831$ with a good reliability of $.887$. The answer options use a Likert scale, with a range of 1 to 5 for "Very inappropriate and "Very appropriate". (2) Academic procrastination scale which refers to the theory of Ferrari and Díaz-Morales (2007) measures academic procrastination in four aspects, namely delaying university tasks, intentionally completing tasks slowly, having a misbalance between plans and actual performance, and prioritizing more enjoyable activities. The scale consists of 28 items, such as "I postpone working on university tasks until the deadline" fulfilling the standard of discrimination power $>.3$ of $.363-.702$ and has a good reliability of $.935$. The answer options use a Likert scale, with a range of 1 and 5 for "Very inappropriate" and "Very appropriate". The scale used is in the form of interval data (Sugiyono, 2020). (3) Revised Academic Hardiness Scale (RAHS) which refers to the theory of Benishek et al. (2005) measures academic hardiness from commitment, control, and challenge. The scale consists of 22 items, such as "I can manage stress when I cannot work on tasks well". This fulfills the standard of discrimination power $>.3$ of $.325-.667$ with a good reliability of $.878$. The answer options use a Likert scale, with a range of 1 and 5 for "Very inappropriate" and "Very appropriate".

The instrument preparation process is re-evaluated by a psychologist and forward translation expert. The translation results are evaluated to obtain the most appropriate meaning with the original item of the instrument. Furthermore, a tryout of the measuring instrument is conducted on 102 subjects to assess the discrimination power, validity, and reliability. The test results show that the three measuring instruments are declared to have high validity and reliability.

This research has received approval from the Research and Community Service Institute of UIN Sunan Gunung Djati, as evidenced by ethical clearance. Data collection is conducted using an online survey platform, facilitating access for participants from various classes. The survey link is sent through the official student social media group, with assistance from the class coordinator to minimize sampling bias.

Before filling out the instrument, participants are asked to provide written informed consent explaining the purpose of the research, benefits, procedures, and the right to withdraw without consequences. The collected data are analyzed using a simple regression statistical test and Moderated Regression Analysis (MRA) to determine the effect of the independent variable on the dependent.

Table 1
Subject Demographics

No.	Demographic Data	Criteria	Frequency	%
1.	Gender	Male	47	18%
		Female	213	82%
2.	Age	17	4	2 %
		18	29	11%
		19	63	24%
		20	67	26%
		21	40	15%
		22	43	17%
		23	12	5%
3.	Level	24	2	1%
		Semester 1	74	28 %
		Semester 3	67	26 %
		Semester 5	56	22%
		Semester 7	63	24%

Table 2
Descriptive statistics results

Variable	N	Mean	Standard Deviation	Min.	Max.
Task aversiveness	260	57.519	10.671	19	79
Academic procrastination	260	77.511	17.652	29	129
Academic hardiness	260	78.258	11.831	48	110

Results and Discussion

Results

This research conducted on 260 psychology students of UIN Sunan Gunung Djati produces demographic data shown in Table 1. Based on the data, 82% (213) of the 260 subjects are female and the remaining 18% (47) are male. In the context of age distribution, most subjects are 20 years old (26% or 67) and the least is 24 years old (1% or 2). This is also in line with the distribution of subjects based on the university class where 2022, 2019, 2020, and 2021 had 28% (74), 24% (63), 22% (56), and 67 (26%) people, respectively.

Descriptive Analysis Results

The descriptive analysis results of task aversiveness, academic procrastination, and hardiness are shown in Table 2.

Task aversiveness, academic procrastination, and academic hardiness have a mean of 57.519, 77.511, and 78.258 with a standard deviation of 10.671, 17.652, and 11.831, respectively.

Most subjects have academic procrastination in the moderate, high, and low categories of 179 (69%), 44 (17%), and 37 (14%) people, respectively. The data also shows that subjects with task aversiveness in the low, moderate, and high categories are 36 (14%), 182 (70%), and 42 (16%) people, respectively. In academic hardiness, subjects included in the low, moderate, and high categories are 43 (17%), 180 (69%), and 36 (14%) people, respectively.

Table 3
Categorization results of all variables

Variable	Norma	Number	Percentage
Task Aversiveness	Low	36	14%
	Moderate	182	70%
	High	42	16%
Academic procrastination	Low	182	14%
	Moderate	42	69%
	High	37	17%
Academic Hardiness	Low	43	17%
	Moderate	180	69%
	High	37	14%

Table 4
Partial t-test results of task aversiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Academic hardiness	-.835	.077	-.559	-10.841	.000
Task Aversiveness	.849	.088	.513	9.605	.000

Table 5
MRA test using Process Hayes

Model	coeff	t	p
constant	128.0207	4.3295	.0000
X	-.0399	-.0840	.9331
M	-.9923	-2.9377	.0036
Int_1	.0066	1.1919	.2344

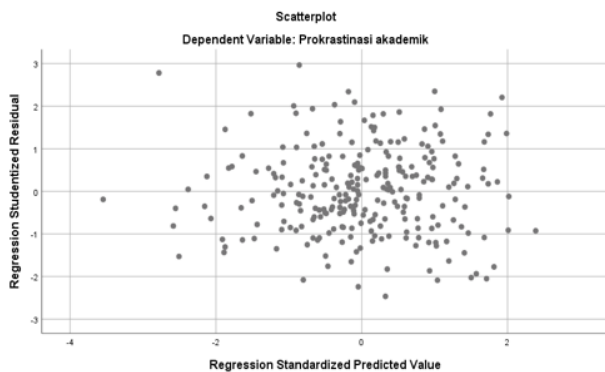


Figure 1. Scatterplot of Heteroscedasticity Test

Classical Assumption Test results

In data analysis, classical assumption tests are carried out, including normality, multicollinearity, and heteroscedasticity.

Classical Assumption Test results

In data analysis, classical assumption tests are carried out, including normality, multicollinearity, and heteroscedasticity.

The Kolmogorov-Smirnov normality test shows a significance value of .055 for task aversiveness and

.200 for academic procrastination and hardiness. Therefore, the significance value of each variable is > .05 since the data is normally distributed. The multicollinearity test shows that the VIF value of task aversiveness (X1) and academic hardiness (X2) is $1.334 < 10$ with a tolerance value of $.750 > .1$, hence, the data shows no multicollinearity.

Figure 1 shows that the scatterplot data distribution results do not form a clear pattern or are randomly distributed. Therefore, there is no heteroscedasticity in this research. Based on the classical assumption test results, the data fulfills the requirements for a hypothesis test using simple regression analysis and MRA.

Hypothesis Test Results

Hypothesis test is conducted using a simple regression to determine the partial effect of task aversiveness and academic hardiness on procrastination with the provision of a significance value < .05.

B value of task aversiveness is .849 with sig. .00 < .05, hence, the variable has a partial positive effect on academic procrastination. Similarly, B value of academic hardiness is -.835 with sig. .00 < .05 since the variable has a partial negative effect on procrastination.

A determination coefficient test is conducted to determine the proportion of the effect of task aversiveness and academic hardiness on procrastination. The results show that the determination coefficient of task aversiveness is .263 or 26.3%. Therefore, the variable and other factors have a significant effect of 26.3% and 73.7% on academic procrastination, respectively. The determination coefficient of academic hardiness is .313 or 31.3%. The variable and other factors have a significant effect of 31.3% and 69.7% on procrastination, respectively.

In determining the role of academic hardiness as a moderator, MRA is conducted using Process Hayes. Table 5 shows that the interaction between task aversiveness and academic hardiness has a coefficient of .0066 with a p-value = .234 > .05. Therefore, the interaction of academic hardiness as a moderator variable does not significantly moderate task aversiveness on procrastination.

Discussion

This research aims to determine the moderating influence of academic hardiness in the effect of task aversiveness on academic procrastination. Based on the analysis, the variable does not significantly moderate the influence with a significance value of $.234 > .05$.

The results were contrary to previous research that academic hardiness could moderate weakening

evaluative concerns about perfectionism on procrastination (Abdollahi et al., 2020), as well as weakening the relationship between perfectionism and intensity of gadget use on procrastination (Azizah et al., 2020). However, academic hardiness cannot moderate conformity with procrastination.

According to Dweck and Leggett (1988), there are two different cognitive-affective patterns related to the goals of pursuing academics. Students prioritizing performance strive to prove abilities and avoid incompetence. The presence of challenging tasks negatively affects students and reduces performance. This shows that low competence also causes reduced academic hardiness. Conversely, students who pursue learning view academic challenges as opportunities to acquire new skills in improving competence. This variable is also affected by the goals of studying because some people focus on performance rather than pursuing learning. Academic hardiness cannot be a moderator for the effect of task aversiveness on procrastination.

The result that academic hardiness cannot act as a moderator is also explained through several psychological theories. First, according to the transactional theory by Lazarus and Folkman (1984), stress arises from the assessment of a situation and the resources to deal with the problem. Academic hardiness, consisting of commitment, control, and challenge, should help individuals interpret task aversiveness as a challenge to be overcome. However, when hardiness does not function as a moderator, the negative perception of unpleasant or difficult tasks becomes very strong. In this context, the variable is insufficient in changing the effect of aversiveness on procrastination (Lazarus & Folkman, 1984).

Self-determination theory (Deci & Ryan, 1985) explains that procrastination occurs due to a lack of intrinsic motivation toward uninteresting tasks. In this context, academic hardiness may not be a moderator because the variable focuses more on stress resistance than increasing intrinsic motivation toward tasks. Even though there is a high level of hardiness, procrastination can still occur when task does not have intrinsic value or personal satisfaction (Deci & Ryan, 1985).

Steel temporal motivation theory (2007) assumes that procrastination occurs when task value is considered low or in the presence of high impulsivity. Academic hardiness can help in facing challenges but may not play a sufficient role in changing assessments of task value or reducing impulsivity associated with procrastination. Hardiness fails to moderate the relationship between task aversiveness and procrastination because motivation and impulsivity are more influential (Steel & Klingsieck, 2016).

Sirois and Pychyl's (2013) model emphasizes that procrastination is a strategy to avoid negative emotions associated with unpleasant tasks. Academic hardiness may not moderate the relationship because the concept is insufficient in overcoming specific negative emotions when facing aversive tasks. Procrastination is more related to emotion regulation than resilience to challenges (Sirois & Pychyl, 2013). Therefore, the role of academic hardiness as a moderator between task aversiveness and procrastination is insignificant. Other factors, such as self-efficacy, self-regulation, and motivation, may also play an important role (Steel & Klingsieck, 2016; Van Eerde, 2000; Wäschle et al., 2014). Academic hardiness may appear ineffective as a moderator when the factors are not considered.

Hardiness is more related to the ability to cope with long-term stress than to regulating daily behaviors such as procrastination. For example, Goroshit (2018) showed that hardiness had a greater impact on long-term academic stability than short-term avoidance. The variable is more effective as a negative predictor but fails as a moderator in a more dynamic relationship between task aversiveness and academic procrastination.

Failure to prove the moderation can be due to the low variation, where psychology students at UIN Sunan Gunung Djati with moderate hardiness are 68%. The moderation effect may be difficult to detect when most subjects are in the moderate hardiness category (Jannah & Sulianti, 2021). Other research suggested that students with moderate academic hardiness did not show a significant effect on procrastination.

The results reported a positive effect of task aversiveness on academic procrastination, as reported by the regression equation of $Y = 28.677 + .849$. Therefore, the level of task aversiveness is directly related to academic procrastination in psychology students.

Fauziah (2015) stated that some factors making psychology students procrastinate included inability to understand tasks, failure to master the lecture material, high level of difficulty, lack of interest in certain courses, and difficulty finding references. The characteristics reflect the relationship between task aversiveness and academic procrastination of psychology students at UIN Sunan Gunung Djati. This research proves previous research stating that task aversiveness can significantly predict procrastination (Afzal & Jami, 2018; Putri & Edwina, 2020).

Academic hardiness has a negative effect on the procrastination of psychology students, which can be seen from the regression equation of $142.833 + (-.835)$. Therefore, high academic hardiness can reduce procrastination and the second hypothesis is accepted.

This result was also reinforced by Nurlatifah (2018) who analyzed 110 respondents, where 35.7% of hardiness had a negative effect on academic procrastination. Navron and Dewanti (2023) also showed that psychological hardiness had a significant negative correlation with academic procrastination. According to Bakar et al. (2022), academic hardiness has a negative effect on procrastination.

This research certainly has some limitations, including limited sample coverage that prevents the generalization of the result to a broader population. The use of a Likert-based questionnaire also has the potential to cause social desirability bias. Additionally, this research failed to examine the effect of academic hardiness and contextual factors such as social support or pressure. Since the quantitative design cannot show psychological processes in depth, a qualitative method should be considered for further research.

Conclusion

In conclusion, students who found tasks boring, emotionally challenging, or unpleasant experienced academic procrastination. In contrast, students with high academic hardiness showed a better ability to face tasks without procrastination. Hardiness could not change the relationship between task aversiveness and procrastination tendency since the effect was more direct than moderation. The results had important implications in academic and practical contexts. For educational institutions, improving academic hardiness could be a strategic step to reduce procrastination but other factors such as task aversiveness should be considered. Therefore, interventions focused on improving self-regulation skills and intrinsic motivation helped students overcome procrastination, specifically when facing unpleasant tasks.

References

- Abdollahi, A., Maleki Farab, N., Panahipour, S., & Allen, K. A. (2020). Academic hardiness as a moderator between evaluative concerns perfectionism and academic procrastination in students. *The Journal of Genetic Psychology*, 181(5), 365–374. <https://doi.org/10.1080/00221325.2020.1783194>
- Afzal, S., & Jami, H. (2018). Prevalence of Academic procrastination and Reasons for Academic procrastination in University Students. *Journal of Behavioural Sciences*, 28(1), 51-69. https://pu.edu.pk/images/journal/doap/PDF-FILES/04_v28_1_18.pdf
- Azizah, N., & Kardiyem, K. (2020). Pengaruh perfeksionisme, konformitas, dan media sosial terhadap prokrastinasi akademik dengan academic hardiness sebagai variabel moderasi. *Economic Education Analysis Journal*, 9(1), 119-132. <https://doi.org/10.15294/eeaj.v9i1.37240>
- Bakar, A., Fajriani, F., Husen, M., & Shafira, N. (2022). Academic Hardiness and Active Procrastination: Levels and Correlation among University Students. *ENLIGHTEN: Jurnal Bimbingan Konseling Islam*, 5(1), 15-24. <https://doi.org/10.32505/enlighten.v5i1.3871>
- Benishek, L. A., Feldman, J. M., Shipon, R. W., Mecham, S. D., & Lopez, F. G. (2005). Development and evaluation of the revised academic hardiness scale. *Journal of Career Assessment*, 13(1), 59–76. <https://doi.org/10.1177/1069072704270274>
- Blunt, A., & Pychyl, T. (2000). Task aversiveness and procrastination: A multi-dimensional approach to task aversiveness across stages of personal projects. *Personality and Individual Differences*, 24, 153-167. [http://dx.doi.org/10.1016/S0191-8869\(99\)00091-4](http://dx.doi.org/10.1016/S0191-8869(99)00091-4)
- Burhan, M. N. I. (2020). *Perilaku Academic procrastination Mahasiswa (Studi Pada Mahasiswa Prodi Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Sosial Universitas Negeri Makassar)* (Skripsi tidak dipublikasikan). Universitas Negeri Makasar. Fakultas. Fakultas Ilmu Sosial
- Darmawan, D. K., Agustina, & Wati, L. (2023). Manajemen Waktu Berpengaruh terhadap Academic procrastination. *Nautical : Jurnal Ilmiah Multidisiplin*, 2(5), 329–337.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer. <https://doi.org/10.1007/978-1-4899-2271-7>
- Dweck, C. S., & Leggett, E. L. (1988). A Social-Cognitive Approach to Motivation and Personality. *Psychological Review*, 95(2), 256-273. <https://doi.org/10.1037/0033-295X.95.2.256>
- Fauziah, H. H. (2015). Faktor-Faktor yang Mempengaruhi *Academic procrastination* pada Mahasiswa Fakultas Psikologi UIN SGD Bandung. *PSYMPATHIC: Jurnal Ilmiah Psikologi*, 2(2), 123–132. <http://dx.doi.org/10.15575/psy.v2i2.453>
- Febrianti, Y. P., Nuqul, F. L., Khotimah, H., Psikologi, F., & Malang, U. M. (2020). Academic Hardiness Pada Mahasiswa Aktifis Dan Mahasiswa Yang Bekerja. *Psyche 165 Journal*, 13(1).
- Ferrari, J. R., & Díaz-Morales, J. F. (2007). Procrastination: Different time orientations reflect different motives. *Journal of Research in*

- Personality*, 41(3), 707–714. <https://doi.org/10.1016/j.jrp.2006.06.006>
- Fridayani, J. A., Riastuti, A., & Jehamu, M. A. (2022). Analisis Faktor yang Memengaruhi Kemampuan Berpikir Kritis pada Mahasiswa. In *Journal of Business Management Education*, 7(3), 1-12. <https://doi.org/10.17509/jbme.v7i3.51324>
- Goroshit, M. (2018). Academic procrastination and academic performance: An initial basis for intervention. *Journal of Prevention & Intervention in the Community*, 46(2), 131–142. <https://doi.org/10.1080/10852352.2016.1198157>
- Inayah, D. N., Daud, M., & Nur, H. (2023). Pengaruh Manajemen Waktu Terhadap Prestasi Akademik Mahasiswa yang Bekerja di Kota Makassar. *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 2(2), 266–273. <https://doi.org/10.56799/peshum.v2i2.1391>
- Iswara, I. S., Baihaqi, M., & Ihsan, H. (2020). Takut Kegagalan sebagai Prediktor *Academic procrastination* dimoderatori Status Identitas Vokasional Mahasiswa Bidikmisi Universitas Pendidikan Indonesia. In *Journal Psychology Science and Profession*, 5(2). 159-176. <https://doi.org/10.24198/jpsp.v5i2.29660>
- Jannah, F., & Sulianti, A. (2021). Perspektif Mahasiswa sebagai Agen of Change Melalui Pendidikan Kewarganegaraan. *Journal of Social Science and Education*, 2(2), 181–193. <https://doi.org/10.47080/propatria.v2i2.593.this>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://psycnet.apa.org/record/1971-03263-001>
- Kurniawati, K., Pratikto, H., & Suhadianto. (2022). Task aversiveness dan prokrastinasi akademik pada mahasiswa . *INNER: Journal of Psychological Research*, 1(4), 137–145. Retrieved from <https://aksiologi.org/index.php/inner/article/view/296>
- Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer Publishing Company.
- Lestianti, G., Sawiji, H., & Winarno, W. (2023). Academic procrastination dalam penyelesaian skripsi pada mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS. *JIKAP Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 7(4), 306-315. <https://doi.org/10.20961/jikap.v7i4.64398>
- Navron, L., & Dewanti, R. (2023). The relationship between hardiness and academic procrastination in final students compiling thesis. *Indonesian Journal of Innovation Studies*, 21. <https://doi.org/10.21070/ijins.v21i.810>
- Nurlatifah, R. C. (2018). *Pengaruh Self Control, Asertivitas Dan Hardiness Terhadap Academic procrastination Mahasiswa Program Studi Psikologi Universitas Islam Indonesia Yogyakarta*(Thesis tidak dipublikasikan). Universitas Islam Indonesia. Pascasarjana Magister Ilmu Agama Islam. Fakultas Ilmu Agama Islam.
- Nursanik, & Mursidah, I. (2020). Kritik nalar pemikiran politik Thomas Hobbes. *Al Qisthas*, 11(2), 18-45. <https://doi.org/10.37035/alqisthas.v11i2.3794>
- Prayitno, S., Ul Khususna, N., & Aini, D. (2024). Analisis penyebab prokrastinasi akademik pada mahasiswa organisatoris fakultas psikologi dan kesehatan. *Psycho Aksara : Jurnal Psikologi*, 2(2), 95-101. <https://doi.org/10.28926/pyschoaksara.v2i2.1449>
- Putri, N. I., & Edwina, T. N. (2020). Task aversiveness Sebagai Prediktor Academic procrastination Pada Mahasiswa. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 124–140. <https://doi.org/10.30605/jsgp.3.1.2020.242>
- Rahayu, F., & Mahendra, J. P. (2023). Prokrastinasi Akademik Dikalangan Mahasiswa Semester Akhir. *Coution : journal of counseling and education*, 4(2), 8 – 18. <https://doi.org/10.47453/coution.v4i2.1044>
- Rahmadanti, A. D., Lubis, F. Y., & Yudianta, W. (2023). Academic procrastination pada mahasiswa bidikmisi: Area dan faktor prokrastinasi. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 13(2), 218-229. <https://doi.org/10.24176/re.v13i2.8892>
- Rifani, E., & Ayuningtias, A. D. L. (2022). Academic hardiness tinjauan jenis kelamin dan usia siswa sekolah menengah atas di Kota Semarang. *Advice: Jurnal Bimbingan Dan Konseling Academic*, 4(2), 2685–9122. <https://doi.org/10.32585/advice.v4i2.3576>
- Sirois, F. M., & Pychyl, T. A. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. *Social and Personality Psychology Compass*, 7(2), 115–127. <https://doi.org/10.1111/spc3.12011>
- Steel, P. (2007). The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P., & Klingsieck, K. B. (2016). Academic Procrastination: Psychological Antecedents Revisited. *Australian Psychologist*, 51(1), 36–46. <https://doi.org/10.1111/ap.12173>

- Sugiyono. (2020). *Metode penelitian pendekatan kuantitatif kualitatif dan R&D*. Alfabeta.
- Sümer, C., & Büttner, O. B. (2022). I'll Do It – After One More Scroll: The Effects of Boredom Proneness, Self-Control, and Impulsivity on Online Procrastination. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.918306>
- Syahrial, M., Netrawati, N., Sukma, D., & Ardi, Z. (2022). Effect of *Task aversiveness* and Student Academic Procrastination. *Jurnal Aplikasi IPTEK Indonesia*, 6(2), 75–82. <https://doi.org/10.24036/4.11692>
- Syukur, M., Awaru, O. T., & Megawati. (2020). Fenomena Academic procrastination di Kalangan Mahasiswa. *Jurnal Neo Societal*, 5(4), 374–380. <https://dx.doi.org/10.52423/jns.v5i4>
- Tong, T., Bai, Y., & Feng, T. (2024). The cognitive mechanism of reducing procrastination by emotion regulation: The mediation role of task aversiveness. *Acta Psychologica Sinica*, 56(4), 458–468. <https://doi.org/10.3724/SP.J.1041.2024.00458>
- Triyono, & Khairi, A. M. (2018). *Academic procrastination* siswa SMA (Dampak psikologis dan solusi pemecahannya dalam perspektif psikologi pendidikan islam). *Jurnal Al Qalam*, 19(2), 57-74. <https://ojs.unsiq.ac.id/index.php/al-qalam/article/view/517>
- Van Eerde, W. (2000). Procrastination: Self-regulation in Initiating Aversive Goals THE Relevance Of Studying Procrastination. *Applied Psychology: An International Review* 49(3). 372-389. <https://doi.org/10.1111/1464-0597.00021>
- Vinothkumar, M., Kousalya, & Rai, V. V. (2016). Moderating Roles of Hardiness and Self-Efficacy in the Relationship between Flow and Academic Procrastination on Academic Performance: A Structural Equation Model Approach. *The International Journal of Indian Psychology*, 3(2), 77-89. <https://www.researchgate.net/publication/305323745>
- Wäschle, K., Allgaier, A., Lachner, A., Fink, S., & Nückles, M. (2014). Procrastination and self-efficacy: Tracing vicious and virtuous circles in self-regulated learning. *Learning and Instruction*, 29, 103–114. <https://doi.org/10.1016/j.learninstruc.2013.09.005>
- Widhita, Z. F. Y., Indriayu, M., & Wardani, D. K. (2023). Pengaruh manajemen waktu dan motivasi belajar terhadap prestasi belajar mahasiswa pendidikan ekonomi di masa pandemi. *Jurnal Pendidikan Ekonomi (JUPE)*, 11(3), 288–296. <https://doi.org/10.26740/jupe.v11n3.p288-296>
- Yusra, Z., & Sultastri. (2023). Kontribusi Academic Hardiness dan Grit Terhadap Academic Procrastination. *INNOVATIVE: Journal Of Social Science Research*, 3(3), 8263–8270. <https://j-innovative.org/index.php/Innovative>