

ACADEMIC PROCRASTINATION AMONG STUDENTS: THE INFLUENCE OF SOCIAL SUPPORT AND RESILIENCE MEDIATED BY RELIGIOUS CHARACTER

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Abstract: Academic procrastination among students is a serious problem with significant consequences. Social support and resilience are considered to have an important influence on students' academic procrastination. This study aims to prove and analyze the effects of social support and resilience on students' academic procrastination before and after mediation by religious character. Structural equation model (SEM) analysis test was used on the academic procrastination of students influenced by social support and resilience and mediated by religious character. The study population comprised 10,271 students from 9 faculties. The total sample was determined to be 797 students on the basis of Slovin's formula. The research model analysis was conducted using a two-step approach involving measurement model analysis and SEM analysis to analyze the relationship between all latent variables in the research model. The results show that social support from family, friends, and the school can reduce the level of academic procrastination. Resilience is found to reduce and exert a significant and indirect effect on academic procrastination after mediation by religious character.

Keywords: *academic procrastination, social support, resilience, religious character.*

PROKRASTINASI AKADEMIK MAHASISWA: PENGARUH DUKUNGAN SOSIAL DAN RESILIENSI DIMEDIASI OLEH KARAKTER RELIGIUS

Abstrak: Prokrastinasi akademik merupakan permasalahan serius yang membawa konsekuensi bagi pelakunya. Dukungan sosial dan resiliensi dipandang memiliki pengaruh penting terhadap prokrastinasi akademik mahasiswa. Penelitian ini bertujuan untuk membuktikan dan menganalisis pengaruh dukungan sosial dan resiliensi terhadap prokrastinasi akademik mahasiswa sebelum dan setelah dimediasi oleh karakter religius. Uji analisis *Structural Equation Model (SEM)* digunakan pada prokrastinasi akademik mahasiswa yang dipengaruhi oleh dukungan sosial dan resiliensi yang dimediasi oleh karakter religius. Populasi dalam penelitian ini sejumlah 10.271 mahasiswa dari 9 fakultas dengan jumlah sampel sebanyak 797 mahasiswa dengan menggunakan rumus Slovin. Analisis terhadap model penelitian ini dilakukan dengan menggunakan pendekatan *two step approach*, yaitu analisis model pengukuran dan analisis model struktural untuk menganalisis hubungan antara semua variabel laten yang ada di dalam model penelitian. Hasil penelitian menunjukkan bahwa dukungan sosial baik dari keluarga, teman, dan kampus dapat menurunkan tingkat prokrastinasi mahasiswa. Resiliensi berpengaruh signifikan secara tidak langsung dan mampu menurunkan tingkat prokrastinasi akademik setelah dimediasi karakter religius.

Kata Kunci: *prokrastinasi akademik, dukungan sosial, resiliensi, karakter religius.*

INTRODUCTION

Students, as learners in higher education, have always been expected to show productive behavior while participating in the learning process. For example, they are expected to complete their lecture assignments on time. Delays in the completion of these tasks result in academic problems that cannot be ignored. However, many students face the problem of

academic procrastination, which is known to be the biggest challenge at the college level.

Academic procrastination or delays in completing academic assignments are experienced by most students, including college students. LaForge (2005) collected several studies about the number of students engaged in academic procrastination. The result indicated that 52% to 95% of students postpone their

work. Patrzek, Sattler, van Veen, Grunschel, & Fries (2015) reported that thousands of students in college have postponed their academic assignments that they should have been able to complete on time.

Students who have a lazy nature or a tendency to procrastinate when completing lecture assignments, papers, lecture summaries, and others, especially during their final year, experience delays in submitting their final projects, which some do not even finish after the deadline. Under these conditions, many students fail to graduate (drop out), or some choose to stop studying altogether and thus leave a stack of other academic problems.

A large number of students in Indonesia have been found to be involved in procrastination. In 2012, only 461 students out of the 993 students of Universitas Negeri Semarang were able to complete their theses on time. Meanwhile, 532 students were delayed in completing their final assignments (Soegiyanto, Setiawan, Abdulaziz, Dharmawan, & Parista, 2017). The 2018 Higher Education Statistics of the Indonesian Ministry of Research Technology and Higher Education noted that out of the 6.95 million students enrolled in 2018, 239,498 dropped out. Some of these students were expelled while others resigned and dropped out of college. Among the cities in Indonesia, the capital city recorded the highest number of students who did not finish their studies (Kemenristekdikti, 2017).

The consequences of postponing work on lectures include delays in the acquisition of bachelor's, master's, and doctoral degrees because of incomplete final projects. Such lazy behavior is scientifically called academic procrastination (Ferrari & Pychyl, 2007). Such behavior needs to be explored, and its contributing factors that cause detrimental effects on students, universities, and other sectors should be identified (Prihatsanti, Ratnaningsih, & Prasetyo, 2020). The social support variable is a predictable factor that is important in overcoming academic procrastination. Students who receive social support feel motivated because of other's people advice and warnings.

Students tasked with a large number of assignments, exams, and final projects need people who can provide advice, input, and criticism while sharing their experiences. The most important social support comes from

one's family, i.e., the parents (Lowe & Dotterer, 2018). Both parents play an important role in the psychological adjustment during the transition faced by students while attending lectures. Parents' patterns in educating their children become a culture, and they influence their children's learning styles (Juszczuk & Kim, 2017). Being disciplined or procrastinating when dealing with academic work is influenced by the student's environment. Thus, social support is necessary to provide children with an environment that is conducive to their education.

Procrastination can be a crucial epidemiological factor in understanding the development and management of acute and chronic health problems because of its association with stress and poor health (Sirois, 2016). Apart from stress, procrastination is also caused by low self-esteem (Rebetez, Rochat, & van der Linden, 2015). These factors share a significant relationship. In particular, they make students feel unsupported by the people around them, and the students, in turn, feel lonely. These feelings result in burden and stress, which then lead to academic procrastination.

Procrastination is the action of an individual who already has the intention to postpone a task. Procrastination deals with general self-regulation and involves unnecessary delays in the crucial tasks intended. Procrastination can have an impact on a person's mental and physical well-being (Sirois & Pychyl, 2016). Procrastination can occur in a variety of daily tasks. In the current study, our main concern is academic procrastination (Prihatsanti et al., 2020). The focus is directed at students who are used to postponing their assignments. Academic procrastination can be defined as the voluntary delay to start or complete a relevant and time-sensitive academic task (Eisenbeck, Carreno, & Uclés-Juárez, 2019). This practice can be caused by a lack of self-efficacy and poor time management (Markiewicz, Kaczmarek, & Filipiak, 2017). Some people prefer to postpone specific tasks to do other critical tasks. Such practice can be done appropriately if students have efficient time management. In this way, students can still complete other tasks that have been delayed (van Eerde, 2003). Avoiding procrastination also requires endurance and the power to fight laziness.

People with a low level of resilience

tend to take a long time to accept pressure. By contrast, people with a high level of resilience tend to be healthy and motivated to rise above challenging conditions and can thus continue to improve their situation (Fadardi, Azad, & Nemati, 2010). This description also applies to students; when students can make adjustments for all tasks, they will be able to complete and submit their academic assignments. Conversely, if students have low resilience, their tasks will accumulate, and they will face other serious consequences.

If the resilience of students increases, then they are also likely to succeed in the academic field. Students can also cope with the stress brought about by challenging conditions (Milne, Creedy, & West, 2016). Thus, when students with high resilience face serious problems in their academics, they can still motivate themselves and achieve optimal academic performance. For those with low resilience, they tend to perceive problems as burdens that cannot be overcome. Under this condition, students postpone their completion of academic assignments. These actions make students feel threatened and frustrated.

The above description reinforces the argument that resilience is needed and is important as a form of protection when facing unexpected conditions. Most students feel a certain heaviness while facing a major project. The same is particularly true for students who feel stressed, depressed, and hopeless. This issue cannot be separated from student religiosity. Thus, researchers assume that one of the causes of the formation of habits related to academic procrastination in students is the low level of religious character.

Religion is a significant predictor of self-regulation (McCullough & Carter, 2013). One of the mechanisms by which religion can influence procrastination is through people's beliefs about the degree to which they are personally in control of their lives. Many researchers have confirmed a positive relationship between religiosity and self-control (Zarzycka, Liszewski, & Marzel, 2019). McCullough & Willoughby (2009) reviewed studies examining the association of religious measures with general measures of self-control.

Two empirical findings confirm religion as a predictor of procrastination. Zarzycka *et*

al. (2019) found that the ethical component of religious orientation is a negative predictor of academic procrastination. They also found that students studying religiously relevant disciplines score lower on measures of academic delay than those studying disciplines that are not relevant to religion. Nasab & Mohammadi-Aria (2015) found that religious strategies predict academic procrastination. Cognitive, behavioral, and emotional religious strategies are all negatively correlated with academic delay. One can argue that students of religion tend to fulfill their religious obligations on time and that this habit of punctuality and responsible behavior can be generalized to academic affairs. With such behavior, they become more conscientious about academic matters than their nonreligious counterparts. These results indicate that the centrality of religion is a factor that reduces the tendency to procrastinate.

Existing research has investigated procrastination. Öksüz & Güven (2014) investigated the relationship between psychological resilience and the level of teacher candidate delay. The study of Kok (2016) examined the relationship between academic procrastination and the motivational aspects of self-regulation. The study's sample consisted of 310 students from two universities in Perak, Malaysia. Joubert (2015) explored the existence of a significant relationship between academic procrastination and academic achievement in high school students in South Africa. An interesting study is that of Markiewicz *et al.* (2017), who explored the relationship between procrastination and the subject undertaken, with a focus on preschool children and new school children. The current work has differences with previous studies. Specifically, this study was conducted to empirically examine academic procrastination, particularly its relation to the psychological aspect of resilience, psychosocial aspect of social support, and religious character as an aspect of religiosity from the perspective of Islamic psychology.

METHODS

Approach

This work is a quantitative research. This study does not control or treat the independent variables directly because the event being evaluated has already occurred; hence, this

research is an ex-post facto study (Ary, Jacobs, & Razavich, 2003). This study's approach is based on statistical information to examine the causal relationship between academic procrastination variables that are influenced by social support, academic resilience, and religious character.

Sample of Research

The population in this study comprised the batch 2012–2016 students of an Islamic University in South Sumatra, Indonesia. The research sample was determined on the basis of statistical calculations, namely, Slovin's formula (Husein, 2007). There are 9 faculties in the participating university. The number of sample from each faculty can be seen in Table 1.

Table 1. Population and Sample Data

No	Faculty	Number of Samples
1	Faculty of Adab and Humanities	89
2	Faculty of Da'wah and Communication	91
3	Faculty of Economics and Islamic Business	93
4	Faculty of Social and Political Sciences	80
5	Faculty of Tarbiyah	97
6	Faculty of Psychology	82
7	Faculty of Science and Technology	86
8	Faculty of Sharia and Law	93
9	Faculty of Ushuluddin and Islamic Thought	86
Total Samples		797

Instrument and Procedures

This study used a questionnaire, i.e., a data collection technique, that was answered by the respondents directly, by post, or by using a Google form. The questionnaire is a closed questionnaire, which is a type of questionnaire that has been previously prepared. The Likert scale was used to assess the research questionnaire. This scale is widely used, and it asks respondents to indicate their degree of agreement or disagreement with each statement about a stimulus object. Structural equation model (SEM) analysis was conducted with IBM, SPSS, and AMOS 18 software.

Academic procrastination variables were measured using the Procrastination Assessment Scale for Students (PASS) developed by Solomon

& Rothblum (1984). The PASS measures the share of the academic area and the types of reasons for procrastination. According to the results of the calculation of the loading factor, the procrastination variable obtained a value of $\geq .40$, which indicated that all instrument items were declared valid. Meanwhile, the instrument reliability test used the composite reliability model for the indicators and constructs. The calculation result of the procrastination variable item showed a composite reliability $\geq .70$. This value indicated the high level of reliability of the items of the procrastination variable.

Social support variables were measured using the Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire developed by Zimet, Dahlan, Zimet, & Farley (1988). The MSPSS consisted of three indicators, namely, the support of family, friends, and other people. According to the results of the calculation of the loading factor, the social support variable obtained a value of $\geq .40$, which indicated that all instrument items were valid. The instrument reliability test used the composite reliability model for the indicators and constructs. The results of the calculation of the social support variable items showed composite reliability of $\geq .70$. This value indicated the high level of reliability of the items of the social support variables.

Resilience variables were measured using the Connor Davidson Resilience Scale (CD-RISC 25) developed by Connor & Davidson (2003). This scale consists of indicators of personal competence, high standards, level of tenacity, trust and tolerance for negative things, positive acceptance and good relationships, control, and the influence of spirituality. According to the results of the calculation of the loading factor of the resilience variables, the items for each indicator obtained a value of $\geq .40$, which indicated that all instrument items were valid. The instrument reliability test used the composite reliability assessment for the indicators and constructs. The results of the calculation of each item of the resilience variable showed a composite reliability of $\geq .70$. This value indicated the high level of reliability of the items of the resilience variables.

The variables of religious character were measured using a model developed by Ancok & Suroso (2011). This model consists of five

indicators, namely, faith, worship, morals, *ihsan*, and religious knowledge. According to the results of the loading factor calculation for the variables of religious character, the items for each indicator obtained a value of $\geq .40$, which implied that all instrument items were valid. The instrument reliability test used the composite reliability assessment for the indicators and constructs. The results of the calculation of each item of the religious character variable showed a composite reliability of $\geq .70$. This value indicated the high level of reliability of the items of the religious character variables.

Data Analysis

In the data collection of this study, a questionnaire that had passed expert evaluation on the basis of the PASS, MSPSS, and CD-RISC 25. Meanwhile, SEM was used to discuss each problem in this study. It was conducted using the Analysis of the Moment of Structure Program. The SEM is a data analysis technique (a statistical technique) that allows researchers to test a series of complex relationships simultaneously. The SEM can also be used to analyze variables with multiple roles. Each dependent variable and independent variable can be in the form of factors built from several indicator variables. The data analysis technique used in the current work is a two-step approach.

Theoretical Models and Hypothesis

The conceptual framework used in this study is shown in Figure 1. The hypotheses in this study are as follows: 1) Social support (SS) exerts a negative effect on the level of academic procrastination (AP) of the students; 2) Resilience (RL) exerts a negative effect on the level of academic procrastination (AP) of the

students; 3) Social support (SS) exerts a negative effect on the level of academic procrastination (AP) after being mediated by the religious character of the students; and 4) Resilience (RL) exerts a negative effect on the level of academic procrastination after being mediated by the religious character of the students.

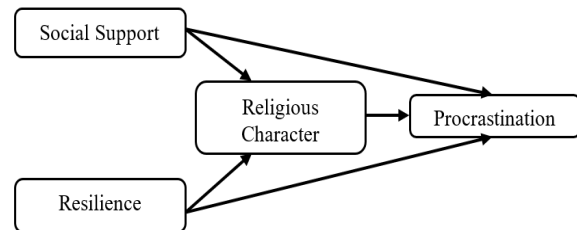


Figure 1. Research Conceptual Framework

This study used the measurement model analysis with the confirmatory factor analysis (CFA) model. The analysis of the measurement model involved three steps: the model fit test (overall model fit), the loading factor value, and the value of construct reliability (CR). The loading factor value of each indicator must have a value of $\geq .4$. Meanwhile, the reliability of the measurement model was determined from the value of CR. A reliability level of $CR \geq .70$ is deemed acceptable for exploratory research. The stages in the CFA were carried out in one step, that is, CFA was conducted separately for each construct.

FINDINGS AND DISCUSSION

Findings

The hypotheses in this work were tested to determine whether social support and resilience exerts a direct or indirect effect on academic procrastination after being mediated by religious character. The results are shown in Table 2.

Table 2. Hypothesis Analysis Results

Parameter		SE	Mean	Critical Value	Note
Procrastination	Social support	.093	.209	2.247	Accepted
Procrastination	Resilience	.083	-.124	-1.494	Rejected
Procrastination	Religious character	.044	-.120	-2.727	Accepted
Religious character	Social support	.095	.295	3.105	Accepted
Religious character	Resilience	.080	.325	4.063	Accepted

The first hypothesis (*H1*) explains that social support negatively influences academic procrastination. According to the data processing, the critical value is 2.247. These results indicate a critical value above 1.96 ($2.247 > 1.96$). Hence, social support exerts a positive effect on academic procrastination. *H1* is thus accepted. However, the nature of the effect is positive. This result implies that the higher the social support received is, the greater the increase of procrastination will be.

The second hypothesis (*H2*) explains that resilience hurts academic procrastination. According to the data processing, the critical value is -1.494 . These results indicate a critical value below 1.96 ($1.494 < 1.96$ or $-1.494 > -1.96$). Hence, resilience does not affect academic procrastination. *H2* is thus rejected. This result implies that resilience does not affect academic procrastination, but the higher the resilience is, the greater the reduction in academic procrastination will be.

The third hypothesis (*H3*) explains that religious character mediates the influence of social support on academic procrastination. Data processing proves that religious character mediates the influence of social support on academic procrastination. The results indicate that social support influences religious character and that religious character influences academic procrastination. These findings are in line

with Solimun's theory of mediation in which religious character can mediate the influence of social support through indirect academic procrastination.

The fourth hypothesis (*H4*) explains that religious character mediates the effect of resilience on academic procrastination. That is, religious character can mediate the effect of resilience through indirect academic procrastination. The scale of the direct and indirect effects is shown in Figure 2.

The calculation of the direct effect shows that the Social Support variable has the greatest direct effect with a coefficient of .099 (9.9%) with a positive direction towards Procrastination compared to the direct effect of Resilience. Furthermore, it can be seen in Table 3.

In this study, the input variables are social support, resilience, religious character, and academic procrastination variables as the output. To describe this more clearly and comprehensively, the operation of the model can be obtained by looking at the loading factor value for each observed variable.

The variables observed in this model describe the aspects contained in the three latent variables of social support, resilience, and religious character. The role of unobserved variables on latent variables based on loading factors can be seen in the Table 4.

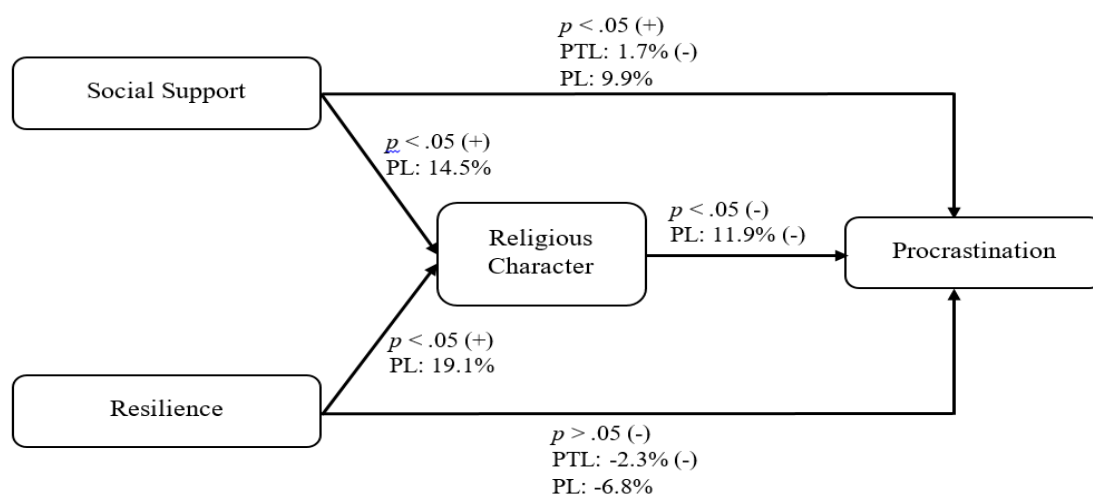


Figure 2. Structural Analysis of Hypotheses

Table 3. Coefficient of Direct Effect

Exogenous Variable	Endogenous Variable	Direct Effect	<i>p</i>
Social support	Procrastination	.099	< .05
Resilience	Procrastination	-.068	> .05

Table 4. The Role of Observed Variables on Latent Variables

Latent Variables	Observed Variables	Loading Factor	p	
Social support	Others (DA1)	.655	< .01	
	Others (DA2)	.690	< .01	
	Others (DA3)	.669	< .01	
	Others (DA4)	.637	< .01	
	Family (DK1)	.790	< .01	
	Family (DK2)	.700	< .01	
	Family (DK3)	.769	< .01	
	Family (DK4)	.721	< .01	
	Friends (DT1)	.616	< .01	
	Friends (DT2)	.765	< .01	
	Friends (DT3)	.433	< .01	
	Friends (DT4)	.402	< .01	
	Resilience	Competence (KO1)	.406	< .01
		Competence (KO2)	.447	< .01
Competence (KO3)		.422	< .01	
Competence (KO4)		.449	< .01	
Competence (KO5)		.406	< .01	
Belief (KE1)		.487	< .01	
Belief (KE2)		.406	< .01	
Belief (KE3)		.489	< .01	
Belief (KE4)		.926	< .01	
Belief (KE5)		.407	< .01	
Belief (KE6)		.900	< .01	
Acceptance (PO1)		.479	< .01	
Acceptance (PO2)		.910	< .01	
Acceptance (PO3)		.424	< .01	
Acceptance (PO4)		.861	< .01	
Acceptance (PO5)		.433	< .01	
Acceptance (PO6)		.871	< .01	
Control (KON1)		.423	< .01	
Control (KON2)		.819	< .01	
Control (KON3)		.450	< .01	
Control (KON4)		.893	< .01	
Control (KON5)		.479	< .01	
Spiritual (SP1)		.849	< .01	
Spiritual (SP2)		.406	< .01	
Spiritual (SP3)	.821	< .01		
Spiritual (SP4)	.404	< .01		
Religious character	Aqidah (AK1)	.408	< .01	
	Aqidah (AK2)	.406	< .01	
	Aqidah (AK3)	.403	< .01	
	Aqidah (AK4)	.404	< .01	
	Aqidah (AK5)	.403	< .01	
	Aqidah (AK6)	.404	< .01	
	Aqidah (AK7)	.405	< .01	
	Aqidah (AK8)	.401	< .01	
	Aqidah (AK9)	.404	< .01	
	Aqidah (AK10)	.404	< .01	
	Aqidah (AK11)	.407	< .01	
	Aqidah (AK12)	.405	< .01	
	Behavior (AKH1)	.408	< .01	
	Behavior (AKH2)	.432	< .01	
	Behavior (AKH3)	.420	< .01	
	Behavior (AKH4)	.437	< .01	
	Behavior (AKH5)	.467	< .01	
	Behavior (AKH6)	.470	< .01	
	Behavior (AKH7)	.406	< .01	
	Behavior (AKH8)	.460	< .01	
	Behavior (AKH9)	.404	< .01	
	Behavior (AKH10)	.524	< .01	
	Behavior (AKH11)	.430	< .01	
	Behavior (AKH12)	.543	< .01	
	Prayer (IB1)	.404	< .01	
	Prayer (IB2)	.413	< .01	
	Prayer (IB3)	.440	< .01	
	Prayer (IB4)	.481	< .01	
Prayer (IB5)	.449	< .01		
Prayer (IB6)	.596	< .01		
Prayer (IB7)	.487	< .01		
Prayer (IB8)	.573	< .01		
Prayer (IB9)	.422	< .01		
Prayer (IB10)	.489	< .01		
Prayer (IB11)	.404	< .01		
Prayer (IB12)	.430	< .01		

The coefficient of determination is the square of the correlation between variables (quadratic multiple correlation). In this study, the exogenous variables consist of social support, resilience, and religious character, while the endogenous variable is academic procrastination. The coefficient of determination of the exogenous variable is .135, meaning the effective contribution of the social support variable and resilience to academic procrastination is 13.5%. Also, in the second stage of the exogenous variables, the religious character of the endogenous variables of academic procrastination, the resulting coefficient of determination is .238. In other words, the religious character variable gives an effective contribution of 23.8% to academic procrastination. The value of determination can be seen in Table 5.

Discussion

Social support is an interpersonal transaction carried out by someone who is helping those closest to him. Social support can be in the form of material, advice, information, and behavior obtained from close relationships (Xiao, Chen, Chang, Pu, Chen, Guo, ... & Yin, 2019). Social support is perceived support (in the form of support that is given to someone by another person) and received support (in the form of confidence given to someone who refers to their understanding of the support received) (Melrose, Brown, & Wood, 2015). Thus, the amount of social support a person receives affects the amount of motivation that drives behavioral change. Social support is a form of comfort that individuals feel physically and mentally; moreover, it eliminates fear (Ferreira, Rodrigues, Schmidt, Cavalcante, Zinn, Farias, & Izquierdo 2019) from others, and it comes from the emotions of other people in the environment. In this way, social support contributes significantly to mental health (Schwarzer & Leppin, 1990). Social support is also related to the endurance of person facing life problems (Ruisoto, Contador,

Fernández-Calvo, Serra, Jenaro, Flores, ... & Rivera-Navarro, 2020).

The results of this study differ from the initial hypotheses established in previous works. Specifically, they indicate the positive influence of social support on the academic procrastination of the students. Therefore, the higher the social support is, the higher the academic procrastination will be. This result differs from that of Rayle, Kurpius, & Arredondo's research (2006), which found that the higher the social support is, the lower the academic procrastination will be, and vice versa. However, the indirect effect of social support can reduce academic procrastination after the mediation of religious character, and the effect can result in a positive change. Hence, students with confidence and trust in the outcomes resulting from their actions exhibit behavior that is based on religious character. Character values that become the basic principles of religious character education are sourced from religious teachings, such as honesty (Suud & Subandi, 2017), trustworthiness, convey, and smart.

The results of this study also explain the amount of contribution or direct influence of social support on academic procrastination, that is, 9.9%; hence, other factors influence academic procrastination among students. Markiewicz *et al.* (2017) explored procrastination in relation to academic subjects and found that the behavioral aspects of procrastination may be related to low self-confidence, lack of self-discipline, inability to regulate one's daily life, and high anxiety. Other research (Mohammadipour & Rahmati, 2016) shows that academic procrastination is due to factors such as social adjustment and students' academic expectations.

Procrastination is determined by external pressures that affect individuals. This external pressure is in the form of a social assessment of the surrounding environment; when the pressure is strong, the nature of procrastination decreases (Bui, 2007). However, each individual employs unique ways to respond to each situation because

Table 5. Determination Coefficient

Exogenous Variable	Endogenous Variable	Determination Coefficient	Percentage
Social support, resilience	Procrastination	.135	13.5%
Religious character	Procrastination	.238	23.8%

the pressure varies with individual differences (Smeding, Dompnier & Darnon, 2017). Social support also affects the level of academic procrastination in students. Social support is instrumental in helping individuals, especially students, to complete their studies. When individuals receive social support in the form of emotional attention, they gain self-stability and maintain attitudes that can help them accept reality, develop self-awareness, think positively, gain independence, and realize their desires.

Other people who are considered unique will undoubtedly provide encouragement and support and change negative thoughts into positive ones, especially if special people are still in the same campus environment and share the same academic goals of quickly graduating from college with excellent results and getting good jobs. However, the same may not be true if the support given by special people leads to negative things that are outside the academic scope. The support is given only in the personal sphere that is available when needed, is a place to share sadness and joy, and is a source of comfort and happiness without any discussion about difficulties or problems in academic matters. This condition results in the absence of a solution to reduce the level of procrastination and thus increases procrastination because time is wasted.

Overall, the social support provided to students does not always exert the expected positive effects. According to Johnsen (2001), the characteristics of each individual influence social support. Therefore, the impact of support results in different responses for each individual depending on how the support is perceived. The effect of the support provided will be appropriate if given in the right circumstances. The support given when situations and conditions are not appropriate will cause dependence and thus result in adverse effects. Maisel & Gable (2009) experimented by providing support to parents. From the results indicating differences in the way individuals accept support, one can conclude that the effect of social support can vary for each individual affected by the perceived support, that is, how individuals perceive received support. Therefore, when improperly perceived, the support given to students creates a sense of security in themselves and ultimately strengthens their procrastination behavior because they

become dependent. Furthermore, internal factors (stress, motivation, fear of failure, fatigue, and lazy nature) exert a significant influence on students engaged in academic procrastination.

The results support the hypothesis explaining that for the students in an Islamic University in South Sumatra, Indonesia, social support exerts a positive influence on academic procrastination. However, after being mediated by religion, the effect becomes the opposite. This result is in line with the research conducted by Zarzycka *et al.* (2019), who found that religion is a significant predictor of procrastination because it cannot be self-regulated. The study tested the relationship between religion and procrastination, with the locus control and prayer style playing a mediating role for both. Likewise, Hosseinaei (2018) concluded from his research that academic procrastination could be reduced by appropriate training and changes in religious orientation and through the regular use of communication technology. Religious character can be instilled in students through the support of the family environment, peer environment, and campus environment. Religious character, which is well-built through the form of social support, is undoubtedly able to reduce the form of academic procrastination.

The results of this work further reveal that resilience does not exert a significant effect on academic procrastination among the students of an Islamic University in South Sumatra, Indonesia. Statistically, resilience does not show a significant effect on procrastination. This outcome can be interpreted as an indication of the presence of other factors that greatly influence procrastination. One such factor is social support. Although not significant, the contribution of the direction of social support's direct influence shows a percentage of -6.8% in the negative direction. This finding needs further discussion and explanation. Another discussion should explain the insignificant direct relationship between resilience and academic procrastination. One explanation is as follows. For research subjects who are fifth-semester students (five), the results of the description of resilience of the average student are in the high category, and the level of procrastination is in the moderate category.

With regard to resilience, it relates to the level of stress that comes from academic

assignments assigned to students, especially in the middle semester; from the academic side, students deal with various sources of academic stressors (Scrimin, Altoè, Moscardino, Pastore, & Mason, 2018) in the form of assignments, exams, and presentations immediately upon entering college. Students often experience pressure from tasks and thus become accustomed to academic stressors, which they no longer find extraordinary. Students' responses to stressors will not be the same as those during the initial semester because they need time to adapt to academic tasks, which may be new to them. During the middle of the semester, students tend to adjust quickly and show improvement in managing stressors. Chu and Choi used the term active procrastination, in which the individual feels responsible for delaying his or her behavior (Chu & Cho, 2005). In active procrastination, individuals postpone their actions intentionally and focus their attention on other critical tasks.

Students with low levels of resilience (Shackelford, Smith, Farrell, & Neils-Strunjas, 2019) tend to face great difficulties and take a long time to accept problems related to academic tasks. By contrast, students with a high level of resilience tend to be highly reliable and are immediately able to adapt and solve problems to improve their situation. Students with a high level of resilience regard academic problems as a form of responsibility and challenges that must be overcome; otherwise, they will fail to ensure high academic scores.

According to research findings, one aspect of an individual that influences the emergence of the tendency to procrastinate is low self-control (Przepiórka, Błachnio, & Siu, 2019). The theory explains that procrastination will emerge if students do not have good self-control. Likewise, field theory from Kurt Lewin (Lewin, 1951; Belezza & Soares, 2019) suggests that students in learning situations are in a psychological field. The equation developed by Kurt Lewin is as follows: $B = f(P, E)$, where B denotes behavior, f is the function, P represents personal, and E represents environment. This theory states that behavior is a function of individuals in their environment. The formula of this equation is known as the basis of modern social psychology, the pioneer of which is Lewin. When first presented in the Lewin Principles of Topological Psychology, it contradicts the most popular

theory in terms of the attention of individuals to situations when they understand their behavior and their action of not relying solely on past internal conflicts.

However, the mediation by religious character changed the results of the effect of resilience. This outcome is in line with those of several studies (Cummings & Pargament, 2010; Javanmard, 2013) that stated that through religious practice, religion and lifestyle (Akbarnejhad & Ghahari, 2017) exerts a positive effect on increasing resilience. Thus, academic procrastination for students should be reduced through religious character. The study of behavior, which is the object and focus of psychology, cannot separate individuals from their environment. The individual and the environment interact dynamically and continuously to shape behavior. Thus, the campus needs to build a religious atmosphere to help students deal with academic delays.

CONCLUSION

The academic procrastination of the students is influenced by social support and resilience mediated by religious character. Religious character is the keyword of this study's results so that the term academic religious character appears. This use is the result of the interaction between the individual's need for internalization of religious values (need for religion) and the campus environment that cultivates a culture of religiosity (milieu religiosity) and, in this case, Islamic religiosity.

Academic procrastination is influenced by social support and resilience mediated by religious character. The adverse effects of individual perceived support impact student dependence because they assume that there is always perceived helpfulness while engaged in academic procrastination. The resilience of students' academic procrastination behavior is influenced by their religious character within their psychological environment, which is the culture of the academic community at the university.

The realistic self-confidence of college students refers to the characteristics of indigenous psychology in the presence of academic procrastination, especially for students in Palembang and the Indonesian people in general. The development of academic

religious character is a good way to strengthen private functions, especially students' self-confidence (confidence), and thereby minimize academic procrastination behavior. Educational institutions may develop academic religious character and foster social support so that students can face various academic challenges with resilience rooted in religiosity and veer away from academic procrastination.

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