The Relationship between Resilience and Academic Procrastination seen from Students' Self-Compassion

Rahmatia Rahmatia ✉, Mungin Eddy Wibowo, Sunawan Sunawan

Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Academic procrastination hampers students' achievement. Thus, the current research identified and analyzed the relationship between resilience and academic procrastination with self-compassion as the mediator by involving Junior High School students (SMP Negeri) throughout Tolitoli City as many as 326 people chosen using cluster random sampling. Their data were collected using the scales of resilience, academic procrastination, and self-compassion. Findings showed a direct negative relationship between resilience and academic procrastination, self-compassion had a positive relationship with resilience, and academic procrastination negatively related to self-compassion. Further, based on the mediation analysis the researchers found no direct relationship between resilience and academic procrastination through self-compassion. These imply that reducing academic procrastination is important to imptove self-compassion and resilience.

✉ Correspondence address:
Gedung A Kampus Pascasarjana Unnes
Jl. Kelud Utara III Semarang 50237
E-mail: rahmatia164@gmail.com

INTRODUCTION

Academic procrastination is a mechanism to deal with anxiety about starting or accomplishing every task or decision. Each person has abilities to freely create his life style, be responsible for who he is and how he behaves. Flore (2016 : 6).

The above procrastination is realized by delaying doing academic tasks. Another idea defines it as failure to do academic activities within certain period or delaying finishing tasks until the deadline. Students who practice this procrastination usually experience difficulties to hand in the tasks in time or in according to Rozental and Carlbring, (2014) students who are in this state often start working on the tasks close to the deadline so that they tend to hurry.

Academic procrastination gives bad impact to students in terms of quality. At the high level, students may find it hard to develop and lose opportunities to excel.

Individuals who suffer from academic procrastination will lose their cognitive and social aspect slowly. It is because they have been comfortable with delaying doing academic tasks. Siti Muyana's research (2018) found university students mostly have very high level of academic procrastination, while Yudistiro's (2016) noticed 4 students at high level category and 17 students at high level category. In addition, Solikhah, Sugiharto, & Tadjri (2017) argue students procrastination will contribute to academic failure, students' well-being, stress, and regret.

Students' academic procrastination must be a concern, and they need to have self-compassion. Neff (2010). One with high self-compassion will have life satisfaction, social relationship, emotional intelligence, and happiness that is high, low anxiety, depression, and confusion. It is in line with a previous research by Neff (2011) which tested 177 students and found self-love can result optimism.

Based on Marisa & Afriyeni (2019) students who have high self-compassion will be able to accept and make peace with their strengths and weaknesses, so at the end they will see themselves positively and be away from loneliness. This is the reason why self-compassion needs to be developed.

Self-compassion has an important role to give individuals power to be safe, peace, and confident about doing the best effort. This condition encourages and develops trust to one's surrounding during the process of achieving goals. In the same way, by doing so, individuals can increase their motivation. Moreover, those who have self-compassion will experience several things in their psychological development, such as happiness, optimism, wisdom, curiosity, motivation to explore, personal initiatives, and positive emotion. These imply that love is a significant thing for human being. Love can reduce neurotic tendency and reduce dangerous effects due to the disliked personality and others' views Neff, et al (2007).

Apart from self-compassion, resilience is also important for protecting students from any negative effects caused by family or academic environments. A research by Neff and McGehee (2010) conclude that self-compassion can be an alternative to improve resilience. Also, Sofiachudairi & Setyawan (2018) state a positive relationship between self-compassion and resilience, namely the higher self-compassion, the higher resilience will be and vice versa. Mustikasari, (2019) argues children who join self-compassion training will get improvement on survival skills although they face difficult situations. Ahren & Byers (2008) assume resilience can help adolescents reduce juvenile delinquency and increase positive life style as well as reduce students in order to gain high pride. Basically, resilience should be owned by everyone to survive in difficult situations in their lives. Suprihation, Rusmana, & Budiman, (2018). Resilience owned by one individual must be different from others.

Regarding the above description, it was necessary to identify students' problems in terms of resilience and academic procrastination through self-compassion.

METHODS

Initially there were 326 respondents from three schools who were then sampled using cluster random sampling and resulted the following data.

Tabel 1 Research Sample Details

Region	School		Sampel
Kec. Galang	SMP 3 Galang		108
Kec. Baolan	SMP 3 Tolitoli		108
Kec. Dakopemean	SMP Dakopemean	2	110
Total			326

All data collections were done using research instruments measured with likert scale which were adapted through back translation. This process aims to compare and decide the items based on the results of two versions of translation. After it ended, the process went through instruments review by research methodology experts. Then, the researchers performed small and large trial tests to check the readability of the instrument statements for then being measured in terms of validity and reliability.

The first scale used in this research was resilience scale called Academic Resilience Quentient (ARQ) developed by Simon Cassidy (2016) which contains three indicators, namely perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response with total 30 items measured using 4 options of likert scale. In terms of validity, all items in this instrument fulfilled the criteria with the Rxy of 0.785 up to 0.794, while the reliability level derived from the value of cronbach alpha was 0.943.

Self-compassion scale was the second instrument used. It was designed by Raes, et al (2011) and has three indicators, including kindness, common humanity, and mindfulness with twelve items measured using 4 options of likert scale. All 12 items were declared valid by having the value of rxy of 0.678, while its reliability showed 0.936 seen from cronbach alpha value.

The academic procrastination of students were collected using the academic procrastination scale compiled by Ronald D Yockey (2016) with 6 items, namely belief in feeling capable, attention disorders, social factors, time management, personal initiation and laziness consisting of 25 items used with a 4-point Likert scale. The results of the research test showed that the 25 items used in the study met the criteria and were declared valid rxy between 0.678 to 0.612. The level of reliability indicated by the Cronbach alpha coefficient achieved 0.981

In analyzing the data, this study used mediator analysis using a process application developed by Hayes (2013). Meanwhile, the data analysis technique in this study used path analysis framework regression.

RESULTS AND DISCUSSION

This research had three variables, namely academic procrastination as dependent variable, resilience independent variable, and self-compassion as mediating variable. Based on descriptive statistical test, there obtained the value of mean and standard deviation of each variable, namely academic procrastination (M=68.80: SD= 9.050), resilience (M=111.7: SD=19.97), and self-compassion (M=41.90: SD=8.768). In details, this information is presented in table 2.

Tabel 2. Mean and Standard Deviation

Variabel	N	M	SD
Academic Procrastination	326	68.80	9.050
Resilience	326	111.7	19.97
Self-compassion	326	41.90	8.768

After the descriptive statistical test, the researchers performed hypothesis test using PROCESS software developed by Andrew F. Hay (2013). This bootstrap mediation analysis obtained the value of corrected bias of N=500 with the hidden interval of 95. The details are presented in table 3.

**Tabel 3** The Effect of Self-Compassion as a Mediator

Predictor	B	T	P	Se	LLCI	ULCI	R	R2	F	P
Criteria: Self-compassion							3.08	0.095	34.0	<0.01
Reseliensi	135	5.83	<0.05	.023	.089	.180				
Criteria: Academic procrastination				.	.		.332	.11	20.0	<0.01
Reselience	-	.3.81		.025	.128	.030				
Self-compassion	.079	.4.21	<0.05	.056	.352	.128				
	-.240		<0.01							
Total effect	.112	4.59	<0.01	.024	.160	.064				
Indirect	.032			.010	.052	.014				

According to table 3, it is known from the value that resilience was positively related to self-compassion (β=-0,135, p<0,05). Next, self-compassion had a negative relationship with academic procrastination as much as (β=-0,24, p<0,01), and resilience negatively correlates with academic procrastination as much as (β=-0,79, p<0,05).

With regard to mediating variable, after the test using bias corrected bootstrap

method this variable gained N=10,000. Of the bootstrapping results, 95% of confidence interval contributed to total effect of (β=112, se=0,24). In addition, the results of indirect total effect was approximately (β=-0,32, se=0,10), while its confidence interval was 95% with 10,000 bootstrap samples around (LLCI=-52, ULCI=-14).

The following is a conceptual figure of mediation analysis using bootstrap corrected bias which measured the effect of resilience and academic procrastination.
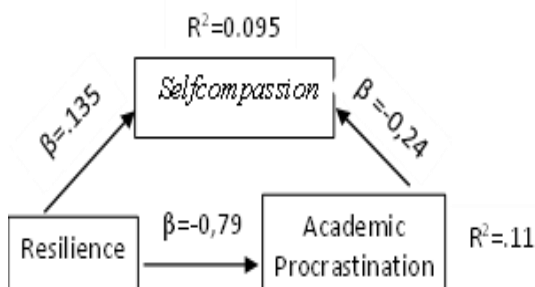
Figure 1. The results of Template 4 model from PROCESS (Hayes, 2013)

The first discussion in this research was the relationship between resilience and academic procrastination of students. Based on the findings, there happened a negative and significant relationship between resilience and academic procrastination. It is in line with a previous research by Reivich & Shatte, (2002) which confirms that resilience is effective to deal with and solve problems using one's own skills, including academic procrastination issue. Another idea is proposed by Ifdil & Taufik (2012) argue the importance of resilience for students to change a problem into a challenge.

A research by Haase Stewart (2016) concludes that individuals with high resilience tend to have low academic procrastination. Conceptually, it is an ability to recover and adapt to unpleasant situation. Widuri, (2006). By having high resilience, individuals would be able to survive and arise from sorrow, accept emotion, thoughts, and situations. Thus, individuals with higher resilience will have self-acceptance. Besides giving benefit for themselves, they can also help others to be aware of the importance of education.

The second discussion in this research was whether there is a relationship between self-compassion and academic procrastination.

According to the findings, there was a direct, negative, and significant relationship between self-compassion and academic procrastination. Similarly, Marshall, et al study (2015) sum up that self-compassion becomes an effective way of reducing students' academic procrastination. Another identical research is by Breines & Chen, (2012), namely self-compassion can shift chronic procrastination into the beneficial one. Moreover, self-compassion can somehow assist further relieve feelings of depression and encourage individuals to act so that individuals will become more open to failures or problems they are experiencing. So far, students who have self-compassion treat themselves better, are able to accept all weaknesses so they are not trapped in self-defeating behavior.

The fourth discussion was the relationship between resilience and self-compassion. The findings revealed a positive and direct relationship between these variables. In the same way, Neff &McGhee, (2010) state the same thing, namely self-compassion can be an alternative to improve resilience. Besides, training in self-compassion may improve the survivability of students. Akma, Lifthya, & Ahadiati, (2019). Another findings by Akin, (2010) is self-compassion functions as adaptive strategies to manage and reduce emotion. Conceptually, the existence of resilience and self-compassion allow students to treat themselves better and be away from self-defeating behavior it surely will have great impact on individuals' mindset in spending their time.

Self-compassion was also found to connect resilience and academic procrastination. When resilience and self-compassion are integrated, students' academic procrastination can be easily reduced. As a result, there will be cognitive and affective stability in students which later make them being more responsible and motivated in their academic environment. Another research by Jia Wei Zhang & Serena Chen, (2016) assure that self-compassion can mediate acceptance and forgiveness so that individuals will greatly develop. Hence, the way resilience reduces academic procrastination is influenced by the improvement of self-compassion.

The findings of this study contribute several implications to the field of guidance and counseling in the way it can improve students' learning activities.

The results of this investigation have implications for guidance and counseling having a major function and role in improving student learning activities.

This research has described the function of resilience in students' cognitive engagement which is useful for increasing the intellectual effort that students exert in the learning process not to procrastinate. It is because resilience can create strong strategies and thoughts which will lead students to learn more. Meanwhile, the resilience function in the acceptance attachment is increasing. Thus, the results of this study indicated that resilience can reduce students' academic procrastination through increasing self-compassion.

This finding also has significant implications for increasing academic procrastination through self-compassion. A student who has self-compassion has a positive impact on academic procrastination which is beneficial for his psychological development which leads to a tendency for students to be able to handle the tasks he faces and not procrastinate.

CONCLUSION

This study has confirmed whether or not there is a direct effect on academic procrastination through self-compassion among junior high school students

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