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The Relationship of Emotional Intelligence with Procrastination in Students Who Program Thesis at the Faculty of Sports and Health, Gorontalo State University

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Abstract : Procrastinating can harm students, especially those preparing for their final project, resulting in late graduation or dropping out. One of the factors causing students to procrastinate can be psychological problems, such as the lack of ability to manage emotional feelings like stress and anxiety. This research aims to determine the relationship between emotional intelligence and procrastination in students working on their undergraduate thesis at the Faculty of Sports and Health, Universitas Negeri Gorontalo. This research used a quantitative approach with a cross-sectional research design, where the subjects consisted of 212 students of the Class of 2020, Faculty of Sports and health, Universitas Negeri Gorontalo. Data analysis using the Spearman rank test. The result showed a negative relationship between emotional intelligence and procrastination in students working on their undergraduate thesis. The correlation coefficient value of -0.590 showed the strength of the relationship in the strong category and had a negative relationship where the higher the emotional intelligence, the lower the procrastination in students preparing their thesis. Students with high emotional intelligence tend to procrastinate poorly when compiling a thesis and vice versa. Therefore, good emotional management is needed during the thesis preparation to avoid procrastination behavior.

Introduction

Students as students are the highest level in college after passing primary and secondary education. Therefore, students who have just entered the lecture stage experience a transition period when adapting to different learning methods and systems in higher education. In this phase, students are given their own responsibility to achieve a good academic achievement index, which is an indicator of their academic ability in higher education (15).

When it comes to student life, sometimes the problems faced by students can cause worry and fear if they have difficulty overcoming them. Especially for a student who is facing a final project or thesis, the challenges are not only limited to the burden of academic assignments, but also involve social and family aspects which are sometimes problems that must be faced. When carrying out thesis assignments, it is not uncommon for students to experience anxiety that can cause them to stop working on their thesis and choose to do other activities as a way to overcome these uncomfortable feelings. Stated that procrastination is a form of procrastination behavior (13,8).

Procrastination is characterized by a lack of efficiency in time management and a

tendency to delay starting a job. Procrastination can also be interpreted as an act of avoiding a task due to a lack of interest or dislike for the task, as well as concerns about the possibility of failure. Procrastination also includes the nature or pattern of response to tasks that a person has (24).

According to research by Nisa et al (14), out of a total of 73 students who were sampled, the results showed that 8 students (11%) had a low level of academic procrastination, 26 students (23.4%) had a moderate level of academic procrastination, and 39 students (53.4%) had a high level of academic procrastination.

This is in line with research conducted, where academic procrastination was found at a fairly high level, reaching around 90-95% among students and college students, with around 50% of those in college falling into the category of chronic procrastinators. Procrastination in college tends to be high, especially in students who are working on their final projects (7).

Procrastination has negative consequences for the perpetrators, the impact of procrastination is low academic performance, high stress, causing illness, and causing anxiety. For this reason, emotional intelligence can be used to train students' abilities, namely the ability to manage their feelings, the ability to motivate themselves, the ability to be patient and tough when facing a problem (frustration), being able to control mood, and being able to work together with others (4,23).

Based on data from the Information and Communication Technology UPT of Gorontalo State University, the highest number of students to date is in the Faculty of Sports and Health, which is 4,004 students.

Based on the results of initial observations through interviews, data was obtained that students revealed that they often paid in installments and delayed working on their thesis. Based on information from several students. The delay is because students find it difficult to understand what to do and are worried about the number of revisions due to mistakes that must be made, so this makes it difficult for students to control themselves in compiling thesis.

Method

This study is a quantitative research by applying a correlational approach with a Cross-Sectional design. This research was conducted at the Faculty of Sports and Health, Gorontalo State University, on June 25, 2024 – July 15, 2024. The purpose of this study is to find out the relationship between emotional intelligence and procrastination behavior in students who program their thesis at the Faculty of Sports and Health, Gorontalo State University. The population in this study is 453 students of the 2020 batch of the Faculty of Sports and Health. The sampling technique used proportionated stratified random sampling. Data collection used a questionnaire consisting of: Respondent Identity, including age, gender, major, amount of UKT. The emotional intelligence questionnaire includes an instrument with 17 questions and the procrastination questionnaire includes an instrument with 18 questions.

Results

Characteristic Respondents

Table 1. Characteristic Respondents

Category	n	%
Respondent Age		
20 Years	2	0,9%
21 Years	83	39,2%
22 Years	113	53,3%
23 Years	14	6,6%
Type Gender		
Male	54	25,5%
Female	158	74,5%
Major		
Nursing Science	64	30,2%
Pharmacy	45	21,2%
Public Health	73	34,4%
Coaching Education & Sport	13	6,1%
Physical Education & Recreation	17	8,0%
UKT Amount		
KIP-K	16	7,5%
Rp1.000.000,00 – Rp3.000.000,00	91	42,9%
> Rp3.000.000,00	105	49,5%

Source: Primary Data, 2024

Based on table 1, the frequency distribution of respondents based on age is obtained, showing that most of the respondents in this study are 22 years old. Based on gender, most of the respondents who participated in this study were female. Based on the result of the study, it was also found that of the 5 participating majors, most of the respondents in this study came from the Department of Public Health. It was also found based on the results of this study that most of the respondents had a UKT amount with a nominal amount of >Rp.3,000,000.00.

Univariate Analysis

Table 2. Emotional Intelligence

Category	n	%
High	137	64,6%
Moderate	75	35,4%
Total	**212**	**100%**

Source: Primary Data, 2024

Based on table 2, it was found that most of the respondent had a high level of emotional intelligence with a high category of 137 respondents (64.6%) and a small number of respondents had a moderate level of emotional intelligence with a moderate category of 75 respondents (35.4%).

Tabel 3 Procrastination

Category	n	%
Low	120	56,6%
Moderate	92	43,4%
Total	**212**	**100%**

Source: Primary Data, 2024

Based on table 3, it was found that most of the respondents had a low level of procrastination as many as 120 respondents (56,6%) and a small percentage have a moderate level of procrastination with the category of 92 respondents (43.4%).

Bivariate Analysis

From the table 4, the Spearman Rho statistical test value of 0.000 was obtained. This suggests that there is a significant relationship between emotional intelligence and procrastination (p-value<0.05). Meanwhile, the correlation value was obtained at -0.590 which means that the relationship between the two variables is quite strong. Then the "-" sign on the correlation value means that the relationship between the two variables is in the opposite direction. So in this case, the higher the emotional intelligence of the students, the lower the level of procrastination carried out by students in working on their thesis, and vice versa.

Table 4. Uji Spearman Rank

Spearman's rho		Emotional Intelligence	Procrastination
Emotional Intelligence	Correlation Coefficient	1.000	-.590**
	Sig.(2-tailed)	.	.000
	N	212	212
Procrastination	Correlation Coefficient	-.590**	1.000
	Sig.(2-tailed)	.000	.
	N	212	212

Source: Primary Data, 2024

Table 5. The Relationship of Emotional Intelligence to Procrastination

Emotional Intelligence	procrastination				Total	
	Low		Moderate			
	n	%	n	%	n	%
Moderate	23	10,8	52	24,5	75	35,4
High	97	45,8	40	18,9	137	64,6
Total	**120**	**56,6**	**92**	**43,4**	**212**	**100**

Source: Primary Data, 2024

Based on table 5. It showed that of the 75 students who had emotional intelligence in the moderate category, there were 23 students (10.8%) who experienced low procrastination and 52 students (24.5%) who experienced moderate procrastination. Meanwhile, of the 137 students who had high emotional intelligence, there were 97 students (45.8%) who experienced low procrastination and 40 students (18.9%) who experienced moderate procrastination.

Discussion

The level of Emotional Intelligence in Students Who Program Thesis at the Faculty of Sports and Health, Gorontalo State University

In the results of univariate research in this study, it shows that the emotional intelligence of students who program their thesis at the Faculty of Sports and Health, Gorontalo State University is mostly high, namely 137 respondents (64.6%) and the medium category of 75 respondents (35.4%). This shows that most of the respondents have

emotional intelligence that tends to be in the high category in terms of completing their thesis.

The high emotional intelligence of students in accordance with the theory described (10), is that individuals who have greater happiness, activeness, enthusiasm and have better performance, they are also more optimistic about life and are not easily stressed.

This is in line with research conducted (3) found that the majority of first-year students of the Faculty of Psychology, Diponegoro University have emotional intelligence at a high categorization (66.5%), this is because the subject is able to be aware of their emotions so that individuals will try to process their emotions well to be able to respond appropriately to the situation they are facing. The results of similar research were also obtained, it was found that the majority of emotional intelligence in final year students at Malikussaleh University is in the high category where the higher the emotional intelligence, the lower the stress experienced by final year students. This is also in line with the research conducted, where the results of the frequency distribution of emotional intelligence variables were obtained that of the 42 students who were used as research subjects, as many as 37 students (88.09%) were included in the high category and as many as 5 people (11.91%) were included in the very high category (22,25).

Apart from some of the studies above, it was also found that most of the respondents who had high emotional intelligence in this study were female namely 102 (74.5%) compared to 35 (64.8%) men. In line with this (17), explained that emotional intelligence can also be influenced by gender, where women have higher emotional intelligence than men because women are more socializing, have maternal traits, and are better at understanding emotions. This is supported by research (12), which found that as many as 42 (97.6%) female students have high emotional intelligence in preparing final projects compared to men, which is as much as 1 (2.3%).

The results of this study also show that emotional intelligence in students who program their thesis in the medium category was 75 respondents (35.4%).

Emotional intelligence in the medium category is in accordance with the theory, that a person who is unable to understand, express and regulate his emotions will have difficulty controlling stress well, feeling more intense stress and less in psychological adjustment (10).

This is in line with research conducted (5), the results were obtained that most final year students at Ahmad Dahlan University Yogyakarta and the Islamic University of Indonesia have moderate emotional intelligence (87.2%), which indicates that final year students are able to recognize their own emotions, manage their own emotions, and know the emotions of others (empathy), and talk in building good relationships with others. In line with the research, similar results were also obtained . Where out of a total of 60 students who were used as research subjects, as many as 40 students had emotional intelligence in the medium category. Other similar results were also obtained in a study conducted. That out of a total of 100 respondents who were subjects, 51 students (51%) were found with the category of moderate emotional intelligence (2,20).

Apart from some of the studies above, the level of emotional intelligence in the moderate category in students can also be proven through the statement "*I can invite my friends to work on thesis*" on the emotional intelligence questionnaire in this study. This statement is included in the category of fostering relationships and receiving the least approval on a favorable scale, namely (72%), this shows that in the moderate category there are still some students who have not met some aspects of emotional intelligence. This is in accordance with the statement (5) which states that if individuals are good at adjusting to the moods of other individuals or in other words able to empathize, then the individual will have a high level of emotion and will be easier to interact with their social environment. So it can be said that a person who is able to manage his emotions well means being able to control his emotions, which in the end the individual has the ability to foster social relationships with the people around him.

Based on the results of the research, supporting theories and previous relevant research, the researcher can assume that emotional intelligence in students who program their thesis at the Faculty of Sports and Health, Gorontalo State University is mostly in the high

category where students are able to manage and maintain emotional stability during the thesis completion process. In addition, a number of students with the category of moderate emotional intelligence were also obtained where students were quite able to manage and maintain emotional stability during the process of completing the essay. Then there are no students with low emotional intelligence categories.

The Level of Procrastination in Students Who Program Thesis at the Faculty of Sports and Health, Gorontalo State University

In the results of the Univariate analysis in this study, it is shown that the procrastination of students who program their thesis at the Faculty of Sports and Health, Gorontalo State University is mostly low, namely as many as 120 respondents (56.6%) and also medium as many as 92 respondents (43.4%). This shows that most of the procrastination behavior of students tends to be in the low category in terms of completing their thesis.

Procrastination with a low category in accordance with the theory described states that students who have the ability to manage stress well will be able to develop positive emotions, especially in dealing with academic problems such as procrastination, by developing an attitude of optimism.

This is in line with the research (18) found that out of a total of 64 students, as many as 38 (59.4%) students were in the low category of procrastination. This shows that most students behave not to delay doing academic assignments to do other activities that have no relationship at all with academic assignments. Research with similar results was also obtained, where of 48 respondents in the Nursing Study Program, Faculty of Public Health, Muslim University of Indonesia, as many as 40 (83.3%) respondents did not practice procrastination. In line with the study, based on research, out of a total of 242 respondents from the Faculty of Nursing, University of Riau, it was found that 136 (56.2%) respondents had a low level of procrastination (15,21).

Apart from some of the studies that are in line with the above, one of the references for low procrastination in the majority of students of the Faculty of Sports and Health UNG is also It can be proven by the statement "*I don't care about the time of working on the thesis, even though the trial is close*" on the procrastination questionnaire in this study. This statement is included in the aspect of taking longer to complete the task (thesis) and receiving the least approval (35%).

The results of this study also showed that procrastination in students who program their thesis in the medium category was 75 respondents (35.4%).

Proctastination with the moderate category is in accordance with the theory described (6), where this phenomenon occurs due to several factors such as physical fatigue due to heavy activities, lack of understanding related to the tasks that are given, and psychological factors such as low self-regulation.

This is in line with research conducted (24), where it was found that most of the research sample was classified as having a moderate level of procrastination, namely 85 students (85.9%) or in other words, most of the research sample tended to do academic procrastination. In line with this study, similar results were also obtained in a study conducted where the results of the student procrastination categorization test were in the medium category with a total of 230 students and a percentage of 67%. Similar results were also obtained according to the research that the majority of Makassar State University students who were used as subjects were in the medium category of procrastination with a total of 83 respondents (81.37%) (9,10).

In addition to some of the relevant studies above, one of the evidence of some students procrastination with the medium category in this study can be seen based on the statement "*I am negligent with social media, so i am late to start my thesis assignment*" where this statement is included in the aspect of delay in starting and completing the assignment (Thesis) and received approval with a large percentage (60%). This is in accordance with the statement (16) that not all individuals who procrastinate intend to neglect their duties. Sometimes they procrastinate because they unknowingly pass the time that should be used

to do the task. As a result, individuals fail to complete tasks on time.

In addition, based on the characteristics of the amount of UKT in students who program their thesis at the Faculty of Sports and Health UNG, it was also found that some (50%) students with KIP-K are still classified as moderate procrastinator. The researcher assumes that some of the KIP-K recipients are still procrastinating because they feel anxious and not confident in being able to complete their studies well due to academic demands that hinder self-management and eventually delay in working on their thesis. This is in line with research conducted (19), that bidikmisi students/KIP-K recipients carry out academic procrastination at a moderate level, which is mostly caused by evaluation anxiety factors, perfectionism, and tendency to feel overwhelmed.

Based on the results of the research, supporting theories and previous relevant research, the researcher can assume that procrastination in students who program their thesis at the Faculty of Sports and Health, Gorontalo State University is mostly in the low category where students are able to work on their thesis without delay and manage themselves to complete the thesis well. In addition, there are also a number of students with moderate procrastination categories where students are still classified as still delaying in the preparation and completion of thesis, even though it is not heavy. Then there are no students with a high procrastination category.

The Relationship of Emotional Intelligence with Procrastination in Students Who Program Thesis at the Faculty of Sports and Health, Gorontalo State University

The results of the statistical test using the spearman rank obtained the result of the p value = 0.000 where p < a (0.05), which means that there is a significant correlation between the independent variable (emotional intelligence) and the dependent variable (procrastination). From these results, it can be assumed that the H0 hypothesis is rejected and H1 is accepted so that there is a relationship between emotional intelligence and procrastination in students who program their thesis at the Faculty of Sports and Health, Gorontalo State University, with a correlation value of -0.590 with a negative direction which means that the relationship between emotional intelligence and student procrastination has an indirect relationship and is quite strong.

Based on the results of bivariate analysis in this study, it was found that out of 137 (64.6%) students who had emotional intelligence in the high category, 40 (18.9%) students experienced procrastination in the medium category. This is because students already have the ability to manage and control emotions by very good, but the researcher assumes that emotional intelligence is not the only factor that triggers procrastination behavior, which can be seen that although as many as 40 (18.9%) students with relatively high emotional intelligence, the level of procrastination in a number of students is in the moderate category. This is in line with research conducted (1) that the factors that cause students to procrastinate are lack of confidence, feeling limited abilities, constrained in making thesis products, busy working, lack of references, family, Covid-19, laziness, finance, lecturers/examiners, unconducive environment, facilities and administration.

The results of the bivariate data analysis were obtained from 137 (64.6%) students who had emotional intelligence in the high category, 97 (45.8%) students experienced procrastination in the low category. Based on the results of this study, it can be seen that the higher the emotional intelligence of students, the lower the procrastination carried out. This is because a high level of emotional intelligence allows students to have a positive outlook to deal with all forms of stressors that can affect behavior, in this case procrastinating or procrastinating behavior.

Then based on bivariate data analysis, a total of 75 (35.4%) students who had emotional intelligence in the medium category, 52 (24.5%) students experienced procrastination in the medium category. This is because there is still a lack of emotional intelligence level that students have, so this affects student procrastination behavior in completing thesis.

Then the results of the bivariate data analysis were obtained from a total of 75 (35.4%) students who had emotional intelligence in the medium category, 23 (10.8%) students experienced procrastination in the low category. This is due to other factors other than emotional intelligence that affect the

low procrastination behavior of students such as the willingness and support of family and close people as well as adequate facilities and environment to work on thesis.

Based on the results of the research, that there is a negative relationship between emotional intelligence and academic procrastination, which is seen from the coefficient value of -0.863, showing a high relationship between the two, where emotional intelligence has a contribution of 98.9% in explaining academic procrastination in students of the Faculty of Psychology Class of 2015 and 2016. The ease of students procrastination is because students are easily dominated by feelings of disappointment, irritation, pessimism, and anger when working on their thesis. This condition is allegedly dominated by negative emotions that arise in him and frustration that arises because he gets a lot of revisions from lecturers (23).

Research conducted, explains that emotional control can change a person's mindset and behavior where if students are able to control their emotions, they are also able to change their mindset which will change the student's psychological beliefs so that behavior that looks like procrastination will change. Emotional suppression will be useful so that a person does not become rash in acting. Students tend to procrastinate because they are unable to suppress their emotions when these negative emotions arise. Emphasis can be done by understanding the process of a series of regulations or management of emotions where one of the ways that can be done is by changing the way of thinking about an object or situation so that the emotions felt also change (11).

Based on the results obtained from the research, theories, and supporting journals described above, the researcher concludes that there is a relationship between emotional intelligence and procrastination in students who program their thesis at the Faculty of Sports and Health, Gorontalo State University where the higher the emotional intelligence of students, the lower the procrastination carried out, on the contrary, the lower the level of emotional intelligence possessed by the students will also have higher procrastination.

Conclusion

There is a relationship between Emotional Intelligence and Procrastination in Students Who Program Thesis at the Faculty of Sports and Health, State University of Gorontalo with the results of a statistical test using the Spearman Rho test with a *p value* = 0.000 (<0.05). The correlation value obtained is -0.590 which means that the two variables have opposite relationships and are quite strong. In other words, the higher the level of emotional intelligence of students, the lower the level of procrastination in working on the thesis and vice versa.

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