

**THE RELATIONSHIP BETWEEN ADVERSITY QUOTIENT AND ACADEMIC  
PROCRASTINATION AMONG STUDENTS OF SMPN 23 MEDAN**

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**ABSTRAK**

Academic procrastination is a tendency for students to delay completing academic tasks which can have an impact on declining learning achievement. This behavior is often found in students in formal educational settings, including at the Junior High School level. One of the psychological factors that is suspected to be related to this behavior is the adversity quotient, which is the individual's ability to face and overcome difficulties. Students who have a high adversity quotient tend to have better fighting power in facing academic challenges so that they are able to reduce academic procrastination behavior. This study aims to determine the relationship between adversity quotient and academic procrastination in students of SMPN 23 Medan. This study uses a quantitative approach with a correlational method. The study population was 1052 students, with a sample of 285 students selected from several classes. Data collection was carried out using a Likert scale instrument in the form of a closed questionnaire. Data analysis used the Spearman Rank correlation test which was preceded by the normality test and the linearity test. The results of the study show that there is a strong and significant relationship between adversity quotient and academic procrastination with the direction of negative relationships. This shows that the lower the adversity quotient of students, the higher the tendency of academic procrastination

**Kata Kunci** : Aromatherapi Lavender, Nausea dan Emesis, Continuity of care

## **BACKGROUND**

Junior high school students are children who undergo physical changes towards early adolescence. Santrock (2019) said that adolescents often have explosive emotions and are difficult to control, because the prefrontal cortex is not strong enough to fully control intense emotions. These junior high school students are still influenced by their emotions in making decisions, not based on factual considerations. Santrock (2016) also said that the transition to junior high school can be a difficult and stressful time for many students because this transition occurs at a time of many changes in individuals, families, and schools. The transition from elementary school to junior high school is a challenge for junior high school students, both academic and non-academic (Alfaruqy, Sari, & Safuroh, 2023). One of the challenges and demands of academics is the number of assignments given by teachers that cannot be done or completed, resulting in delays. This delay is called procrastination or procrastination (Knaus, 2010); Munawaroh et al., 2017). Students' adversity quotient to overcome these challenges plays an important role in determining the extent to which students are able to overcome these challenges. However, the specific relationship between adversity quotient and academic procrastination among junior high school students is still inadequate and poorly understood, so this study was created that aims to fill the gap and provide insight into how resilience to adversity affects procrastination tendencies. To understand this phenomenon of academic procrastination, initial observations and surveys were carried out among junior high school students in the city of Medan at SMP Negeri 3 and SMP Negeri 4. The findings from these observations show that many students are often seen procrastinating on completing assignments and tend to spend their time with other activities. These observations provided a solid basis for designing questionnaires that were then used in surveys and interviews to evaluate the relationship between *adversity quotient* (A) dan prokrastinasi akademik (P). From the results of interviews with students and teachers, it was said that time delays and postponement of school assignments are common occurrences. Based on the initial survey phenomenon above, a study was conducted with the title of the research on whether there is a relationship between adversity quotient and student academic procrastination at SMPN 23 Medan". This research is important because although adversity quotient (A) has been shown to affect various aspects of life, including academic performance, the relationship between adversity quotient (A) and academic procrastination (P) among junior high school students has not been widely researched. Many previous studies have focused more on the University or High School level, which may not be entirely relevant to the context of junior high school.

## **RESEARCH METHODS**

In order to test the hypothesis of this study, first identification of the variables that are the focus of the research is carried out, because this inferential statistical test uses a relationship association test, this study only has variables 1 and variables 2, there is no term independent or dependent variables even though A and P are symbolically made (Sujarweni, 2022). According to Safuddin Azwar (2022a), population is a term used to describe a group consisting of subjects and objects with certain qualities and characteristics that the researcher chooses to study, and from which conclusions can be drawn. In this context, the population refers to 1052 school students at SMPN 23 Medan.

**HASIL**

Tabel 1 Skor Hipotetik dan Emperik

Variables	Hypothetical Data				Data Emperik			
	Skor Min	Skor Max	Mean	Std. Dev	Skor Min	Skor Max	Mean	Std. Dev
<i>Adversity Quotient</i>	22	110	66	14,67	44	71	59,52	7,36
<b>Prokrastinasi Akademik</b>	24	120	72	16	26	112	63,20	17,23

From Table 1, it is known that in the hypothetical variable Adversity Quotient, the mean score is 22 and the max score is 110, the mean is 66 and the standard deviation is 14.67 while in the empirical data, the mean score is 44, the max score is 71, the mean is 59.52, then the standard deviation is 7.36. In the hypothetical data of the Academic Procrastination variable, the mean score was 24, the max score was 120, the mean was 72 and the standard deviation was 16, while the empirical data found the mean score was 26, the max score was 112, the mean was 63.20 and the standard deviation was 17.23.

In the variables of Adversity Quotient and Academic Procrastination, the empirical average scores were both lower than the hypothetical average scores, meaning that students had less good resilience and were more likely to procrastinate on assignments. However, the standard deviation (standard deviation) in the Academic Procrastination variable showed a higher empirical value compared to its hypothetical value. This indicates a difference among students, where there are students who are very high and very low in the tendency to procrastinate on academic assignments. On the other hand, the standard empirical deviation of the Adversity Quotient variable tends to be smaller compared to its hypothetical value,

The categorization of the subject data of the Adversity Quotient variable based on age (Table 4.8) found that all students, both male and female, did not belong to the high category group. This shows that, in general, students of both sexes have not shown extraordinary levels of resilience in dealing with academic and personal challenges. The majority of students are in the medium category of Adversity Quotient group, which indicates that most of them have sufficient ability to deal with difficulties. Meanwhile, the percentage of students with a low-category Adversity Quotient was slightly higher in females (26%) than males (24%). Furthermore, in Table 4.8, the results of the grouping of the Adversity Quotient variable based on age from 285 students showed that in the age subgroup 12 year, there were 2 students (17%) in the low-category group, 10 students (83%) in the medium category group, and no students in the high category. In the 13-year-old subgroup, 59 students (27%) were in the low category group, 156 students (73% percent) were in the medium category group, and no students were in the high category group. In the 14-year-old subgroup, 5 students (16 percent) were found in the low category group, 26 students (84 percent) in the medium category group and no students in the high category group. Meanwhile, in the 15-year-old subgroup, there were 6 students (22%) in the low category group, 21 students (78% percentage) in the medium category group, and no students in the high category group.

**Table 2 Subject-data categorization of adversity quotient variables by class**

Grade 7	Category	Values Category	Frequency	Percentage
	Low	$X < 55$	12 students	37,5 %
	Medium	$55 < X < 77$	20 students	62,5 %

	Height	$77 \leq X$	0 students	0%
<b>Subtotal</b>			<b>32 students</b>	<b>100%</b>
<b>Grade 8</b>	<b>Category</b>	<b>Values Category</b>	<b>Frequency</b>	<b>Percentage</b>
	Low	$X < 55$	54 students	24 %
	Medium	$55 < X < 77$	168 students	76 %
	Height	$77 \leq X$	0 students	0%
<b>Subtotal</b>			<b>222 students</b>	<b>100%</b>
<b>Grade 9</b>	<b>Category</b>	<b>Values Category</b>	<b>Frequency</b>	<b>Percentage</b>
	Low	$X < 55$	6 students	19 %
	Medium	$55 < X < 77$	25 students	81 %
	Height	$77 \leq X$	0 students	0%
<b>Subtotal</b>			<b>31 students</b>	<b>100 %</b>
<b>Total</b>			<b>285 students</b>	<b>100 %</b>

The results of the categorization of adversity quotient variable subject data by class (Table 4.9) from 285 students showed that in grade VII, there were 12 students (37.5%) in the low category group, 20 students (62.5%) in the medium category group, and no students in the high category group. In grade VIII, 54 students (24%) were in the low category, 168 students (76%) were in the medium category, and there were no students in the high category. Meanwhile, in grade IX, there were 6 students (19%) in the low category group, 25 students (81%) in the medium category group, and no students in the high category group. Selanjutnya dari Tabel 4.9, No students at each grade level belong to the high category group (0% percentage). Most of the students in all classes are in the medium category group. Grade 7 has the highest percentage in the low category (37.5%), which indicates that the condition of students at this level is the most vulnerable in the face of pressure or challenges. Meanwhile, grade 9 recorded the highest percentage in the medium category group (81%), indicating that their resilience condition was relatively better compared to the rest of the class.

Table 3 Categorization of Subject Data for the Academic Procrastination Variable

Kategori	Nilai Kategorisasi	Frekuensi	Persentase
<b>Low</b>	$X < 60$	115 students	40 %
<b>Medium</b>	$60 < X < 84$	139 students	49 %
<b>High</b>	$84 \leq X$	31 students	11 %
<b>Total</b>		285 students	100%

The results of the subject data categorization for the academic procrastination variable from 285 students show that 115 students (40%) are in the low category, 139 students (49%) are in the

medium category, and 31 students (11%) are in the high category. The majority of students (49%) are in the medium academic procrastination category, indicating that they still quite frequently delay task completion, although not at an extreme level. Meanwhile, 40% of students fall into the low procrastination category, signifying that nearly half of them have a relatively minimal tendency to delay. Overall, the majority of students have not reached an alarming level of procrastination. However, there are 11% of students who fall into the high procrastination category.

**Tabel 4 Categorization of Subject Data for the Academic Procrastination Variable Based on Gender**

Male	Category	Category Value	Frequency	Percentage
	Low	$X < 60$	51 students	39 %
	Medium	$60 < X < 84$	62 students	48 %
	High	$84 \leq X$	17 students	13 %
<b>Subtotal</b>			<b>130 students</b>	<b>100%</b>
Female	Category	Category Value	Frequency	Percentage
	Low	$X < 60$	61 students	39 %
	Medium	$60 < X < 84$	80 students	52 %
	High	$84 \leq X$	14 students	9 %
<b>Subtotal</b>			<b>155 students</b>	<b>100%</b>
<b>Total</b>			<b>285 students</b>	<b>100%</b>

The results of the subject data categorization for the academic procrastination variable from 285 students show that 115 students (40%) are in the low category, 139 students (49%) are in the medium category, and 31 students (11%) are in the high category. The majority of students (49%) are in the medium academic procrastination category, indicating that they still quite frequently delay task completion, although not at an extreme level. Meanwhile, 40% of students fall into the low procrastination category, signifying that nearly half of them have a relatively minimal tendency to delay. Overall, the majority of students have not reached an alarming level of procrastination. However, there are 11% of students who fall into the high procrastination category.

**Table 5 Categorization Of Subject Data For The Academic Procrastination Variable Based On Age**

Age	Category	Category Value	Frequency	Percentage
12 years	Low	$X < 60$	4 students	33,33%
	Medium	$60 < X < 84$	7 students	58,33%
	High	$84 \leq X$	1 students	8,33%
<b>Subtotal</b>			<b>12 students</b>	<b>100%</b>
Umur 13 years	Category	Category Value	Category Value	Percentage
	Low	$X < 60$	84 students	39,1%
	Medium	$60 < X < 84$	106 students	49,3%
	High	$84 \leq X$	25 students	11,6%
<b>Subtotal</b>			<b>215 Students</b>	<b>100%</b>
Umur 14 years	Category	Category Value	Category Value	Percentage
	Low	$X < 60$	14 students	45,16%
	Medium	$60 < X < 84$	13 students	41,94%
	High	$84 \leq X$	4 students	12,90%

<b>Subtotal</b>			<b>31 students</b>	<b>100%</b>
<b>Umur 15 years</b>	<b>Category</b>	<b>Category Value</b>	<b>Category Value</b>	<b>Percentage</b>
	Low	$X < 60$	13 students	48,15%
	Medium	$60 < X < 84$	13 students	48,15%
	High	$84 \leq X$	1 students	3,70%
<b>Subtotal</b>			<b>27 students</b>	<b>100%</b>
<b>Total</b>			<b>285 students</b>	<b>100%</b>

Based on the categorization results of the academic procrastination variable by age from 285 students, in the 12-year-old subgroup, 4 students (33.33%) are in the low

<b>Grade VII</b>	<b>Category</b>	<b>Category Value</b>	<b>Frequency</b>	<b>Percentage</b>
	Low	$X < 60$	7 students	22%
	Medium	$60 < X < 84$	21 students	66%
	High	$84 \leq X$	4 students	13%
<b>Subtotal</b>			<b>32 students</b>	<b>100%</b>
<b>Grade VIII</b>	<b>Category</b>	<b>Category Value</b>	<b>Frequency</b>	<b>Percentage</b>
	Low	$X < 60$	94 students	42%
	Medium	$60 < X < 84$	102 students	46%
	High	$84 \leq X$	26 students	12%
<b>Subtotal</b>			<b>222 students</b>	<b>100%</b>
<b>Grade IX</b>	<b>Category</b>	<b>Category Value</b>	<b>Frequency</b>	<b>Percentage</b>
	Low	$X < 60$	14 students	45%
	Medium	$60 < X < 84$	16 students	52%
	High	$84 \leq X$	1 students	3%
<b>Subtotal</b>			<b>31 students</b>	<b>100%</b>
<b>Total</b>			<b>285 students</b>	<b>100%</b>

category, 7 students (58.33%) are in the medium category, and 1 student (8.33%) is in the high category. In the 13-year-old subgroup, there are 84 students (39.1%) in the low category, 106 students (49.3%) in the medium category, and 25 students (11.6%) in the high category. Meanwhile, in the 14-year-old subgroup, there were 14 students (45.16%) in the low category, 13 students (41.94%) in the medium category, and 4 students (12.90%) in the high category. As for the 15-year-old subgroup, there are 13 students (48.15%) in the low category, 13 students (48.15%) in the medium category, and 1 student (3.70%) in the high category.

Table 6 Categorization Of Subject Data For The Academic Procrastination Variable Bas On Class

The majority of students from all age groups are in the medium academic procrastination category (41.94% - 58.33%), indicating that the habit of delaying tasks is fairly evenly distributed across all ages. 13-year-old students are the most susceptible to high procrastination, both in terms of percentage and numbers. On the other hand, 15-year-old students show better maturity in avoiding procrastination, with the highest percentage in the low category and the lowest in the high category. Meanwhile, most 12-

year-old students are in the medium category. Even though only a few fall into the high category, the tendency to delay tasks is beginning to appear, so it needs to be addressed early on.

Categorization of the subject data for the academic procrastination variable based on class from 285 students found that in Grade VII, 7 students (22%) are in the low category, 21 students (66%) in the medium category, and 4 students (13%) in the high category. In Grade VIII, there are 94 students (42%) in the low category, 102 students (46%) in the medium category, and 26 students (12%) (*Note: text cut off at end of Grade VIII description in source*).

## **DISCUSSION**

The purpose of this study was to analyze the relationship between Adversity Quotient and Academic Procrastination among students at SMPN 23 in Medan City. Based on the results of hypothesis testing using Pearson correlation, it was found that there is a negative relationship between Adversity Quotient and Academic Procrastination with a correlation coefficient of -0.542, with a significance of  $p < 0.05$ . A negative correlation coefficient means there is an opposing condition, where when the subject's condition of Adversity Quotient behavior decreases (0% in the high category group), the subject's condition of Academic Procrastination behavior increases (11% in the high category group). The correlation coefficient figure of -0.542 indicates the strength of the relationship. According to Sujarweni (2022), this value falls into the category of a strong relationship. Thus, the analysis of the relationship between Adversity Quotient and Academic Procrastination among students of SMPN 23 in Medan City shows that as Adversity Quotient decreases, Academic Procrastination increases, indicating a strong relationship.

This is in line with research conducted by Apriliani et al. (2018), which showed that there is a negative and significant relationship between Adversity Quotient and Academic Procrastination with high correlation strength ( $r = -0.681, p < 0.05$ ). These results conclude that the higher the Adversity Quotient, the lower the Academic Procrastination, and vice versa. Similarly, research by Muarifah, Rofiah, Mujidin, Mohamad, and Oktaviani (2022) on MA (Madrasah Aliyah) students in Malang states that the direct relationship between Adversity Quotient and Academic Procrastination is negative ( $r = -0.339, p < 0.05$ ).

The results of the study at SMPN 23 Medan indicate that the negative relationship between adversity quotient and academic procrastination occurs because generally, the students' adversity quotient is in a low condition (from the medium category group towards the low category group), while academic procrastination is in a high condition (from the medium category group towards the high category group). Viewed in more detail, the cause of the low adversity quotient is driven by high percentages in the low category group for the aspects of control (34%), origin & ownership (31%), and reach (28.8%). Meanwhile, the cause of high academic procrastination is driven by four internal aspects being highly represented in the low category group: personal initiative (77%), time management ability (65%), and psychological belief in self-ability (57%), as well as a high percentage in the high category for the aspect of laziness (40%). Furthermore, external aspects also exacerbate academic procrastination, particularly in the aspect of attention distraction which shows a high percentage in the high category group (43%).

The findings of low category personal initiative and time management ability among students align with the opinion of Steel and Klingsieck (2016), who stated that high academic procrastination is closely related to weak self-regulation, low conscientiousness (lack of thoroughness and responsibility), and a lack of self-discipline. Low self-regulation and conscientiousness cause individuals to be unable to initiate action independently (personal initiative aspect), and weak self-regulation paired with low self-discipline causes individuals to fail at managing time and remain inconsistent with study plans (time management ability aspect).

Furthermore, research by Zarrin et al. (2020) and Lisbona, Palaci, Salanova, and Frese (2018) added that weak personal initiative often stems from low self-efficacy (self-confidence in completing tasks) and a lack of engagement (active involvement) in learning activities.

Additionally, in line with statements by Ghufron and Risnawati (2017) and research by Setiawati and Nurjanah (2024), it is affirmed that academic procrastination is caused by both internal and external factors. Furthermore, research by Rohmatun (2021) stated that 78.55% of the factors causing academic procrastination are internal. The assertion regarding the importance of ownership is also supported by Apriliani et al. (2018), noting that without a sense of ownership over a task, students will struggle to build the responsibility to complete it.

Although internal factors dominate, external influences also trigger academic procrastination behavior, specifically regarding attention distraction which recorded a high percentage in the high category group (43%). Distractions originating from enjoyable activities like social media are cited as main causes. This aligns with findings from Ferrari et al. (1995); Hong et al. (2021); and Sari et al. (2023). The high results for the attention distraction aspect in the high category (43%) can also be explained by research from Piddiani, Hermawan, and Gumilar (2023); Astocondor, Clodoaldo, Bohorquez, and Ocaa-fernandez (2025); and Cunanan and Bermudez (2025), which stated that internet addiction contributes up to 25.9% towards academic procrastination.

Moreover, the laziness aspect also showed a high category group (40%). In line with Setiawati and Nurjanah (2024), laziness is often caused by a bad mood, an excessive volume of tasks, and uninteresting learning methods. This is supported by Govicar, Purwaningrum, and Umaroh (2024), who stated that laziness contributes up to 67.1% to academic procrastination behavior.

However, there is a uniqueness in the research at SMPN 23 Medan, where the social aspect actually showed a high percentage in the low category group (56%). This supports the findings of Santrock (2016); Waruwu, Damanik, Lase, and Lase (2024); Purnomo, Susanto, and Oktavianisa (2024); and Zheng, Liang, and Zheng (2025), which assert that social pressure does not always have a negative impact and can even encourage academic collaboration if directed positively. Furthermore, Setiawati and Nurjanah (2024) state that peer social influence can either trigger or encourage enthusiasm for learning depending on group dynamics. This is supported by Piddiani et al. (2023) and Astocondor et al. (2025), who noted that conformity and social interaction actually promote cooperation and learning efficiency, not academic delay.

The phenomenon of weak internal aspects and strong external aspects of academic procrastination is also closely correlated with the quality of the students' adversity quotient. In this study at SMPN 23 Medan, there are three adversity quotient aspects that have a high percentage in the low category group: control (34%), origin & ownership (31%), and reach (28.8%). This means three aspects cause the students' adversity quotient to be weak, with only the endurance aspect showing a high percentage in the high category group (67.7%). Consistent with research by Ibrahim and Fahmawati (2023); Kwansumran, Dallas, Wonginjun, and Sangsai (2025); and Christover and Elvinawanty (2020), a strong adversity quotient must at least have two aspects with high percentages in the high category group for students to effectively face the difficulties of academic procrastination.

The meaning behind the origin & ownership aspect of the adversity quotient showing a high percentage in the low category group (31%) explains the relationship between the weakness of internal aspects (personal initiative) and high laziness in procrastination, as well as the strength of external aspects (distractions). This aligns with Mataracı and Alemdağ (2024), who state that individuals who feel their academic results depend on external factors are more likely to delay tasks due to numerous distractions. Furthermore, Apriliani et al. (2018) and Rohmatun (2021) stated that low ownership impacts a lack of intrinsic motivation (an internal factor related to the personal initiative aspect of procrastination). Thus, a weak adversity

quotient exacerbates the aspects of academic procrastination sourced from both within and outside the student.

The low control aspect of the students' adversity quotient at SMPN 23 Medan (showing a high percentage in the high category, 34%—*Note: translated as written in source text*) also has a real impact on time management and attention distraction. Aligning with Rahman and Wahyudi (2024), 74.3% of students with low control levels show a high tendency for academic procrastination regarding time management and attention distraction. These findings are reinforced by Wang and Sun (2023), who found a significant negative correlation between self-control and academic procrastination behavior. Therefore, educational interventions are highly necessary to help students manage time more effectively. This is further supported by Bunda and Sano (2023) and Rahmawati and Indriayu (2025), who emphasize that students with good self-control can set priorities, maintain learning consistency, and avoid external distractions independently. This shows that strengthening the control aspect is essential not only psychologically but also as a learning strategy.

Furthermore, the low awareness among SMPN 23 Medan students of the broad impacts of academic procrastination is reflected in the low category group values on the reach aspect (28.8%). This indicates many students do not yet understand that procrastination habits can seriously impact achievement, mental health, and self-confidence. Aligning with Ulfah (2023), although mental health's contribution to academic achievement is only 2.1%, its influence remains significant. This lack of awareness is worsened by low openness and self-efficacy, as supported by Kannor (2025); Ocansey et al. (2022); and Fatimaullah et al. (2019). Without this awareness, students tend to view procrastination as a risk-free habit. It can be concluded that the lower the students' adversity quotient condition, particularly in control, origin & ownership, and reach, the higher their tendency to engage in academic procrastination. A comprehensive strengthening of the adversity quotient is a strategic step to reduce the delaying behavior that dominates junior high school students' learning styles.

Data on adversity quotient and academic procrastination by gender (Tables 4.7 and 4.11) show that male students tend to have higher academic procrastination (13%) compared to females (9%), although both are dominant in the medium category. This finding aligns with Zarrin et al. (2020), who identified low self-control and fear of failure as main triggers for academic procrastination in males. Then, Mauliana, Zahara, and Suzanna (2024); and Haloho, Siregar, Siregar, Syafrizaldi, and Chaniago (2023) stated that males are often unable to manage time well. Furthermore, Sudrajat, Hasim, Kumala, Supriatin, and Hayati (2023) cite weak self-efficacy and discipline as factors strengthening the tendency for academic procrastination in males.

However, in the adversity quotient aspect, the majority of students are in the medium category group, with females slightly higher in the low category (26% vs 24%). This aligns with research by Amindayani and Muryono (2024); Singh, Sharmila, Agarwal, and Prajapati (2022); Syamsyiah and Handayani (2023); and Winda and Sukmawati (2025), who agree that there is no significant difference across genders. Despite this, Agustina and Suniasih (2021); and Ibrahim and Fahmawati (2023) noted differences exist in certain contexts. Dan and Benovich (2023) clarify that increased academic procrastination in males compared to females does not always mean their adversity quotient is lower, as the relationship depends on context and other psychological factors. This means the relationship between adversity quotient and academic procrastination is non-linear and influenced by many factors—including social context, school culture, and individual psychological traits—not just gender alone.

Data based on age (Tables 4.8 and 4.12) show that the highest categorization of academic procrastination is found in 13-year-olds (11.6%) and 14-year-olds (12.9%), while it drops to 3.7% in 15-year-olds. This condition shows that the peak of delaying habits occurs during the early transitional phase of adolescence. Meanwhile, the adversity quotient data shows that

absolutely zero students aged 12, 13, 14, and 15 are in the high category group. Generally, students are in the medium category, with 14-year-olds having the highest percentage in this category (84%), followed by 12-year-olds (83%), 15-year-olds (78%), and 13-year-olds (73%). This illustrates the link between low adversity quotient and a high tendency for academic procrastination by age.

This is supported by Pujiastuti, Sari, Imawati, and Syahputri (2020), who noted that ages 12–15 are a crucial phase of psychological development where self-regulation and motivation are unstable, fostering academic procrastination. Heidari (2025) supports this, stating students aged 12–14 have difficulty managing time and facing academic demands, thus often procrastinating. Habibi, Hariastuti, and Rusijono (2022) add that while abstract thinking develops at ages 14–15, self-regulation remains suboptimal, triggering delaying behaviors. Dimastuti, Gutji, and Rahmayanty (2024) note that internal and external pressures, like anxiety and environmental influences, worsen the adversity quotient and encourage procrastination. Haeruddin and Hadijah (2019) state that the moderate learning motivation of 12-13-year-olds influences their adversity quotient, keeping it from reaching a high category. Singh et al. (2022) reinforce that the adversity quotient improves at ages 15–19, corresponding with a drop in procrastination among 15-year-old students. Thus, as age increases, the adversity quotient should increase, leading to lower academic procrastination.

Data based on class (Tables 4.9 and 4.13) show that at higher grade levels, the high category for adversity quotient remains at zero percent and is dominated by the medium category, with the medium percentage increasing in Grade IX. Meanwhile, academic procrastination remains present in the high category, though its percentage drops in Grade VIII. Academic procrastination by class is dominated by the medium category. This finding aligns with Kwansumran et al. (2025), stating that the adversity quotient of middle school students is generally moderate and still unstable when facing procrastination conditions. Novita and Kristiono (2023) point out that even though procrastination tends to decrease, Grade VIII is still vulnerable to distractions and requires guidance. Meanwhile, Li (2023) states that academic procrastination does not always decrease by class, as academic pressure can worsen stress, especially in Grade VIII.

In conclusion, increasing resilience (adversity quotient) contributes to a reduction in academic procrastination, especially in higher grades, although the influence of context and other pressures must still be considered.

## **CONCLUSION AND SUGGESTIONS**

Based on the research conducted by the researchers titled "The Relationship Between Adversity Quotient and Academic Procrastination Among Students of SMPN 23 Medan," it can be concluded that:

1. There is a strong and significant relationship between the adversity quotient and academic procrastination.
2. The lower the adversity quotient, the higher the student's tendency to delay tasks.
3. This exhibits a strong classification level with a negative relationship direction, as well as a positive contribution relationship.
4. The results show that a major contribution to academic procrastination among students at SMPN 23 Medan begins with weak personal initiative, followed by weak time management abilities, and psychological interference with their belief in their abilities. This is followed by poor attention distraction, laziness, and social factors.
5. The study indicates that while students can endure pressure (endurance), they still struggle to manage time (control), take responsibility (origin & ownership), and manage emotional

and academic impacts (reach). This weakness indicates a significant potential for academic procrastination behavior.

### **CONCLUSION AND SUGGESTIONS**

Based on the research conducted by the researchers titled "The Relationship Between Adversity Quotient and Academic Procrastination Among Students of SMPN 23 Medan," it can be concluded that:

1. There is a strong and significant relationship between the adversity quotient and academic procrastination.
2. The lower the adversity quotient, the higher the student's tendency to delay tasks.
3. This exhibits a strong classification level with a negative relationship direction, as well as a positive contribution relationship.
4. The results show that a major contribution to academic procrastination among students at SMPN 23 Medan begins with weak personal initiative, followed by weak time management abilities, and psychological interference with their belief in their abilities. This is followed by poor attention distraction, laziness, and social factors.
5. The study indicates that while students can endure pressure (endurance), they still struggle to manage time (control), take responsibility (origin & ownership), and manage emotional and academic impacts (reach). This weakness indicates a significant potential for academic procrastination behavior.

### **SUGGESTIONS**

1. Students at SMPN 23 Medan need to be provided with understanding and awareness so that the "origin & ownership" attitude within their adversity quotient develops. This will help students become responsible, acknowledge their own role, and actively seek solutions rather than always blaming external factors when facing learning difficulties. This is key to developing the adversity quotient. One potential intervention is cognitive behavioral therapy (CBT).
2. Social factors at SMPN 23 Medan have a relatively small impact on academic procrastination, meaning friendships among students actually support group study activities, thereby minimizing procrastination. However, it is important to maintain and improve this support, while remaining vigilant to ensure that group study activities do not turn into mere playtime.

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