ACADEMIC PROCRASTINATION AND EMPLOYABILITY SKILLS: A STUDY OF FINAL-LEVEL MANAGEMENT STUDENTS AT STIE LATIFAH MUBAROKIYAH

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ABSTRACT

This study aims to analyze the effect of academic procrastination on the employability skills of final-year students in the Management Study Program at STIE Latifah Mubarokiyah. This research is motivated by the demands of an increasingly competitive workforce, which requires college graduates to have adequate employability skills to prepare them for entering the workforce.

Academic procrastination is a behavior that needs attention because it is related to time management, academic responsibility, and students' readiness to develop work skills. This study used a quantitative method with a simple linear regression analysis using Orange Data Mining software (Demšar et al., 2013). The study population was 102 final-year students, with a sample of 60 respondents using a total sampling technique. Data collection was carried out using a Likert-scale questionnaire, while instrument testing included validity and reliability tests. The results showed that academic procrastination had a negative and significant effect on students' employability skills.

This finding illustrates that the higher a student's academic procrastination, the lower their employability skills.

Keywords : Academic Procrastination; Employability Skills; Final-Year Students; Management Education; Quantitative Analysis

INTRODUCTION

In the era of globalization and the Industrial Revolution 4.0, the world of work demands human resources who excel not only in academic knowledge (hard skills) but also in non-technical abilities (soft skills) such as communication, time management, teamwork, adaptability, and responsibility. The combination of these two is known as **employability skills** , namely an individual's ability to obtain, retain, and develop a career. In the Indonesian context, employability skills are often understood as generic skills across job types that make graduates better prepared to enter the workforce, facilitate job growth, and ultimately achieve professional success (Khotimah, 2022). Challenging economic conditions also emphasize that new graduates can no longer rely solely on mastery of course material; they need to strengthen skills that increase their prospects of finding good employment (Cahyono & Gunawan, 2024). Management students, as prospective professionals studying the management of an organization's human, financial, and material resources, are required not only to master managerial theories and concepts but also to be able to apply them in dynamic work situations. Therefore, **work readiness** is an important indicator for assessing the extent to which students

can be professional, disciplined, and adaptive to organizational demands. Work readiness is not only measured by technical skills but also encompasses physical and mental maturity and learning experiences integrated with individual willingness and abilities (Pertiwi, 2024). In other words, the development of employability skills needs to be supported by consistent study habits, effective time management, and strong academic responsibility.

However, the development of employability skills is often hampered by **academic procrastination** . Academic procrastination is the tendency to delay the implementation and completion of academic tasks for which an individual is responsible, with certain characteristics (Jamila, 2020). Ferrari (1995) explains its main characteristics as delays in starting and completing tasks, as well as delays in completing tasks, resulting in individuals taking longer than necessary (Astari & Nastiti, 2023). This phenomenon occurs not only in school students but also in university students; even when students understand the positive and negative impacts, procrastination behavior can still occur (Azhar et al., 2023). In line with this, observational findings indicate high levels of student procrastination, evident in the habit of completing assignments close to the deadline, being late to class, not taking enough notes, and even delaying study (Husain et al., 2023).

Conceptually, academic procrastination has the potential to weaken important dimensions of employability skills such as discipline, time management, responsibility, and problem-solving abilities. If left unchecked, its impact can reduce productivity, disrupt learning quality, impact mental and physical health, and affect future employment opportunities (Nazari et al., 2021). Procrastination is also often viewed as a failure to complete responsibilities, which can impact learning outcomes and the development of personal responsibility (Fridayani, 2023). Therefore, examining the effect of academic procrastination on students' employability skills is crucial for understanding the main barriers to work readiness and formulating appropriate interventions in higher education settings.

LITERATURE REVIEW

Academic Procrastination

Academic procrastination can be defined as a person's tendency to postpone a task that is their responsibility, carry out and end an activity that occurs in an academic environment and has certain characteristics (Jamila, 2020). Procrastination in

Academic procrastination is a behavior often found among students, where individuals deliberately delay academic tasks even though they are aware that such procrastination can have a negative impact on their academic results and achievements. This behavior is usually not solely caused by laziness, but can also be influenced by various psychological elements such as fear of failure, low motivation, and lack of motivation.

low, weaknesses in time management, or the presence of perfectionist traits that make

a person is reluctant to start work before feeling fully prepared.

Employability Skills

Yorke (2006) defines employability skills as a set of skills, understandings, and personal attributes that make graduates more likely to gain employment and be successful in their chosen

occupation; this definition emphasizes that employability skills relate to an individual's ability to work and adapt effectively.

Effectively in the workplace. This ability includes the application of insight, expertise, and The attitude required to perform tasks and adapt to the workplace. By mastering good employability skills, someone can not only find work but also maintain and continuously develop their career.

METHOD

Sampling

According to (Amin et al., 2023), a sample is simply defined as a portion of a population that serves as the actual source of data in a study. In other words, a sample is a portion of a population that represents the entire population. This research sample was taken from students of the Management Study Program at the Latifah Mubarokiyah College of Economics because this group is considered to have high involvement in academic and organizational activities related to developing work skills. Furthermore, management students are generally required to be able to manage time, tasks, and responsibilities effectively, making them suitable subjects for this study.

Examining research variables. These characteristics make STELM Management Study Program students relevant as data sources that can comprehensively support research objectives.

Data collection

a) Observation

Observation is the initial stage in observing research objects. According to Mineri (2022), observation is a data collection technique used to gather research data through observation. Observations are conducted so that researchers can obtain a realistic picture of the academic conditions of final-year students in the STIE-LM Management Study Program, particularly behaviors that lead to academic procrastination and factors that potentially influence employability skills.

b) Questionnaire

Questionnaires were distributed to facilitate research data analysis. Questionnaires contain a series of questions used to collect data from respondents (Ardiansyah et al., 2023). Questionnaires were distributed to systematically collect data, making it easier for researchers to analyze the relationships between variables. The questionnaire used an ordinal scale containing a series of questions that allowed respondents to provide levels of agreement or frequency.

Measurement

This study used a Likert scale as a measurement instrument. The Likert scale was used to measure respondents' attitudes, opinions, and perceptions regarding the statements. Each statement was accompanied by response options with levels of agreement: Strongly Agree (S), Agree (S), Somewhat Agree (CS), Disagree (TS), and Strongly Disagree (STS). Each response option was assigned a specific score as the basis for processing and analyzing the research data.

This instrument was distributed to final year management students of STIE Latifah Mubarokiyah, because they are relevant subjects related to academic procrastination and employability skills, considering that they face academic tasks that require time management and work skills.
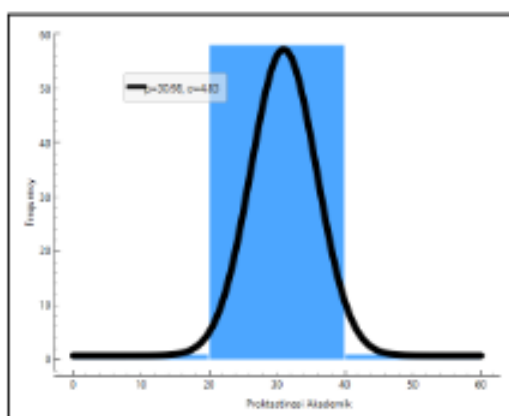
RESULTS

The results of the study indicate that academic procrastination among final-year management students at STIE Latifah Mubarokiyah is in the moderate to high category. The highest score was found in the indicator "delaying starting college assignments" (220; high category), indicating a strong tendency to procrastinate from the start. Other indicators—starting assignments immediately, delaying completion close to the deadline, inconsistent time planning, and schedule discipline—were in the moderate category (scores 174–198). These findings indicate that efforts to complete assignments on time are present, but are not consistent due to time management barriers and a tendency to avoid tasks perceived as difficult.

In terms of employability skills, student achievement is in the moderate to high category. Key strengths are seen in teamwork (215) and communication (208), which are in the high category. Meanwhile, technology use (210), work ethic and responsibility (195), adaptation (190), and problem-solving (182) are still varied and some are in the moderate category and therefore require strengthening. Comparison with other studies shows that procrastination consistently has a negative impact on both career readiness and students' psychological aspects. In this study, procrastination was reported to contribute significantly to the decline in employability skills (99.2%), so strengthening academic discipline, self-management, and psychological factors such as self-efficacy and emotional intelligence is important.
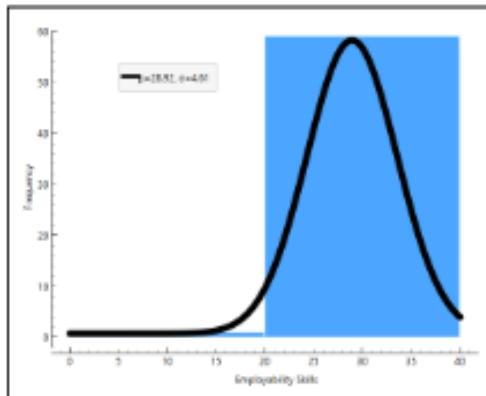
Classical Assumption Test
Normality Test

In this study, the normality test was calculated using Orange Data Mining. The following is the resulting curve for the normality test calculation:

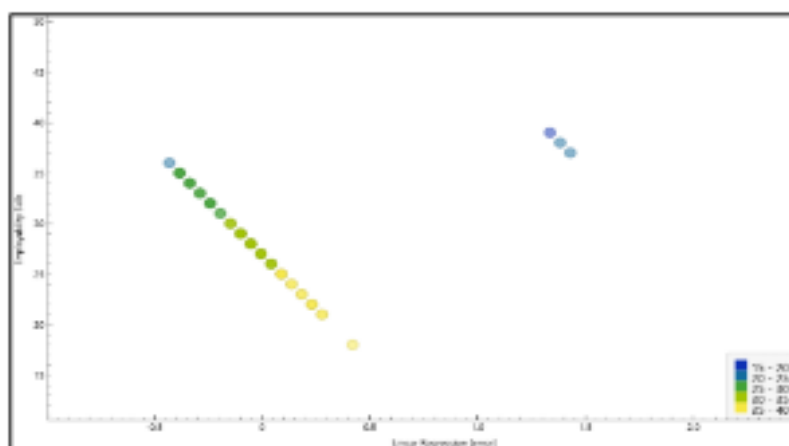Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the results of the normality test using the Orange application, it is known that the academic procrastination and employability skills variables show a normal data distribution. The academic procrastination variable has an average value of 30.98 with a standard deviation of 4.83, while the employability skills variable has an average value of 28.92 with a standard deviation of 4.61. The data distribution pattern in both variables forms a bell curve that follows a normal distribution, so it can be concluded that the research data meets the requirements. assumption of normality.

Heteroscedasticity Test

Based on the results of data processing using Orange Data Mining using scatter plot graphic analysis, the following is a residual distribution graph:

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the graph above, we can see that the data points are randomly distributed both above and below 0 on the Y-axis (Linear Regression error). These points do not form a specific, regular pattern (such as wavy, widening and then narrowing, or forming a funnel). This visually indicates that heteroscedasticity does not occur in the regression model.

Simple Linear Regression Analysis

Data Table

Data instances: 2
Features: 1
Meta attributes: 1

	name	coef
1	intercept	58.4384
2	Proktastinasi Akademik	-0.952827

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the image above, the following regression equation is obtained:

Y = 58.4384 - 0.9528X

The regression coefficient of -0.9528 indicates that every one-unit increase in the level of academic procrastination will cause a decrease in the work readiness score (employability skills) by 0.9528 units, while the constant value (intercept) of 58.4384 indicates the baseline level of work readiness when procrastination behavior is considered non-existent. Therefore, it can be said that academic procrastination has a negative effect on employability skills.

Hypothesis Testing

t-test

Hasil Perhitungan Uji t

Variabel X	Koefisien	t-hitung	p-value
Proktastinasi Akademik	0,9528	98,191	0,000

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the results of the t-test above, the value of $thitung$ is 94.191, which is greater than the value of t The α -value of 2.001 with a significance value of 0.000, which is smaller than 0.05. Thus, H_0 is rejected and H_a is accepted. This indicates that delays in starting or completing tasks have a negative and significant effect on the employability skills of final-year management students at STIE Latifah Mubarokiyah.

Correlation Test

Hasil Uji Korelasi

Variabel X	Variabel Y	Korelasi (r)
Proktastinasi Akademik	*Employability Skills*	-0,997

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the results of the Pearson correlation test analysis, a correlation coefficient value of 0.997 was obtained, indicating that there is a very strong and opposite relationship between academic procrastination and employability skills of final year management students of STIE Latifah Mubarokiyah. This means that the higher the level of academic procrastination of students, the lower the level of employability skills they have, and vice versa. Thus, the

alternative hypothesis (H_a) which states that there is a relationship between academic procrastination and employability skills is accepted, while the null hypothesis (H_0) is rejected.

Determination Test (R^2)

Scores						
Model	MSE	RMSE	MAE	MAPE	sMAPE	R2
Linear Regression	0.182	0.427	0.228	0.724	0.719	0.992

Sumber : Data diolah menggunakan *Orange Data Mining* (2026)

Based on the model testing results table, the coefficient of determination ***R*** was obtained at 0.992. This indicates that the influence of Academic Procrastination on Employability Skills is 99.2%, while the remaining 0.8% is influenced by other factors not examined in this study.

This indicates that procrastination (score 220) and low schedule discipline are the main inhibiting factors preventing students from optimizing their professional potential before entering the workforce. This finding is strengthened by comparing the results of this study with previous studies to provide a broader picture of the phenomenon. Comparison with research (Imani & Rozi, 2024) shows that although the intensity of procrastination at STIE-LM is in the moderate category, its negative impact remains consistent with findings in the Journal of the Effect of Self-Regulated Learning and Academic Procrastination on Academic Anxiety in Students, which noted procrastination as a strong predictor of academic anxiety. This means that procrastination behavior not only undermines career readiness but also risks students' mental health.

Furthermore, when viewed from the employability skills perspective, a comparison with the findings of (Fitri et al., 2025) shows that although students have strengths in teamwork and communication, complete work readiness is highly dependent on other internal factors. While the comparative study emphasized the importance of emotional intelligence and self-efficacy (contributing 87.5%), this study confirms that controlling procrastination is a vital key to implementing students' technical skills.

effectively in the workplace. Overall, this discussion emphasizes that to increase graduate competitiveness, institutions need to focus on reducing procrastination while strengthening students' emotional maturity and academic discipline.

CONCLUSION

Based on the research results, data analysis, and discussion in Chapter IV on the influence of academic procrastination on the employability skills of final year management students at STIE Latifah Mubarokiyah, several key findings were obtained. Academic procrastination is in the **moderate category** , based on the recapitulation of the questionnaire of 60 respondents with an average score of **184 out of 300** , falling in the interval **157–204** . This means that students still tend to delay assignments, both when starting and completing them, although not yet at a high level. This condition reflects obstacles in time management and self-control, especially in the final period of study.

The highest indicator of procrastination indicates a tendency to postpone tasks in favor of more enjoyable activities, while the lowest indicator is the ability to start and complete tasks according to a planned schedule. This indicates academic awareness, but inconsistent time discipline.

Employability skills were also in the **moderate category** , with an average score of **182 out of 300** (range 157–204). Students had mastered basic skills such as communication, teamwork, problem-solving, and technology use, but these were not optimal. The highest indicators were teamwork and communication, while the lowest were self-management and time management. A simple linear regression test shows that procrastination has a significant effect on employability skills with the equation **Y = 58.4384 – 0.9528X** and a significance of **0.000 < 0.05** . The **R² value = 0.992** means that procrastination contributes **99.2%** , while the rest is influenced by other factors. In conclusion, the higher the procrastination, the lower the employability skills.

LIMITATIONS

This study focuses on analyzing the influence of academic procrastination on employability skills. The scope is limited to two variables: procrastination as the independent variable and employability skills as the dependent variable, to ensure a more focused analysis in line with the research objectives. This study acknowledges the existence of other factors that can also influence employability skills, such as organizational experience, learning motivation, academic environment, and personal factors, but these factors were not analyzed due to time and scope limitations. The research subjects were final-year management students at STIE Latifah Mubarokiyah because they were in the stage of completing their studies and preparing for their studies. entering the world of work. Therefore, the research results are contextual and cannot be generalized widely.

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