

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara *adversity quotient* dengan prokrastinasi akademik pada mahasiswa. Subjek penelitian ini berjumlah 77 orang. Penentuan subjek penelitian menggunakan metode *simple random sampling*. Pengumpulan data menggunakan alat ukur berupa skala *adversity quotient* dari teori *adversity quotient* Stoltz dan prokrastinasi akademik dari teori Ferrari dkk.. Hipotesis yang diajukan dalam penelitian ini adalah terdapat hubungan negatif antara *adversity quotient* dengan prokrastinasi akademik pada mahasiswa. Metode analisis yang digunakan adalah *pearson correlation*. Hasil analisis diperoleh nilai korelasi sebesar $r = -0.527$ dan $p = 0,000$ ($p < 0,01$). Nilai koefisien determinasi (*R squared*) sebesar 0.278 yang berarti *adversity quotient* memberikan sumbangan efektif sebesar 27.8% terhadap prokrastinasi akademik. Hasil penelitian menunjukkan terdapat hubungan negatif antara *adversity quotient* dengan prokrastinasi akademik pada mahasiswa. Semakin tinggi *adversity quotient* yang dimiliki maka semakin rendah prokrastinasi akademik, sebaliknya apabila semakin rendah *adversity quotient* maka semakin tinggi prokrastinasi akademik.

Kata Kunci : *adversity quotient*, prokrastinasi akademik, prokrastniasi, mahasiswa

ABSTRACT

This study aims to determine the relationship between adversity quotient and academic procrastination in students. The subjects of this study amounted to 77 people. Determination of research subjects using simple random sampling method. Data collection using measuring tools in the form of adversity quotient scale from Stoltz's adversity quotient theory and academic procrastination from the theory of Ferrari et al.. The hypothesis proposed in this study is that there is a negative relationship between adversity quotient and academic procrastination in students. The analytical method used is Pearson correlation. The results of the analysis obtained a correlation value of $r = -0.527$ and $p = 0.000$ ($p < 0.01$). The coefficient of determination (R squared) is 0.278, which means that the adversity quotient provides an effective contribution of 27.8% to academic procrastination. The results showed that there was a negative relationship between adversity quotient and academic procrastination in students. The higher the adversity quotient, the lower the academic procrastination, conversely if the lower the adversity quotient, the higher the academic procrastination.

Keywords: adversity quotient, academic procrastination, procrastination, students