

## ABSTRAK

Penelitian ini bertujuan guna mengidentifikasi hubungan antara stres akademik dengan prokrastinasi akademik pada mahasiswa pasca pandemi Covid-19. Penelitian ini melibatkan 70 mahasiswa yang mencakup kriteria mengikuti perkuliahan pasca pandemi covid-19. Pengumpulan data pada penelitian ini menggunakan Skala prokrastinasi akademik serta skala stres akademik. Metode analisis data yang dipergunakan dalam penelitian ini yaitu korelasi *Product Moment (pearson correlation)*. Hasil penelitian didapatkan skor koefisien korelasi ( $r_{xy}$ ) = 0,522 dan  $p = 0,000$ . Sumbangan efektif yang diberikan variabel stres akademik terhadap prokrastinasi akademik sebesar 27,2%. Hasil kategorisasi menunjukkan bahwa mayoritas 85,7% subjek mengalami stres akademik dalam kategori sedang dan 84,3% subjek melakukan prokrastinasi akademik pada kategori sedang. Hasil penelitian dapat disimpulkan bahwa terdapat hubungan yang positif serta signifikan antara prokrastinasi akademik dengan stres akademik pada mahasiswa pasca pandemi covid-19. Semakin tinggi stres akademik yang dialami mahasiswa maka perilaku prokrastinasi akademik juga akan meningkat, sebaliknya semakin rendah stres akademik yang dialami mahasiswa maka perilaku prokrastinasi akademik juga akan menurun.

Kata kunci: Prokrastinasi Akademik, Stres Akademik, Mahasiswa, Pasca Pandemi Covid-19



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## ABSTRACT

This study aims to identify the relationship between academic stress and academic procrastination in students after the Covid-19 pandemic. This research involved 70 students who met the criteria for attending lectures after the Covid-19 pandemic. Collecting data in this study used the academic procrastination scale and the academic stress scale. The data analysis method used in this study is the Product Moment correlation (pearson correlation). The results of the study obtained a correlation coefficient score ( $r_{xy}$ ) = 0.522 and  $p = 0.000$ . The effective contribution given by the academic stress variable to academic procrastination is 27.2%. The results of the categorization showed that the majority of 85.7% of the subjects experienced academic stress in the moderate category and 84.3% of the subjects experienced academic procrastination in the moderate category. The results of the study can be concluded that there is a positive and significant relationship between academic procrastination and academic stress in students after the Covid-19 pandemic. The higher the academic stress experienced by students, the behavior of academic procrastination will also increase, conversely the lower the academic stress experienced by students, the behavior of academic procrastination will also decrease.

Keywords: Academic Stress, Academic Procrastination, Students, Post-Covid-19 Pandemi.



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