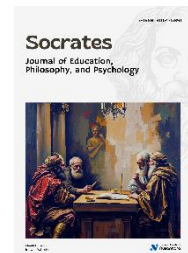




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Academic Procrastination Among Working Undergraduate Students: A Descriptive Study at Universitas X

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Abstract: Academic procrastination has become one of the most common academic problems experienced by university students, particularly those who simultaneously pursue higher education and employment. Balancing academic responsibilities with occupational demands may create challenges that increase the tendency to delay academic tasks. This study aimed to describe the level of academic procrastination among working undergraduate students at Universitas X. This study employed a quantitative descriptive research design involving 167 working undergraduate students selected using proportional stratified random sampling. Data were collected using the Indonesian version of the Multidimensional Academic Procrastination Scale (MAPS-15), which demonstrated acceptable validity and reliability before the main data collection. Descriptive statistical analysis was conducted using JASP version 0.19.7.1 to calculate the mean, standard deviation, frequencies, percentages, and category distribution of academic procrastination. The findings revealed that 53.9% of respondents were categorized as having a high level of academic procrastination, 34.1% were categorized as having a low level, and 12.0% were categorized as having a moderate level. These findings indicate that academic procrastination remains prevalent among working undergraduate students at Universitas X. The study provides a descriptive overview of academic procrastination among working students and contributes empirical evidence that may assist higher education institutions in understanding the academic characteristics of students who undertake dual roles as learners and employees.

Keywords: Academic Procrastination, Working Students, Undergraduate Students, Descriptive Study, Higher Education.

INTRODUCTION

In recent years, the number of university students who combine higher education with paid employment has increased significantly in many countries, including Indonesia. Students choose to work during their studies for various reasons, including rising educational costs, family financial needs, and the desire to achieve financial independence (Istikomah & Setiawan, 2023). In addition to economic considerations, many students seek employment to gain professional experience, expand their professional networks, and improve their career readiness before

graduation (Nuvianto et al., 2021). This trend reflects a shift in higher education, where academic achievement is increasingly combined with practical work experience and personal development.

The increasing number of working students has changed the nature of higher education by requiring students to balance academic and occupational responsibilities simultaneously. Although employment provides valuable opportunities for professional development, managing multiple responsibilities often creates psychological and academic challenges for students (Arif et al., 2023). Working students frequently experience stress, psychological fatigue, and declining learning motivation because they must fulfill both academic obligations and workplace demands (Saputri et al., 2024). These conditions may reduce students' ability to maintain consistent academic performance throughout their studies.

According to Statistics Indonesia Badan Pusat Statistik (2025), approximately 6.98% of university students in Indonesia are engaged in employment while pursuing higher education. This finding indicates that a considerable proportion of students simultaneously perform academic and occupational roles. Students who undertake these dual roles often experience role strain characterized by emotional exhaustion, stress, and decreased motivation to study when work demands become increasingly demanding (Wiranti et al., 2024). Difficulties in managing these competing demands may eventually interfere with students' ability to prioritize academic responsibilities effectively.

Academic records obtained from Universitas X also demonstrate a growing tendency for delayed graduation among working students. The proportion of working students requiring more than four years to complete their studies increased from 17.7% in the 2019 cohort to 18.5% in the 2020 cohort and further increased to 19.4% in the 2021 cohort. These institutional data suggest that delayed study completion has become an important academic concern among working students.

The academic challenges experienced by working students are not limited to delayed graduation but are also reflected in their daily academic activities. Students who simultaneously fulfill work and academic responsibilities often experience mental fatigue, stress, and difficulty maintaining concentration during learning activities. As work demands increase and available study time decreases, students may postpone assignments, reduce the priority of academic activities, or become less engaged in classroom learning.

A preliminary survey involving 48 working students provided additional evidence regarding this phenomenon. The survey revealed that 54% of respondents tended to delay starting academic assignments, whereas 48% frequently submitted assignments after the deadline. Furthermore, 41.7% of respondents were classified as having a high level of academic procrastination. These findings indicate that academic procrastination remains a prominent issue among working students and therefore warrants further investigation.

Academic procrastination refers to the tendency to intentionally delay initiating or completing academic tasks despite recognizing the negative consequences of such behavior. Nevertheless, not every delay in completing academic work should automatically be categorized as academic procrastination. Delaying academic tasks because of appropriate priority management while maintaining a clear plan to complete them before the deadline differs from procrastination. Conversely, postponing academic tasks because of fatigue, low motivation, or avoidance until deadlines become imminent is more accurately considered academic procrastination.

Academic procrastination among working students may have consequences that extend beyond delayed assignment submission. Persistent procrastination may interrupt the learning process, delay course completion, and prolong students' study period (Kamaratih et al., 2022). In addition, excessive academic procrastination may encourage unethical academic behaviors, such as relying on others to complete academic assignments because of limited time and excessive workload (Sifana, 2025). These consequences demonstrate that academic procrastination represents an important issue in higher education.

Previous studies have consistently reported that academic procrastination remains a common problem among university students. Wardani et al. (2024) found that working students tend to engage in academic procrastination because they experience competing demands between employment and academic responsibilities. Similarly, Saputri et al. (2024) reported that students experiencing academic pressure and difficulties in managing multiple responsibilities were more likely to postpone academic tasks. However, most previous studies have primarily focused on identifying factors associated with academic procrastination, whereas relatively few studies have specifically described the level of academic procrastination among working students.

Based on these considerations, investigating academic procrastination among working undergraduate students is important to provide a comprehensive understanding of this phenomenon. This study is expected to contribute to educational psychology by enriching empirical evidence regarding academic procrastination among students who undertake dual roles as learners and employees. Furthermore, the findings are expected to provide useful information for higher education institutions in understanding the academic conditions of working students and to serve as a reference for future research on academic procrastination. Therefore, this study aims to describe the level of academic procrastination among working undergraduate students at Universitas X.

METHOD

This study employed a quantitative descriptive research design to describe the level of academic procrastination among working undergraduate students at Universitas X. A descriptive quantitative approach was considered appropriate because the primary objective of the study was to provide an overview of academic procrastination without examining causal relationships between variables.

The population consisted of active undergraduate students at Universitas X who were simultaneously engaged in paid employment. Participants were selected using Proportional Stratified Random Sampling, ensuring proportional representation from each study program included in the research. Based on the predetermined inclusion criteria, a total of 167 working undergraduate students participated in this study. The inclusion criteria required participants to be active undergraduate students at Universitas X, currently employed while pursuing their studies, and willing to participate voluntarily in the research.

Data were collected using the Multidimensional Academic Procrastination Scale (MAPS-15) developed by González-Brignardello & Paniagua (2023). The instrument measures academic procrastination as a multidimensional construct consisting of three dimensions: work disconnection, poor time management, and core procrastination. Prior to the main data collection, the instrument was translated and adapted to the Indonesian context following the adaptation procedures employed in this study. The psychometric properties of the Indonesian version were evaluated through validity and reliability testing to ensure that the instrument accurately measured academic procrastination among working university students. Only items meeting the predetermined validity criteria were retained, and the final instrument demonstrated satisfactory internal consistency.

Data collection was conducted online using Google Forms. Before completing the questionnaire, respondents were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Participants who agreed to participate completed the questionnaire anonymously to minimize response bias and encourage honest responses. The collected data were analyzed using JASP (*Jeffrey's Amazing Statistics Program*) version 0.19.7.1. Descriptive statistical analyses were performed to obtain the minimum score, maximum score, mean, and standard deviation of academic procrastination. Furthermore, respondents' scores were categorized into low, moderate, and high levels based on the categorization procedure employed in this study. Frequencies and percentages were calculated to describe the distribution of academic procrastination as well as respondents' demographic

characteristics, including gender, age, semester, study program, employment status, average working hours, and marital status.

Previous studies have predominantly employed correlational approaches to examine academic procrastination and its association with various psychological variables. However, relatively limited attention has been given to describing the prevalence of academic procrastination among working undergraduate students. Consequently, empirical evidence regarding the level of academic procrastination within this specific population remains limited (Wardani et al., 2024).

The novelty of this study lies in its focus on providing a descriptive overview of academic procrastination among working undergraduate students using the Multidimensional Academic Procrastination Scale (MAPS-15) developed by González-Brignardello & Paniagua (2023). Unlike previous studies that predominantly investigated the relationships between academic procrastination and other psychological constructs, this study emphasizes the distribution and prevalence of academic procrastination among students who simultaneously undertake academic and occupational responsibilities. Therefore, this study contributes additional empirical evidence regarding academic procrastination among working students and enriches the literature on educational psychology in the Indonesian higher education context.

Based on the background and research gap identified above, investigating academic procrastination among working undergraduate students is important to provide a comprehensive understanding of this phenomenon. The findings are expected to enrich the literature in educational psychology by providing empirical evidence regarding academic procrastination among students who simultaneously undertake academic and occupational responsibilities. Furthermore, the findings may provide useful information for higher education institutions in understanding the academic conditions of working students and serve as a reference for future studies on academic procrastination. Therefore, this study aims to describe the level of academic procrastination among working undergraduate students at Universitas X.

RESULTS AND DISCUSSION

A total of 167 working undergraduate students from Universitas X participated in this study. The respondents consisted of active undergraduate students who simultaneously pursued higher education and employment. The demographic characteristics included gender, age, semester, study program, employment status, average working hours, and marital status.

Tabel 1. Demographic Characteristics of Responden

Characteristics	Category	N	%
Gender	Male	51	30.5
	Female	116	69.5
Age	19	20	12.0
	20	36	21.6
	21	49	29.3
	22	47	28.1
	23	9	5.4
	24	4	2.4
	25	2	1.2
	26	0	0.0
Semester	2	22	13.25
	4	61	36.5
	6	84	50.3
Study Program	Accounting	19	11.4
	Computer Science	17	10.2
	Communication	28	16.8
	Studies	0	0.0
	Infomatics	18	10.8
	Management	25	15.0
	Tourism	12	7.2
	Software Engineering	9	5.4

	Information Systems	25	15.0
	Information Technology	14	8.4
Employment Status	Full Time	52	31.1
	Part Time	115	68.9
Average Working Hours	4-6 Hours	84	50.3
	7-8 Hours	45	26.9
	< 4 Hours	20	12.0
	>8 Hours	18	10.8

Table 1 presents the demographic characteristics of the respondents. Most participants were female (69.5%), while 30.5% were male. The majority of respondents were 21 years old (29.3%), followed by those aged 22 years (28.1%) and 20 years (21.6%), indicating that most participants were in early adulthood. The respondents represented nine study programs, with the largest proportion coming from Communication Studies (16.8%), followed by Management and Information Systems (15.0% each). Participants from Accounting (11.4%), Informatics (10.8%), Computer Science (10.2%), Information Technology (8.4%), Tourism (7.2%), and Software Engineering (5.4%) were also included, indicating that the sample represented diverse academic disciplines. Regarding employment characteristics, 68.9% of the respondents worked part-time, whereas 31.1% were employed full-time. In terms of daily working hours, half of the respondents (50.3%) worked 4–6 hours per day, followed by 7–8 hours (26.9%), less than 4 hours (12.0%), and more than 8 hours (10.8%). These findings indicate that the majority of respondents were part-time working students with moderate daily working hours.

Before the main data collection, the Multidimensional Academic Procrastination Scale (MAPS-15) was subjected to validity and reliability testing through a pilot study. The validity test was conducted to determine whether each item appropriately measured the construct of academic procrastination.

Tabel 2. Results of the Academic Procrastination Scale Validity Test

Dimension	Item Before Pilot Testing		Valid Items After Pilot Testing	
	Fav	Unfav	Fav	Unfav
Work Disconnection	1, 6, 9, 10	-	1, 6, 9, 10	
Poor Time Management	-	4, 5, 8		5
Core Procrastination	2, 3, 7		2, 7	
Total		10		7

As shown in Table 2, the validity analysis indicated that 7 of the 10 items were retained as valid for measuring academic procrastination. Items 1, 2, 5, 6, 7, 9, and 10 met the validity criteria and were included in the final instrument, whereas items 3, 4, and 8 did not meet the required validity threshold and were excluded from further analysis. The corrected item-total correlation coefficients of the retained items ranged from 0.424 to 0.667, indicating that the items possessed satisfactory discriminative power and were appropriate for measuring academic procrastination.

The reliability of the final instrument was subsequently evaluated using Cronbach's Alpha.

Tabel 3. Reliability of the Academic Procrastination Scale

Instrument	Cronbach's Alpha	Interpretation
Academic Procrastination Scale	0.694	Reliable

The reliability analysis yielded a Cronbach's Alpha coefficient of 0.694, indicating that the instrument demonstrated acceptable internal consistency. Therefore, the final seven-item Academic Procrastination Scale was considered sufficiently reliable and appropriate for use in the present study.

Tabel 5. Descriptive Statistics of Academic Procrastination

Variable	Mean	Median	SD
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Academic Procrastination	22.19	23.00	7.556
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The descriptive statistics of academic procrastination are presented in Table 5. The results showed that the respondents obtained a mean score of 22.19, a median score of 23.00, and a standard deviation of 7.556. The close proximity between the mean and median suggests that the distribution of academic procrastination scores was relatively balanced. Furthermore, the standard deviation indicates that respondents exhibited varying levels of academic procrastination, reflecting differences in their tendency to delay academic tasks.

Tabel 6. Categories of Academic Procrastination

Category	Score Range	n	%
Low	$X < 20$	57	34.1
Moderate	$20 < X < 22$	20	12.0
High	$X > 22$	90	53.9
Total		167	100

Table 6 presents the distribution of respondents according to their level of academic procrastination. More than half of the respondents (53.9%, $n = 90$) were classified as having a high level of academic procrastination. Meanwhile, 34.1% ($n = 57$) were categorized as having a low level of academic procrastination, whereas 12.0% ($n = 20$) were classified as having a moderate level. These findings indicate that the majority of working university students in this study exhibited a high tendency to delay academic tasks.

CONCLUSION

This study aimed to describe the level of academic procrastination among working undergraduate students at Universitas X. The findings revealed that the majority of respondents (53.9%) were categorized as having a high level of academic procrastination, while 34.1% were classified as having a low level and 12.0% were classified as having a moderate level. These findings indicate that academic procrastination remains a prevalent phenomenon among working students at Universitas X.

The predominance of respondents in the high academic procrastination category demonstrates that delaying academic tasks continues to be a common characteristic among students who simultaneously pursue higher education and employment. The descriptive findings provide an overview of the extent to which academic procrastination is experienced by working students and emphasize the importance of paying greater attention to this issue within the higher education environment. As a descriptive study, the findings are intended to present the existing condition of academic procrastination among working students rather than to explain causal relationships or identify predictive factors.

This study contributes to the growing body of literature on academic procrastination by providing empirical evidence from the context of working undergraduate students in Indonesia. While previous studies have predominantly focused on examining relationships between academic procrastination and various psychological variables, this study offers a descriptive perspective that illustrates the distribution and prevalence of academic procrastination among students who undertake dual roles as learners and employees. Consequently, the findings enrich the available empirical evidence regarding academic procrastination in this specific population.

The findings also have practical significance for higher education institutions. The descriptive information generated by this study may assist universities in better understanding the academic conditions of working students and may serve as empirical evidence when designing academic support services, student assistance programs, or policies that accommodate students who combine academic study with employment. In addition, the results may increase awareness among working students regarding the prevalence of academic

procrastination and encourage greater attention to the timely completion of academic responsibilities.

Finally, this study provides a foundation for future research on academic procrastination among working students. Future studies are encouraged to involve participants from multiple universities and more diverse demographic backgrounds to improve the generalizability of the findings. Researchers may also employ different methodological approaches, such as correlational, longitudinal, or mixed-method designs, to further explore academic procrastination among working students and expand the understanding of this phenomenon within higher education.

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