

PERAN STRES AKADEMIK DAN MANAJEMEN WAKTU TERHADAP PROKRASTINASI AKADEMIK PADA SISWA KELAS XII SMAN 2 SIJUNJUNG

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peran stres akademik dan manajemen waktu terhadap prokrastinasi akademik pada siswa kelas XII SMAN 2 Sijunjung. Latar belakang penelitian ini didasari oleh fenomena banyaknya siswa yang menunda penyelesaian tugas akademik yang berdampak pada pencapaian prestasi belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode regresi linier berganda. Populasi penelitian berjumlah 128 siswa dan teknik pengambilan sampel yang digunakan adalah teknik sampling jenuh. Instrumen penelitian terdiri dari skala stres akademik (20 aitem valid, reliabilitas = 0,861), skala manajemen waktu (31 aitem valid, reliabilitas = 0,926), dan skala prokrastinasi akademik (26 aitem valid, reliabilitas = 0,912). Hasil analisis menunjukkan bahwa stres akademik dan manajemen waktu secara simultan berperan signifikan terhadap prokrastinasi akademik dengan nilai $R^2 = 0,490$. Secara parsial, stres akademik berperan positif signifikan terhadap prokrastinasi akademik ($\beta = 0,498$; $p < 0,01$) dan manajemen waktu berperan negatif signifikan terhadap prokrastinasi akademik ($\beta = -0,201$; $p < 0,01$). Artinya, semakin tinggi stres akademik maka semakin tinggi tingkat prokrastinasi, sementara semakin baik manajemen waktu maka semakin rendah prokrastinasi akademik. Penelitian ini memberikan implikasi penting bagi pihak sekolah dan guru untuk memperhatikan pengelolaan stres dan pembinaan keterampilan manajemen waktu guna menurunkan perilaku prokrastinasi akademik pada siswa.

Kata kunci: stres akademik, manajemen waktu, prokrastinasi akademik, siswa SMA

***THE ROLE OF ACADEMIC STRESS AND TIME MANAGEMENT IN
ACADEMIC PROCRASTINATION AMONG 12TH GRADE STUDENTS AT
SMAN 2 SIJUNJUNG***

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ABSTRACT

This study aims to examine the role of academic stress and time management in academic procrastination among 12th-grade students at SMAN 2 Sijunjung. The research was motivated by the phenomenon of students delaying academic tasks, which affects their academic achievement. This study employed a quantitative approach with multiple linear regression analysis. The population consisted of 128 students, and the sampling technique used was saturated sampling. The research instruments included an academic stress scale (20 valid items, reliability = 0.861), a time management scale (31 valid items, reliability = 0.926), and an academic procrastination scale (26 valid items, reliability = 0.912). The results showed that academic stress and time management simultaneously had a significant role in academic procrastination with an R^2 value of 0.490. Partially, academic stress had a significant positive role in academic procrastination ($\beta = 0.498$; $p < 0.01$), and time management had a significant negative role ($\beta = -0.201$; $p < 0.01$). This indicates that higher academic stress is associated with higher levels of procrastination, while better time management is associated with lower academic procrastination. The findings suggest the importance of stress management and time management training in schools to reduce students' academic procrastination.

Keywords: academic stress, time management, academic procrastination, high school students