

INTISARI

Latar Belakang: Mahasiswa profesi Ners menghadapi tantangan besar dalam pembelajaran klinik yang berpotensi menimbulkan stres dan mengganggu pembelajaran profesi. Mahasiswa yang merasakan stres akademik kerap kesulitan dalam mengatur waktu sehingga individu rentan untuk mengalami prokrastinasi akademik. Penelitian mengenai hubungan stres akademik dengan prokrastinasi akademik pada mahasiswa profesi Ners belum pernah dilakukan sebelumnya.

Tujuan Penelitian: Penelitian ini bertujuan untuk mengidentifikasi hubungan antara stres akademik dengan prokrastinasi akademik pada mahasiswa profesi Ners FK-KMK UGM.

Metode: Penelitian ini menggunakan pendekatan kuantitatif dengan jenis analitik korelasional dan rancangan *cross sectional*. Populasi penelitian ini adalah mahasiswa profesi Ners FK-KMK UGM angkatan 2024/2025 (semester dua) dan 2025/2026 (semester satu). Jumlah sampel sebanyak 100 responden yang diperoleh melalui teknik *total sampling*. Kuesioner yang digunakan adalah *Perceived Academic Stress Scale* (PASS) dan *Academic Procrastination Scale* (APS). Analisis data menggunakan uji korelatif *Pearson*.

Hasil: Hasil rata-rata stres akademik sebesar $43,47 \pm SD=6,256$ yang menunjukkan mahasiswa profesi Ners mengalami stres akademik tingkat sedang. Hasil nilai mean prokrastinasi akademik sebesar $60,95 \pm SD=14,541$ sehingga mahasiswa profesi Ners mengalami prokrastinasi akademik tingkat sedang. Analisis uji korelasi antara stres akademik dan prokrastinasi akademik menunjukkan koefisien korelasi (r) sebesar 0,497 dengan nilai *significancy* 0,000.

Kesimpulan: Terdapat hubungan yang signifikan dengan positif dan korelasi sedang antara stres akademik dengan prokrastinasi akademik pada mahasiswa profesi Ners.

Kata Kunci: stres akademik, prokrastinasi akademik, mahasiswa profesi Ners

ABSTRACT

Background: Nursing profession students encounter substantial challenges in clinical learning, which can potentially cause stress and disrupt professional learning outcomes. Students experiencing academic stress frequently struggle with time management, making individuals vulnerable to academic procrastination. Research on the correlation between academic stress and academic procrastination among nursing profession students has never been done before.

Objective: This study aims to identify the relationship between academic stress and academic procrastination among nursing profession students at FK-KMK UGM.

Method: This study used a quantitative approach with an analytical correlational design and a cross-sectional study framework. The population included nursing profession students from FK-KMK UGM batch 2024/2025 (second semester) and 2025/2026 (first semester). The sample consisted of 100 respondents obtained through total sampling. The questionnaires used were the Perceived Academic Stress Scale (PASS) and Academic Procrastination Scale (APS). Data analysis was conducted using Pearson correlation test.

Results: The mean academic stress score was $43,47 \pm SD=6,256$, indicating that nursing profession students experienced a moderate level of academic stress. Meanwhile academic procrastination score was $60,95 \pm SD=14,541$, also indicating that nursing profession students experienced a moderate level of academic procrastination. The correlation test analysis between academic stress and academic procrastination showed a correlation coefficient (r) of 0,497 with a significance value of 0,000.

Conclusion: There was a significant positive moderate correlation between academic stress and academic procrastination among nursing profession students.

Keyword: academic stress, academic procrastination, nursing profession students