

**BUKTI KORESPONDENSI
ARTIKEL JURNAL NASIONAL SINTA 2**

Judul Artikel : *Organizational involvement, academic procrastination, and emotional exhaustion in college students*

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Email korespondensi: sheilla@mercubuana-yogya.ac.id

No.	Perihal	Tanggal
1.	Konfirmasi submit artikel	21 Juli 2024
2.	Informasi preliminary dari editor	30 Oktober 2024
3.	Konfirmasi review awal dari editor	14 November 2024
4.	Responses to editor (file)	23 November 2024 6 Desember 2024
5.	Konfirmasi review dan hasil review pertama	18 Desember 2024 13 Januari 2025
6.	Responses to reviewers (file)	22 Januari 2025
7.	Konfirmasi review dan hasil review kedua	10 Februari 2025 13 Februari 2025
8.	Decision acceptance	13 Februari 2025
9.	Responses to reviewers (file)	24 Februari 2025
10.	Copyediting dan proof stage	15 Maret 2025
11.	Informasi publikasi dan letter of acceptance	27 Mei 2025

1. Bukti konfirmasi submit artikel (21 Juli 2024)

9/125, 6:31 PM Peristianto et al. | Organizational involvement, academic procrastination, and emotional exhaustion in college students | Insight: Jurnal Ilmiah ...

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4008 / Peristianto et al. / Organizational involvement, academic procrastination, and er [Library](#)

Workflow **Publication**

Submission **Review** Copyediting Production

Submission Files

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10285	InSight's Article Procrastination().doc	July 21, 2024	Article Text
11867	4008_RV.doc	December 6, 2024	Article Text
11868	InSight's Template Article.docx	December 6, 2024	Other
11869	InSight Form Review.docx	December 6, 2024	Other

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Name	From	Last Reply	Replies	Closed
Revision	sheilla_93 2025-01-03 06:12 AM	-	0	<input type="checkbox"/>

2. Bukti informasi preliminary dari editor
(30 Oktober 2024)



Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

InSight Journal: Preliminary Information 2024 (4008)

5 pesan

Jurnal Insight <insight@mercubuana-yogya.ac.id>

30 Oktober 2024 pukul 13.55

Kepada: Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

Dear Author

InSight: Jurnal Ilmiah Psikologi

Universitas Mercu Buana Yogyakarta

Through this email, our InSight Editorial Team: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta, informs you that the article that you have submitted to the OJS Journal InSight Web has passed the initial selection stage. This means that your article will follow a series of review processes before being published in the InSight Journal. However, before entering into the review process there are several things that must be met, including:

- 1. The author is asked to send a **statement that the article submitted to InSight has never been published in any journal**. Together with this email, we have attached a **statement letter format to be filled in accordingly**. Next, send back the completed and signed statement letter (PDF).*
- 2. The author is asked to send a **statement of willingness to take part in the review process until the publishing stage is complete**. Together with this email, we have attached a **statement letter format to be filled in accordingly**. Next, send back the completed and signed statement letter (PDF).*
- 3. Please adapt your article to the template's InSight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta. We have attached the latest InSight Journal's template with this email.*
- 4. Send the results of the similarity scan of the article, provided that the maximum limit of the similarity scan results is 20% (your article file have attached).*

PS:

A minimum of 30 references consisting of 80% of journals for a maximum of the last 10 years and use a reference manager, such as Mendeley, Zootero, Endnote etc.

*Thus the information from us, please send the files above via this email. We are waiting for the return of some of the requested files until **November 06, 2024**. Thank you for your attention and cooperation.*

Regards,

--

Editorial Team

InSight: Jurnal Ilmiah Psikologi

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Autor's Statement - Review Process 2024.docx
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3. Bukti konfirmasi review awal dari editor (14 November 2024)

Jurnal Insight <insight@mercubuana-yogya.ac.id>

14 November 2024 pukul 09.43

Kepada: Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

Dear Author,

We hope this letter finds you well. We are still waiting for confirmation regarding the review process of your article until **19 November 2024**. Thank you.

Regard,

[Kutipan teks disembunyikan]

Jurnal Insight <insight@mercubuana-yogya.ac.id>

22 November 2024 pukul 12.09

Kepada: Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

Dear Author,

We hope this letter finds you well. We are still waiting for confirmation regarding the review process of your article until **27 November 2024**. Thank you.

Regard,

[Kutipan teks disembunyikan]

4. Bukti responses to editor (file) (23 November & 6 Desember 2024)

Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>
Kepada: Jurnal Insight <insight@mercubuana-yogya.ac.id>

23 November 2024 pukul 07.11

Yes, I am working on it.
[Kutipan teks disembunyikan]

Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>
Kepada: Jurnal Insight <insight@mercubuana-yogya.ac.id>

23 November 2024 pukul 07.29

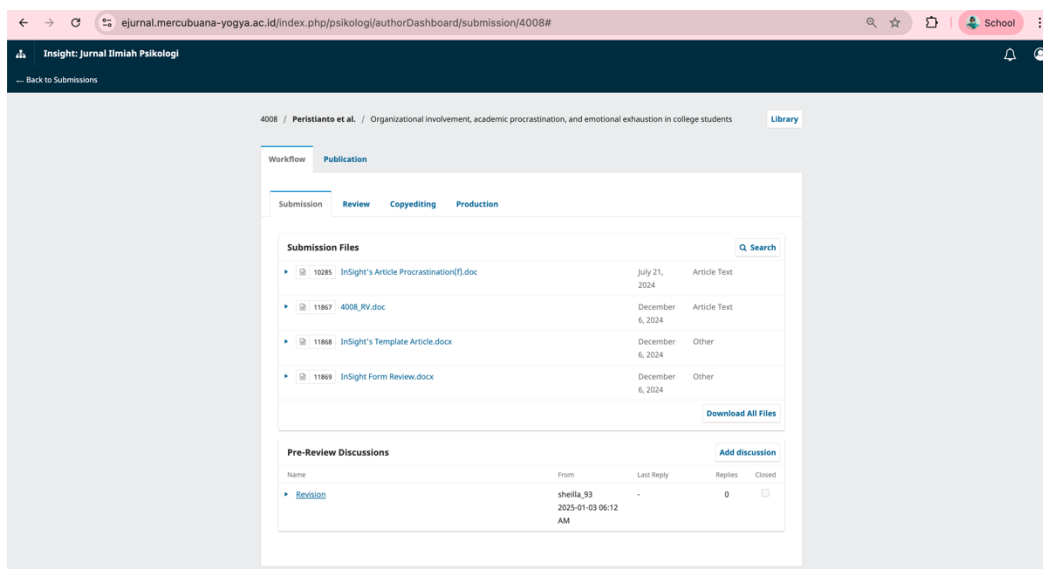
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Submission Files

File Name	Date	Type
10285 InSight's Article Procrastination(f).doc	July 21, 2024	Article Text
11867 4008_RV.doc	December 6, 2024	Article Text
11868 InSight's Template Article.docx	December 6, 2024	Other
11869 InSight Form Review.docx	December 6, 2024	Other

Pre-Review Discussions

Name	From	Last Reply	Replies	Closed
Revision	sheilla_93	2025-01-03 06:12 AM	0	<input type="checkbox"/>

STATEMENT LETTER

I hereby:

Name: Sheilla Varadhila Peristianto

Institution: Faculty of Psychology, Mercu Buana University, Yogyakarta

Title of article: Organizational involvement, academic procrastination, and emotional exhaustion in college students

Declare that it will follow the process of reviewing articles that have passed the selection process to be published in Insight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta until PUBLISHED. If I do not complete this responsibility, then my name and the institution can no longer be involved in publishing in Insight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta.

Thus, I made this statement consciously and with full sincerity, without any coercion from any party. Thank you for your attention.

City, Month Date 2024

Sincerely,

(Sheilla Varadhila Peristianto)

Sheilla Varadhila Peristianto

Author's Statement

I hereby declare that:

1. The article that I submitted to the Insight Journal of Universitas Mercu Buana Yogyakarta is my original work.
2. The article has never been published or submitted to another journal before.
3. All references cited in the article are listed in the references.
4. I take full responsibility if the article indicates plagiarism, therefore I agree to withdraw the article from the Insight Journal.

Article Title: Organizational involvement, academic procrastination, and emotional exhaustion in college students

Author's Name: Sheilla Varadhila Peristianto, Rahma Widyana

Yogyakarta, November 19 2024
Sincerely,

(Sheilla Varadhila Peristianto)

Sheilla Varadhila Peristianto

5. Bukti konfirmasi review dan hasil review pertama (18 Desember 2024 & 13 Januari 2025)

9/1/25, 6:32 PM Peristianto et al. | Organisational involvement, academic procrastination, and emotional exhaustion in college students | Insight: Jurnal Ilmiah Psikologi

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— Back to Submissions

Workflow Publication

Submission Review Copyediting Production

Round 1 Round 2 Round 3

Round 1 Status
All reviewers have responded and a decision is needed.

Notifications

[Psikologi] Editor Decision 2025-02-13 03:32 PM

Reviewer's Attachments [Q Search](#)

11964	4008_RV_NW_RV1.doc	December 18, 2024
11965	4008_NW_InSight Form Review.docx	December 18, 2024
12238	4008_RV_ND_RV1.doc	January 13, 2025
12239	4008_ND_InSight Form Review.docx	January 13, 2025

Revisions [Q Search](#) [Upload File](#)

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Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

INSIGHT REVIEW PROCESS 2024 (4008)

8 pesan

InSight Journal <insight@mercubuana-yogya.ac.id>

27 Desember 2024 pukul 11.14

Kepada: Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

Dear Author,

Here we submit your article along with input from Reviewers. Please make revisions according to the suggestions of the reviewers. Please resubmit the revised results until January 03, 2025.

Thus, information from us. For your attention and cooperation we extend our thanks.

Regards,

--

Editorial Team
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Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>
Kepada: InSight Journal <insight@mercubuana-yogya.ac.id>

27 Desember 2024 pukul 19.15

Thank you for your feedback.
[Kutipan teks disembunyikan]

Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>
Kepada: InSight Journal <insight@mercubuana-yogya.ac.id>

3 Januari 2025 pukul 13.22

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13 Januari 2025 pukul 13.41

Dear Author,

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Thus, information from us. For your attention and cooperation we extend our thanks.

Note:

- 1. Don't remove the comments input by Reviewer.**
- 2. Please make a revision in "Do Revision Here" File, because that is the latest file.**

Best regards,
[Kutipan teks disembunyikan]

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4008_RV_RV1_Do Revision Here.doc

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Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

18 Januari 2025 pukul
08.05

Kepada: InSight Journal <insight@mercubuana-yogya.ac.id>

Thank you for your feedback.

[Kutipan teks disembunyikan]

Form Review
InSight: Jurnal Ilmiah Psikologi

Title :

* Please write the title of the article reviewed here

Organizational involvement, academic procrastination, and emotional exhaustion in college students

1. Novelty, relevance and impact of the manuscript

* Reviewer comments and suggestions regarding the novelty, relevance, and impact of the manuscript.

Research is still weak in the introduction, methods, results, and discussion chapters

2. Conformity between the title and abstract with the content of the manuscript

* Reviewer comments and suggestions regarding the title and abstract

Less relevant, one variable is not explained why it is a mediator

3. Clarity and appropriateness of the introduction (background, purpose and significance of the manuscript)

* Reviewer comments and suggestions regarding the introduction

Introduction is still weak

4. Clarity and accuracy of research methods (variables, instruments, subjects, design, analysis, etc.)

* Reviewer comments and suggestions regarding the research method

Method is still weak

5. Clarity and comprehensiveness of results, analysis and synthesis, and discussion

* Reviewer comments and suggestions regarding the results and discussion section

Results, analysis and discussion are weak

6. Accuracy of conclusion and density

* Reviewer's comments and suggestions regarding the conclusion and density in the conclusion section

Weak conclusions

7. Sufficient amount of relevant and up-to-date primary literature

* Reviewer comments and suggestions regarding the conclusion section

The literature used is also very sparse and weak

Reviewer Recommendation This manuscript:

- accepted for publication
- minor revision is needed without need for review
- major revision is required and must be reviewed again
- suggested for submission to another reviewer
- rejected

* Choose one of the recommendations by giving green highlight colour

6. Bukti responses to reviewers (file) (22 Januari 2025)



Tabel perbaikan round 1

Before	After revision
<p><i>The title and abstract align well with the manuscript's content. However, the abstract mentions both positive and negative impacts but elaborates only on the negative aspects in the study. For instance, the abstract states: "Activist students' involvement in various events related to their roles and responsibilities may have positive or negative impacts (Setyono, 2013)." Yet the study focuses solely on negative outcomes, such as academic procrastination and emotional exhaustion.</i></p> <p>Suggestion: <i>Modify the abstract to accurately reflect the study's focus. Alternatively, if positive impacts will be included, they should also be discussed in the main body of the manuscript to provide a balanced perspective.</i></p> <p><i>The title and abstract align well with the manuscript's content. However, the abstract lacks detailed information about methods and implications. For example, the abstract states, "Results showed a correlation between the duration of organizational involvement and</i></p>	<p>Positive impact of organizational involvement are increasing social skills and self-development. Negative impacts of organizational involvement are being late or even absent from classes or lectures, declining academic achievement, and being unable to complete assignments on time. Being late in completing assignments is one example of procrastination among college students. Current research aims to elaborate on the correlation between organizational involvement and academic procrastination, mediated by emotional exhaustion in college students. The subjects in this research were 80 activist students in Yogyakarta, chosen using a purposive sampling method. Analysis using Path Analysis with Bootstrap 1000 in IBM® SPSS® AMOS™ 21. Results showed a correlation between the duration of organizational involvement and academic procrastination, mediated by emotional exhaustion. The research implications provide insight into how organizational involvement can be managed in a way that does not contribute</p>

<p><i>academic procrastination, mediated by emotional exhaustion," but does not specify the statistical methods used.</i></p> <p>Suggestion: Add details about the methodology (e.g., "using Path Analysis with Bootstrap 1000 in SPSS AMOS 21") and implications to strengthen the abstract.</p>	<p>to emotional exhaustion and academic procrastination.</p>
<p>The introduction provides an adequate overview of the background, citing sources such as Paryati (2004) and Setyono (2013). However, the purpose of the study is not explicitly mentioned. For example, the introduction ends with "The current research seeks to understand the relationship between organizational involvement, emotional exhaustion, and academic procrastination in college students," but it does not specify why this is significant.</p> <p>Suggestion: Clearly state the research purpose and its expected contributions to the field.</p> <p>The introduction provides sufficient background, highlighting the duality of organizational involvement impacts. However, it primarily emphasizes negative consequences, such as declining academic achievement and delays in completing assignments.</p> <p>Suggestion: Expand the introduction to discuss positive impacts in more detail, citing benefits such as the enhancement of soft skills and broader experiences. Clearly state the reasons for focusing on the negative impacts—e.g., to address specific challenges faced by students—to justify the study's emphasis.</p>	<p>Setyono (2013) explained that the positive impacts of organizational involvement are being more easygoing, expanding the network, gaining broader experiences (soft-skill, socialization, relations, and problem-solving), being independent, open-minded, rational, and having higher solidarity among organization members. The positive impact of organizational involvement is increasing social skills and self-development (Dugan & Komives, 2007). Student involvement in campus organizations is often associated with various personal and professional development benefits. Students who actively participate in organizations have opportunities to enhance their social skills, leadership abilities, and time management (Dugan & Komives, 2007). Additionally, they gain experience in teamwork, improve communication skills, and build social networks that can support their future careers (Komaraju et al., 2010). Recent studies indicate that students involved in organizations tend to have higher self-confidence and better problem-solving skills than those not active (Tian et al., 2023). By being actively involved in organizations, students may earn positive impacts while finishing their studies on time. However, organizational involvement also has negative impacts. Students who spend excessive time in organizational activities often experience emotional exhaustion due to the pressure of balancing academic and extracurricular responsibilities (Sholihat, 2023). Research suggests that excessive organizational engagement may lead to academic stress, decreased motivation for learning, and increased tendencies for academic procrastination (Buenadicha-Mateos et al., 2022). Emotionally exhausted students are more likely to procrastinate on academic tasks due to a lack of energy and motivation to complete assignments on time (Qu et al., 2022).</p>
<p>The methods are described in detail, including the Emotional Exhaustion Scale adapted from Mayanda (2019) and the Academic Procrastination Scale by Septiyani (2018).</p>	<p>Subjects in the current research were 80 college students actively involved in organizations across Yogyakarta. Demographic Characteristics are shown in Table 1.</p>

<p>However, the explanation of the scales' reliability and validity could be improved. For example, the manuscript states, "The alpha reliability coefficient of this scale was found to be 0.905," but it does not describe how this reliability supports the study's context. Suggestion: Discuss the implications of the high reliability scores and provide more information about the psychometric properties of the instruments.</p> <p>Lack of Demographic Characteristics The manuscript does not include demographic details about the participants, such as age, gender, field of study, or academic year. This omission limits the contextualization of the findings and raises questions about the generalizability of the results. Suggestion: Include descriptive statistics of the respondents, such as the average age, gender distribution, academic program, or level of education. Analyze whether demographic factors influence key variables, such as emotional exhaustion or academic procrastination. Clarify whether these factors were considered during the sampling process to ensure diverse representation.</p> <p>Insufficient Focus on Duration of Organizational Involvement While the study mentions that the duration of organizational involvement was measured, there is no detailed information of this variable. Duration is a critical factor that can provide deeper insights into the impact of organizational demands on students' emotional exhaustion and procrastination</p>	
<p>the discussion does not critically engage with these results. For example, it repeats findings like, "Emotional exhaustion disturbs the student's psychological well-being (Nurjayadi, 2004)," without offering new insights or theoretical implications. Suggestion: Interpret these results in the context of relevant self-regulation theories or organizational psychology</p>	<p>Emotional exhaustion, a phenomenon frequently experienced by students, can mediate the relationship between organizational involvement and academic procrastination. Organizational involvement refers to an individual's level of commitment and participation in academic and social activities in an educational setting. Meanwhile, academic procrastination tends to postpone academic tasks, hurting student achievement and mental health (Tian, 2023; Esteban, 2024). Research shows that emotional exhaustion can arise due to high academic pressure and increased demands, which can reduce student engagement in academic activities (Shobayar, 2023; Buenadicha-Mateos et al., 2022). This emotional exhaustion can decrease motivation and commitment to academic tasks, increasing</p>

	<p>the tendency to procrastinate (Fan, 2024; Qu et al., 2022). For example, a study by Tian showed that negative emotions experienced by students, including emotional exhaustion, were positively related to academic procrastination (Tian, 2023).</p> <p>Furthermore, emotional exhaustion can affect students' ability to self-regulate and manage their time, an essential factor in preventing procrastination (Sirois & Pychyl, 2013; Qu et al., 2022). When students experience emotional exhaustion, they tend to feel unable to complete academic assignments, which can worsen their procrastination condition (Ma, 2023).</p> <p>Research by Qu et al. showed that negative academic emotions, including emotional exhaustion, significantly mediated the relationship between burnout and procrastination (Qu et al., 2022). On the other hand, high organizational involvement can help reduce emotional exhaustion by providing social support and increasing a sense of belonging in the academic environment (Suhadianto & Pratitis, 2020). When students feel involved and supported in their academic community, they are more likely to overcome stress and emotional exhaustion, which in turn can reduce academic procrastination (Luo, 2023). Therefore, creating an academic environment that supports student engagement is essential to reduce emotional exhaustion and academic procrastination. In conclusion, emotional exhaustion is essential to mediate the relationship between organizational involvement and academic procrastination. Understanding these dynamics can help educators and educational institutions design more effective interventions to increase student engagement and reduce academic procrastination.</p>
<p>The conclusion reiterates the findings, such as "Organizational activities physically and emotionally burden college students," but does not suggest practical applications. Suggestion: Include actionable recommendations, such as strategies for students to manage organizational responsibilities alongside academic tasks.</p>	<p>Suggesting strategies for students to manage organizational responsibilities alongside academic tasks, universities can design strategies to improve students' emotional well-being, which, in pairs, can improve their academic performance. Therefore, college students need to recognize self-capabilities by prioritizing activities within their responsibilities. The ability to self-regulate is crucial in managing time, tasks, and stress from academic pressures and organizational involvement. When students' self-regulation is weak, they are more vulnerable to</p>

	<p>procrastination and emotional exhaustion. Future research may explore academic procrastination and organizational involvement by considering other factors. Therefore, developing self-regulation skills through training and support from the campus environment is essential to help students balance academic demands and social activities.</p>
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7. Bukti konfirmasi review dan hasil review kedua (10 & 13 Februari 2025)

9/125, 6:53 PM Peristianto et al. | Organizational involvement, academic procrastination, and emotional exhaustion in college students | InSight: Jurnal Ilmiah Psikologi

4008 / Peristianto et al. / Organizational involvement, academic procrastination, and er [Library](#)

Workflow Publication

Submission Review **Copyediting** Production

Round 1 Round 2 **Round 3**

Round 2 Status
All reviewers have responded and a decision is needed.

Notifications

[Psikologi] Editor Decision 2025-02-13 03:32 PM

Reviewer's Attachments [Q Search](#)

12414	4008_RV2_NW_InSight Form Review.docx	February 10, 2025
12458	4008_RV_SH_RV2_Rev1.doc	February 13, 2025

Revisions [Q Search](#) [Upload File](#)

12556	4008_RV_RV2_Rev2.doc	February 24, 2025	Article Text
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Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

[Psikologi] Editor Decision

1 pesan

InSight Jurnal Ilmiah Psikologi <insight@mercubuana-yogya.ac.id>

13 Februari 2025 pukul 22.32

Kepada: Sheilla Varadhila Peristianto <sheilla@mercubuana-yogya.ac.id>

Dear Author
InSight: Jurnal Ilmiah Psikologi
Universitas Mercu Buana Yogyakarta

Here we submit your article along with input from Reviewers. Please make revisions according to the suggestions of the reviewers. Please combine the comments from both reviewers in one revised file. Furthermore, the file sent back is only one file which is the result of revisions that are in accordance with the input from the two reviewers. Please resubmit the revised results until until **February 20, 2025**.

Thus, information from us. For your attention and cooperation we extend our thanks.

Note:

1. Combine the comments from both reviewers in one revised file.
2. Don't remove the comments input by Reviewer.

Regards,

InSight: Jurnal Ilmiah Psikologi <http://ejurnal.mercubuana-yogya.ac.id/index.php/psikologi>

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71K



C-4008_RV_SH_RV2_Rev1.doc
170K

Form review round 2

Form Review InSight: Jurnal Ilmiah Psikologi

Title : Organizational Involvement, Academic Procrastination, and Emotional Exhaustion in College Students

Thank you for your diligent effort in revising the manuscript titled "[Title of the Manuscript]." It is evident that you have made significant improvements, addressing many of the suggestions provided. However, after carefully reviewing the revised manuscript, I would like to draw your attention to several areas that require further critical examination to enhance the clarity, coherence, and academic rigor of the paper.

General Feedback:

While the revisions demonstrate your commitment to improving the manuscript, there are still opportunities to deepen the discussion and ensure all sections are aligned with the study's objectives. Below, I have outlined key areas in each section that need further refinement:

1. Abstract

The inclusion of "Path Analysis with Bootstrap 1000 in SPSS AMOS 21" is commendable. However, this information is not well-integrated into the narrative. It appears as an isolated detail rather than being tied to the significance of the results or the study's contribution.

Implications of the Study:

The abstract touches on the implications by stating how organizational involvement can be managed to avoid emotional exhaustion and academic procrastination. However, the statement is broad and lacks specificity. Readers may benefit from a clearer understanding of actionable strategies derived from the findings.

Suggestion:

Integrate Methodology with Results: Combine the methodological detail with the findings to create a cohesive narrative. For example: "Using Path Analysis with Bootstrap 1000 in SPSS AMOS 21, this study

identified a significant mediation effect of emotional exhaustion on the relationship between organizational involvement and academic procrastination."

Provide Specific Implications: Replace general statements with actionable insights. For instance: *"The findings suggest that universities should implement programs to balance organizational involvement and academic responsibilities, thereby reducing emotional exhaustion and preventing procrastination."*

2. Introduction

Evaluation:

Clarity of Research Purpose: The introduction mentions the study's aim to examine the relationship between organizational involvement, emotional exhaustion, and academic procrastination. However, it does not explicitly state the significance of this purpose or its expected contributions to the field.

Discussion of Positive and Negative Impacts: The introduction highlights both positive (e.g., skill development, broader experiences) and negative impacts (e.g., declining academic achievement, procrastination). However, the emphasis leans heavily towards negative impacts without adequately justifying this focus.

Structure and Organization: The introduction is rich in background information, but the flow could be improved. It feels descriptive and lacks a clear transition from the broader context to the specific research question.

Relevance of Literature: While the cited literature provides a foundational understanding, many references are older works. There is a need to incorporate **more recent** studies to establish the contemporary relevance of the topic.

Suggestion

Improve Structure and Transitions: Organize the introduction into a logical flow:

- General context (importance of organizational involvement in college life).
- Discussion of both positive and negative impacts.
- Gap in the literature and specific focus of the study.
- Research purpose and significance.

Incorporate Recent Literature: Include recent studies (2014–2023) to reinforce the study's relevance. For instance, newer research on academic procrastination and emotional exhaustion can enrich the discussion.

Link Arguments to the Research Question: Tie the background discussion to the research question. For example: *"Given the high prevalence of academic procrastination among students and the psychological aspects of organizational involvement, this study investigates how emotional exhaustion mediates this relationship, addressing a critical gap in the literature."*

3. Discussion

Discuss how demographic factors may influence the key variables (e.g., emotional exhaustion and procrastination).

Expand on how the duration of organizational involvement impacts the outcomes. For instance: *"Participants with longer organizational involvement (>3 years) exhibited higher emotional exhaustion scores compared to those with shorter involvement, indicating greater vulnerability to stress and procrastination."*

Streamline Data Presentation: Simplify the tables (e.g., blueprint of scales) by focusing on the most relevant aspects, such as the final item distribution post-validation. Avoid including extensive pre-test details unless critical to the analysis.

Enhance Integration with Results: Link the methodology or theory directly to the results. For instance: *"The scales demonstrated strong psychometric properties, enabling accurate identification of the mediation effect of emotional exhaustion between organizational involvement and academic procrastination."*

Engagement with Theoretical Frameworks:

- While the results effectively highlight the mediation effect of emotional exhaustion (e.g., $p = 0.006$, indirect effect estimate = 0.011), the discussion lacks a critical connection to relevant theories, such as self-regulation theories or organizational psychology. Integrating these frameworks could provide a deeper understanding of why emotional exhaustion mediates the relationship between organizational involvement and academic procrastination.
- *Suggestion:* Discuss how emotional exhaustion disrupts students' self-regulatory capacities, leading to procrastination. For example: "*Emotional exhaustion may impair self-regulation processes by depleting cognitive resources necessary for effective time management (references).*"

Critical Analysis:

- The discussion currently still reiterates findings and relies heavily on summarizing past studies. This approach limits the depth of critical analysis. For instance, it is important to explore the mechanisms or conditions under which emotional exhaustion mediates the observed relationship.
- *Suggestion:* Analyze potential moderating factors (e.g., organizational role intensity, personality traits) and discuss implications for different student groups.

Balance and Cohesion:

- While the section provides detailed descriptions of emotional exhaustion and procrastination, it lacks a cohesive narrative that ties these descriptions directly to the study's results.
- *Suggestion:* Structure the discussion around key themes: the mediation effect, theoretical implications, and practical applications.

I strongly encourage the author (s) to review and integrate updated references to enhance the manuscript's theoretical depth, empirical grounding, and overall contribution to the field.

8. Bukti decision acceptance (13 Februari 2025)

The screenshot displays a journal submission interface. At the top, it shows the journal title 'Insight: Jurnal Ilmiah Psikologi' and the article title 'Organizational involvement, academic procrastination, and emotional exhaustion in college students'. The submission is in the 'Production' stage, with 'Round 3' completed. A notification from the editor, dated 2025-02-13 03:32 PM, states 'Submission accepted'. Below this, there is a section for 'Reviewer's Attachments' and a 'Review Discussions' table. The table has columns for Name, From, Last Reply, Replies, and Closed. A single entry is visible: 'Revision' from 'sheilla_93' on 2025-01-13, with 0 replies.

Name	From	Last Reply	Replies	Closed
Revision	sheilla_93 2025-01-13	-	0	<input type="checkbox"/>

Notifications

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[Psikologi] Editor Decision

2025-02-13 03:32 PM

Dear Author InSight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta Here we submit your article along with input from Reviewers. Please make revisions according to the suggestions of the reviewers. Please combine the comments from both reviewers in one revised file. Furthermore, the file sent back is only one file which is the result of revisions that are in accordance with the input from the two reviewers. Please resubmit the revised results until until **February 20, 2025**. Thus, information from us. For your attention and cooperation we extend our thanks. Note: 1. Combine the comments from both reviewers in one revised file. 2. Don't remove the comments input by Reviewer. Regards,

Insight: Jurnal Ilmiah Psikologi <http://ejurnal.mercubuana-yogya.ac.id/index.php/psikologi>

9. Bukti responses to reviewers (file) (24 Februari 2025)

9/1/25, 6:53 PM Peristianto et al. | Organizational involvement, academic procrastination, and emotional exhaustion in college students | Insight: Jurnal Ilmiah ...

4008 / Peristianto et al. / Organizational involvement, academic procrastination, and er [Library](#)

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Round 2 Status
All reviewers have responded and a decision is needed.

Notifications
[\[Psikologi\] Editor Decision](#) 2025-02-13 03:32 PM

Reviewer's Attachments [Q Search](#)

12414	4008_RV2_NW_InSight Form Review.docx	February 10, 2025
12458	4008_RV_SH_RV2_Rev1.doc	February 13, 2025

Revisions [Q Search](#) [Upload File](#)

12556	4008_RV_RV2_Rev2.doc	February 24, 2025	Article Text
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Insight: Jurnal Ilmiah Psikologi
<https://ejournal.uin-suka.ac.id/index.php/psikologi/article/view/4008> 1/2

Tabel perbaikan round 2

Before	After revision
State the criteria for research subjects and the measurement tools used	The subjects in this research were 80 activist students in Yogyakarta, chosen using a purposive sampling method. Using Path Analysis with Bootstrap 1000 in IBM® SPSS® AMOS™ 21, this study identified a significant mediation effect of emotional exhaustion on the relationship between organizational involvement and academic procrastination. Results showed a correlation between the duration of organizational involvement and academic procrastination, mediated by emotional exhaustion. The findings suggest that universities should implement programs to balance organizational involvement and academic responsibilities, thereby reducing emotional exhaustion and preventing procrastination.
Mention the state of the art and its novelty	Thus, based on self-regulation and burnout theories, emotional exhaustion is crucial in explaining how organizational involvement

can trigger academic procrastination. Understanding this mechanism can aid in designing interventions that support students' emotional well-being and prevent the negative consequences of excessive organizational engagement. Therefore, this study focuses on how organizational involvement influences academic procrastination, with emotional exhaustion as a mediating variable. Understanding the balance between the benefits and risks of organizational engagement is crucial for students and educational institutions to develop strategies that optimally support academic and extracurricular development. These results are significant because they show that students more involved in organizations are more likely to experience emotional exhaustion, which is linked to more serious academic procrastination. Given this knowledge, this study sheds light on the variables affecting academic procrastination. It serves as a basis for creating treatments that lessen the detrimental effects of students' involvement in organizations on their academic achievement by assisting them in better managing it. The current research seeks to understand the relationship between organizational involvement, emotional exhaustion, and academic procrastination in college students. This research is essential to know that emotional exhaustion mediates the relationship between organizational involvement and academic procrastination. Given the high prevalence of academic procrastination among students and the psychological aspects of organizational involvement, this study investigates how emotional exhaustion mediates this relationship, addressing a critical gap in the literature.

**10. Bukti copyediting dan proof stage
(15 Maret 2025)**

InSight Journal <insight@mercubuana-yogya.ac.id>

15 Maret 2025 pukul 21.30

Kepada: Sheilla Varadhila Peristiano <sheilla@mercubuana-yogya.ac.id>

Dear Author,

Here we attach some files, including:

1. Copyright transfer statement sheet, please read, fill in and return to us (PDF).
2. Consistency in Respondent Count – Review whether the number of respondents is consistently stated throughout the article.
3. Completeness of References – Currently, 48% of the references are from the last 10 years. Consider adding more recent references to align with current standards.
4. Please proofread this article. Articles that have passed the proofread process are proven by attaching a certificate from the institution (example: CILACS UII, the respective campus language institute, etc.) that carried out the proofread process. (PDF/JPG)
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18 Maret 2025 pukul 04.36

Kepada: InSight Journal <insight@mercubuana-yogya.ac.id>

Thank you, I will do that.

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11. Bukti informasi publikasi dan letter of acceptance
(27 Mei 2025)



Sheilla Varadhila Peristiano <sheilla@mercubuana-yogya.ac.id>

L.o.A: Letter of Acceptance InSight 2025 (4008)

InSight Journal <insight@mercubuana-yogya.ac.id>

27 Mei 2025 pukul 00.13

Kepada: Sheilla Varadhila Peristiano <sheilla@mercubuana-yogya.ac.id>

Dear Author,

*Here we send **Letter of Acceptance (L.o.A)**, thank you for submitting your article to InSight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta. We hope you submit your articles in future. Really glad to business with you.*

Link Issue:

<https://ejournal.mercubuana-yogya.ac.id/index.php/psikologi/article/view/4008>

Best Regards,

[Kutipan teks disembunyikan]



L.o.A_Sheilla Varadhila Peristiano and Rahma Widyana.pdf

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Lampiran

- 1. Letter of Acceptance**
- 2. Naskah Proof Stage**
- 3. Agreement Publikasi**

Letter of Acceptance
(Print ISSN: 1693-2552; Online ISSN: 2548-1800)

Yogyakarta, May 26th 2025

Dear,
Sheilla Varadhila Peristiano and Rahma Widyana
In Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia

Warm Greetings,

It's great pleasure to inform you that, after the peer review process, your article, **“Organizational involvement, academic procrastination, and emotional exhaustion in college students”** has been ACCEPTED and considered for publication in InSight: Jurnal Ilmiah Psikologi Universitas Mercu Buana Yogyakarta (<https://ejournal.mercubuana-yogya.ac.id/index.php/psikologi/index>) in Volume 27 Number 1, February 2025 Regular Issue.

Thank you for submitting your work to this Journal. We hope you submit your articles in future.

Editor In Chief,
Insight: Jurnal Ilmiah Psikologi

InSight



Dr. Rahma Widyana, M.Si., Psikolog

Organizational involvement, academic procrastination, and emotional exhaustion in college students

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Artikel history

Received Revised Accepted Published

Received	Revised	Accepted	Published
Keyword: academic procrastination, duration of organizational involvement, emotional exhaustion, organizational activity.	Abstract Student activists are actively engaged in organizational activities both within and beyond their university. While such involvement offers benefits such as enhanced social skills and personal development, it can also have negative consequences, including tardiness or absenteeism in classes, a decline in academic performance, and difficulties in completing assignments on time. One manifestation of these challenges is academic procrastination.		
*Corresponding Author: Faculty of Psychology, Mercu Buana University, Yogyakarta Email :	This study aims to examine the relationship between organizational involvement and academic procrastination, with emotional exhaustion as a mediating variable among college students. The study sample comprised 80 student activists in Yogyakarta selected using a purposive sampling method. Using path analysis with bootstrapping (1,000 resamples) in IBM® SPSS® AMOS™ 21, the findings reveal a significant mediating effect of emotional exhaustion on the relationship between organizational involvement and academic procrastination. The results indicate that the duration of organizational involvement is associated with higher levels of academic procrastination, mediated by emotional exhaustion. These findings highlight the need for universities to implement program that help students balance organizational engagement with academic responsibilities, thereby reducing emotional exhaustion and mitigating procrastination.		

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Deleted: Activist students are actively involved in organizational events inside or outside their university. Activist students' involvement in various events related to their roles and responsibilities may have positive or negative impacts. Positive impact of organizational involvement are increasing social skills and self-development. Negative impacts of organizational involvement are being late or even absent from classes or lectures, declining academic achievement, and being unable to complete assignments on time. Being late in completing assignments is one example of procrastination among college students.

Deleted: Current research aims to elaborate on the correlation between organizational involvement and academic procrastination, mediated by emotional exhaustion in college students. The subjects in this research were 80 activist students in Yogyakarta, chosen using a purposive sampling method. Using Path Analysis with Bootstrap 1000 in IBM® SPSS® AMOS™ 21, this study identified a significant mediation effect of emotional exhaustion on the relationship between organizational involvement and academic procrastination. Results showed a correlation between the duration of organizational involvement and academic procrastination, mediated by emotional exhaustion.

Deleted: The findings suggest that universities should implement programs to balance organizational involvement and academic responsibilities, thereby reducing emotional exhaustion and preventing procrastination.

How to cite: First author, Second author., & Third author. (20xx). The title. *Insight: Jurnal Ilmiah Psikologi*, Vol(No), xx-yy. doi:

<https://doi.org/10.22219/psikologi.vxix.xxyy>

INTRODUCTION

College students often engage in both academic and organizational activities, earning them the designation of activist students (Schaufeli & Bakker, 2004). These students actively participate in organizational movements within or beyond their university environment. Pascarella and Terenzini (2005) define activist students as those who hold leadership positions in organizations and possess experience and skills in managing organizational affairs. While involvement in student organizations can be beneficial, it may also present challenges, depending on the extent of engagement and the balance maintained with academic responsibilities (Setyono, 2013). Participation in campus organizations plays a crucial role in students' social and personal development. Engaging in organizational activities enhances interpersonal skills, expands social networks, and fosters preparedness for the workforce (Tieu et al., 2010). Additionally, such involvement strengthens students' sense of belonging within the academic community and positively impacts their psychological well-being (Pascarella & Terenzini, 2005). According to Setyono (2013), the benefits of organizational participation include developing soft skills, broadening social relationships, improving problem-solving abilities, fostering independence, and enhancing open-mindedness and rational thinking. Dugan and Komives (2007) further emphasize that student engagement in organizations contributes to self-development and the refinement of social skills. Beyond social and professional development, organizational involvement also aids students in cultivating leadership abilities, time management skills, and a sense of responsibility (Dugan & Komives, 2007). Actively participating in student organizations provides opportunities to develop teamwork, improve communication skills, and establish professional networks that may support future career prospects (Komarraju et al., 2010). Research suggests that students who engage in organizational activities exhibit higher levels of self-confidence and enhanced problem-solving skills compared to their non-active peers (Tian et al., 2023). Ideally, such involvement should not hinder students' academic progress but instead complement their studies by equipping them with valuable competencies.

Deleted: Being a college student is often associated with organizational activities. College students have not only academic activities to mind but also organizational activities; thus, they are also called activist students (Schaufeli & Bakker, 2004). Activist students are actively involved in organizational movements inside or outside the university. Pascarella and Terenzini (2005) described the criteria of activist students as college students holding specific positions in the management of an organization and having experience as well as skills in organizing. Activist students' involvement in various events related to their roles and responsibilities may have positive or negative impacts (Setyono, 2013). ¶

Deleted: Student participation in campus organizations has long been essential to social skill development and personal growth. Participating in groups helps students enhance their interpersonal skills, which helps expand their social networks and prepare them for the workforce (Tieu et al., 2010). Furthermore, by encouraging a feeling of community on campus and fortifying social ties, such involvement can also improve students' psychological well-being (Pascarella & Terenzini, 2005). ¶ Setyono (2013) explained that the positive impacts of organizational involvement are being more easygoing, expanding the network, gaining broader experiences (soft-skill, socialization, relations, and problem-solving), being independent, open-minded, rational, and having higher solidarity among organization members. The positive impact of organizational involvement is increasing social skills and self-development (Dugan & Komives, 2007). ¶

Deleted: Student involvement in campus organizations is often associated with various personal and professional development benefits. Students who actively participate in organizations have opportunities to enhance their social skills, leadership abilities, and time management (Dugan & Komives, 2007). Additionally, they gain experience in teamwork, improve communication skills, and build social networks that can support their future careers (Komarraju et al., 2010). Recent studies indicate that students involved in organizations tend to have higher self-confidence and better problem-solving skills than those not active (Tian et al., 2023). By being actively involved in organizations, students may earn positive impacts while finishing their studies on time. ¶

However, students are required to maintain a balance between academic commitments and extracurricular activities. Organizational participation should ideally help students hone leadership qualities, time management skills, and a strong sense of responsibility without compromising academic performance (Damayanti & Mamahit, 2023). Ideally, student activists should be able to complete assignments on time, avoid academic procrastination, and preserve their mental well-being (Steel, 2007). However, excessive organizational engagement may result in emotional exhaustion, thereby increasing the likelihood of academic procrastination (Schraw et al., 2007). Understanding the factors that disrupt this balance is crucial in developing strategies that promote both academic success and overall well-being.

While student organizations offer numerous benefits, excessive participation can lead to adverse outcomes. Over-engagement in organizational tasks often causes emotional exhaustion, making it difficult for students to manage their academic workload effectively (Sholihat, 2023). Research suggests that students who dedicate excessive time to organizational activities experience heightened academic stress, decreased motivation for learning, and a greater tendency toward academic procrastination (Buenadicha-Mateos et al., 2022). Emotionally exhausted students are more likely to postpone academic tasks due to reduced energy and motivation, resulting in delayed assignment submissions and declining academic performance (Qu et al., 2022). Consequently, some students may miss classes or lectures or even fail to complete coursework within the designated timeframe (Setyono, 2013). Academic procrastination is a widespread issue among college students. Ghufron and Risnawati (2010) define it as the tendency to delay formal academic tasks such as essays, presentations, laboratory work, and examinations. Ferrari and McCown (as cited in Ghufron & Risnawati, 2010) trace the term procrastination to the Latin verb *procrastinare*, meaning “to postpone until the next day.” Steel (2007) further explains that procrastination is the intentional delay of an activity despite awareness of its potential negative consequences. Given the impact of organizational involvement on academic procrastination, it is essential to examine the role of emotional exhaustion as a mediating factor in this relationship.

Research indicates that academic procrastination is a prevalent issue among college students. Steel’s study (as cited in Nitami, 2018) found that 80%–95% of students engage in procrastination. Similarly, Burka and Yuen (2008) reported that 75% of

Deleted: Students are required to balance their academic and extracurricular obligations in the classroom. Without sacrificing academic achievement, organizational involvement should allow students to hone their leadership abilities, time management skills, and sense of responsibility (Damayanti & Mamahit, 2023). Ideally, students involved in groups should still be able to do assignments on time, avoid academic procrastination, and preserve their mental health (Steel, 2007). However, over-engagement in organizational tasks might result in emotional exhaustion, making academic procrastination more likely (Schraw et al., 2007). Thus, it is essential to comprehend the elements that could upset this equilibrium to create practical plans that promote kids' academic success and general well-being.¶

Deleted: However, organizational involvement also has negative impacts. Students who spend excessive time in organizational activities often experience emotional exhaustion due to the pressure of balancing academic and extracurricular responsibilities (Sholihat, 2023). Research suggests that excessive organizational engagement may lead to academic stress, decreased motivation for learning, and increased tendencies for academic procrastination (Buenadicha-Mateos et al., 2022). Emotionally exhausted students are more likely to procrastinate on academic tasks due to a lack of energy and motivation to complete assignments on time (Qu et al., 2022). Then, they were late to classes or lectures or even absent due to attending organizational events, declining academic achievements, and being unable to finish assignments on a designated time (Setyono, 2013). Being unable to complete tasks on time is one example of procrastination. ¶

Deleted: Ghufron and Risnawati (2010) explained academic procrastination as procrastination on specific formal tasks related to course or academic assignments, such as essays, presentations, laboratory practice, and examinations. Ferrari & McCown (in Ghufron & Risnawati, 2010) added that procrastination came from the Latin verb *procrastinare*, meaning to postpone until the next day. In addition, procrastination is intentionally postponing a specific activity despite knowing it will have a harmful impact (Steel, 2007). ¶

college students procrastinate, with 50% admitting to doing so consistently. This trend was further supported by Nafeesa et al. (2018), who found that most students procrastinate in completing assignments, leading to disorganized task management and failure to meet deadlines. Numerous studies have also highlighted the negative impact of academic procrastination on academic performance (Ellis & Knaus, as cited in Zahra & Neti, 2015). Given the high prevalence of procrastination among students, it remains a critical topic for academic investigation (Solomon & Rothblum, as cited in Tian, 2023; Steel, 2007). Both internal and external factors contribute to academic procrastination. Internal factors primarily relate to students' physical and psychological conditions. McCown (as cited in Ghufroon & Risnawati, 2010) argued that procrastination is influenced by psychological traits such as self-regulation difficulties and anxiety in social interactions. Anxiety, in particular, is often a precursor to emotional exhaustion. Pines and Aronson (as cited in Almeryasandy, 2013) defined emotional exhaustion as a state of profound emotional depletion, characterized by feelings of hopelessness and even depression. Ferrari and McCown (as cited in Ghufroon & Risnawati, 2010) further identified anxiety as a psychological factor that contributes to emotional exhaustion, which, in turn, can exacerbate academic procrastination. Emotional exhaustion is a psychological condition in which an individual's emotional resources are depleted due to prolonged exposure to stress and interpersonal demands (Maslach & Leiter, 2016). It manifests as fatigue, decreased motivation, and a diminished ability to engage with one's surroundings. Maslach and Leiter (2016) conceptualized emotional exhaustion as a condition in which individuals experience a depletion of energy, a loss of motivation to work, and increasing detachment from their responsibilities. According to Pines (as cited in Santika & Sudibia, 2017), emotional exhaustion is marked by persistent feelings of hopelessness and depression. It often begins with pre-task anxiety and can escalate into frustration or self-directed anger. Zaglady (as cited in Santika & Sudibia, 2017) described emotional exhaustion as an abnormal response to stress in interpersonal relationships, leading to feelings of entrapment, helplessness, and despair. Individuals experiencing emotional exhaustion may struggle with motivation, disengage from their surroundings, and exhibit a diminished interest in academic or professional responsibilities (Maslach & Leiter, 2016). Maslach and Leiter (2016) identified three key

Deleted: Steel's research (Nitami, 2018) found that 80% – 95% of college students procrastinated. Burka & Yuen (2008) found that procrastination in college students reached 75%, with 50% admitting to procrastination consistently. They were emphasized by the research by Nafeesa et al. (2018), which showed that most college students still procrastinate in doing assignments, making assignment completion poorly organized and unable to meet the designated time limit. Other previous researchers also found negative impacts of academic procrastination on academic achievements (Ellis & Knaus, in Zahra & Neti, 2015). This high frequency of procrastination makes it a significant topic to study (Solomon & Rothblum in Tian, 2023; Steel, 2007). ¶

Deleted: Both internal and external factors trigger academic procrastination in individual students. Internal factors include an individual's physical and psychological condition. McCown (in Ghufroon & Risnawati, 2010) stated that this psychological condition is an individual influencing procrastination, such as social skill trait reflected on self-regulation and anxiety in building social relationships. Being anxious before doing something is a symptom of emotional exhaustion. Pines and Arason (in Almeryasandy, 2013) defined emotional exhaustion as exhaustion related to personal emotions indicated by hopelessness or even depression. Ferrari & McCown (in Ghufroon & Risnawati, 2010) explained that anxiety is one of the psychological condition factors, which makes emotional exhaustion a part of the psychological condition factor and a potential factor influencing academic procrastination. Emotional exhaustion is an overwhelming emotional state where individual emotional resources are drained by contact with other people (Maslach & Leiter, 2016)....

Deleted: Maslach and Leiter (2016) described emotional exhaustion as a state where a worker runs out of energy, loses willingness to work, and becomes ignorant. Emotional exhaustion is a unique individual response to stress. ¶ Pines (in Santika & Sudibia, 2017) stated emotional exhaustion as an exhaustion related to emotion marked by hopelessness and depression. Emotional exhaustion starts with feeling anxious before beginning work, and this habit triggers frustration or anger toward oneself. According to Zaglady (in Santika & Sudibia, 2017), emotional exhaustion is a unique, abnormal response toward stress in interpersonal relationships due to emotional solidification, feeling helpless, confined, desperate, and depressed. Emotional exhaustion is when the individual feels drained, deprived of the willingness to work, and loses interest in his surroundings (Maslach & Leiter, 2016). ¶

dimensions of emotional exhaustion. The first is physiological symptoms, which include elevated heart rate, increased blood pressure, gastrointestinal disturbances, chronic fatigue, respiratory issues, excessive perspiration, migraines, muscle tension, and sleep disorders such as insomnia or hypersomnia. In severe cases, prolonged emotional exhaustion can contribute to serious health conditions, including cancer or premature mortality. The second dimension is emotional symptoms, characterized by forgetfulness, difficulty concentrating, frequent crying, irritability, mood swings, anxiety, restlessness, social withdrawal, loneliness, and diminished self-confidence. The third dimension is cognitive and behavioral symptoms, which manifest as chronic stress, mental exhaustion, communication difficulties, impaired decision-making, dissatisfaction with work or studies, declining intellectual function, and a loss of spontaneity, creativity, and self-worth. Emotional exhaustion can result from multiple stressors, including monotonous tasks, excessive workload, prolonged working hours, environmental conditions, and inadequate nutrition (Tarwaka et al., 2004). Grandjean (as cited in Tarwaka et al., 2004) highlighted that exhaustion reduces motivation and productivity, particularly when combined with psychological stressors, prolonged cognitive effort, or physical strain.

Students actively involved in campus organizations—often referred to as activist students—assume various responsibilities that require significant time and effort (Esteban, 2024). The more extensively a student participates in organizational activities, the greater the need for effective time management to balance academic and extracurricular commitments. Pascarella and Terenzini (2005) outlined that activist students are those who hold leadership roles in student organizations and possess experience in organizational management.

While organizational involvement fosters personal and professional growth, it can also contribute to emotional exhaustion. Engaging in numerous events and social interactions can deplete students' emotional and cognitive resources. Setyono (2013) highlighted that active participation in organizations may lead to negative consequences, such as frequent tardiness or absenteeism from lectures, declining academic performance, and prolonged time to degree completion. Managing multiple organizational and academic responsibilities can be overwhelming, causing students to feel burdened and anxious about unfinished tasks. If left unmanaged, this anxiety can

Deleted: There are three aspects of emotional exhaustion, according to Maslach and Leiter (2016) those are (a) individual increasing heart rate and blood pressure, gastrointestinal disorder, getting wounded and tired quickly, breathing disorder, perspiration, migraine, muscle tension, sleeping problems (complex to sleep or sleeping too much), cancer, and death. (b) emotion, including being forgetful, hard to concentrate, easily crying, bored, unconfident, desperate, anxious, restless, hard to adjust, withdrawn, easily angry, and lonely. (c) mental, including exhaustion in the form of anxiety, tension, confusion, sensitivity, bottling up feelings, communicating ineffectively, withdrawal, loneliness, depression, self-isolation, work dissatisfaction, mental exhaustion, intellectual function degrading, losing spontaneity and creativity, losing self-worth. ¶

Deleted: Exhaustion occurs due to monotonous work, overwhelming workload, working overtime, environmental conditions, psychological conditions, and nutrition sufficiency (Tarwaka et al., 2004). Exhaustion is indicated by a decrease in willingness to work caused by monotony, intensity, duration of physical work, environmental condition, mental factors, health condition, and nutrition status (Grandjean in Tarwaka et al., 2004). ¶

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Deleted: *Organizations* are a nickname for college students who are actively involved and hold specific roles and responsibilities in particular organizations (Esteban, 2024). The more involved a student in an organization, the wiser he must be in balancing his time to carry out both roles as a student and activist. Pascarella and Terenzini (2005) noted that the criteria for activist students or those actively involved in organizations are students holding positions in the organizations and having experience in organizing. ¶

escalate into chronic stress and emotional exhaustion, ultimately affecting students' psychological well-being (Schaufeli & Bakker, 2004). Emotional exhaustion occurs when students experience prolonged emotional and psychological strain, leading to frustration, cognitive overload, and reduced motivation (Schaufeli & Bakker, 2004). Almeryasandy (2013) found a significant correlation between emotional exhaustion and academic procrastination, suggesting that students experiencing high levels of emotional distress are more likely to delay academic tasks. Cognitive patterns associated with emotional exhaustion negatively influence academic performance, reinforcing a cycle in which students struggle to complete assignments on time. Therefore, emotional exhaustion serves as a critical mediating factor in the relationship between organizational involvement and academic procrastination.

Academic procrastination refers to the deliberate delay of formal academic tasks, such as university or coursework assignments (Ghufron & Risnawati, 2010). Psychological distress increases students' susceptibility to procrastination, making them more likely to postpone academic responsibilities (Ghufron & Risnawati, 2010).

Emotional exhaustion serves as a psychological factor mediating the relationship between organizational involvement and academic procrastination. According to Self-Regulation Theory, individuals allocate cognitive and emotional resources to achieve specific goals (Baumeister & Vohs, 2016). Students engaged in organizational activities require strong self-regulation skills to manage both academic and extracurricular commitments. However, when organizational demands become excessive, their emotional resources become depleted, reducing self-regulation capacity and increasing the likelihood of procrastination (Qu et al., 2022). Additionally, Burnout Theory (Maslach & Leiter, 2016) posits that emotional exhaustion is a core component of burnout, resulting from excessive academic or work-related stress. When students experience emotional exhaustion due to extensive organizational involvement, they are more likely to disengage from academic tasks, suffer from reduced motivation, experience heightened anxiety, and struggle to complete assignments on time (Sholihat, 2023). Research has shown that emotional exhaustion is positively correlated with academic procrastination, particularly in students experiencing high stress and limited social support within educational settings (Buenadicha-Mateos et al., 2022).

Deleted: Activist students tend to engage in more events and interactions with others, draining their emotions and energy. Setyono (2013) stated that being actively involved in organizations has negative impacts, such as being late or even absent from lectures due to attending organizational events, declining academic achievements, and being unable to finish their degree on time. Students' involvement in various organizational events exhausts them and distracts their focus. Students are responsible not only for completing organizational tasks but also for academic assignments. Students who work on many tasks simultaneously will feel burdened and anxious about the unfinished tasks. If the anxiety is not well-managed, students will experience stress and emotional exhaustion, which potentially disturb their psychological condition (Schaufeli & Bakker, 2004). ¶

Deleted: Emotional exhaustion discusses exhaustion caused by the overwhelming emotional and psychological state that drains the energy of an individual, triggering frustration and tension (Schaufeli & Bakker, 2004). The research results by Almeryasandy (2013) confirmed that emotional exhaustion and academic procrastination were correlated. Cognitive patterns can generate academic procrastination because negative emotions influence a student's performance; therefore, a negative emotional state positively relates to academic procrastination. ¶

Deleted: Academic procrastination is a type of procrastination on formal tasks related to academic assignments, for example, assignments from a university or a course (Ghufron & Risnawati, 2010). The disturbed psychological condition makes a student prone to postponing tasks or academic procrastination (Ghufron & Risnawati, 2010). ¶

Deleted: Emotional exhaustion is a psychological factor mediating the relationship between organizational involvement and academic procrastination. According to the Self-Regulation Theory, individuals manage their cognitive and emotional resources to achieve specific goals (Baumeister & Vohs, 2016). Students involved in organizations require strong self-regulation skills to balance academic and extracurricular demands. However, when the organizational workload becomes excessive, their emotional resources may be depleted, leading to emotional exhaustion, reduced self-regulation ability, and an increased tendency to procrastinate on academic tasks (Qu et al., 2022). ¶

Deleted: Additionally, Burnout Theory (Maslach & Leiter, 2016) explains that emotional exhaustion is a core component of burnout, which arises due to excessive academic or work-related stress. When students experience emotional exhaustion due to intense organizational activities, they become more vulnerable to disengagement from academic tasks, loss of motivation, increased anxiety, and an inability to complete assignments on time (Sholihat, 2023). Recent studies suggest that emotional exhaustion positively correlates with academic procrastination, particularly when individuals experience stress and lack social support in educational environments (Buenadicha-Mateos et al., 2022). ¶

Drawing from self-regulation and burnout theories, emotional exhaustion plays a crucial role in explaining how organizational involvement can contribute to academic procrastination. Understanding this mechanism is essential for developing interventions that promote students' emotional well-being and mitigate the negative consequences of excessive organizational engagement.

Therefore, this study examines the impact of organizational involvement on academic procrastination, with emotional exhaustion as a mediating variable. Understanding the balance between the benefits and risks of organizational engagement is essential for students and educational institutions to develop strategies that foster both academic and extracurricular development.

These findings highlight that students with greater organizational involvement are more likely to experience emotional exhaustion, which in turn increases their risk of academic procrastination. This study provides critical insights into the factors influencing academic procrastination and serves as a foundation for designing interventions that help students manage their organizational commitments while maintaining academic performance. Given the high prevalence of academic procrastination among students and the psychological demands of organizational involvement, this research investigates the mediating role of emotional exhaustion, addressing a critical gap in the literature.

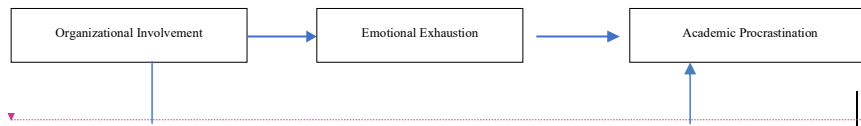


Figure 1. Model of organizational involvement, academic procrastination, and emotional exhaustion in college students

METHOD

This study involved 80 college students actively engaged in organizational activities across Yogyakarta. Table 1 presents the demographic characteristics of the participants.

Table 1. Demographic Characteristics (N = 80)

Participant Characteristics	Category	Frequency	Percentage (%)
Gender	Male	37	46,25
	Female	43	53,75

Deleted: Thus, based on self-regulation and burnout theories, emotional exhaustion is crucial in explaining how organizational involvement can trigger academic procrastination. Understanding this mechanism can aid in designing interventions that support students' emotional well-being and prevent the negative consequences of excessive organizational engagement.

Therefore, this study focuses on how organizational involvement influences academic procrastination, with emotional exhaustion as a mediating variable. Understanding the balance between the benefits and risks of organizational engagement is crucial for students and educational institutions to develop strategies that optimally support academic and extracurricular development. Therefore, this study

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Deleted: These results are significant because they show that students more involved in organizations are more likely to experience emotional exhaustion, which is linked to more serious academic procrastination. Given this knowledge, this study sheds light on the variables affecting academic procrastination. It serves as a basis for creating treatments that lessen the detrimental effects of students' involvement in organizations on their academic achievement by assisting them in better managing it. The current research seeks to understand the relationship between organizational involvement, emotional exhaustion, and academic procrastination in college students. This research is essential to know that emotional exhaustion mediates the relationship between organizational involvement and academic procrastination. Given the high prevalence of academic procrastination among students and the psychological aspects of organizational involvement, this study investigates how emotional exhaustion mediates this relationship, addressing a critical gap in the literature.

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Deleted: Subjects in the current research were 80 college students actively involved in organizations across Yogyakarta. Demographic Characteristics are shown in Table 1. ...

Academic Program	Indonesian Language	2	2,5
	Counselling	2	2,5
	Islamic Religious		
	Studies	6	7,5
	Economy	7	8,75
	Medical	1	1,25
	Teachers	5	6,25
	Geology and		
	Metrology	8	10
	Communication		
	Studies	5	6,25
	Public administration	1	1,25
	Cultural Sciences	1	1,25
	Nursing Science	2	2,5
	Industrial Engineering	4	5
	Informatics		
	Engineering	3	3,75
	Electrical Engineering	1	1,25
	Agricultural		
	Technology	5	6,25
	Psychology	22	27,5
	Science and		
	Technology	2	2,5
	Law Science	1	1,25
	Animation and		
	Tourism	2	2,5
Length of time with the organization (year)	1-2	40	50
	2-3	27	33,75
	3-4	4	5
	4-5	5	6,25
	>5	4	5
	Total	80	100

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Data for this study were collected using psychometric scales, including the Emotional Exhaustion Scale and the Academic Procrastination Scale. Participants' organizational involvement, including duration and type of organization, was recorded through an identity form. The Academic Procrastination Scale was developed by Septiyani (2018), while the Emotional Exhaustion Scale was adapted from Mayanda (2019).

Deleted: Data required in this research were collected using psychological scales, the Emotional Exhaustion Scale, and the Academic Procrastination Scale. Filling out subjects' identity forms gained organizational involvement (duration and organization type). The Academic Procrastination Scale used in this research was constructed by a previous researcher, Septiyani (2018), and the Emotional Exhaustion Scale was also built by an earlier researcher, Mayanda (2019).

Organizational Involvement

Students classified as actively involved in organizations are those currently holding formal positions and possessing organizational experience. Organizational involvement in this study is operationalized as the duration of participation in student organizations during college.

Deleted: The criteria of activist students or students actively involved in organizations are students currently holding specific positions in organizations and having gained organizational experience. Therefore, organizational involvement is measured by the duration of being involved in organizations during college.

Effect

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
OI → AP	0.029	0.007	4.191	<.001	0.016	0.042

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Note. Standard errors were calculated using the Delta method, and confidence intervals were determined through bias-corrected percentile bootstrap methods with an ML estimator.

The findings indicate that organizational involvement significantly influences academic procrastination ($p < 0.05$).

Deleted: Note. Delta method standard errors, bias-corrected percentile bootstrap confidence intervals, ML estimator.

Emotional Exhaustion Scale

A preliminary try-out was conducted to refine the Emotional Exhaustion Scale by selecting valid items and assessing its reliability. A sample of 42 college students actively involved in organizations at various universities in Yogyakarta participated in this process. Item selection was based on a total item coefficient (rix) threshold of 0.30. Statistical analysis revealed that 30 out of 35 items met the required rix range (0.311–0.664), indicating that the scale effectively differentiates individuals experiencing

Deleted: This indicates that involvement in an organization for a particular duration of time influences academic procrastination ($p < 0.05$).

Deleted: A try-out of this scale was conducted to select items and test their reliability. The try-out participants were 42 college students actively involved in organizations at various universities in Yogyakarta. Items of this scale were selected based on the criteria of having a total item coefficient (rix) of 0.30.

emotional exhaustion. The Cronbach's alpha reliability coefficient for the scale was 0.905, demonstrating high reliability. The distribution of items is presented in Table 2.

Table 2. Item Distribution of Emotional Exhaustion Scale after Try-out

No.	Aspects	Item Number		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
1.	Physical	4(3), 11(10), 15(13), 17(14), 10(9), 19(16), 23(19) 24(20), 31(27)		9
2.	Emotional	2(1), 6(5), 8(7), 13(11), 5(4), 7(6) 18(15), 29(25)		8
3.	Mental	9(8), 20(17), 25(21), 26(22), 3(2), 14(12), 22(18), 13 30(26), 34(29), 35(30)	27(23), 28(24), 32(28)	13
	Total	19	11	30

Note. Item numbers in parentheses () and in bold indicate the revised numbering used in the current study.

Academic Procrastination Scale

A try-out was also conducted for the Academic Procrastination Scale to refine its items and assess reliability. Similar to the emotional exhaustion scale, 42 students actively engaged in organizations in Yogyakarta participated. Item selection followed the same criterion of $rix \geq 0.30$. Statistical analysis revealed that 15 out of 20 items met the required rix range (0.365–0.605), confirming their validity in distinguishing individuals prone to academic procrastination. The Cronbach's alpha reliability coefficient was 0.836, indicating high internal consistency. The item distribution is outlined in Table 3.

Table 3. Item Distribution of Academic Procrastination Scale after Try-out

<u>No.</u>	<u>Aspects</u>	<u>Item Numbers (New in Bold)</u>	<u>Total</u>
1. Postponing the initiation or completion of assignments	1(1), 3(3), 5(5), 7(6), 9(8)	5	
2. Submitting assignments late	2(2), 4(4), 8(7), 10(9)	4	
3. Discrepancy between planned and actual performance	11(10), 13(12), 15(14)	3	

Deleted: Statistical analysis measurement showed that only 30 out of 35 items met the criteria of having total item coefficient (rix) item differences of around 0.311 – 0.664; items are said to be valid and can differentiate between emotionally exhausted individuals from the exact measurement. The alpha reliability coefficient of this scale was found to be 0.905, which means it is a very good and reliable measure of emotional exhaustion. The emotional Exhaustion Scale distribution is displayed in Table 2. ...

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Deleted: Note: Item numbers in () and bold are new numbers used in data collecting for current research.*

Deleted: The try-out participants were 42 college students actively involved in various organizations in Yogyakarta. Items of this scale were selected based on the criteria of having a total item coefficient (rix) of 0.30. Statistical analysis measurement showed 15 out of 20 items that met the requirements of having a total item coefficient (rix) around 0.365 – 0.605; items are valid and can differentiate between academic procrastination individuals. From the exact measurement, the alpha reliability coefficient of this scale was found to be 0.836, which means it is a very good and reliable measure of academic procrastination. The distribution of the Academic Procrastination Scale is displayed in Table 3. ...

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<u>No.</u>	<u>Aspects</u>	<u>Item Numbers (New in Bold)</u>	<u>Total</u>
4. Engaging in more enjoyable activities instead of assignments	12(11), 14(13), 18(15)	3	
Total	15	15	

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Note. Item numbers in parentheses () and in bold indicate the revised numbering used in this study.

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RESULTS AND DISCUSSION

Data Analysis

Path analysis was conducted using IBM® SPSS® AMOS™ 21 to examine the correlation between organizational involvement and academic procrastination, with emotional exhaustion as a mediating variable. The mediation effect was tested using a Bootstrap technique with 1,000 resamples at a 95% confidence interval (CI). This method improves accuracy by generating bias-corrected confidence intervals and allows for statistical significance testing without assuming a normal distribution.

Deleted: Data in the current research were analyzed using Path Analysis with IBM ® SPSS ® AMOS™ 21 to test the correlation between organizational involvement and academic procrastination mediated by emotional exhaustion. Additionally, the impact of emotional exhaustion was tested using Bootstrap 1000 in a trust interval of 95%. Using 1,000 samples in SPSS AMOS 21, this study uses path analysis using a Bootstrap technique to investigate how emotional exhaustion mediates the link between academic procrastination and organizational involvement. By producing bias-corrected confidence intervals, the Bootstrap technique improves the accuracy of estimating the mediation effect. It enables statistical significance testing without depending on the assumption of a normal distribution.

The results indicate that emotional exhaustion significantly influences academic procrastination ($p < 0.05$), while organizational involvement significantly impacts emotional exhaustion ($p < 0.05$). The bootstrap analysis confirms that emotional exhaustion strongly mediates the relationship between organizational involvement and academic procrastination, as the confidence interval for the mediation effect does not include zero [LLCI = 0.12, ULCI = 0.48].

Deleted: According to the analysis's findings, academic procrastination is significantly influenced by emotional exhaustion ($p < 0.05$), and organizational involvement has a significant impact on emotional exhaustion ($p < 0.05$). The bootstrap analysis using 1,000 samples shows that the connection between academic procrastination and organizational involvement is strongly mediated by emotional exhaustion, as the confidence interval for the mediation effect does not include zero [LLCI = 0.12, ULCI = 0.48].

Research Results

Mediation Analysis

Parameter estimates

Direct effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
OI → AP	0.019	0.007	2.664	0.008	0.001	0.036

Direct effects

Estimate	Std. Error	z-value	p	95% Confidence Interval	
				Lower	Upper

Note. Delta method standard errors, bias-corrected percentile bootstrap confidence intervals, ML estimator.

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The results indicate a significant direct relationship between organizational involvement duration and academic procrastination ($p < 0.05$).

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Indirect effects

Estimate	Std. Error	z-value	p	95% Confidence Interval	
				Lower	Upper
OI → EE → AP	0.011	0.004	2.745	0.006	0.002 0.026

Note. Delta method standard errors, bias-corrected percentile bootstrap confidence intervals, ML estimator.

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The mediation analysis confirms that emotional exhaustion significantly mediates the relationship between organizational involvement and academic procrastination ($p < 0.05$).

Deleted: The results above confirmed the correlation between the duration of organizational involvement and academic procrastination mediated by emotional exhaustion ($p < 0.05$)....

Variabl	R ²
AP	0.314
EE	0.154

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The total effect of organizational involvement and emotional exhaustion on academic procrastination is 0.029 ($p < 0.01$). The practical contribution of organizational involvement to academic procrastination is 31.4%, while emotional exhaustion accounts for 15.4%.

The psychometric analysis confirms the strong reliability of the scales, ensuring accurate identification of emotional exhaustion as a mediator between organizational involvement and academic procrastination.

Deleted: The results above represented that the total effect of duration of organizational involvement and emotional exhaustion toward academic procrastination was 0.029 ($p < 0.01$). The practical contribution of the duration of organizational involvement toward academic procrastination was 31.4%, while the effective contribution of emotional exhaustion was 15.4%.
The scales demonstrated strong psychometric properties, enabling accurate identification of the mediation effect of emotional exhaustion between organizational involvement and academic procrastination.

Discussion

The research findings ($p < 0.01$) indicate that organizational involvement significantly influences academic procrastination, with emotional exhaustion as a mediating factor in college students. While students are encouraged to develop both academic and non-academic skills, excessive involvement in organizational activities may negatively impact their academic performance.

Emotional exhaustion plays a crucial role in mediating the relationship between organizational involvement and academic procrastination. Organizational involvement reflects a student's commitment to academic and extracurricular activities, while academic procrastination involves deliberate delays in completing academic tasks, leading to negative consequences for academic performance and mental well-being (Tian, 2023; Esteban, 2024).

Participants engaged in organizations for more than three years exhibited higher emotional exhaustion scores, making them more susceptible to stress and procrastination. Previous studies suggest that prolonged involvement in extracurricular activities increases role demands, time constraints, and academic pressure, contributing to emotional exhaustion and reduced self-regulation (Maslach & Leiter, 2016; Schraw et al., 2007). The accumulation of organizational responsibilities may limit cognitive resources and available time for academic tasks, exacerbating academic procrastination (Steel, 2007). Therefore, balancing organizational engagement and academic obligations is crucial for maintaining productivity and preventing burnout (Damayanti & Mamahit, 2023). High academic pressure and increased demands often trigger emotional exhaustion, reducing student engagement in learning activities (Shobayar, 2023; Buenadicha-Mateos et al., 2022). This exhaustion negatively affects motivation and commitment to academic responsibilities, further increasing procrastination tendencies (Fan, 2024; Qu et al., 2022). For instance, Tian (2023) found that students experiencing negative emotions, including emotional exhaustion, exhibited higher levels of academic procrastination.

Moreover, emotional exhaustion impairs students' self-regulation and time management skills, crucial elements in preventing procrastination (Qu et al., 2022). When students feel emotionally drained, they perceive academic tasks as overwhelming, leading to heightened procrastination behavior (Ma, 2023). Research by Qu et al. (2022) further confirms that negative academic emotions, including emotional exhaustion,

Deleted: Research results ($p < 0.01$) showed that the duration of organizational involvement influenced academic procrastination, and emotional exhaustion was the indirect factor in academic procrastination in college students. College students are expected to polish both their academic and non-academic potential. For non-academic self-improvement, college students can engage in organizational activities inside or outside the university. Being engaged in organizations may also have negative impacts on their academic life. ¶

Emotional exhaustion, a phenomenon frequently experienced by students, can mediate the relationship between organizational involvement and academic procrastination. Organizational involvement refers to an individual's level of commitment and participation in academic and social activities in an educational setting. Meanwhile, academic procrastination tends to postpone academic tasks, hurting student achievement and mental health (Tian, 2023; Esteban, 2024). ¶

Deleted: Emotional exhaustion, a phenomenon frequently experienced students, can mediate the relationship between organizational involvement and academic procrastination. Organizational involvement refers to an individual's level of commitment and participation in academic and social activities in an educational setting. Meanwhile, academic procrastination tends to postpone academic tasks, hurting student achievement and mental health (Tian, 2023; Esteban, 2024). ¶

Deleted: Participants with longer organizational involvement (>3 years) exhibited higher emotional exhaustion scores compared to those with shorter involvement, indicating greater vulnerability to stress and procrastination. According to earlier research, extended participation in extracurricular activities can result in emotional exhaustion because of increased role demands, time limits, and academic pressure (Maslach & Leiter, 2016). This study supports that theory. Students may suffer from increased cognitive and emotional strain as they gradually assume more organizational duties, which could affect their ability to self-regulate and lead to procrastinatory behaviors (Schraw et al., 2007). Furthermore, an overabundance of organizational responsibilities may limit the amount of time and mental energy available for academic work, which raises the risk of academic procrastination (Steel, 2007). These findings highlight how crucial it is to balance academic obligations and organizational involvement to avoid burnout and preserve productivity (Damayanti & Mamahit, 2023). ¶

Deleted: Research shows that emotional exhaustion can arise due to high academic pressure and increased demands, which can reduce student engagement in educational activities (Shobayar, 2023; Buenadicha-Mateos et al., 2022). This emotional exhaustion can decrease motivation and commitment to academic tasks, increasing the tendency to procrastinate (Fan, 2024; Qu et al., 2022). For example, a study by Tian showed that negative emotions experienced by students, including emotional exhaustion, were positively related to academic procrastination (Tian, 2023). ¶

significantly mediate the relationship between burnout and procrastination. However, organizational involvement may also serve as a protective factor by fostering social support and a sense of belonging in academic environments (Suhadianto & Pratitis, 2020). When students feel connected and supported, they are more resilient to stress and emotional exhaustion, which in turn helps reduce academic procrastination (Luo, 2023). Therefore, cultivating a supportive academic environment is essential for minimizing emotional exhaustion and its detrimental effects on academic performance.

Deleted: Furthermore, emotional exhaustion can affect students' ability to self-regulate and manage their time, an essential factor in preventing procrastination (Qu et al., 2022). When students experience emotional exhaustion, they tend to feel unable to complete academic assignments, which can worsen their procrastination condition (Ma, 2023).

Setyono (2013) observed that students actively engaged in organizations often experience declining academic performance, absenteeism, and delays in completing coursework. Many students prioritize organizational tasks over academic responsibilities, contributing to procrastination (Bar, 2014).

Deleted: Research by Qu et al. showed that negative academic emotions, including emotional exhaustion, significantly mediated the relationship between burnout and procrastination (Qu et al., 2022). On the other hand, high organizational involvement can help reduce emotional exhaustion by providing social support and increasing a sense of belonging in the academic environment (Suhadianto & Pratitis, 2020). When students feel involved and supported in their academic community, they are more likely to overcome stress and emotional exhaustion, which in turn can reduce academic procrastination (Luo, 2023). Therefore, creating an academic environment that supports student engagement is essential to reduce emotional exhaustion and academic procrastination. In conclusion, emotional exhaustion is essential to mediate the relationship between organizational involvement and academic procrastination. Understanding these dynamics can help educators and educational institutions design more effective interventions to increase student engagement and reduce academic procrastination.

Academic procrastination is a type of procrastination on formal, academic-related tasks, such as college assignments (Ghufron & Risnawati, 2010). Roza (2018) explained that factors influencing academic procrastination include physical and emotional exhaustion and reluctance to carry out daily activities. Being reluctant to engage in daily activities can be a form of emotional exhaustion, a psychological state that may contribute to academic procrastination.

Deleted: Setyono (2013) stated that college students who are actively involved in organizations experience declining academic achievement, being late or even absent from lectures, skipping classes due to attending organizational events, and being unable to finish their studies on time. Being late in completing college assignments is considered procrastination. Most students involved in organizations prioritize organizational tasks over academic assignments (Bar, 2014).

Being actively involved in an organization entails additional responsibilities and commitments. College students are expected to balance their organizational involvement with academic demands. However, participation in organizational activities can lead to both physical and emotional exhaustion, which may negatively impact students' psychological well-being (Schaufeli & Bakker, 2004). In the early years of college, students who engage in organizational activities often experience higher levels of emotional exhaustion due to the challenge of managing both academic assignments and organizational responsibilities. When a student's psychological well-being is compromised, they become more susceptible to academic procrastination (Ghufron & Risnawati, 2010). Nevertheless, prolonged involvement in campus organizations can foster social skills and enhance soft skills (Dugan & Komives, 2007). Emotional exhaustion arises from persistent emotional and psychological strain, depleting an individual's energy and leading to frustration and tension (Schaufeli & Bakker, 2004). Maemunah (2018) found that individuals experiencing emotional exhaustion often struggle to meet work demands, perceiving their lives as overwhelming and exhausting.

Academic procrastination is a type of procrastination on formal, academic-related tasks, such as college assignments (Ghufron & Risnawati, 2010). Roza (2018) explained that the factors influencing academic procrastination were exhaustion, physical or emotional, and reluctance to carry out daily activities. Being reluctant to carry out daily activities can be a form of emotional exhaustion, a psychological state potentially affecting academic procrastination.

Deleted: Being actively involved in an organization means having more things to do and more responsibility. College students are expected to finish organizational involvement simultaneously with their academic studies. Organization-related activities may cause both physical and emotional exhaustion. Emotional exhaustion disturbs the student's psychological well-being (Schaufeli & Bakker, 2004). Individuals who join organizations in the first years tend to experience emotional exhaustion and other psychological problems because they need to divide their time between organizational experience and college assignments. When student's psychological condition is disturbed, they are prone to academic procrastination (Ghufron & Risnawati, 2010). However, in later years, involvement in organizations on campus can improve social skills and soft skill experiences (Dugan & Komives, 2007).

High emotional exhaustion negatively affects performance, manifesting in feelings of helplessness, despair, and demotivation, ultimately leading to procrastination or avoidance of academic tasks. Greenberg (1990) further explained that students experiencing emotional exhaustion exhibit reduced work ethic and motivation, which exacerbates academic procrastination. These factors contribute to delays in initiating and completing assignments, missing deadlines, and prioritizing more enjoyable activities over academic obligations (Ghufron & Risnawati, 2010). Empirical research supports the relationship between emotional exhaustion and academic procrastination. Almerysandy (2013) identified a correlation between these two variables, while Milana (2008) demonstrated that college students working on their theses exhibited a positive association between emotional exhaustion and academic procrastination. Rahimi et al. (2023) explored the relationship between procrastination and emotional states, showing that negative emotions such as anger, anxiety, shame, and hopelessness contribute to emotional exhaustion during academic tasks (Sinta et al., 2022). Emotional exhaustion affects academic performance by impairing students' ability to regulate their emotions, leading to procrastination. The findings suggest that cognitive patterns and negative emotional states significantly contribute to academic procrastination, with poor emotional regulation being a key factor.

Current research found that cognitive patterns may contribute to academic procrastination, as negative emotions impact students' performance. In other words, a negative emotional state was positively correlated with academic procrastination. Poor control over negative emotions exacerbates emotional exhaustion, further reinforcing procrastinatory behaviors. Additionally, a correlation was observed between emotional exhaustion and academic procrastination, indicating that multiple psychological factors collectively contribute to procrastination among college students. Emotional exhaustion is an internal factor influencing academic procrastination, characterized by psychological distress. It manifests as anxiety before initiating tasks, reluctance to engage in academic activities, and diminished motivation. Roza (2018) identified physical and emotional exhaustion as significant triggers of academic procrastination among college students. Maslach and Leiter (2016) classified emotional exhaustion into three dimensions—physical, emotional, and mental—each of which contributes to academic procrastination (Ferrari & McCown, as cited in Ghufron & Risnawati, 2010).

Deleted: Emotional exhaustion is caused by overwhelming emotional and psychological feelings draining an individual's energy, leading to frustration and tension (Schaufeli & Bakker, 2004). Maemunah (2018) stated that when an individual experiences emotional exhaustion, he cannot meet work demands and feels like his life is empty and tiring. High emotional exhaustion impacts an individual's performance, indicated by feeling down, helpless, and desperate, which leads to procrastinating or avoiding assignments. Greenberg (1990) explained further that students experiencing emotional exhaustion displayed a decrease in work ethic and willingness to work, causing an increase in academic procrastination. These are the roots of procrastination in starting and completing assignments, failing to turn in assignments within the designated time, and even choosing other activities that they find more amusing (Ghufron & Risnawati, 2010). ¶

Deleted: The research conducted by Almerysandy (2013) showed the correlation between emotional exhaustion and academic procrastination. Milana (2008) confirmed the positive correlation between emotional exhaustion and academic procrastination in college students working on their thesis. Rahimi et al. (2023) expected a relationship between procrastination and positive emotions (pleasure, hope, and pride) and negative emotions (anger, anxiety, shame, hopelessness, boredom). Negative emotions individuals express lead to emotional exhaustion during the study (Sinta et al., 2022). Emotional exhaustion contributes to academic performance, which causes individuals to procrastinate. Poor emotional regulation was a significant factor in explaining academic procrastination. Current research found that cognitive patterns may cause academic procrastination because emerging negative emotions influence students' performance; in other words, a negative emotional state was positively correlated with academic procrastination. Poor control over negative emotions caused emotional exhaustion. There was also a correlation between emotional exhaustion and academic procrastination, meaning every aspect contributed to academic procrastination in college students. ¶

Student involvement in various campus organizations often leads to emotional exhaustion, which, in turn, contributes to academic procrastination, ultimately affecting their well-being and academic performance. This phenomenon is particularly relevant in the context of self-regulation, which refers to an individual's ability to control their behavior, emotions, and thoughts in pursuit of long-term goals. Baumeister and Vohs (2007) emphasize that self-regulation is essential for overcoming internal barriers to goal achievement, particularly for students managing the demands of both academic responsibilities and extracurricular activities.

Procrastination arises when students struggle to regulate their time and workload effectively. According to Bandura (1986), individuals with strong self-regulation skills can set goals, manage their emotions, and adjust their behaviors more effectively, thereby reducing the likelihood of academic procrastination. However, students actively engaged in organizational activities often face difficulties in balancing their academic obligations with social responsibilities. As Baumeister and Vohs (2007) highlight, cognitive depletion from excessive commitments can impair self-regulation, leading to emotional exhaustion. This exhaustion intensifies when students experience mounting expectations from both academic and organizational domains. In organizational psychology, self-regulation is closely linked to individual performance, stress management, and emotional regulation. Parker and Axtell (2001) found that employees who struggle to manage their emotions and behaviors are more vulnerable to stress and emotional exhaustion. This finding is applicable to students involved in extracurricular activities, as excessive commitments can hinder their ability to manage time and stress effectively, increasing the likelihood of procrastination.

The Job Demands-Resources (JD-R) model proposed by Schaufeli and Bakker (2004) suggests that high demands—whether academic or extracurricular—without adequate resources to manage stress can lead to emotional exhaustion. Students who lack proper self-regulation skills are particularly susceptible to burnout. In the educational context, research on self-regulated learning suggests that students who effectively manage their academic tasks—through planning, time management, and self-monitoring—are better equipped to overcome academic procrastination. Steel (2007) argues that the ability to track progress and set clear goals is crucial in preventing task delays. However, when

Deleted: Emotional exhaustion is included in internal factors of academic procrastination, an individual's psychological condition. Emotional exhaustion is a type of exhaustion related to feelings, indicated by anxiety before starting an activity or work. Roza (2018) mentioned that one of the factors triggering academic procrastination in college students was feeling physically and emotionally exhausted, making them reluctant to carry out various activities. Maslach and Leiter (2016) stated that three aspects of emotional exhaustion were physical, emotional, and mental. In explaining those emotional exhaustion aspects, the correlation of emotional exhaustion aspects with the factors of academic procrastination according to Ferrari & McCown (in Ghufron & Risnawati, 2010).¶

Deleted: Student involvement in various campus organizations often leads to emotional exhaustion, ultimately affecting academic procrastination, thereby disrupting their well-being and academic performance. This phenomenon is increasingly relevant in the context of self-regulation. This concept refers to an individual's ability to control their behavior, emotions, and thoughts in pursuit of long-term goals. Baumeister and Vohs (2007) explain that self-regulation is key to overcoming internal barriers to achieving goals, particularly relevant for students trying to manage the demands of academics and organizational activities.¶

Deleted: Procrastination occurs when students fail to regulate themselves in managing their time and tasks, which is part of the self-regulation process. According to Bandura (1986), individuals with good self-regulation skills can evaluate goals and regulate their emotions and behaviors more effectively, reducing the likelihood of academic procrastination.¶ Students involved in various organizational activities often face challenges balancing their time and energy between academic responsibilities and social obligations. As Baumeister and Vohs (2007) explained, a decline in self-regulation abilities makes individuals feel cognitively drained, resulting in emotional exhaustion. This exhaustion is exacerbated when students feel pressured by expectations from both academic and organizational spheres.¶

Deleted: In organizational psychology literature, self-regulation is closely related to individual performance, stress management, and emotional regulation. Parker and Axtell (2001) demonstrated that employees who cannot effectively manage their emotions and behaviors are more vulnerable to emotional exhaustion and stress. This finding can be applied to students who are also involved in extracurricular activities outside of academics. When organizational involvement becomes excessive, students tend to neglect their time and stress management, leading to procrastination and exhaustion.¶

organizational commitments demand significant time and attention, poor self-regulation may lead to procrastination.

Emotional exhaustion disrupts self-regulation by depleting cognitive resources necessary for effective time management. Students experiencing emotional exhaustion due to academic and extracurricular pressures may struggle with decision-making, prioritization, and time allocation. This impairment often leads to increased procrastination as students resort to avoidance strategies to cope with cognitive overload. Moreover, emotional exhaustion diminishes intrinsic motivation, making students more prone to procrastinatory behaviors as a means of avoiding mentally demanding tasks. Understanding this dynamic is crucial for developing intervention strategies that mitigate the negative effects of emotional exhaustion on academic achievement (Bela et al., 2023).

While self-regulation is a critical factor in student success, a major challenge lies in fostering these skills within the campus environment. Lukianoff and Haidt (2018) argue that an overly protective academic culture can hinder the development of self-management abilities, leaving students unprepared to navigate academic and extracurricular responsibilities independently. Without adequate opportunities to develop self-regulation, students remain susceptible to both academic procrastination and emotional exhaustion.

Universities must implement policies that promote self-regulation through structured training, mentoring, and an environment that fosters a balance between academic and extracurricular demands. Providing students with strategies to manage organizational responsibilities alongside their academic workload can significantly enhance their emotional well-being and academic performance.

CONCLUSION

The findings of this study confirm a significant correlation between the duration of organizational involvement and academic procrastination, with emotional exhaustion serving as a mediating factor. Organizational commitments place both physical and emotional demands on students, contributing to emotional exhaustion and increasing their tendency to procrastinate on academic tasks. Therefore, institutions must develop targeted interventions to help students effectively manage their organizational responsibilities while maintaining academic performance.

Deleted: According to the Job Demands-Resources (JD-R) model introduced by Schaufeli and Bakker (2004), high job demands (or, in this context, academic and organizational demands) without sufficient resources to manage stress can lead to emotional exhaustion. Students not trained to manage these pressures through self-regulation are more likely to experience burnout. In the educational context, research on self-regulated learning shows that students who can effectively manage their tasks—such as planning, time management, and self-monitoring—are more successful in overcoming academic procrastination. Steel (2007) argues that the ability to monitor progress and set clear goals can prevent task delays. However, when students are involved in organizations that demand their full attention, poor self-regulation can lead to procrastination.

Deleted: Emotional exhaustion can disrupt self-regulation by depleting the cognitive resources necessary for effective time management. When students experience emotional exhaustion due to academic pressure and organizational demands, their ability to self-regulate, make sound decisions, and set priorities becomes impaired. This condition may lead to difficulty in allocating time efficiently, ultimately increasing the tendency to delay academic tasks. Moreover, emotional exhaustion can diminish intrinsic motivation, making students more vulnerable to procrastinatory behaviors as a coping mechanism to avoid mentally demanding tasks. Therefore, understanding how emotional exhaustion affects self-regulation is crucial in developing intervention strategies to mitigate its negative impact on students' academic achievement (Bela et al., 2023).

Deleted: Although self-regulation holds significant potential for improving student well-being, the primary challenge lies in practically developing these skills in the campus environment. Lukianoff and Haidt (2018) suggest that an overly protective culture can hinder the development of effective self-regulation. On campus, students are often not allowed to develop self-management skills independently, making them more susceptible to academic procrastination and emotional exhaustion.

Deleted: Campus policies that support the development of self-regulation through training, mentoring, and creating environments that promote a balance between academic duties and social activities are crucial. This will help students develop the necessary skills to manage their lives better without feeling overwhelmed by demands from multiple fronts.

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Deleted: Current research results confirmed the correlation between the duration of organizational involvement and academic procrastination mediated by emotional exhaustion. Organizational activities physically and emotionally burden college students, leading to emotional exhaustion. Suggesting strategies for students to manage organizational responsibilities alongside academic tasks, universities can design strategies to improve students' emotional well-being, which, in pairs, can improve their academic performance. Therefore, college students need to recognize self-capabilities by prioritizing activities within their responsibilities.

The ability to self-regulate is fundamental in managing time, workload, and stress resulting from academic and extracurricular pressures. Students with weaker self-regulation skills are more vulnerable to emotional exhaustion and academic procrastination. Future research could explore additional factors influencing the relationship between organizational involvement and academic procrastination, such as personality traits, coping strategies, or external support systems. Developing self-regulation skills through campus-based training and support programs is crucial in helping students strike a balance between academic and social commitments.

ACKNOWLEDGMENTS

We extend our gratitude to all participants who volunteered for this study and to the university's ethics committee for their approval and support.

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Deleted: The ability to self-regulate is crucial in managing time, tasks, and stress from academic pressures and organizational involvement. When students' self-regulation is weak, they are more vulnerable to procrastination and emotional exhaustion. Future research may explore academic procrastination and organizational involvement by considering other factors. Therefore, developing self-regulation skills through training and support from the campus environment is essential to help students balance academic demands and social activities.

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Sincerely,

(Author's Signature)

Sheilla Varadhila Peristianto