

HUBUNGAN SIKAP TERHADAP *BLENDED LEARNING* DAN TINGKAT STRES DENGAN PERILAKU PROKRASTINASI AKADEMIK MAHASISWA FAKULTAS KEDOKTERAN UPNVJ

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ABSTRAK

Prokrastinasi akademik merujuk pada kebiasaan menunda pekerjaan akademik dan sering kali dikaitkan dengan kecemasan, hal ini dapat berdampak buruk pada prestasi akademik. Prokrastinasi dapat dipengaruhi oleh berbagai faktor, seperti stres dan metode belajar. Metode belajar yang saat ini sedang diaplikasikan oleh FK UPNVJ adalah metode *blended learning*. Penelitian ini bertujuan untuk mengetahui hubungan sikap terhadap *blended learning* dan tingkat stres dengan perilaku prokrastinasi akademik mahasiswa Kedokteran Universitas Pembangunan Nasional "Veteran" Jakarta. Penelitian ini merupakan penelitian analitik observasional dengan desain *cross-sectional* dan metode sampling *proportional stratified random sampling*. Sampel penelitian ini berjumlah 229 mahasiswa dari angkatan 2019, 2020, dan 2021. Instrumen penelitian ini menggunakan kuesioner sikap terhadap *blended learning*, kuesioner DASS-21, dan skala prokrastinasi akademik. Uji statistik yang digunakan untuk analisa bivariat adalah uji *Chi Square* dan *Kruskal Wallis* dan analisa multivariat menggunakan uji regresi logistik sederhana. Dari hasil uji bivariat didapatkan nilai *p-value* antara sikap terhadap *blended learning* dan perilaku prokrastinasi akademik sebesar 0.612 dan nilai *p-value* antara tingkat stres dan perilaku prokrastinasi akademik sebesar 0.002. Hasil uji multivariat didapatkan nilai *odd ratio* antara tingkat stres dan perilaku prokrastinasi akademik sebesar 3.134. Hasil penelitian ini menunjukkan tidak terdapat hubungan antara sikap terhadap *blended learning* dan perilaku prokrastinasi akademik, namun terdapat hubungan antara tingkat stres dan perilaku prokrastinasi akademik. Dapat disimpulkan bahwa sikap terhadap *blended learning* tidak mempengaruhi perilaku prokrastinasi akademik, sedangkan tingkat stres meningkatkan risiko terjadinya perilaku prokrastinasi akademik sebesar 3.13 kali.

Kata kunci: *blended learning*, prokrastinasi akademik, stres

**THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS BLENDED
LEARNING AND STRESS LEVELS WITH ACADEMIC PROCRASTINATION
BEHAVIOR OF UPNVJ FACULTY OF MEDICINE STUDENTS**

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ABSTRACT

Academic procrastination refers to the inclination to delay academic tasks and is frequently linked with feelings of anxiety, which can adversely affect academics performances. Procrastination can be influenced by various factors, such as stress and learning methods. The blended learning method is currently being implemented by the UPNVJ Faculty of Medicine. The objective of this study is to determine the relationship between attitudes towards blended learning and stress levels with academic procrastination behavior of medical students of Universitas Pembangunan Nasional "Veteran" Jakarta. This study is an observational analytical study with a cross-sectional design and proportional stratified random sampling method. The sample of this study amounted to 229 students from the classes of 2019, 2020, and 2021. This research instrument used an attitude questionnaire towards blended learning, DASS-21 questionnaire, and academic procrastination scale. The statistical tests used for bivariate analysis are Chi Square test and Kruskal Wallis. Multivariate analysis used a simple logistic regression test. The bivariate test shows the p-value between attitudes towards blended learning and academic procrastination behavior is 0.612 and the p-value between stress levels and academic procrastination behavior is 0.002. The multivariate test shows the odd ratio between stress levels and academic procrastination behavior is 3.134. Results show that there is no relationship between attitudes towards blended learning and academic procrastination behavior, but there is a relationship between stress levels and academic procrastination behavior. It can be concluded that attitudes towards blended learning do not affect academic procrastination behavior, while stress levels increase the risk of academic procrastination behavior by 3.13 times.

Keywords: *academic procrastination, blended learning, stress*