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PROCRASTINATION, ACADEMIC STRESS, AND HADITH-BASED TIME MANAGEMENT AMONG STDI IMAM SYAFI'I JEMBER STUDENTS

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ABSTRACT

This study aims to examine the relationship between academic procrastination and academic stress among students of STDI Imam Syafi'i Jember from the perspective of hadiths on time management. The study employed a quantitative approach with a correlational research design. The population consisted of 1,506 students, and a sample of 94 students was selected using a simple random sampling technique. Data were collected through Likert-scale questionnaires and analyzed using SPSS version 27, including validity, reliability, normality, linearity, and Pearson Product-Moment correlation tests. The results revealed a positive and significant relationship between academic procrastination and academic stress, with a correlation coefficient of 0.416 and a significance value of 0.001. These findings indicate that higher levels of academic procrastination are associated with higher levels of academic stress among students. The dominant factors contributing to procrastination were poor time management and psychological anxiety regarding unfinished academic tasks. From the perspective of hadith, procrastination reflects negligence in utilizing time, which is regarded as a trust (amanah) bestowed by Allah SWT. Therefore, strengthening time management skills based on Islamic values is essential to reduce academic procrastination and alleviate academic stress among university students

Keywords: academic procrastination; academic stress; time management; hadith; university student.

INTRODUCTION

Higher education requires students to independently manage various academic responsibilities, including assignments, presentations, examinations, reports, and research projects. The successful completion of these responsibilities depends not only on intellectual abilities but also on effective time management and self-regulation skills. However, many students experience difficulties in managing their academic obligations, leading to the emergence of academic procrastination (Nawawi & Aliyyah, 2024).

Academic procrastination is defined as the intentional delay in starting or completing academic tasks despite awareness of the potential negative consequences (Permata & Laili, 2025). This behavior has become a common phenomenon among university students worldwide. Previous studies reported that approximately 70% of students regularly engage in procrastination behaviors, while studies in Indonesia indicate that the prevalence of academic procrastination among university students reaches 78.5% (Novitasari, 2025; Nur et al., 2026). Such findings demonstrate that academic procrastination remains a significant educational issue requiring serious attention.

The increasing integration of technology in higher education has transformed the way students access information and complete academic tasks. While technology offers various learning benefits, it may also create distractions that contribute to procrastination when not used effectively. In Islamic education, technology should be integrated with values that promote discipline, responsibility, and self-regulation to support students' academic development (Choiriah et al., 2026).

In addition to technological factors, self-regulation plays a crucial role in helping students manage their academic responsibilities effectively. Students with strong self-regulation skills are generally better able to organize their time, set learning priorities, and maintain motivation when facing academic challenges. Previous research demonstrated that self-regulation techniques significantly improve time-management skills and learning motivation, which are essential factors in reducing procrastination behaviors and enhancing academic performance (Aulia et al., 2022)

The urgency of this problem lies in its adverse consequences on students' academic and psychological well-being. Students who frequently postpone their academic tasks often experience difficulties in meeting deadlines, reduced academic performance, lower learning satisfaction, and increased emotional distress. One of the most frequently reported consequences of academic procrastination is academic stress (Dewi et al., 2025). Academic stress refers to psychological pressure resulting from academic demands that are perceived as exceeding an individual's coping resources. Excessive academic stress may negatively affect students' concentration, motivation, mental health, and overall academic achievement (Lubis et al., 2025).

Several previous studies have found a positive relationship between academic procrastination and academic stress. Students who frequently delay completing assignments tend to experience higher levels of anxiety and stress as deadlines approach (Fitriani, 2023; Nurdiansah & Darmawan, 2025). Poor time management, lack of self-regulation, fear of failure, and digital distractions have been identified as important factors contributing to procrastination behaviour (Fuadi & Almanshur, 2025). These findings indicate that academic procrastination is not merely a behavioral issue but also a psychological problem that may significantly influence students' academic experiences.

From an Islamic perspective, effective time management is strongly emphasized. Time is considered one of Allah's greatest blessings and a trust (amanah) that must be utilized responsibly. Prophet Muhammad ﷺ stated, "There are two blessings which many people waste: health and free time" (Al-Bukhari, 2002). This hadith highlights the importance of valuing and utilizing time productively. Therefore, procrastination can be viewed as a form of negligence in managing a valuable resource entrusted by Allah SWT (Budihartono et al., 2025).

Islam also promotes the concept of fiqh al-awlawiyyah (jurisprudence of priorities), which encourages individuals to prioritize important and beneficial activities. This concept provides practical guidance for students in organizing academic responsibilities and minimizing procrastination behaviors. Consequently, integrating Islamic teachings on time management may offer a valuable perspective for understanding and addressing academic procrastination among Muslim students (Sri et al., 2024).

Although numerous studies have investigated the relationship between academic procrastination and academic stress, most have focused primarily on psychological perspectives. Research examining this relationship through the lens of hadiths on time management remains limited, particularly among students of STDI Imam Syafi'i Jember. This gap provides the rationale for conducting the present study.

Therefore, this study aims to determine the relationship between academic procrastination and academic stress among students of STDI Imam Syafi'i Jember and to interpret the findings from the perspective of hadiths concerning time management. Based on previous empirical findings and relevant theoretical frameworks, the hypothesis proposed in this study is that there is a positive and significant relationship between academic procrastination and academic stress among students. The higher the level of academic procrastination, the higher the level of academic stress experienced by students.

RESEARCH METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between academic procrastination and academic stress among students of STDI Imam Syafi'i Jember. The research was conducted at STDI Imam Syafi'i Jember, Indonesia. The population consisted of 1,506 active students, and a sample of 94 students was selected using a simple random sampling technique. This technique was chosen to ensure that each member of the population had an equal opportunity to be selected as a participant in the study.

The object of this research was the relationship between academic procrastination as the independent variable (X) and academic stress as the dependent variable (Y). Academic procrastination was defined as the tendency to intentionally delay the initiation or completion of academic tasks despite being aware of the negative consequences, while academic stress referred to the psychological pressure experienced by students due to academic demands. Data were collected using structured questionnaires based on a five-point Likert scale. The academic procrastination instrument measured indicators such as delays in starting and completing assignments, poor time management, and preference for more enjoyable activities, whereas the academic stress instrument measured academic pressure, anxiety, workload burden, and emotional responses to academic demands.

The research instruments were tested for validity using the Pearson Product-Moment correlation and for reliability using Cronbach's Alpha coefficient. Data collection was conducted through direct distribution of questionnaires to selected respondents. The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The analysis included descriptive statistics, validity and reliability tests, normality testing using the Kolmogorov–Smirnov test, linearity testing, and hypothesis testing using the Pearson Product-Moment correlation test at a significance level of 0.05. A significance value of less than 0.05 indicated a statistically significant relationship between academic procrastination and academic stress.

RESULTS AND DISCUSSION

Result

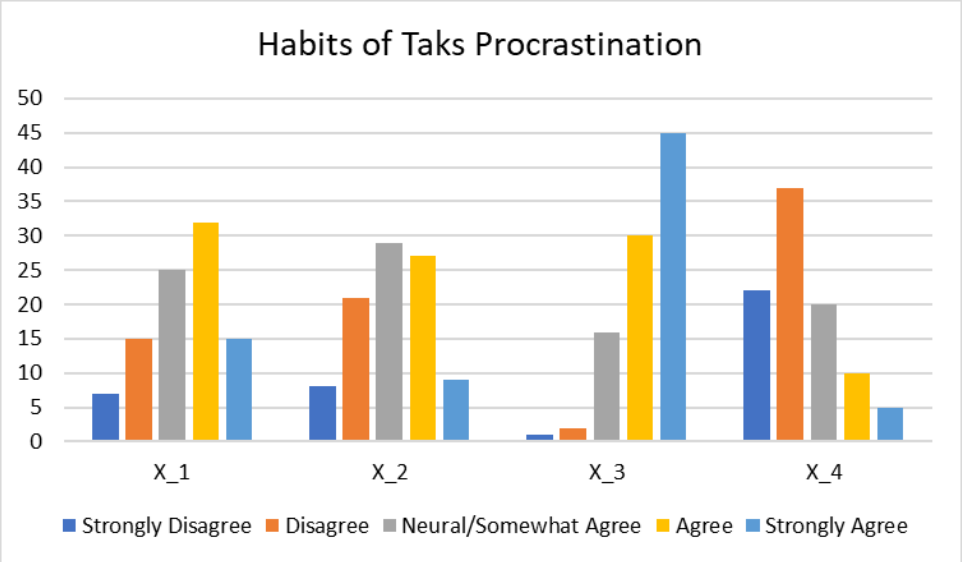


Figure 1. Respondent Response to the Academic Procrastination Variable

Based on the graph of academic procrastination among students of STDI Imam Syafi'i Jember, a procrastination pattern driven by several internal factors can be observed. Most students agreed

that poor time management (X_1) and inconsistency in following planned schedules (X_2) were major contributors to delaying academic tasks. The highest response was found in the psychological burden aspect (X_3), where many students strongly agreed that they felt anxious and uncomfortable when assignments remained unfinished. In contrast, the self-confidence factor (X_4) showed a more positive trend, as most respondents disagreed that fear of failure was the reason for postponing tasks. These findings indicate that academic procrastination is primarily influenced by time-management issues and psychological anxiety rather than a lack of self-confidence.

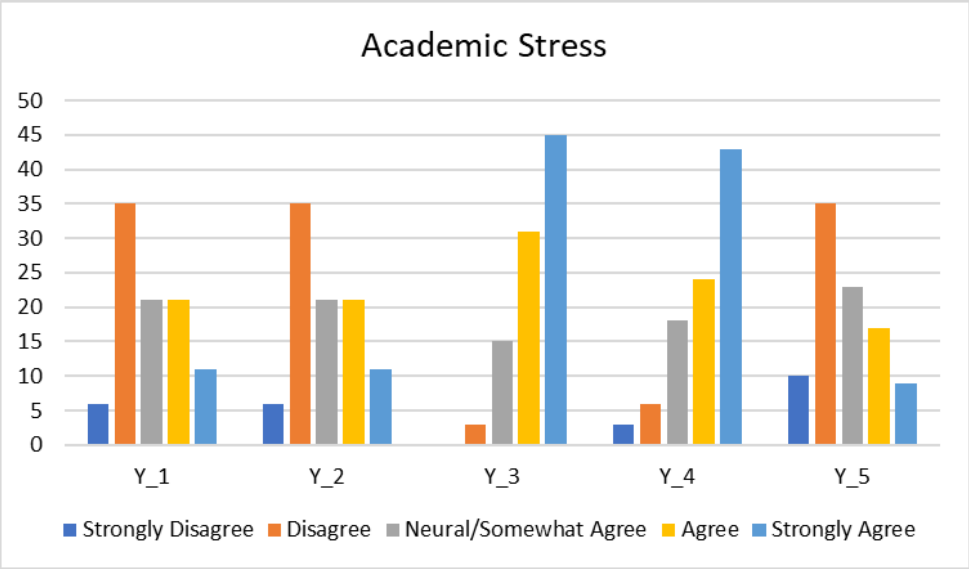


Figure 2. Respondent Response Results for the Academic Stress Variable

The questionnaire results on academic stress among students of STDI Imam Syafi'i Jember indicate that concerns about academic performance are the primary source of emotional pressure. This is reflected in the high levels of agreement regarding worries about poor grades (Y_3) and disappointment with unsatisfactory results (Y_4). However, most students reported that they were not overly burdened by general academic demands (Y_1) or multitasking difficulties (Y_2). Furthermore, the findings show that most respondents did not feel hopeless when facing academic challenges (Y_5), suggesting a relatively strong level of resilience despite their high academic expectations.

Table 3. Validity Test Result

Statement Item	r-table Value	r-alculated Value	Sig Value	*Alpha*	Result
Habit of Task Procrastination (X)					
X_1	0,2028	0,835	0,001	0,05	Valid
X_2	0,2028	0,821	0,001	0,05	Valid
X_3	0,2028	0,398	0,001	0,05	Valid
X_4	0,2028	0,700	0,001	0,05	Valid
Academic Stress (Y)					
Y_1	0,2028	0,850	0,001	0,05	Valid
Y_2	0,2028	0,850	0,001	0,05	Valid
Y_3	0,2028	0,577	0,001	0,05	Valid
Y_4	0,2028	0,662	0,001	0,05	Valid
Y_5	0,2028	0,659	0,001	0,05	Valid

Based on the testing in Table 1, the correlation between each indicator for the procrastination habit variable (X) and academic stress variable (Y) shows valid results. Since the calculated r is ≤ the table r and the significance level is ≥ 0.05, it can be concluded that each question is valid.

Table 4. Reliability Test Results

Variabel	*Cronbach's Alpha*	*Standart Alpha*	Keterangan
Habit of Task Procrastination (X)	0,657	0,6	Reliabel
Academic Stress (Y)	0,774	0,6	Reliabel

Based on the reliability test results presented in the table 2, the academic procrastination variable (X) and academic stress variable (Y) obtained Cronbach's Alpha coefficients exceeding 0.60, indicating that both variables met the reliability criterion. Therefore, all items within each variable were considered reliable and appropriate for use as measurement instruments in this study.

Table 3. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			94
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		3,53672558
Most Extreme Differences	Absolute		,058
	Positive		,046
	Negative		-,058
Test Statistic			,058
Asymp. Sig. (2-tailed)[c]			,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		,602
	99% Confidence Interval	Lower Bound	,589
		Upper Bound	,615

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

As shown in Table 3, the residuals satisfied the normality assumption. An additional normality test was conducted using the Kolmogorov–Smirnov method. Based on the results presented in the table, the significance value for the academic procrastination and academic stress variables was 0.602. Since the significance value of 0.602 was greater than 0.05, it can be concluded that the residuals were normally distributed, indicating that the regression model met the normality assumption.

Table 4. Linearity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Stres Akademik * Kebiasaan Menunda Tugas	Between Groups	(Combined)	360,712	14	25,765	1,945	,034
		Linearity	243,706	1	243,706	18,401	<,001
		Deviation from Linearity	117,007	13	9,001	,680	,777
	Within Groups		1046,277	79	13,244		
	Total		1406,989	93			

Based on the obtained data, it can be concluded that the variables have a linear relationship, as the calculated F value (0.680) was lower than the F table value (1.83), and the significance value presented in Table 4 was 0.777, which was greater than 0.05. Therefore, the relationship between academic procrastination and academic stress was considered linear.

Table 5. Pearson Product-Moment Correlation Results

Correlations

		Kebiasaan Menunda Tugas	Stres Akademik
Kebiasaan Menunda Tugas	Pearson Correlation	1	,416**
	Sig. (2-tailed)		<,001
	N	94	94
Stres Akademik	Pearson Correlation	,416**	1
	Sig. (2-tailed)	<,001	
	N	94	94

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the data presented in Table 5, the Pearson correlation coefficient between academic procrastination and academic stress was 0.416. According to the correlation coefficient interpretation guidelines, this value indicates a moderate relationship between academic procrastination and academic stress. Therefore, it can be concluded that academic procrastination is moderately associated with academic stress among the students.

CONCLUSIONS

The results of this study indicate a significant positive relationship between academic procrastination and academic stress among students of STDI Imam Syafi'i Jember. Based on the statistical analysis, the correlation coefficient was 0.416, indicating a moderate level of relationship. This finding suggests that the more frequently students delay completing academic tasks, the more their workload accumulates as deadlines approach, ultimately leading to increased psychological pressure, anxiety, and academic stress. The dominant factors contributing to academic procrastination in this study were poor time management and psychological anxiety rather than a lack of self-confidence. Furthermore, the academic stress experienced by students was relatively specific in nature, as they reported high levels of concern about receiving poor grades or achieving results that did not meet their expectations. Nevertheless, most students demonstrated a relatively strong level of resilience, indicating that they were not easily discouraged when facing academic challenges. From a normative perspective, these findings are consistent with the teachings of Prophet Muhammad ﷺ, who warned that many people are deceived by the blessing of free time. In Islam, procrastination is viewed not merely as a productivity issue but also as a form of negligence toward the trust (amanah) of time granted by Allah SWT. Therefore, this study recommends implementing time-management intervention programs that integrate the principles of fiqh al-awlawiyyah (priority management) while strengthening spiritual values such as patience (sabr) and trust in Allah (tawakkul) in dealing with academic challenges.

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