

HUBUNGAN *COPING STRESS* DENGAN PROKRASTINASI PADA MAHASISWA KEPERAWATAN JENDERAL ACHMAD YANI YOGYAKARTA

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INTISARI

Pendahuluan: Mahasiswa keperawatan menghadapi beban akademik dan praktikum yang tinggi, sehingga rentan mengalami stres. Untuk mengatasi hal tersebut, mahasiswa menerapkan berbagai strategi *coping*. Namun, strategi *coping* yang digunakan tidak selalu efektif, dan dalam beberapa kasus justru berujung pada perilaku prokrastinasi akademik. Penelitian ini bertujuan untuk mengetahui hubungan antara strategi *coping stress* dengan prokrastinasi akademik pada mahasiswa Program Studi Keperawatan Universitas Jenderal Achmad Yani Yogyakarta.

Metode: Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional dan pendekatan *cross-sectional*. Sampel terdiri dari 230 mahasiswa semester I, III, V, dan VII yang dipilih secara acak. Instrumen yang digunakan adalah kuesioner *Ways of Coping* dan *Academic Procrastination Scale*. Analisis data dilakukan menggunakan uji gamma.

Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa mayoritas mahasiswa yang menggunakan strategi *emotional focused coping* berada pada tingkat prokrastinasi sedang hingga tinggi, yaitu sebanyak 79 mahasiswa (51,6%) dan 58 mahasiswa (37,9%). Sementara itu, mahasiswa yang menggunakan *problem focused coping* cenderung berada pada tingkat prokrastinasi rendah, yaitu 14 mahasiswa (18,9%). Nilai $p = 0,049 (< 0,05)$ menunjukkan adanya hubungan yang signifikan antara *coping stress* dan prokrastinasi akademik. Artinya mahasiswa yang cenderung menggunakan strategi *emotion focused coping* lebih berisiko mengalami prokrastinasi akademik sedang hingga tinggi, sedangkan mahasiswa yang menggunakan strategi *problem focused coping* lebih cenderung memiliki tingkat prokrastinasi yang rendah. Temuan ini diharapkan dapat menjadi dasar dalam pengembangan intervensi untuk membantu mahasiswa mengelola *stress* secara lebih adaptif dan mencegah prokrastinasi akademik.

Kesimpulan: *Coping stress* memiliki hubungan yang signifikan dengan prokrastinasi akademik.

Kata kunci: *Coping Stress*, Prokrastinasi, Mahasiswa Keperawatan, *Emotion Focused Coping*, *Problem Focused Coping*

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THE CORRELATION BETWEEN STRESS COPING STRATEGIES AND PROCRASTINATION AMONG NURSING STUDENTS AT JENDERAL ACHMAD YANI UNIVERSITY, YOGYAKARTA

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ABSTRACT

Introduction: Nursing students face high academic and practicum demands, making them vulnerable to stress. To cope with these challenges, students adopt various coping strategies. However, the coping strategies employed are not always effective and, in some cases, may lead to academic procrastination. This study aims to examine the relationship between stress coping strategies and academic procrastination among students of the Nursing Study Program at Universitas Jenderal Achmad Yani Yogyakarta.

Methods: This study employed a quantitative approach with a correlational design and a cross-sectional method. The sample consisted of 230 students from the first, third, fifth, and seventh semesters, selected through random sampling. The instruments used were the Ways of Coping Questionnaire and the Academic Procrastination Scale. Data analysis was conducted using the Gamma test.

Results and Discussion: The results showed that the majority of students who used emotion-focused coping strategies were at moderate to high levels of academic procrastination, with 79 students (51.6%) at moderate and 58 students (37.9%) at high levels. In contrast, students who employed problem-focused coping strategies tended to have low levels of academic procrastination, with 14 students (18.9%) falling into this category. The p-value of 0.049 (< 0.05) indicates a significant relationship between stress coping strategies and academic procrastination. This means that students who tend to use emotion-focused coping strategies are at greater risk of experiencing moderate to high levels of academic procrastination, whereas those who utilize problem-focused coping strategies are more likely to have low levels of procrastination. These findings are expected to serve as a foundation for developing interventions to help students manage stress more adaptively and prevent academic procrastination.

Conclusion: There is a significant relationship between stress coping strategies and academic procrastination.

Keywords: Stress Coping, Procrastination, Nursing Students, Emotion-Focused Coping, Problem-Focused Coping

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