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Procrastination Revisited from Academic Stress, Conformity, and Perfectionism of Accounting Student at State University of Malang

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A B S T R A C T

This purpose of this study is to determine the effect of academic stress, conformity, and perfectionism on the academic procrastination of accounting students at State University of Malang. The research method used is quantitative research with data collection using questionnaires and sampling techniques using the proportioned stratified random sampling method with samples tested is 221 respondents. Using SPSS version 22, the data analysis method included multiple linear regression. The results of this study indicate that there is a positive influence between academic stress, and conformity on academic procrastination, and the perfectionism variable shows no effect on academic procrastination.

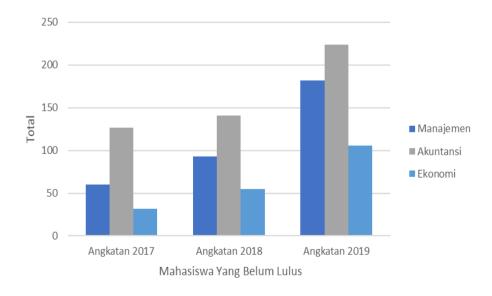## A R T I C L E   I N F O

1. INTRODUCTION

The attitude of postponing work that individuals do irrationally and resulting in the emergence of negative consequences is known as procrastination (Martín-Antón *et al*., 2022). This action is caused by lazy learning behavior which causes procrastination (Sangadah *et al*., 2021; Vany *et al*., 2023). Learners commit academic procrastination based on problems during learning (Visser *et al*., 2018) such as, heavy learning load (Nafeesa, 2018), the condition of the place of study (Svartdal *et al*., 2020), the way educators teach (Codina *et al*., 2018) and too many tasks that make them reluctant to learn (Miyake & Kane, 2022). Academic procrastination if carried out continuously can have a negative impact on the learning process (Khalid *et al*., 2019), decreased academic achievement (Gareau *et al*., 2019; Khalid *et al*., 2019), and hindering academic success (Ocansey *et al*., 2022).

In the scope of lectures, students are expected to carry out their duties and obligations in their lectures properly, but until now students are still found who often experience academic problems, ranging from postponing writing assignments, studying for exams, reading assignments, and postponing other tasks (Arfah & Tamar, 2022; Khalid *et al*., 2019; Madjid *et al*., 2021). Procrastination in students is mostly in terms of working on the thesis (Marhan *et al*., 2023; Pratiwi & Satwika, 2022; Sari & Fakhruddiana, 2019). Thesis is a task that is often used as a burden by students as a requirement to graduate from college so that the completion process is considered difficult, as a result there is a great opportunity for students to commit acts of academic procrastination (Supriyantini & Nufus, 2018).

Based on the results of interviews at the pre-research stage, it shows that there are several problems that cause delays in completing the thesis in students such as, difficulty in finding supporting references, feeling depressed or stressed while working, lack of a supportive environment, fear of bad responses from supervisors, difficult revisions due to perfectionist lecturers, doing freelance work, and diverting thesis completion by doing other activities that are more fun. Some of the above problems cause students to become unfocused and feel burdened in the process of completing the thesis so that students make delays, apart from the results of interviews, data on graduation from the Faculty of Economics and Business in the Department of Accounting shows that the level of students who have not graduated is still relatively high, namely as follows:

Source: Data processed by academic FEB UM 2023

Figure 1. Data on FEB students who have not graduated from the 2017-2019 batches

The data above shows that students who have not yet graduated in the Department of Accounting class of 2017, 2018, and 2019 occupy the largest number in the Faculty of Economics and Business than the Department of Management and the Department of Economics. Buku Pedoman Pendidikan & Kebudayaan Universitas Negeri Malang, (2020) requires that graduating undergraduate students must take a minimum of 146 credits in a period of 8 semesters or 4 years, with the longest period being 14 semesters or 7 years. It can be concluded that the study period for accounting department students in the 2017, 2018, and 2019 batches is more than 4 years or 8 semesters. It is important to find alternative solutions to reduce academic procrastination in students, because if students cannot complete their study period at the undergraduate level according to Buku Pedoman Pendidikan & Kebudayaan Universitas Negeri Malang, (2020) article 19 concerning Monitoring Credit Achievement and Study Completion paragraph 6, then the student will be dismissed as a student, besides that this will have an adverse impact on reducing accreditation (Pendidikan & Kebudayaan, 2020).

Factors that cause students to procrastinate are internal factors such as laziness (Sangadah *et al.*, 2021; Vany *et al.*, 2023), academic stress (Candra & Rani, 2022; Kuftyak, 2022) and also factors from an unsupportive peer environment (Marhan *et al.*, 2023). There is another factor that is believed to cause excessive fear of failure, namely perfectionism (Ashraf *et al.*, 2023; Closson & Boutilier, 2017), perfectionistic individuals tend to compare themselves with others so that they are prone to procrastination because they set too high standards (Closson & Boutilier, 2017).

Studies related to procrastination still have research gaps. This is evidenced by the academic stress variable having a positive effect on procrastination (Kuftyak, 2022; Labiro & Kusumiati, 2022; Nayak, 2019; Ragusa *et al.*, 2023), not in line with other studies which show negative results on procrastination (Arwina *et al.*, 2022; Maharani *et al.*, 2020; Widyastuti Rahayu & Novita Sari, 2023). The conformity variable shows positive results on academic procrastination (Arfah & Tamar, 2022; Faozi & Muslikah, 2022; Marhan *et al.*, 2023; Sulaiman *et al.*, 2022), but in other studies the conformity variable has a negative effect (Azizah *et al.*, 2020; Ramadhani, 2016; Sunawan *et al.*, 2017). The perfectionism variable also shows a positive influence on procrastination (Abdollahi *et al.*, 2020; Ashraf *et al.*, 2023; Sepiadou & Metallidou, 2022; Shih, 2017), the results of this study are not in line with other studies which show that the perfectionism variable shows a negative influence (Closson & Boutilier, 2017; Mardiani *et al.*, 2022; Sindhi M & Wahyudin, 2019; Xie *et al.*, 2018).

The inconsistency of the results that affect academic procrastination on the variables of academic stress, conformity, and perfectionism should have a positive effect, because. these variables give rise to stimuli or stimuli given by students in the learning process and give rise to responses in the form of procrastination. In line with social cognitive theory Bandura, (1977) assumes that human behavior is influenced by cognitive, behavioral and environmental factors. Social cognitive theory shows that thoughts, emotions, and behavior carried out in the social environment depend on how a person controls himself (Mubin *et al.*, 2021) Cognitive factors in social cognitive theory according to Piaget, (1947) focus on the ability to think, remember, and solve problems. Behavioral factors are related to the behavior of individuals that can be observed under certain conditions (Santoso *et al.*, 2022). Environmental factors are related to the conditions of the area or place where a person is located (Mensi *et al.*, 2020). Social cognitive theory supports the implementation of this study, because it aims to determine the effect of academic stress variables, conformity, and perfectionism on academic procrastination which in the process emphasizes individual cognitive, behavioral, and environmental factors. Social cognitive theory is also used as the

main theory in research (Ashraf *et al*., 2023; Ma *et al*., 2022) to examine academic procrastination variables.

Researchers use the variables of academic stress, conformity and perfectionism as variables that will be studied further. The reason researchers use these variables compared to other variables is because there is still a research gap on academic procrastination on the variables of academic stress, conformity, and perfectionism. The novelty of this research is that according to the advice of research (Sepiadou & Metallidou, 2022) future researchers can consider more broadly related to undergraduate study levels, fields of expertise, and study programs, so that this research will focus on undergraduate study levels at the State University of Malang in the accounting department, besides that the variables of academic stress, conformity, and perfectionism are also still found to have research gaps so that they need to be reviewed because there are inconsistent results in previous researchers. This study aims to determine the effect of academic stress, conformity, and perfectionism variables on academic procrastination. The benefits of this research are to add to the studies related to procrastination of accounting students and provide policy input to students and universities related to reducing procrastination

2. METHODS

This research uses a quantitative approach. The object of research is accounting students who are still active as students and are taking final project or comprehensive thesis courses at the time this research is conducted. The population in this study amounted to 492, with a total sample of 221 respondents based on the calculation of the slovin's formula. The proportioned stratified random sampling technique is used by researchers as a technique in sampling, namely sampling paying attention to sub-classes in the population with a random tool using Data Analysis in Microsoft Excel. Data was collected by distributing questionnaires or questionnaires through Google Form with the instrument scale using a four-point Likert scale, because to avoid biased or hesitant answers that occur during research. Before distributing the questionnaire, the researcher conducted validity and reliability testing to fest the feasibility of the question instrument. Questionnaire questions are said to be valid if the $r_{count} > r_{table}$. The reliability test uses the Cronbach Alpha method, aiming to ensure that the instrument used can be trusted or reliable as a variable measuring Instrument. After the validity and reliability tests, the next test is the classical assumption test used by researchers to test normality, multicollinearity and heteroscedasticity tests. In addition, multiple linear regression is used to assess the direction of each independent variable's relationship, whether it is positively or negatively related to the dependent variable and the degree of influence each independent variable has on the dependent variable, and finally conduct a hypothesis test consisting of partial test (T test), simultaneous test (F test) and coefficient of determination (R^2).

3. RESULTS AND DISCUSSION

The data in this study were obtained from students of the Department of Accounting in 2017, 2018, and 2019 who were still active students and were taking their final project or thesis at the time this research was conducted. Tabulation of respondents based on the study program and class year involved in this study is presented in the following table.

Table 1. Respondent Profile

Category	Sub-category	Total Respondents	Presentage (%)
Study Program	Accounting	150	67.9%
	Accounting Education	71	32.1%
Student Class	2017	57	26.8%
	2018	63	28.5%
	2019	101	45.7%

Source: Data processed by researchers (2024)

Respondents in the study program category, namely accounting, were 150 students with a percentage of 67.9% and accounting education were 71 students with a percentage of 32%. In the category of student generation, the total respondents are 221 students, namely 2017 batch students consisting of 57 students with a percentage of 26.8%, 2018 batch students totaling 63 students with a percentage of 28.5%, and 2019 batch students totaling 101 with a percentage of 45.7%.

Validity and Reliability Test are students of the Department of Accounting class of 2017, 2018, and 2019 consisting of 34 students who were randomly selected using data analysis in Microsoft Excel. The first instrument tested was academic stress consisting of 15 questions, conformity consisting of 9 questions, perfectionism consisting of 9 questions, and academic procrastination consisting of 12 questions. In the academic stress variable, there are 2 question items that are declared invalid, with count <r table at 5% significance, while the other 12 question items are declared valid. On the instrument of conformity, perfectionism, and academic procrastination are all said to be valid because they have r count> r table at 5% significance. The results of the academic stress instrument reliability test resulted in a Cronbach's Alpha value of 0.909, conformity of 0.833, perfectionism of 0.847, and academic procrastination of 0.923, the value is known to be greater than 0.6, so all question items tested can be reliable.

The classic assumption test in this study first uses a normality test. The normality test in this study uses the Kolmogorov-Smirnov test on IBM SPSS 22 by looking at the significance of the resulting residual value

Table 2. Normality Test

	Unstandardized Residual
N	221
Asymp. Sig. (2-tailed)	.200

Source: *IBM SPSS 22 Output*

The normality test results show the sig value of the three variables namely academic stress, conformity, perfectionism and the dependent variable academic procrastination of 0.200 which is> 0.05, then the data is normally distributed.

The second test is the multicollinearity test, which aims to determine whether there is a relationship between independent variables. The multicollinearity test in this study uses IBM SPSS 22 by looking at the Tolerance value and the Variance Inflation Factor (VIF) value.

The assumption of Tolerance value> 0.10 and VIF < 10.00 then there is no multicollinearity and vice versa, if the Tolerance value < 0.10 and VIF> 10.00 then there is multicollinearity.

Table 3. Multicollinearity Test

Variabel	Collinearity Statistics		Keterangan
	Tolerance	*VIF*	
Academic stress	.785	1.274	No Multicollinearity
Conformity	.946	1.057	No Multicollinearity
Perfectionism	.810	1.234	No Multicollinearity

Source: *IBM SPSS 22 Output*

The multicollinearity test results show that the Tolerance and VIF values of the academic stress variable are 0.785, which is> 0.10 and 1.274 < 10.00, so there is no multicollinearity. In the conformity variable, the Tolerance and VIF values are 0.946, which is> 0.10 and 1.057 < 10.00, so there is no multicollinearity. In the perfectionism variable, the Tolerance and VIF values are 0.810, which is> 0.10 and 1.234 < 10.00, so there is no multicollinearity.

The third test is the heteroscedasticity test. The heteroscedasticity test in this study uses the Glejser test on IBM SPSS 22, the basis for decision making is to see if the sig value is> 0.05 then there is no heteroscedasticity, but if the sig value is <0.05 then heteroscedasticity occurs.

Table 4. Heteroscedasticity Test

Variables	Sig.	Description
Academic stress	.952	No heteroscedasticity
Conformity	.547	No heteroscedasticity
Perfectionism	.416	No heteroscedasticity

Source: *IBM SPSS 22 Output*

The table results show the significance value of academic stress is 0.952, conformity is 0.547, and perfectionism is 0.416. The three significance values are > 0.05, so it can be seen that this variable does not occur heteroscedasticity.

The results of multiple linear regression analysis are HB (Y) = -4.757 + 0.511X1 + 0.729X2 + 0.119X3 + e. Based on the resulting equation the constant score is -4.757. This result shows that if all independent variables are 0, then the amount of academic procrastination is -4.757, which shows a negative value. The negative constant is that there will be a decrease in academic procrastination of -4.757. The regression coefficient values of X1, X2, and X3 are positive, namely 0.511, 0.729, and 0.119, meaning that if the variables of academic stress, conformity, and perfectionism increase by 1 point, the academic procrastination variable (Y) will increase by 0.511, 0.729, and 0.119 at a constant value of -4.757, or assuming the coefficients of X1, X2, and X3 have a fixed value. The positive coefficient value means that the equation shows how much the strength of the independent variable can affect the dependent variable as seen by the coefficient value for each independent variable.

The first hypothesis test to conduct a partial (t), this test aims to test the effect of independent variables partially on the dependent variable. The basis for decision making in

the t test is if the t $_{count}$ > t $_{table}$ value with a significance value < 0.05 then H$_0$ is rejected and H$_a$ is accepted, with the understanding that the independent variable partially has a significant effect on the dependent variable.

Table 5. Results of the T-Test

Independent Variable	Dependent Variable	Coefficient	t-count	Sig.	Determination
Academic stress (X1)	Academic procrastination (Y)	0,511	8,963	0,000	Positively Affected
Conformity (X2)		0,729	9,598	0,000	Positively Affected
Perfectionism (X3)		0,119	1,221	0,224	No Effect

Source: *IBM SPSS 22 Output*

Based on the t-test table above, it shows that academic stress has a positive effect on academic procrastination, this is evidenced by the t-count value of 8.963 which is greater than the t-table of 2.064 with a significance value of less than 0.05. This is in line with social cognitive theory that human behavior is influenced by cognitive, behavioral and environmental factors. Academic stress that arises in learning will affect individual cognition such as reducing one's thinking ability due to the presence of academic environmental factors such as high academic pressure whether it is a heavy thesis completion burden or intense competition, and negative thoughts that arise, such as thinking that thesis completion is difficult which can cause individuals to feel restless, anxious and difficult to focus. This condition will cause individuals to bring up behavior in the form of delaying the completion of the thesis. These results are identical to previous findings conducted by (Kuftyak, 2022) which shows that high academic stress in students will result in frustration, dissatisfaction, anxiety, difficulty concentrating, and guilt which results in individuals committing academic procrastination. The results of research (Labiro & Kusumiati, 2022) show that academic stress that arises due to high academic demands which results in individuals feeling that the pressure exerted exceeds their abilities will trigger procrastination. This research shows that the higher the accounting students experience academic stress in the thesis completion process, it will cause students to delay completing their thesis. This is due to the pressure felt by students while working on the thesis, the burden and demands in completing the thesis, students concern about the grades obtained, expectations of themselves, and feelings of hopelessness felt by students during the thesis completion process.

In the conformity variable, the t-test results have a positive effect on academic procrastination, this is evidenced by the 1-count value of 9.598 which is greater than the 1-table of 2.064 with a significance value of less than 0.05. This is in line with social cognitive theory that human behavior is influenced by cognitive, behavioral and environmental factors. Conformity behavior will affect individual thought processes, this is evidenced by trying to change beliefs and ways of thinking (cognitive) according to the group or surrounding environment. When the group considers that the thesis is not important, this causes the individual to feel that the thesis work does not need to be completed as quickly as possible. This causes individuals to procrastinate in working on the thesis. Research Results (Marhan *et al.*, 2023) shows that the higher the conformity in individuals, the higher the students will procrastinate in preparing the thesis. Individuals who behave conformity are based on a feeling of fear if their existence is not well received or rejected at the risk of being ostracized, so individuals behave no differently from their group. The results of the study (Faozi & Muslikah, 2022) show that students who have high conformity will tend to adjust to their group, when their group tends to delay working on their thesis, individuals will delay the same as their groupmates. This research shows that the higher the accounting students experience

conformity in the thesis completion process, it will cause students to delay completing their thesis. This is due to individuals making adjustments to their groups, having high trust in group members than themselves, and being obedient to take actions in their groups.

In the perfectionism variable, the t-test results show no effect, this is evidenced by the 1-count value of 1.221 which is smaller than the t-table of 2.064 with a significance value of more than 0.05, namely 0.244. This is not in line with social cognitive theory that human behavior is influenced by cognitive, behavioral and environmental factors. Perfectionist individuals feel that the surrounding environment can affect cognitive or individual thinking, due to excessive anxiety. Excessive anxiety occurs when in the middle of the process of working on perfectionist individuals feel they are experiencing difficulties with their performance, as a result there is constant criticism of themselves which can trigger guilt, lack of confidence and always think negatively of themselves. This results in individuals feeling afraid to make mistakes and not confident in their abilities. This condition ran cause individuals to delay academic activities (Closson & Boutilier, 2017). The results of this study are in line with research (Mardiani *et al.*, 2022) which shows that there is no influence between perfectionism on academic procrastination in students. This study shows that perfectionist individuals will organize and try to do their work as well as possible to get perfect results so that individuals do not feel that the environment will affect them, because perfectionist individuals will focus on themselves, so that individuals do not procrastinate because they have organized each of their jobs so that they can finish on time. Research results (Sindhi M & Wahyudin, 2019) showed that perfectionism has no effect on academic procrastination. Perfectionist Individuals will do their tasks perfectly by taking into account enough time so that their tasks meet the desired standards, so that to achieve this perfection perfectionist individual will not delay achieving their goals, the statement from the research above is in accordance with the theory of temporal motivation (TMT). Temporal motivation theory [TMT] Initiated by Steel (2007) stales that individuals always prioritize activities that have high task utility, Individuals will delay if the activity has low utility. Individuals who are perfectionists according to temporal motivation theory (TMT) will set high standards for themselves, as well as their work in the hope of obtaining satisfactory results, so they tend to complete tasks on time. Individuals with high perfectionism will worry about their mistakes, and hesitate to act, avoid rejection from others, and are too afraid to feel like a failure (Xie *et al.*, 2018). Previous research (Ahmad, 2022; Xie *et al.*, 2018) also discussed perfectionism variables related to temporal motivation theory (TMT).

This study shows that the perfectionism variable has no effect on academic procrastination. This is evidenced that accounting students who work on their thesis have a high desire to complete it as perfectly as possible, therefore they will take into account enough time so that the process of completing their thesis is according to good and perfect standards, so that individuals do not delay the thesis completion process.

The second hypothesis test is the simultaneous test (F), this test aims to test the effect of independent variables on the dependent variable together. The basis for decision making in the F test is if the value of Fcount> Ftable with a significance value <0.05 then it can be interpreted that the independent variables jointly affect the dependent variable.

Table 6. F Test Results

F-Count Value	F-Table Value	Sig.	Description
87,555	2,650	0,000	Influential

Source: *IBM SPSS 22 Output*

Based on the F-test table above, simultaneously academic stress, conformity, and perfectionism affect academic procrastination, this is evidenced by the F-count value greater than the F-table 2,650 which is 87,555 with a significance value of 0.000 worth less than 0.05.

The third hypothesis test is the coefficient of determination test (R^2), this test aims to measure the ability of the dependent variable to influence that explained by the independent variable.

Table 7. Determination Coefficient Test Results

Model	R	R Square	Adjust R Square	Std. Error of The Estimate
1	0,74	0,548	0,541	4,996

Source: *IBM SPSS 22 Output*

Based on the table above, it is known that the value of R^2 (R Square) is 0.548 or 54.8%. The percentage of influence of academic stress, conformity, and perfectionism variables on academic procrastination, while the remaining 45.2% is influenced by other variables not tested in this study.

4. CONCLUSION

Based on the results of the study, it can be concluded (1) Academic stress has a positive effect on academic procrastination, these results indicate that the higher the accounting students experience academic stress in the thesis completion process, it will cause students to procrastinate in completing their thesis. (2) Conformity has a positive effect on academic procrastination, this result shows that the higher the accounting students experience conformity in the thesis completion process, it will cause students to delay completing their thesis. (3) Perfectionism has no effect on academic procrastination. (4) Academic stress, conformity, and perfectionism simultaneously affect the academic procrastination of accounting students at State University of Malang.

Suggestions for students who are still in the process of working on their thesis, namely that students should start minimizing delays in working on their thesis so that they can graduate on time. Suggestions for future researchers to increase the research population with a wider scope, because in this study it only focuses on final students of the accounting department of State University of Malang and for future researchers can also consider potential new variables in order to achieve more optimal findings.

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