



The Impact of Anxiety on Academic Procrastination Among University Students in Indonesia

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Abstract: This study aims to explore the influence of anxiety on academic procrastination across university students in Indonesia, measuring both state and trait anxiety. The research used a quantitative approach with correlational design. A total of 559 university students in Indonesia participated in this study. The measurement tools employed were the STAI-5 for anxiety and the PASS for academic procrastination. Data analysis using multiple linear regression tests showed a significant influence of anxiety on academic procrastination, accounting for 14.1% of the variance. A significant positive relationship was found between state anxiety and academic procrastination. Additionally, this study identified a significant positive relationship between trait anxiety and academic procrastination. This study found that female university students had higher levels of both state anxiety and trait anxiety compared to male university students. Additionally, the research discovered that university students who participated in organizations tend to have lower levels of academic procrastination than those who did not. Furthermore, academic procrastination was significantly different when analyzed by academic year.

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Introduction

University students face both academic and non-academic demands. Academically, they are expected to complete tasks independently, such as weekly assignments, presentations, and exams (Cahyani et al., 2023). At the same time, as emerging adults, university students must explore their identities, discover their interests and abilities, and make life decisions (Arini, 2021). These combined pressures often lead to difficulties in time management, resulting in academic procrastination (Sari & Hazim, 2023). Academic procrastination refers to the deliberate and repetitive delay in academic tasks despite awareness of its negative consequences (Ompusunggu, 2022; Suhadianto & Pratitis, 2020). Rizky and Soetjningsih (2021) identified six areas of academic procrastination: writing papers, preparing for exams, weekly reading tasks, administrative tasks, attending meetings, and general academic work. There are external and internal factors that become the causes of academic procrastination. External factors, such as environmental conditions and parenting styles, as well as internal factors, including physical and psychological conditions (Ompusunggu, 2022; Suhadianto & Pratitis, 2020).

Academic procrastination has become a widespread habit among university students. For example, a study by Mulyana et al. (2022) at UIN Sunan Gunung Djati Bandung found that 14.6% of university students exhibited high levels of procrastination, 72.8% moderate levels, and 12.7% low levels. Similarly, Sari and Hazim (2023) reported that among 241 students at Universitas Muhammadiyah Sidoarjo, 5% exhibited very high procrastination, 11% high, 65% moderate, 12% low, and 7% very low. A preliminary survey conducted by



the researchers on 27 February 2024, among 20 university students revealed that 50% of respondents frequently procrastinated and scored 6–10 on a 10-point scale. Commonly delayed tasks included writing papers, studying for exams, weekly reading assignments, and general academic tasks.

The impacts of academic procrastination are significant, affecting students' emotional, cognitive, behavioral, physical, educational, moral, and interpersonal aspects (Suhadianto & Pratitis, 2020). Ompusunggu (2022) and Roidah et al. (2022) found that procrastination accumulates tasks, causing anxiety, panic, stress, and guilt. This can disrupt sleep patterns and result in fatigue. Zogara et al. (2023) reported that 39.6% of university students experienced less than eight hours of sleep per night. Lack of sleep has a negative impact on their psychological, physical, social, and mental health (Suseno et al., 2020).

Anxiety is one psychological factor contributing to academic procrastination. Anxiety is a state of unease involving worry, fear, and tension over potential negative outcomes (Roidah et al., 2022). University students unable to manage anxiety may feel overwhelmed, leading to procrastination (Mulyana et al., 2022; Ompusunggu, 2022; Sari & Hazim, 2023). Santrock (2011, as cited in Oktia et al., 2023) suggests that procrastination may be an ineffective strategy for avoiding failure. Spielberger and Reheiser (as cited in Oktia et al., 2023) found that anxiety can be temporary (state anxiety) or stable (trait anxiety).

Many university students experience moderate to high levels of anxiety (Mulyana et al., 2022; Ompusunggu, 2022; Sari & Hazim, 2023). For instance, 65.2% of university students at UIN Sunan Gunung Djati Bandung reported moderate anxiety, while 19% experienced high anxiety (Mulyana et al., 2022). Another study found that 53% of medical students at Tarumanagara University reported high levels of anxiety (Marhaen & Evi, 2023). University students in their transitional stages, such as first-year students or those final-year students, are particularly vulnerable to anxiety (Novitria & Khoirunnisa, 2022). First-year students face challenges adapting to new environments, while final-year students deal with requirements like internships and thesis work (Romadhona et al., 2021).

A preliminary survey found that 70% of respondents identified inadequate rest as a significant anxiety symptom, with 35% reporting it as a daily issue. This anxiety stemmed from academic overload, looming deadlines, family problems, lack of support, organizational commitments, fear of failure, personal challenges, and homesickness. Anxiety triggers emotional, cognitive, and physiological responses (Calhoun & Acocella, as cited in Novitria & Khoirunnisa, 2022). Emotionally, it causes tension and sadness; cognitively, it hampers problem-solving and thinking; physiologically, it accelerates heart rate and breathing, leading to stress that hinders task completion and academic performance (Sari & Hazim, 2023).

Previous research highlighted a significant positive relationship between state anxiety and procrastination ($r=0.225$) and between trait anxiety and procrastination ($r=0.397$) (Oktia et al., 2023). However, anxiety may also motivate university students to prepare diligently, reducing procrastination (Novitria & Khoirunnisa, 2022). Xu et al. (2016) found that state anxiety may help university students do their academic tasks better and prevent academic procrastination. Every student will behave differently after getting a threat, in this case, it is an academic task. When perceived as a threat, tasks may evoke fight or flight responses, with students either tackling (fight) or avoiding (flight) their academic responsibilities (Berutu & Mutiawati, 2023).

Additionally, individuals who experience anxiety may use problem-focused coping to prepare themselves for tackling challenges (Pradana & Susilawati, 2019). In this context, university students may require time to prepare for completing their academic task. As a



result, university students engage in academic procrastination, however the type of academic procrastination observed is functional procrastination, where procrastination is done to gather information and strategies for completing task (Fadilah et al., 2023). Previous studies tend to focus on participants from a single university or faculty. Furthermore, many prior studies have predominantly focused on as specific cohort rather than including university student from various cohorts (Oktia et al., 2023; Ompusunggu, 2022). However, university students from different cohort face unique challenges that may trigger academic procrastination and anxiety.

Therefore, the novelty of this study lies in its exploration of academic procrastination and anxiety across multiple university cohorts in Indonesia, rather than limiting the analysis to a single cohort, faculty, or institution. By using participants from diverse academic backgrounds, this research provides more comprehensive understanding of how different cohorts experience and cope with academic challenges. This study explore the relationship between anxiety and academic procrastination while incorporating gender, cohort, and orgaizational involvement.

The objective of this research is to explore the influence of anxiety on academic procrastination across university students in Indonesia, measuring both state and trait anxiety dimensions. It hypothesizes that state and trait anxiety significantly impact academic procrastination. The study seeks to provide a broader understanding of how anxiety affects procrastination across different cohorts, contributing theoretical insights and practical awareness for students to manage these challenges effectively.

Research Method

This research used a quantitative approach with a correlational design. The researcher utilized multiple linear regression to examine how anxiety (state anxiety and trait anxiety) predicts academic procrastination. This study's participants were university students aged 18 to 25 years in Indonesia. Total samples in this study were 559 university students from 22 provinces in Indonesia from Bali, Banten, Bengkulu, Daerah Istimewa Yogyakarta, Jambi, Jawa Barat, Jawa Tengah, Jawa Timur, Kalimantan Barat, Kalimantan Selatan, Kalimantan Timur, Kepulauan Riau, Lampung, Nusa Tenggara Timur, Riau, Sulawesi Selatan, Sulawesi Utara, Sumatera Barat, Sumatera Selatan, Sumatera Utara, DKI Jakarta, dan Nanggroe Aceh Darussalam. This research used convinience sampling and snowball sampling to get the participant. Convinience is used to get easy and quick data collection from an accessible population. While snowball sampling was used to reach a larger number of participants by asking initial participants to refer others who fit this study criteria. All the data collected were processed using JASP 0.18.3.

The anxiety variable was measured using the Spielberger *State-Trait Anxiety Inventory-5*, developed by Zsido et al. (2020) and adapted to Indonesian by the researcher. The inventory has two dimensions: state anxiety and trait anxiety, each consisting of five items. Each item is rated on a scale from 0 ("not at all") to 3 ("very much so"). The state anxiety dimension has a Cronbach's alpha value of 0.842 and a validity range of 0.585-0.720. On the other hand, trait anxiety has a Cronbach's alpha value of 0.811 and a validity range of 0.567-0.618.

Academic procrastination was assessed using the Procrastination Academic Scale for Students (PASS), developed by Solomon and Rothblum (1984) and translated to Indonesian by Sondakh (2021). There are two sections: the academic procrastination frequency (PASS-I) and the reasons for procrastination (PASS-II). The first section consists of six dimensions,



writing a term paper, studying for an exam, keeping up with weekly reading assignments, performing administrative tasks, attending meetings, and performing academic tasks in general with a total of 12 items. Each area of procrastination calculates the degree they do academic procrastination which is rated on a scale from 1 ("never procrastinate") to 5 ("always procrastinate"). Each area of procrastination also calculates the degree to which procrastination becomes a problem which is rated on a scale from 1 ("not at all a problem") to 5 ("always a problem"). PASS-I has Cronbach's alpha value of 0.828 and a validity range of 0.442-0.548.

The second section of PASS consists of 13 reasons why students procrastinate: perfectionism, evaluation anxiety, low self-esteem, aversiveness of tasks, laziness, time management, difficulty making decisions, peer pressure, dependency, lack of assertion, risk-taking, fear of success, and rebellion against control with a total of 26 items. Each item is rated on a scale from 0 ("not at all reflects why I procrastinated") to 3 ("definitely reflects why I procrastinated"). PASS-II has Cronbach's alpha value of 0.919 and a validity range of 0.305-0.659.

Results and Discussion

Norm Analysis

Table 1. Stanine Norm Analysis

Category	State Anxiety		Trait Anxiety		Academic Procrastination	
	N Valid	%	N Valid	%	N Valid	%
Very Low	47	8.408	35	6.261	40	7.156
Low	108	19.320	135	24.150	128	22.898
Average	337	60.286	292	52.236	295	52.773
High	45	8.050	85	15.206	80	14.311
Very High	22	3.936	12	2.147	16	2.862

Based on the stanine norm analysis, most university students were found to have average state anxiety (60.286%), average trait anxiety (52.236%), and average academic procrastination (52.773%).

Correlation and Regression Analysis

Table 2. Matrix for the Correlation of Anxiety and Academic Procrastination

		State Anxiety	Trait Anxiety
State Anxiety	<i>r</i>	—	—
Trait Anxiety	<i>r</i>	.648***	—
Academic Procrastination	<i>r</i>	.332***	.317***

Note. ***significance level < .001

The correlation table above displays the significant relationships between both anxiety dimensions with academic procrastination. There are significant relationships between state anxiety and academic procrastination with *r* values of .332. There are also significant relationships between trait anxiety and academic procrastination with *r* values of .317.

Table 3. Multiple Linear Regression Analysis

Model	R	R ²	Adjusted R ²	RMSE
H ₁	.375	.141	.138	6.909

Based on the table above, the contribution of the anxiety variable to the academic procrastination variable is seen through the R² value of .141. This means that the anxiety variable contributes 14.1% to the academic procrastination variable, while other variables



influence the remaining percentage. Anxiety can cause physical reactions in university students, such as increased heart rate and faster breathing. These physical reactions make university students uncomfortable and tense when working on academic tasks. Anxious university students may struggle to think, solve problems, and make decisions (Novitria & Khoirunnisa, 2022). University students struggle to decide when and how to complete their academic tasks. As a result, university students in Indonesia tend to procrastinate academically and need more time to finish their assignments. They often prefer to engage in more enjoyable activities, which leads them to become distracted from their academic responsibilities. However, the anxiety that university students experience sometimes drives them to engage in functional procrastination, which is the delay of academic tasks to better prepare by gathering more information to complete their assignments (Fadilah et al., 2023). Even though anxiety can lead to academic procrastination, university students are still able to achieve optimal academic results.

Anxiety in university students in Indonesia, which is temporary and situational (state anxiety), can influence academic procrastination behavior. State anxiety requires a quick response from students to act immediately when the anxiety occurs. When there is a situation that makes university students anxious, they tend to avoid the source of the threat, one of which is academic tasks. University students may choose to delay completing them temporarily, often working on academic tasks close to the submission deadline. On the other hand, trait anxiety is a stable form of anxiety due to the student's personality. Persistent and stable anxiety can cause university students in Indonesia to experience a cycle of rumination. Rumination begins when an anxious individual continually thinks about negative things and tries to avoid those thoughts (Dewajani & Karneli, 2020). In this case, anxiety causes university students to constantly think about the source of the problem, which is perceived negatively, one of which is academic tasks. Ultimately, university students in Indonesia avoid their academic tasks and engage in academic procrastination.

The results of this study are in line with (Oktia et al., 2023), which found a significant positive relationship between each dimension of anxiety and academic procrastination. Anxiety reduces university students' ability to effectively complete and finish academic tasks. University students tend to avoid difficulties and sources of unpleasant experiences (Ompusunggu, 2022). As a result, university students choose to procrastinate on their academic tasks as an ineffective way of coping with anxiety.

Factors Influencing Academic Procrastination

Table 4. What Participants Do When Encounter Academic Problems

What Participants Do When Encounter Academic Problems	N
Ask and discuss with friends, lecturers, seniors, siblings, or others	486
Search for information through AI, Google, and other internet media	486
Go to the library	7
Pray and worship	2
Try to do it independently	5
Cry	1
Engage in activities to relieve stress (such as taking a walk, drinking coffee, resting or sleeping, and watching funny videos)	17
Make a <i>to-do list</i>	1

The influence of anxiety on academic procrastination tends to be small. Based on additional analysis of what university students do when they encounter difficulties in completing their



tasks, university students in Indonesia tend to engage in problem-focused coping. University students with problem-focused coping try to address the problems causing their anxiety by seeking solutions (Mulyana et al., 2022). Based on the table above, Indonesian university students who encounter difficulties while working on academic tasks tend to ask for help and discuss with others, as well as seek information through the Internet. Despite feeling anxious, support from others and the internet reduce anxiety and the tendency to procrastinate (Pradana & Susilawati, 2019).

Table 5. Reasons Why University Students Engage in Academic Procrastination

PASS-II	Mean	SD
<i>Dependency</i>	2.752	.885
<i>Difficulty Making Decision</i>	2.795	1.016
<i>Lack of Assertion</i>	2.572	.967
<i>Evaluation of Anxiety</i>	2.739	1.227
<i>Low of Self-Esteem</i>	2.358	1.056
<i>Rebellion Against Control</i>	2.265	1.012
<i>Aversiveness of Task</i>	2.902*	.985
<i>Risk-Taking</i>	2.629	.992
<i>Fear of Success</i>	2.192	1.058
<i>Peer Pressure</i>	2.599	.942
<i>Perfectionism</i>	2.835	1.315
<i>Laziness</i>	3.083*	1.030
<i>Time Management</i>	3.085*	.917

It was found that university students in Indonesia engage in academic procrastination more frequently due to issues with time management, laziness, and aversiveness of tasks. This explains that academic procrastination begins with university students' aversion to certain academic tasks. As a result, university students in Indonesia perceive academic tasks as a burden. This burden can lead to unpleasant feelings and emotional pressure, causing stress and anxiety in university students (B & Hamzah, 2020). The sources of anxiety for university students in Indonesia stem from academic tasks, anxiety when meeting professors, social anxiety, anxiety about the future and the workforce, as well as anxiety about failure (Hanin & Ahlas, 2020; Sari & Hazim, 2023; Situngkir et al., 2022). All of these anxieties make it difficult for university students to plan and manage their time effectively to complete their academic tasks (Novitria & Khoirunnisa, 2022). Furthermore, the negative emotions experienced by university students can drain their energy, leading to laziness in completing and finishing their academic tasks (Lio & Sembiring, 2019).

Difference Test on Anxiety and Academic Procrastination by Gender

Tabel 8. Results of the Difference test on Anxiety and Academic Procrastination by Gender

Variables	W	df	p
Academic Procrastination	35446.000		.107
State Anxiety	31419.500		< .001
Trait Anxiety	29772.000		< .001



Tabel 9. Mann-Whitney Test of Anxiety and Academic Procrastination by Gender

Variables	Group	N	Mean	SD	Median
Academic Procrastination	Male	246	32.102	6.124	32.000
	Female	313	32.866	8.324	33.000
State Anxiety	Male	246	5.927	2.938	6.000
	Female	313	7.038	3.806	7.000
Trait Anxiety	Male	246	6.602	2.758	7.000
	Female	313	7.933	3.635	8.000

This study found no significant differences in academic procrastination between male and female university students in Indonesia. Both male and female university students' study in the same environment and face similar academic workloads (Nilakantie & Mastuti, 2014). University students in Indonesia are expected to manage their time and complete tasks independently to the best of their abilities, regardless of gender (Astuti et al., 2021). However, female university students in Indonesia exhibit higher levels of state anxiety and trait anxiety than their male counterparts. According to the results of comparative tests, female university students also demonstrate higher levels of perfectionism compared to male university students. Female university students tend to set high standards for their academic performance and feel that every task must be perfect. Nevertheless, they are often overly critical of themselves and fail to feel satisfied with their achievements (Farisi et al., 2024). This maladaptive perfectionism can lead to anxiety when mistakes occur or when they fail to meet their expectations, ultimately causing difficulties in completing tasks and contributing to academic procrastination.

Difference Test on Anxiety and Academic Procrastination by Organizational Participation

Tabel 10. Results of the Difference test on Academic Procrastination Based on Organizational Participation

Variables	t	df	p
Academic Procrastination	2.049	557	.041

Tabel 11. Descriptive Independent T-Test of Academic Procrastination Based on Organizational Participation

Variables	Group	N	Mean	SD
Academic Procrastination	Organizational Members	282	33.167	7.623
	Non-Organizational Members	277	31.881	7.205

Tabel 12. Results of the Difference test on State Anxiety and Trait Anxiety Based on Organizational Participation

Variables	W	df	p
State Anxiety	41760.500		0.155
Trait Anxiety	42488.000		.071

The study also found that university students who participated in organizations had lower levels of academic procrastination compared to those who do not. University students involved in organizations bear more responsibilities but also have opportunities to learn and develop their potential and soft skills. This helps them to manage their time effectively and complete their tasks efficiently (Suningsih et al., 2021). Additionally, organizational



university students in Indonesia are often required to maintain a good GPA, which motivates them to reduce procrastination tendencies and strive to improve their academic performance (Jaliil et al., 2020). There are no significant differences in anxiety levels across various dimensions between university students who participate in organizations and those who do not. This is because both groups are in the transitional phase of emerging adulthood and face similar demands. These include not only academic tasks but also self-exploration and career decision-making (Arini, 2021). As they need to fulfill these demands, students in Indonesia may experience anxiety and discomfort.

Difference Test on Academic Procrastination Based on Cohort

Tabel 13. ANOVA Test Results Based on Cohort

Cases	Sum of Squares	df	Mean Square	F	p
Cohort	1.420.999	4	355.250	6.769	< .001
Residuals	27.762.207	529	52.481		

Tabel 14. Descriptive ANOVA by Cohort

Cohort	N	Mean	SD	SE	Coefficient of variation
2020	61	36.098	8.469	1.084	235
2021	154	33.643	8.185	660	243
2022	159	31.346	5.972	474	191
2023	115	31.148	6.491	605	208
2024	45	32.022	7.933	1.183	248

Tabel 15. Post Hoc ANOVA Test by Cohort

		Mean Difference	SE	t	ptukey
2020	2021	2.456	1.096	2.241	.166
	2022	4.752	1.091	4.356	< .001
	2023	4.951	1.147	4.314	< .001
	2024	4.076	1.424	2.863	.035
2021	2022	2.297	.819	2.804	.042
	2023	2.495	.893	2.795	.043
	2024	1.621	1.228	1.320	.679
2022	2023	.198	.887	.223	.999
	2024	-.676	1.223	-.553	.982
2023	2024	-.874	1.274	-.686	.959

This study identified significant differences in academic procrastination among university students in Indonesia from the cohorts of 2020, 2021, 2022, 2023, and 2024. University students from the 2020 and 2021 cohorts exhibited higher levels of procrastination compared to other cohorts. Senior students faced demands to complete their final projects and explore post-graduation plans. Additionally, having attended university for three to four years, they are prone to burnout, which affects their problem-solving abilities (Putri et al., 2023). Consequently, senior students in Indonesia tend to engage in academic procrastination.

Furthermore, university students from the 2024 cohort displayed higher levels of academic procrastination than those from the 2022 and 2023 cohorts. Freshmen are in a transitional phase from high school to higher education, requiring them to adjust to a new



environment and unfamiliar individuals (Novitria & Khoirunnisa, 2022). They also need time to develop better time management skills for completing academic tasks and to become proficient in sourcing journal references for their assignments. As a result, first-year students in Indonesia are more likely to procrastinate academically.

In contrast, university students from the 2022 and 2023 cohorts exhibited lower levels of procrastination compared to other cohorts. These students have already passed the transitional phase, adapted to the university environment, and built social connections. They have also improved their time management skills for completing academic tasks (Fadilah et al., 2023). However, they still face challenges in balancing their time, particularly when participating in organizations or other university student activities.

The findings of this study have both conceptual and practical implications. Conceptually, this research reinforces the theoretical link between anxiety dimensions and academic procrastination. This study helps others, especially university students in Indonesia about the impact of anxiety towards academic procrastination. Its also broadens the understanding of how gender, organizational involvement, and cohorts influence academic procrastination among university students in Indonesia. The practical implications of this study is reducing anxiety could potentially decrease the academic procrastination. Therefore, universities could encourage university students to join organizations that provide structured activities and social support, which can help reduce anxiety and academic procrastination tendencies.

Conclusion

This study showed that anxiety had a significant impact on academic procrastination among university students in Indonesia. This means that anxiety can predict the level of academic procrastination. Both state anxiety and trait anxiety contribute as a predictor of academic procrastination among university students in Indonesia. The study found a significant positive correlation between state anxiety and trait anxiety with academic procrastination. The main reason university students engage in academic procrastination is due to issues with time management. The study also found that female university students have higher levels of state anxiety and trait anxiety compared to male university students. Additionally, the research revealed that university students who participate in organizations have lower levels of academic procrastination compared to those who do not participate in organizations. Furthermore, there is a significant difference in academic procrastination based on the cohort of university students.

Recommendation

Future research is expected to contribute and serve as a reference for similar studies by considering the following suggestions. First, future researchers can increase the number of participants from all 38 provinces in Indonesia. This could enrich the research findings if differences exist across these groups. Second, future researchers can explore other factors or variables that may influence academic procrastination. This is because anxiety only accounts for 14.1% of the influence on academic procrastination, with 85.9% of the influence coming from other variables.

Lecturers should be more attentive to sign of anxiety and academic procrastination among university students and incorporate stress-reduction strategies into their teaching methods by breaking down large assignments into smaller. That helps university student to reduce anxiety and academic procrastination tendencies by giving more manageable tasks.



Meanwhile, counselors should focus on providing targeted support for university students with anxiety, especially high level anxiety students. Counselors could give counseling sessions that include anxiety management strategies, mindfulness, and time management training. Furthermore, promoting university students to join and involve as an organization member is an effective strategy to help students develop better academic habits and reduce academic procrastination.

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