



RELATIONSHIP OF ADVERSITY QUOTIENT WITH ACADEMIC
PROCRASTINATION OF GUIDANCE AND COUNSELING PROGRAM STUDENTS
AT PATTIMURA UNIVERSITY

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Abstract:

Academic Procrastination is a delay that is done to start and complete tasks related to academics. Particularly the problem of procrastination occurred at a student who studied guidance and counseling. This research aims to know is there any *adversity quotient* relations with academic procrastination. The method used is descriptive quantitative data analysis techniques using statistics analysis techniques, correlation formula *product moment of pearson*. The subject of the study amounted to 27 students. The conclusions of this writing is there's a significant relationship between the *adversity quotient* with Academic Procrastination however, it is a negative relationship between the *adversity quotient* with the academic procrastination, the more high level of *adversity quotient* someone then procrastination will be getting lower. In contrast the lower the *adversity quotient* higher procrastination. The average score category *adversity quotient* high, score procrastination academic is medium.

Keyword: *adversity quotient*, academic procrastination

INTRODUCTION

Position of students as academics in tertiary institutions will always be faced with academic and non-academic assignments. The academic nature of a student is inseparable from the assignments given by each lecturer in each subject, even in one semester the volume of assignments reaches ten to fifteen papers that must be completed well and on time (Rumiani, 2006). In addition, Prayitno (2002) states that among the determinants of student success in higher education is the extent to which students are able to complete the assignments given by the lecturer properly and on time.

Managing time well means being able to use time effectively so that time efficiency is very important. Managing time is not easy, many people cannot manage their time effectively and efficiently. This can be seen from the large number of people stalling and delaying the duties and obligations aimed at him. The tendency to procrastinate is certainly not a good thing for those who do it, In the science of Psychology a person's tendency to procrastinate in starting or completing a task or job is called Procrastination.

Procrastination *is* defined as the tendency to procrastinate the completion of a task or job so that someone fails to complete tasks on time. Procrastination stems from failures in managing time and tasks that manifest in the gap between intentions and behaviors that are directed at the goal or postpone it until the last moment when someone intends to complete it (Chu & Choi, 2005).

It is inevitable that the phenomenon that is happening now many students who ignore their duties and responsibilities as students to complete lecture assignments and even not being prepared to take the final semester exams due to procrastination.

The results of research conducted by Ji Won You (2015) at a Korean University showed that of the 569 students studied, 56.39% conducted academic procrastination. Academic procrastination conducted leads to fun things such as watching movies for hours, *online games*, this activity is more preferred than doing academic work, so there is a delay in collecting lecture assignments.

Yemima Husetiya (2012) explains that academic procrastination is a delay carried out intentionally and repeatedly in completing a task or job, both starting and completing tasks related to the academic field. According to Hidayah and Atmoko (2014), Procrastination is defined as "the habit of delaying starting work and delaying completing homework (PR), making reports, and studying for exam preparation / repetition.

The habit of not being able to reject the invitation of friends, playing *gadgets* and *social media* which causes learning achievement to decrease is seen as a challenge that is not able to be faced by students so that it will be difficult for students to achieve success. This was also stated by Kusyogo et al. (2012) that "Adolescents who have limited ability to refrain from challenges often end up doing risky behavior due to the urging of their peers".

Therefore students are seen as needing to have intelligence to face challenges or Adversity Quotient (AQ). According to Stoltz (2000) "AQ is the ability of a person to manage, deal with, and survive to face the challenges experienced and make challenges a process in an effort to develop themselves and the potential to have to achieve a planned goal."

So it can be concluded that what is meant by AQ or Adversity Quotient is the ability or intelligence of a person to be able to survive facing difficulties and be able to overcome life's challenges.

In addition, Sarwono (2016) suggests six adjustments that must be done by adolescents, namely: a. Receive and integrate the growth of his body in his personality b. Determine the role and function of adequate sexual (meet the requirements) in the culture where he is c. Achieve maturity with independence, confidence, and the ability to deal with life d. Reach the position accepted by the community e. Developing conscience, responsibility, morality and values in accordance with the environment and culture f. Solve real problems in one's own experience and in relation to the environment.

Based on the six points of adjustment stated by Sarwono, the writer emphasizes on the third and sixth points, namely adolescents must be able to face life and be able to solve real problems in their own experiences and in relation to the environment. Therefore it is clear that if you want to achieve success in life then everyone needs to have AQ (Adversity Quotient) or the ability to face challenges including students in facing life challenges and current trends that cause them to carry out academic procrastination so that it will affect his future later.

LITERATURE STUDY

a. Adversity Quotient

The term Adversity Quotient is taken from a concept developed by Paul G. Stoltz, Ph.D, president of PEAK learning, INC. a consultant in the world of work and skill-based education (Stoltz, 2000). The existing concept of IQ and EQ is considered not enough to be one's capital to success, therefore Stoltz then develops the concept of intelligence adversity. The existing concept of intelligence (IQ and EQ) is considered insufficient to become one's capital to success, therefore Stoltz then develops a concept of intelligence *adversity*.

Adversity in the English dictionary means misery and misfortune, while *quotient* is defined as ability or intelligence. Meanwhile, according to Stoltz (2000) *Adversity Quotient* is the ability possessed by someone in observing difficulties and processing these difficulties with intelligence that is owned so that it becomes a challenge to be solved. In other words *adversity quotient*. is an ability to be able to survive in the face of all problems or difficulties of life.

Stoltz in Mamahit (2003) argues that among the many forces possessed by individuals, one of the strengths that an individual has is how far the individual is able to survive facing difficulties and the ability of individuals to overcome difficulties. Mamahit stated that if the individual is able to survive facing difficulties and be able to overcome difficulties, then the individual will achieve success in life.

Stoltz (2000) states that *Adversity Quotient* (AQ) has three forms. First, AQ is a new conceptual framework for understanding and improving all aspects of success. Second, AQ is a measure to find out someone's response to adversity. Finally, AQ is a set of equipment that has a scientific basis to improve one's response to adversity, which will result in improving one's overall personal and professional effectiveness.

b. Academic Procrastination

Procrastination or *procrastination* comes from the Latin language that is *procrastinare* which means delaying until the next day Ferrari et al. (1995). Furthermore, someone who proclaims it does not intend to avoid or do not want to know the task at hand, but they only

procrastinate to do it, thus consuming the time needed to complete the task. The delay resulted in failure to complete the task on time.

Procrastination according to Solomon and Rothblum (1984) is procrastinating behavior that is unnecessary or futile in carrying out tasks that cause discomfort in the perpetrator. In line with this Schouwenburg et al. (2004) convey that procrastination behavior appears when task delays are carried out to the point where emotional discomfort arises. Like discomfort is internal and subjective, for example in the form of anxiety.

Ferrari et al. (1995) reveals the notion of procrastination can be seen from several specific restrictions, namely:

- 1) Procrastination as postponement behavior, which is every action to postpone doing a task is called procrastination, without questioning the purpose and reason for the delay.
- 2) Procrastination as a habit or pattern of behavior owned by individuals, which leads to the nature. Delays made are a permanent response that is always done by someone in facing a task, usually accompanied by irrational beliefs.

Furthermore, the procrastinator actually realized that he was facing tasks that were important and useful to him (as a primary task), but deliberately procrastinating (compulsive), until feelings of discomfort, anxiety, and guilt appeared in him. They tend to use their time for entertainment activities such as reading (newspapers or other story books), traveling, chatting, listening to music, watching movies, drinking or eating snacks.

Academic procrastination is a type of delay that is done on formal assignments related to the academic field, for example school work or special assignments. Non-academic procrastination is a delay that is done on the type of non-formal tasks or tasks related to daily life, for example household tasks, social tasks and office duties of Ferrari et al. (1995). Further delivered, academic procrastination is one type of procrastination from the five types of procrastination (Millgram, Dangour, & Raviv, 1992). The other four are general procrastination or routine life procrastination, decision making procrastination, neurotic procrastination, and compulsive or dysfunctional procrastination. The characteristic of academic procrastination that makes this procrastination different from other procrastinations is that this procrastination takes place specifically in the context of academic assignments.

Academic procrastination refers to the tendency to postpone or postpone doing work related to one's studies, so that it cannot complete tasks on time (Solomon & Rothblum, 1984). In line with this Schouwenburg et al. (2004) also revealed that academic procrastination is a delay behavior to complete academic tasks, such as preparing for examinations, doing homework and writing final report.

RESEARCH METHODOLOGY

The approach used in this study is the Quantitative approach because the final data analysis is done by tests *statistical* (Kountur, 2004). The research method used is correlational namely to determine the relationship or influence of *Independent Variable* (IV), *Dependent Variable* (DV) with the purpose of research whether there is a relationship between *Adversity Quotient* and academic procrastination of students in counseling guidance study program students.

This research will be conducted at the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pattimura University in December 2018. The research population is the whole object to be studied (Notoatmodjo, 2010). In this study, the study

population was all active students of the 2016 Counseling Guidance Study Program and the 2017 class of 110 students.

RESEARCH RESULTS AND DISCUSSION

The satatistic formula used to test the hypothesis in this study is the correlation formula *product moment* from *Karl Pearson* with *two technical tails*. That is because the data of this study are interval data using *parametric statistical tests* and correlational research techniques. In the calculation the authors use the SPSS 22.0 program *for windows*.

From the hypothesis test results obtained by the correlation coefficient between *Adversity Quotient* and Academic Procrastination is -0.661. The correlation can be seen in the table below.

Correlations

		Adversity Quotient	Academic Procrastination
Adversity Quotient	Pearson Correlation	1	-.661**
	Sig. (2-tailed)		.000
	N	27	27
Academic Procrastination	Pearson Correlation	-.661**	1
	Sig. (2-tailed)	.000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above it can be seen the value of the correlation coefficient (R_{xy}) between *Adversity Quotient* and Academic Procrastination shows -0.661 thus the value of r indicates that between *adversity quotient* and student academic procrastination has a negative relationship direction. According to Sutrisno Hadi the correlation coefficient moves from 0,000 to +1,000 or -1,000 when two variables have a coefficient of -1,000 then both variables are said to have a perfectly negative correlation. To test the significance of the relationship can be known through the results of the *bivariate correlation analysis*, by looking at the probability value (Sig) obtained. As an evaluation criterion, if probability > 0.05 then H_0 is accepted while if < 0.05 then H_0 is rejected (Syofian, 2014). In the table of correlation test results obtained probability number 0.00 where $0.00 < 0.05$ Then H_a is accepted or H_0 is rejected.

DISCUSSION

Based on the results of the research described earlier, the results of the correlation analysis *product moment* show that there is a significant negative relationship between *adversity quotient* and academic procrastination. This is indicated by the correlation coefficient of -0.661, the coefficient that moves from the numbers 0,000 to +1,000 or -1,000 when two variables have a coefficient of -1,000 then both variables are said to have a perfectly negative correlation. To test the significance of the relationship can be known through the results of the *bivariate correlation analysis*, by looking at the probability value (Sig) obtained. As an evaluation criterion, if probability > 0.05 then Ho is accepted while if <0.05 then Ho is rejected (Syofian, 2014). In the table of correlation test results obtained probability number 0.00 where $0.00 < 0.05$ because it has a negative value, but the correlation of the two variables is a negative correlation which means the correlation goes in the opposite direction, contradictory or vice versa. The higher the score *Adversity Quotient* person's, the lower the level of Academic Procrastination, and vice versa if score, *Adversity Quotient* the lower the the lower the academic procrastination. The results of this study are also supported by the results of Yemima Husetiya who wrote about *Assertivitas Relationship With Academic Procrastination At the Faculty of Psychology University of Diponegoro in Semarang*, the research results show that the relationship between assertiveness with academic procrastination in psychology student UNDIP is $r_{xy} = -0.561$ with significant level of 0,000 ($p < 0.005$). The value r_{xy} negative indicates the direction of the two negative variables.

Guidance and Counseling Study Program students are expected not to make academic procrastination as a prospective educator who will later become a counselor / counseling teacher who is a role model and *role model* for students and everyone in the community. In addition, in the lecture process, guidance and counseling students have been taught to have a basic attitude "Finding a solution to each problem faced and not protracted in these circumstances." Indirectly, students should be able to control themselves and not behave delaying because of delay or procrastination includes behavior that causes someone to be in a troubled state. this is in accordance with what was stated by Ferrari et. Al (1995) that the procrastinator is actually aware that he is facing tasks that are important and beneficial to him (as a primary task), but deliberately procrastinating (compulsively), until feelings of discomfort, anxiety, and anxiety arise. feel guilty in him. They tend to use their time for entertainment activities such as reading (newspapers or other story books), traveling, chatting, listening to music, watching movies, drinking or eating snacks. this is evident in items 24 and 27 on average research subjects prefer to watch the cinema and have dinner with friends rather than doing assignments and these things cause students to be in a state of trouble which will ultimately cause harm to the students themselves .

Based on preliminary observational data in 2017 conducted by fellow writers, there were 27 people detected as procrastinators of the moderate category who were students in semester 3 and semester 1, after on December 1, 2018 the writer re-recorded. there was a decrease in the number of procrastinators by 11 people including 6 people from the 2016 class and 5 others from the 2017 class. This illustrates that students who are increasingly studying in the Counseling Guidance study program tend to experience a decrease in the level of procrastination and an increase in the level of *Adversity Quotient* with a score AQ above 124. In line with what has been explained by Stoltz in the presentation in Chapter II that the external factors of education also influence the level of one's *Adversity Quotient* . Meanwhile 16 other people still experienced moderate category procrastination, but those who had high AQ levels were only 2 out of 27 research subjects who had moderate procrastination with AQ scores below 124.

Other facts also showed that the eleven research subjects who had low procrastination levels were High achievers with a Grade Point Average (GPA) above 3.00 and are known to be students who are quite active in the lecture process and activities outside of the lecture. This has also been explained by Stoltz (2000) in his book about several factors that also influence one's *Adversity Quotient*, namely internal factors including talent and intelligence.

Thus it can be concluded that the longer studying in the guidance and counseling study program, the ability of AQ each person will increase so that the challenges in life can be minimized, one of which is academic procrastination conducted by students.

CONCLUSION

Based on the results of the analysis and interpretation of the data that has been done, the authors conclude that there is a significant relationship between *Adversity Quotient* and Academic Procrastination of Pattimura University Guidance and Counseling Study Program students, the relationship is a perfectly negative relationship. In this case it can be said that the negative relationship of *Adversity Quotient* with Academic Procrastination of students of guidance and counseling study programs means that the higher the *Adversity quotient* Someone's, the lower the level of academic procrastination is carried out. Conversely, the lower the *Adversity quotient* Someone's then the level of academic procrastination will be higher.

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