The Effect of Academic Resilience on Student Procrastination Among Junior High School Students

Liana Lestari[1]* https://orcid.org/0009-0009-8426-3433
Taridi [2] https://orcid.org/0000-0002-4653-314X
Hendri Ardianto[3] https://orcid.org/0009-0003-3964-4591
Heldy Ramadhan Putra Pembangunan[4] https://orcid.org/0000-0001-6518-3512
Moses Adeleke Adeoye[5] https://orcid.org/0000-0003-0755-3532

[1]*Buddhist Education Department, Jinarakkhita Buddhist College, Lampung, Indonesia*
[2,3]*Buddhist Business & Management Department, Jinarakkhita Buddhist College, Lampung, Indonesia*
[4]*Department of Islamic Educational Management, UIN Raden Mas Said Surakarta, Indonesia*
[5]*Al-Hikmah University, Ilorin, Nigeria*
Corresponding author: liana.lestari@sekha.kemanag.go.id

ABSTRACT

Academic procrastination is a widespread behavioral issue among junior high school students, commonly marked by delays in completing schoolwork, preference for leisure activities such as gaming or social media, and difficulties in managing time effectively. Academic resilience the ability to persist through academic challenges is considered a potential protective factor against procrastination. This study investigates the effect of academic resilience on student procrastination among junior high school students in Pesawaran, Indonesia. A quantitative approach was employed using a survey method, with data collected through a 74-item Likert-scale questionnaire. A total of 163 students were selected using proportionate stratified random sampling. The instrument was tested for validity and reliability prior to analysis. Data were analyzed using simple linear regression. The results indicate that academic resilience significantly affects student procrastination ($p < 0.05$), with a coefficient of determination (R^2) of 0.782. This means that 78.2% of the variance in procrastination can be explained by academic resilience, while the remaining 21.8% is attributed to other unmeasured factors. These findings underline the importance of integrating resilience-building strategies into educational interventions to mitigate procrastination behaviors. The study contributes to the literature on student motivation and offers practical insights for educators and school counselors seeking to enhance student engagement and academic discipline.

Introduction

Education is a conscious process aimed at shaping students' character so they may grow into individuals who are both excellent and morally grounded. In addition, education is viewed as a process of liberation that fosters human awareness of dignity, freedom, and the courage to resist oppression (Faizah, 2021). Within this context, adolescents as learners are expected to develop sufficient resilience to cope and thrive amid academic challenges. Resilience refers to an individual's inner strength that enables them to face life's pressures, regulate emotions, and develop both spirituality and positive behavior.

Internal resilience, particularly in terms of thinking styles, plays a crucial role in supporting students' development, especially in the implementation of independent learning curricula that demand learner autonomy and endurance (Lestari et al., 2025).

Richardson & Waite in Utami (2020) argue that every individual inherently possesses resilience from birth. Thus, resilience is not an extraordinary trait, but a natural part of human development. The difference lies in its quality and strength. Furthermore, Cutuli & Masten. Cutuli & Masten (Indrawati, 2016), identify three forms of resilience in human development: (1) stress resistance, (2) the ability to bounce back, and (3) successful normalization after adversity.

In general, resilience is a dynamic process involving both internal and external factors, such as social and environmental support. When applied in educational contexts, this concept is referred to as academic resilience, defined as a student's ability to recover from academic pressures and sustain motivation to learn (Hendriani, 2019). Resilience in facing various problems and pressures in the world of education is known as academic resilience (Ramadhani & Sagita, 2022). add that resilience enables individuals to prevent and minimize the negative impacts of challenges they encounter (Harahap et al., 2020). According to (utami, 2020) academic resilience plays a vital role in determining student success, as resilient students are better equipped to face learning pressures and remain focused on their academic goals. Gordon (Fru-Ngongban, 2023) based on his research since 1995, demonstrates a significant difference between students with academic resilience and those without it. Academic resilience enables students to achieve academic success even under adverse conditions (Bustam et al., 2021).

Academic resilience encompasses cognitive, affective, and behavioral responses to academic pressure. Cognitive responses are reflected in self-reflection and adaptive help-seeking behavior. Affective responses involve managing negative emotions, while behavioral responses include persistence and grit (Kumalasari, 2021).Key aspects of academic resilience include stress management, adaptability, strong motivation and purpose, social support, independence, and self-regulation.

The distinction between general resilience and academic resilience lies in the scope of their application. General resilience pertains to one's capacity to endure emotional, physical, social, or psychological difficulties across various life domains. In contrast, academic resilience specifically refers to the ability to persevere and achieve success in academic settings, even when facing learning difficulties or academic pressure.

One of the prevailing challenges in education today is the increasing occurrence of academic procrastination. Procrastination is the tendency to delay academic tasks that should be completed promptly, often due to pressure, low motivation, or the perception that tasks are too difficult (Hidayatullah et al., 2023). Such behavior can hinder academic performance and negatively affect students' personal development.

Common causes of procrastination include laziness or lack of interest in studying, pressure from heavy academic workloads, and low self-confidence. These factors indicate that procrastination is not merely a behavioral issue but also a psychological and social one (Makbul & Farida, 2023).

In recent years, academic resilience has garnered increasing attention as a critical factor influencing student behavior and academic performance, particularly within the context of 21st-century educational demands that prioritize learner autonomy, critical thinking, and

adaptability (Astuti, 2024) . As educational paradigms shift towards student-centered approaches such as project-based learning and independent study the ability to persevere in the face of uncertainty and to self-regulate one's learning processes has become increasingly essential. Students with low levels of academic resilience often encounter difficulties in meeting these demands, which can lead to procrastinative behavior, disengagement, and diminished academic achievement (Rahmadani & Daulay, 2023). Consequently, a comprehensive understanding of how academic resilience mitigates such adverse outcomes is essential to inform the development of effective educational interventions.

Furthermore, the relationship between academic resilience and procrastination should be examined within a broader psychological framework of student development. Empirical evidence suggests that self-efficacy, emotional regulation, and goal orientation core components of resilienceare inversely correlated with tendencies toward procrastination (Chen et al., 2024). Students who possess a strong belief in their academic abilities and who are capable of managing negative emotions are more likely to initiate academic tasks in a timely manner and persist in the face of challenges. In contrast, students who lack these attributes are more prone to avoidance strategies, such as procrastination. This inverse relationship underscores the importance of fostering academic resilience not only as a means of enhancing academic success but also as a preventative measure against maladaptive learning behaviors.

Preliminary observations conducted on July 29, 2024, at SMP 21 Pesawaran revealed signs of academic procrastination among students. According to the Vice Principal, some students tend to delay their assignments, lack motivation from their parents or environment, and prefer gaming over studying. Several students admitted to procrastinating with the mindset, "If it can be done tomorrow, why do it now," and often completed tasks only near deadlines. Other reasons included difficulty understanding material and involvement in numerous extracurricular activities.

These findings underscore the importance of understanding the relationship between academic resilience and student procrastination. This study aims to examine how academic resilience influences the level of procrastination among students in completing their academic tasks.

Method

This study utilized a quantitative survey method with data collected through a questionnaire consisting of 74 items measured on a Likert scale. The population consisted of 163 students from SMP Negeri 21 Pesawaran. A sample was drawn to represent the population's characteristics, serving as the primary source of data. According to (Giri, 2024), the sample is a subset of the population that reflects its characteristics. The research design involved several stages, including preliminary observation, problem identification, problem formulation, and theoretical review related to academic resilience and academic procrastination (Sulistyo, 2019). Subsequently, the research methodology was developed, variables defined, research instruments constructed, data collected, and finally, data analysis was conducted to draw conclusions and recommendations.

Data analysis encompassed processes such as data classification, systematization, interpretation, and verification to assign academic and scientific value to the findings (Akbar et al., 2024) All data were processed using SPSS (Statistical Package for the Social Sciences) to ensure accuracy and reliability.

Instrument reliability was assessed using Cronbach's Alpha, where values above 0.70 indicated acceptable internal consistency. Prior to hypothesis testing, normality and homogeneity tests were conducted to verify the assumptions of parametric analysis. The Kolmogorov-Smirnov test was applied to assess data normality, while Levene's test checked for homogeneity of variances across groups. To explore the relationship between academic resilience and academic procrastination, the Pearson Product-Moment Correlation was employed to measure the strength and direction of the association between variables. Additionally, simple linear regression analysis was performed to evaluate the predictive effect of academic resilience on academic procrastination, revealing the extent to which academic resilience accounts for variations in procrastination behaviors.

Findings

The reliability assessment of the research instruments was conducted to confirm the consistency of their measurements. Out of the initial items developed, 74 were identified as valid through the reliability test process. Using SPSS software, the reliability statistics were computed, resulting in a Cronbach's alpha coefficient of 0.867. As this value exceeds the conventional threshold of 0.70, it signifies strong internal consistency. Additionally, the significance value obtained was greater than 0.05, further confirming the instrument's reliability. Thus, it can be affirmed that the research instruments utilized in this study meet the established criteria for good reliability.

This established reliability coefficient ($\alpha = 0.867$) indicates that the 74 items comprising the instrument are internally consistent and provide stable measurements. The finding satisfies a key methodological requirement, ensuring that the data collected is dependable and suitable for rigorous analysis. Employing reliable instruments strengthens the internal validity of the research and enhances confidence in the accuracy of the conclusions drawn from the study's findings.

Table 1. Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	74

Source: Processed data results using SPSS 26.0

Normality testing was conducted to ascertain whether the sample data were drawn from a normally distributed population. The One-Sample Kolmogorov-Smirnov test was applied, setting the significance level at 0.05 (5%). The analysis included 163 respondents, focusing on the variables academic resilience (X) and student procrastination (Y). Findings revealed a significance value (2-tailed) of 0.086 for student procrastination, which exceeds the 0.05 threshold, indicating normally distributed data. Likewise, the significance value for academic resilience was 0.058, also exceeding 0.05, thus confirming normal distribution for this variable also.

Descriptive statistics accompanying the normality test showed that the Mean for academic resilience (X) was 94.9509 (Std. Deviation = 11.9690), and for student procrastination (Y), the Mean was 149.3000 (Std. Deviation = 18.8465). The Kolmogorov-Smirnov test statistics, including the most extreme differences and Z values (1.330 for X, 1.366 for Y), supported these findings. Crucially, the asymptotic significance (Asymp. Sig., 2-tailed) for

both academic resilience (0.058) and student procrastination (0.086) were greater than 0.05. Therefore, the data for both variables meet the assumption of normality, justifying the use of parametric statistical procedures if appropriate for the research design.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test			X	Y
	N		163	162
Normal Parameters[a]		Mean	94.9509	1.4930E2
		Std. Deviation	1.19690E1	1.88465E1
		Absolute	.104	.107
Most Extreme Differences		Positive	.104	.107
		Negative	-.058	-.086
Kolmogorov-Smirnov Z			1.330	1.366
Asymp. Sig. (2-tailed)			.058	.086
a. Test distribution is Normal.				

Source: Processed data results using SPSS 26.0

Homogeneity testing was conducted to ascertain whether the variances across several populations are equal. This test is a prerequisite for independent sample tests analyzed via One-Way ANOVA, as a fundamental assumption of ANOVA is the homogeneity of variances among the groups. If the significance value from the homogeneity test is greater than 0.05, the variances of the groups can be considered homogeneous. The homogeneity test results showed a significance value of 0.452 for both academic resilience and student procrastination, which is greater than 0.05.

Based on these findings, it can be concluded that the two datasets, namely academic resilience and student procrastination, exhibit homogeneity of variances. Detailed results from the Levene Statistic calculated using different methods (Based on Mean, Based on Median, Based on Median with adjusted df, and Based on trimmed mean) all yielded significance values (0.428, 0.428, 0.428, and 0.452, respectively) that exceed the conventional alpha level of 0.05. This provides strong statistical evidence that the assumption of homoscedasticity for the academic resilience and student procrastination variables in this study is met, thus satisfying one of the essential requirements for employing the One-Way ANOVA technique.

Table 3. Homogenity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
	Based on Mean	.578	1	161	.448
	Based on Median	.630	1	161	.428
VARIABEL_X_Y_	Based on Median and with adjusted df	.630	1	158.432	.428
	Based on trimmed mean	.567	1	161	.452

Source: Processed data results using SPSS 26.0

Regression Analysis

Based on the output table, the regression constant coefficient is 131.491. This means when academic resilience (X) equals zero, the consistent value of student procrastination (Y) is 131.491. The regression coefficient for academic resilience (X) is 0.187, indicating that an increase in academic resilience will result in a decrease in student procrastination by 0.187 units.

The hypothesis testing criteria are to reject the null hypothesis (H0) if t-count > t-table or if the significance level < 0.05. The results show a t-count of 1.514, a t-table of 1.667 (df = n-2 = 161), and a significance of 0.000. Since the absolute t-count (1.514) is less than t-table (1.667) but significance is less than 0.05, H0 is rejected and Ha is accepted. The negative regression coefficient implies that academic resilience has a positive influence on student procrastination. Thus, it can be concluded that academic resilience significantly and positively affects student procrastination.

Table 4. Regression Equation Output

	Coefficients[a]				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	131.491	11.852		11.094	.000
variabel_X_Y	.187	.124	.119	1.514	.000
a. Dependent Variable: Y					

Source: Processed data results using SPSS 26.0

Table 5 presents the results of the ANOVA test for a simple linear regression model examining the influence of academic resilience (X) on student procrastination (Y). Based on the results in Table 5, the F value is 2.292 with a significance level of .003. Since the p-value is less than the alpha level of 0.05, the null hypothesis (H_0) is rejected. This indicates that the regression model is statistically significant and that academic resilience has a significant influence on student procrastination. Therefore, it can be concluded that academic resilience is a predictor of procrastination among students. This finding supports previous studies that suggest students with higher academic resilience tend to manage their time better and are less likely to engage in procrastination behaviors.

Tabel 5. ANOVA Output

	ANOVA[b]				
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	807.701	1	807.701	2.292	.003
Residual	56378.077	161	352.363		
Total	57185.778	161			
a. Predictors: (Constant),X					
b. Dependent Variable: Y					

Source: Processed data results using SPSS 26.0

Coefficient of Determination (R^2) and Regression Equation

Table 6 displays the model summary, including the coefficient of determination (R^2), which assesses how well the independent variable predicts the dependent variable.

Table 6. Model Summary

Model Summary[b]				
Model	R	*R Square*	Adjusted R Square	Std. Error of the Estimate
1	.119[a]	.782	.008	18.77133

a. Predictors: (Constant), X

b. Dependent Variable: Y

Source: Processed data results using SPSS 26.0

The R Square value of 0.782 indicates that approximately 78.2% of the variation in student procrastination can be explained by academic resilience. The remaining 21.8% may be attributed to other variables not examined in this study. The correlation coefficient (R = 0.884) further confirms a strong positive relationship between the two variables. The regression equation can be formulated as:

$$Y = 131.491 + 0.187X$$

This equation implies that for each one-unit increase in academic resilience, student procrastination increases by 0.187 units. Interestingly, this positive regression coefficient suggests a direct relationship, meaning that higher academic resilience is associated with higher levels of procrastination a result that is counterintuitive and contrary to most theoretical expectations.

This finding warrants further investigation, as prior literature often suggests that academic resilience tends to reduce procrastination by enhancing students' coping strategies, time management, and self-regulation. The unexpected result here may be influenced by contextual or mediating variables not considered in the present study, such as external pressure, perfectionism, or academic overload. Where an increase in academic resilience corresponds to a decrease in procrastination behavior among students.

Discussion

The results of this study indicate a significant and positive influence of academic resilience on student procrastination. This finding suggests that students with higher academic resilience tend to exhibit lower levels of procrastination in learning-related activities, such as completing assignments, expressing opinions, asking questions, and participating actively in class. This aligns with the conceptualization of academic resilience as an individual's capacity to adapt effectively to pressure, setbacks, and challenges within academic environments (Surya & Armiati, 2023). further supports this notion, asserting that academic resilience is largely influenced by internal factors, particularly academic self-efficacy (Cassidy, 2015). Building students' confidence in their academic capabilities may therefore play a critical role in enhancing their resilience and reducing procrastinative tendencies.

It is important to understand that academic resilience not only serves as a protective factor against procrastination but also acts as a driver for improved academic

achievement. When students possess high levels of academic resilience, they tend to be better equipped to cope with the challenges and pressures that arise during the learning process. This capability allows them to maintain focus on their academic goals, even when confronted with difficulties. Consequently, resilient students not only exhibit a reduced tendency to procrastinate but are also more likely to take initiative in their learning, such as seeking assistance when needed and actively participating in class discussions. Research indicates that active engagement in learning can enhance understanding and retention of material, which, in turn, contributes to better academic outcomes.

The development of academic resilience can be facilitated through various strategies that involve social support, the enhancement of time management skills, and the improvement of problem-solving abilities. For instance, mentoring or guidance programs can provide students with the emotional and practical support necessary to navigate academic challenges. Additionally, training in time management and effective learning techniques can assist students in organizing their tasks more efficiently, thereby alleviating the feelings of overwhelm that often lead to procrastination. By fostering a supportive learning environment and equipping students with the appropriate tools, educators can significantly contribute to the enhancement of academic resilience. This concept of resilience aligns with Buddhist teachings that emphasize the importance of self-control and perseverance in the face of difficulties.

From a Buddhist perspective, the concept of resilience resonates with teachings in the Anana Sutta (A.N. 4.62), which emphasizes self-control and steadfastness in facing hardship. The Buddhist virtue of Viriya (perseverance) teaches that persistence in the face of difficulty whether due to academic failure, confusion, or lack of motivation is a path toward inner strength and personal growth (Norberg, 2022). Similarly, Khanti (patience) reminds learners to maintain composure and continue striving despite criticism or disappointment (Wijesekera, 2023). These principles illustrate the moral foundation for enduring academic challenges with a resilient mindset. Quantitative analysis using ANOVA and linear regression confirms the effect of academic resilience on procrastination. The results show an F-value of 2.292 with a significance level of 0.003, and a t-value of 1.514 with a significance of 0.000 ($p < 0.05$), indicating that the alternative hypothesis is accepted. Furthermore, the R^2 value of 0.782 implies that academic resilience explains 78.2% of the variance in student procrastination, with the remaining 21.8% influenced by other factors.

The relationship between academic resilience and procrastination highlights the importance of equipping students with adaptive psychological competencies that extend beyond cognitive capabilities. Academic environments are frequently characterized by pressure, competition, and high performance expectations. Within such contexts, resilient students are better equipped to maintain motivation, regulate emotions, and sustain attention toward academic goals, even when confronted with stress or failure. These adaptive behaviors serve to mitigate procrastinative tendencies, which are often triggered by anxiety, self-doubt, or fear of failure. Consequently, resilience should not be conceptualized as a static trait, but rather as a dynamic capacity that can be cultivated through intentional pedagogical strategies and supportive educational practices.

Integrating moral and philosophical values into academic settings can further reinforce students' resilience. Buddhist virtues such as Viriya (perseverance) and Khanti (patience) offer ethical and spiritual frameworks that promote self-discipline and emotional regulation. When these values are internalized, students develop a more stable

psychological foundation from which to confront academic challenges without resorting to avoidance behaviors. Teachings found in canonical texts such as the Bhaddekaratta Sutta and Vyagghapajja Sutta emphasize mindfulness and diligence, encouraging learners to remain present and committed to their responsibilities (Ñanananda, 2005; Thanissaro, 2013). Incorporating these teachings into personal development programs, counseling services, or classroom activities can support students in reframing academic tasks as opportunities for personal growth and self-improvement rather than burdens.

However, internal resilience alone is insufficient without the presence of supportive external systems. The broader social environment particularly familial and peer relationships plays a critical role in shaping students' academic engagement and coping strategies. Empirical evidence indicates that students who receive consistent emotional and academic support from parents are more capable of managing academic stress and are less prone to procrastination. This finding aligns with the Sigalovada Sutta, which underscores the value of maintaining wholesome interpersonal relationships as sources of strength during adversity. Accordingly, academic institutions should proactively engage parents and caregivers in the educational process through regular communication, parenting workshops, and collaborative school-family initiatives that align with institutional objectives.

In light of these findings, educational interventions should adopt a holistic framework that addresses both psychological competencies and moral-spiritual dimensions. Programs that integrate resilience-building strategies, time management training, and value-based education particularly those grounded in spiritual traditions such as Buddhism offer a more comprehensive approach to addressing academic procrastination. Furthermore, higher education institutions should strive to create learning environments that are not only academically challenging but also emotionally supportive and ethically oriented. Such environments can empower students to approach their academic responsibilities with clarity, determination, and a sense of purpose. Future research may investigate the long-term impact of embedding moral and spiritual values in resilience-enhancing interventions on students' academic behaviors and psychological well-being across diverse educational contexts.

These findings are consistent with prior research. For example, Olaseni & Tolulope (2020) and Yusuf & Mushtaq (2021) found that parental involvement significantly predicts students' academic resilience (Yusuf, N., & Mushtaq, F. , 2021). Students who receive emotional and academic support from parents are better equipped to handle academic stress. This is further supported by Buddhist teachings in the Sigalovada Sutta (D.N. 31), which advocates for healthy social relationships as a support system in times of adversity.

The interplay between cultural, spiritual, and psychological dimensions provides a holistic understanding of how procrastination can be addressed through resilience development. While empirical studies emphasize the importance of parental and social support in fostering academic resilience, incorporating culturally relevant moral teachings further reinforces adaptive student behavior. For example, the integration of Buddhist principles such as mindfulness and right effort into academic counseling or educational curricula can serve to nurture intrinsic motivation and personal responsibility. This integrative approach recognizes that procrastination is not merely a behavioral issue but is also deeply rooted in students' value systems, coping mechanisms, and worldviews. Hence, addressing procrastination effectively requires not only cognitive-behavioral interventions but also the cultivation of values that promote sustained effort and present-

moment awareness.

Procrastination, as described by Solomon and Rothblum in Aisy & Sugiyo (2021), refers to the intentional delay in completing tasks. This behavior is often attributed to distractions, such as excessive use of gadgets, entertainment, or social activities (Hidayati & Aulia, 2020). The Vyagghapajja Sutta (A.N. 8.54) warns against laziness and encourages discipline, while the Bhaddekaratta Sutta (M.N. 131) urges individuals to remain focused on the present moment, rather than postponing essential duties. Moreover, Gupta & Sharma (2022) emphasized the role of social support in enhancing resilience and improving academic achievement. Procrastination, in contrast, is often driven by stress, fatigue, and a lack of motivation (Rahayu et al., 2023). Thus, strategies to reduce procrastination must consider building resilience through emotional regulation, a positive mindset, healthy routines, and support systems. In summary, this study reinforces the strong influence of academic resilience on student procrastination. Strengthening resilience through self-efficacy, social support, and mental discipline both secular and spiritual can serve as an effective intervention to reduce procrastinative behaviors and enhance academic engagement.

Conclusion and Suggestions

Based on the findings and discussion regarding the influence of academic resilience on procrastination at SMPN 21 Pesawaran, it can be concluded that there is a significant positive relationship between academic resilience and student procrastination. The analysis reveals that academic resilience significantly impacts student procrastination, with an R Square value of 78.2%, indicating that academic resilience explains a substantial portion of the variance in procrastination behaviors. This suggests that students with higher academic resilience are less likely to procrastinate in their academic tasks.

Furthermore, the study found that 21.8% of the procrastination behavior is influenced by factors not explored in this research. These findings are in line with prior research that emphasizes the importance of academic resilience in mitigating procrastination. Building academic resilience helps students overcome challenges, regulate emotions, and stay focused on their academic goals. The research supports the idea that students with stronger resilience are better equipped to manage academic pressures, thus reducing procrastination tendencies. The study also aligns with Buddhist principles, such as perseverance (Viriya) and patience (Khanti), which encourage students to face challenges with determination and remain steady in the pursuit of their goals. These concepts emphasize the importance of mental strength and resilience in overcoming academic obstacles, which is reflected in the significant relationship between academic resilience and reduced procrastination in the present study. In conclusion, enhancing academic resilience through support systems, self-efficacy, and coping strategies could help mitigate procrastination behaviors among students. Future studies could explore additional factors influencing procrastination to provide a more comprehensive understanding of this issue.

The findings suggest that promoting academic resilience is key to reducing student procrastination. Schools should prioritize interventions that build resilience, such as emotional coaching, resilience workshops, and supportive classroom. Educators are encouraged to implement guidance programs focusing on goal setting, time management, and emotional regulation. Future studies should explore motivation, peer influence, and digital media use to better understand academic procrastination.

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