A Critical Review on Parental Involvement, Academic Procrastination, and Academic Stress

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ABSTRACT:

During the covid 19 pandemic, students are experiencing more academic stress. Students' academic stress levels rise and fall over time. Academic stress is linked to academic procrastination and social support from family. Using the literature review technique, this study attempts to identify the direct influence of academic procrastination and family social support on academic stress in students. The search for literature studies was narrowed by focusing on national and foreign students, as well as peer-reviewed works published between 2008 and 2020. Academic procrastination, Parental Involvement, and Academic stress were all subjects that were screened in research publications. The search lasted from October 2020 through May 2021. A total of 20 journals were considered for inclusion. There seem to be 13 national & 7 foreign periodicals to choose from. The study's findings revealed that academic procrastination and Parental Involvement had a direct impact on students' academic stress.

Keywords: Parental Involvement, Academic Procrastination, and Academic Stress.

Introduction:

Society 5.0 is an innovation vision of a living thing society that is now sweeping the globe. The rapid advancement of technology, which includes the function of people being replaced by intelligent robots, is said to have the potential to diminish the role of humans. The current period of society 5.0 is a continuation of a days of the industrial revolutions 4.0, a technological era in everything, with implications in a variety of disciplines, including education. In Indonesia, the industrial era 4.0 has yet to be fully implemented. Civilization 5.0 is a concept of a living creature society that is currently sweeping the planet. Humans' position is claimed to be threatened by the rapid growth of technology, which involves the purpose of people being replaced by machine intelligence. The contemporary era of civilization 5.0 is a continuation of the days of the industrialization 4.0, a technical era having consequences in a wide range of fields, particularly education. The industrial era 4.0 has yet to be fully adopted in Indonesia. Current technology innovations have thrown a wrench in the school and university processes.

Students who are ready for growth will find it easier to follow the teaching experience, but students who are just not ready for growth will be more depressed with their coursework. Students who are not ready for development are busy playing, surfing the web, and using other internet-connected programmes, so they lose track of time and fail to complete their college assignments. The society is faced with the Covid-19 epidemic, which appears to be acceleration for changing learning for pupils from face to face towards online, while the factory system 4.0 and the age of society 5.0 are still not complete. On March 11, the World Health Organization (WHO) declared the Covid-19 pandemic. 2020 as a public health emergency that jeopardises the society's survival. The virus Covid-19 has a highly rapid spread of the virus, despite the fact that vaccines to inhibit the virus's transmission have yet to be developed. The facility is open to the public. Preventive measures, such as issuing fines, are an effective approach to do this. Reducing community mobility reduces physical and social distance limits (Reluga, 2010).

The state also mandated work at home at the start of the Covid-19 epidemic, and teaching and learning were conducted from home or via online courses. This has an influence on students, causing academic stress as assignments from lecturers pile up, students do more tasks when studying online, and there is a strict time restriction for gathering seminar projects (Desmita, 2009). In principle, everybody can be stressed, and one of the most common types of stress experienced by the students is academic stress. Students are members of the younger generation who really are enrolled in the college of their choice. Students will study theory at the university in line with their major. Students not only learn academically, but also how to organise, socialise, and become great leaders in their future careers. Students have become highly intellectual groups over time, and their opinions have the power to affect the state of the nation (As'ari, 2007). In furthermore, students will be presented with challenges to map and discover the best answer for. Pupils, on the other hand, are frequently burdened by their own issues, such as the quantity of activities that must be completed and time management, all of which bring stress to students if indeed the obligations are not met (Sarafino& Smith, 2011). Academic stress, according to Govaerts&Grégoire (2004), is a state in which people feel under pressure because they believe they are unable to handle and accomplish academic tasks.

According to Sarafino& Smith (2011), stress has four dimensions: biological, cognitive, emotional, and social behavioural. Harahap et al., (2020) found that 39 students (13%) had a high level of academic stress, 225 students (75%) had academic stress levels in the medium category, and 36 students

(12%) had academic stress levels in the low category in a study of 300 students from the BKI Faculty of Tarbiyah and Teacher Training at UINSU Medan. Andiarna&Kusumawati (2020) did another study with 285 undergraduates on the island of Java, with 228 female respondents (80%) and 57 male respondents (20 percent). When looking at the level of academic excessive stress during the online learning process by gender, it was discovered that more than 90% of students experienced serious academic stress. Women (96 percent) were more stressed than men (93 percent). On the basis of these findings, it may be inferred that the majority of students face academic stress.

Learners should not regard the instructor's assignments as a burden that causes academic hardship. Students must become accustomed to regular learning and be able to establish their own learning strategy in order to gain good outcomes, as well as regard projects as the duty of the student, so that they may concentrate and produce the best work possible (Montalvo& Torres, 2004). According to Indriyani&Handayani (2018), students who study while working have a significant negative association between academic stress and accomplishment motivation. This demonstrates that pupils who are under less academic stress are more motivated to succeed. Further study by Gatari (2020) discovered a substantial negative association between academic stress and academic flow in students; these findings suggest that it the higher the amount of academic stress, the lower the level of academic flow experienced by students. On the other hand, the lower pupils' academic stress, the larger their academic flow.

Writing tests, or public speaking fear, procrastination, and high academic standards, according to Nist-Olejnik&Holschuh (2016), are factors that influence academic stress. Academic procrastination is a major internal component that has an impact on academic stress. Students who are under academic stress are more likely to be influenced by their ability to organise their time between studies and other activities. This supports the findings of Sagita et al., (2017), who found that academic procrastination has an impact on academic stress: the higher the academic procrastination, the higher the academic load on students' shoulders, and vice versa. Academic procrastination is a sort of procrastination that occurs when completing formal academic work (Ferrari et al., 1995). According to (Tuckman, 1990), there are three parts of procrastination: a simple self of the inclination to deal with things, a tendency to avoid unpleasantness and have difficulties doing unpleasant things, and a tend to blame others for own predicaments.

Procrastination is the practise of deferring action on a task from one time to the next. According to Silver (Ferrari et al., 1995), procrastination in the academic sphere is defined as the practise of deferring academic assignments until the end of the allotted time. The act of procrastinating on this task has an impact on pupils' scholastic stress levels. Students who are under academic stress are more likely to have poor time management when it comes to studying and other activities. Students say that they can't divide their time when doing homework, wasting time that could be used for something else. Students' behaviour of delaying tasks is the result of cognitive errors, the presence of irrational thoughts on tasks, such as fear of failure in completing tasks assigned by the lecturer. Procrastinators, according to Silver (Ferrari et al., 1995), sometimes do not mean to avoid or do not want to know the task at hand. However, these students just hesitate to do them so that working on them takes time and the goal of achieving optimal results is not met, resulting in academic stress for the students.

Moreover, parental involvement was chosen as an external component in this research. Internal influences, personality characteristics, social cognition variables, social environment relationships, including social support received and integration in interpersonal relationships, and buffering techniques are all aspects that influence stress, according to Smet (1994). External factors that influence academic stress include social support. According to Sarafino& Smith (2011), social support refers to the sense of joy experienced by individuals as a result of assistance from the others, with the goal of making people feel welcomed, respected, and loved by the group when they get such assistance. According to Pierce (Kail& Cavanaugh, 2019), when people face a dilemma and are in a disaster, social assistance in the form of mentoring, emotional support, and psychological support can help them cope. As a result, when students face academic stress, social support in the form of informational and emotional support might help them cope. This is in line with Wistarini&Marheni's (2019) research, which found that family social support had an impact on students' academic stress levels. Students benefit from social support from their families when it comes to minimising academic stress.

Parental involvement is a type of support that comes from the family and includes things like attention, comfort, gratitude, acceptance, and assistance when needed (Sarafino& Smith, 2011). There are four types of social support, according to Sarafino& Smith (2011): appreciation support, informational support, psychological support, and instrumental support. Because the family is a child's primary source of support, parental involvement plays a vital part in how students feel. Parents, siblings, and other close relatives can provide emotional help to learners in their families.

According to Sarafino& Smith (2011), socialization refers to the joy experienced by individuals as a result of assistance from others, with the goal of making individuals feel welcomed, respected, and loved by the group. Family social assistance will make students happy as they will feel welcomed, appreciated, and cherished by their family since they will receive help or assistance from their families. Ernawati&Rusmawati (2015) found that support from relatives, specifically parental social support, had an impact on students' academic stress. The goal of this study was to see how academic procrastination and family social support affected student academic stress.

Method and Techniques

The literature review strategy was adopted in this investigation. The search for literature review was narrowed by focusing on students across the globe, as well as peer-reviewed journals. From 2008 to 2020, papers were published. Because that year is the era of the industrial revolution 4.0 and the era of society 5.0, which is linked to academic stress difficulties in this study, the researcher chose journals from 2008 to 2020. Academic procrastination, family social support, and academic stress were among the journals that were screened. The search lasted from October 2020 through May 2021. A total of 20 journals were considered for inclusion. There are 13 national and 7 foreign periodicals to choose from. The information gathered was assembled, examined, and concluded in order to reach conclusions about the review of the literature.

Findings

According to Vivien S. Huana , Yeo Lay Seea , Rebecca P.Ang a & Chong (2008) " The impact of adolescent concerns on their academic stress". The findings of this study show that there is a link between boys' and girls' individual attention and their academic stress due to self and other expectations. Those research, for the most part, support the idea that teenage academic stress is driven in part by personal problems.

According to Scott E. Wilks (2008) " Resilience amid academic stress: the moderating impact of social support among social work students". The students in the sample indicated moderate academic stress and social support, as well as a top rate of resiliency. Academic stress was found to have a negative impact on social connection and adaptability. Social support had a favourable impact on resilience. The biggest variance in resilience ratings was due to academic stress. The unfavourable association between academic stress and resilience was significantly reduced by regards.

According to Scott E. Wilks& Christina A. Spivey (2010) " Resilience in Undergraduate Social Work Students: Social Support and Adjustment to Academic Stress". Academic stress, social support, and resilience were all reported to be moderate in the sample. Academic stress had a substantial detrimental impact on social support and resilience (p 0.05). Social support systems influenced each other and resilience in a substantial and good way. The detrimental stress effect on resilience was not mitigated by any social supports. The academic stress–resilience relationship was modulated by friend support. The importance of supporting peer relations amongst undergraduate students is highlighted, as well as the implications for social work professors and field organization workers.

According to Beheshtifar M., Hoseinifar, H. &Moghadam, M.N. (2011) " Effect Procrastination on Work-Related Stress." Workplace stress cannot be eliminated, but it may be detected and managed. Procrastination can detract from the workplace as a major source of work-related stress.

According to KrishanLal (2014) " Academic Stress Among Adolescent In Relation To Intelligence And Demographic Factors" There is no discernible difference between average and low I.Q. students in terms of academic stress. Male and female students experience significantly different levels of academic stress. There is no substantial difference in academic stress between students at rural and urban universities. There is no substantial difference in academic stress between pupils in public and private senior secondary schools.

According to LilisErnawati, Diana Rusmawati (2015) " Parental Social Support and Academic Stress on Vocational High School Students Using the 2013 Curriculum." According to the findings of a study, there is a substantial negative association between parental social support and academic stress among SMK N 11 Semarang students who follow the 2013 curriculum.

According to HantoroAdhiMulya&Endang Sri Indrawati (2016) " The Relationship Between Achievement Motivation and Academic Stress in First Year Students of the Faculty of Psychology, Diponegoro University, Semarang." According to the results of hypothesis testing, there is a negative and significant association between accomplishment motivation and academic stress for the first batch of students at Diponegoro University, Semarang's Faculty of Psychology.

According to FauzahMarhamah ,HazalizahbintiHamzah (2016) " The Relationship Between Social Support And Academic Stress Among First Year Students At Syiah Kuala University" The group indicated moderate levels of social support and academic stress, according to the findings. Academic stress was shown to be minimal among students who had a high amount of social support.

According to DonyDarmaSagita, Daharnis, Syahniar (2017) " Relationship of Self Efficacy, Achievement Motivation, Academic Procrastination and Student Academic Stress." For BK FIP UNP students, there is a negative and significant link between self-efficacy and academic stress. Achievement motivation and academic stress have a negative and substantial link among BK FIP UNP students. Academic procrastination and academic stress among BK FIP UNP students had a positive and significant link. Self efficacy, accomplishment drive, and academic procrastination all had a substantial link with academic stress in BK FIP UNP students at the same time.

According to MirnaPurwati, AmaliaRahmandani (2018) " The Relationship Between Attachment To Peers And Academic Stress In Urban And Regional Planning Engineering Students, Diponegoro University, Semarang." On Diponegoro University's Urban and Regional Planning Engineering students, there is a significant negative association between peer attachment and academic stress.

According to Ni NyomanImasPradnyanitaWistarinidanAdijantiMarheni (2018) " The role of family social support and self-efficacy on academic stress for new students of the Faculty of Medicine, Udayana University batch 2018." According to the findings of the multiple regression test, parental involvement and self-efficacy play a role in minimising academic stress for new students of the Faculty of Medicine, Udayana University batch 2018.

According to Irma FinurinaMustikawati, Prima Maharani Putri (2018) " The Relationship Between Attitudes Towards Task Loads And Academic Stress Of Medical Faculty Students." Academic stress and workload attitude have a good association. The more academic stress there is, the more positive the attitude about the workload will be.

According to Indah Indria, JuliarniSiregar, YuliaHerawaty (2019) " The Relationship Between Patience And Academic Stress In Students In Pekanbaru." On University X students in Pekanbaru, there is a significant negative association between patience and academic stress. The greater the student's patience, the lower the student's academic stress; conversely, the greater the student's academic stress, their lower the patience.

According to Shalini G Nayak, PhD (2019) " International Journal of Caring Sciences." Impact of Procrastination and Time Management on Academic Stress among Undergraduate Nursing Students: A Cross Sectional Study." Academic stress can be caused by procrastination and poor time management skills among students. Academic stress can cause physical and mental health problems, as well as a loss of self-confidence and academic failure.

According to Jesús de la Fuente, Francisco Javier Peralta- Sánchez, Jose Manuel Martínez- Vicente, Paul Sander (2020) " Effects of Self- Regulation vs. External Regulation on the Factors and Symptoms of Academic Stress in Undergraduate Students." The findings revealed that the level of self-regulation and the level of regulatory training both influenced the level of stress factors and symptoms experienced by university students. A five-level heuristic of probable combinations was used to jointly determine the amount of academic stress among university students once again. The level of academic stress experienced by university students is determined by both regulation and regulation from the teaching process, according to our findings. There are documented ramifications for university students' mental health, stress prevention, and well-being. The level of academic stress experienced by university students is determined by a mix of student regulation and teaching process regulation. There are documented ramifications for university students' mental health, stress prevention, and well-being.

According to AyuDwiNindyati (2020) " Emotional Intelligence and Student Academic Stress: The Role of Gender as a Moderator in an Empirical Study at Paramadina University." Gender did not appear to be a moderator in the association between emotional intelligence and student academic stress, according to the findings. Gender and emotional intelligence, on the other hand, play a direct effect in the onset of academic stress, according to this study. Furthermore, it was discovered that female academic stress was higher than male academic stress. It can also be explained by the fact that those with strong emotional intelligence have lower levels of academic stress.

According to Ade Chita PutriHarahap, DindaPermatasariHarahap, SamsulRivaiHarahap. (2020) " Analysis of Academic Stress Levels in Students During Distance Learning During the Covid-19 Period." It is known that 39 students (13%) had a high degree of academic stress, 225 students (75%) had a moderate level of academic stress, and 36 students (12%) had a low level of academic stress among the 300 students utilised as research samples. In the midst of the COVID-19 pandemic, the majority of students suffered academic stress while online learning, according to the findings.

According to FunsuAndiarna, EstriKusumawati (2020) " The Effect of Online Learning on Student Academic Stress During the Covid- 19 Pandemic." During the covid-19 pandemic, online learning had a substantial impact on student academic stress. Due to the COVID-19 pandemic, online learning has become a viable tool for assisting the government in implementing physical distance to prevent crowds from spreading the virus.

According to Sri Utami, Anna Rufaidah, AfiatinNisa. (2020) " Contribution of self-efficacy to student academic stress during the Covid-19 pandemic for the April-May 2020 period." During the Covid-19 epidemic in April-May 2020, the data showed that self-efficacy had a substantial impact on student academic stress. Selfefficacy made a negative influence in the sense that as self-efficacy increased, academic stress decreased.

According to GiurHargiana& Tia Sintiawati 2020 " Relationship between gadget dependence and academic stress in nursing students." In the moderate group, 66.4 percent of students had moderate academic stress, and 69.9 percent of students experienced moderate gadget dependence, according to the findings of the study. Dependence on electronics and academic stress are linked; someone with a high gadget dependency will also have a high academic stress level, and vice versa. Students should be careful of their behaviour when using devices, according to the findings of this study.

Discussion

Academic stress has a considerable positive link with procrastination, academic procrastination, and time management skills. Time management and procrastination skills can lead to Students are under a lot of academic pressure. Academic stress can have a negative impact on one's physical and mental health. Academic failure and a loss of self-confidence Similarly, attitude toward job and personal life Academic stress has a considerable positive link with issues. Meanwhile, patience is a virtue. Students' academic stress has a substantial unfavourable relationship. Dependence and online learning Academic stress has a considerable detrimental link with time spent on devices. Dependence on technology and Academic stress and gadget dependence have a mutually affecting relationship; someone with a high level of gadget dependency will experience more academic stress. have a lot of academic pressure on them, and vice versa. This study's recommendations must be followed. cognizant of the manner in which gadgets are used. There are three journals that link academic procrastination to academic stress (Beheshtifar et al., 2011), (Nayak, 2019), and (Beheshtifar et al., 2011). (Sagita et al., 2017). Academic procrastination and student academic stress have a favourable and significant association. Students may experience academic stress as a result of procrastination. Academic stress can cause physical and mental health problems, as well as a loss of self-confidence and academic failure. There are five journals that study family social support and academic stress (Wilks, 2008), (Wilks& Spivey, 2010), (Marhamah&Hamzah, 2016), and (Ernawati&Rusmawati, 2015). (Wistarini&Marheni, 2019). Academic stress is negatively associated to social support. A considerable negative link exists between parental social support and student academic stress. Academic stress was shown to be minimal among students who had a high amount of social support.

Conclusion

Academic stress can be influenced by social support, parental social support, family social support, self-efficacy, resilience, personal problems, procrastination, academic procrastination, achievement motivation, attitude toward the workload, patience, time management skills, online learning, and device dependence, according to the findings of a literature review of journals. Social support, parental social support, family social support, self-efficacy, resilience, achievement motivation, and patience are all variables that have a negative link with academic stress. Procrastination, academic procrastination, personal difficulties, attitude toward the workload, time management abilities, online learning, and device reliance are all variables that have a negative link with academic stress. Academic procrastination and student academic stress have a favourable and significant association. Students may experience academic stress as a result of procrastination. Academic stress can cause physical and mental health problems, as well as a loss of self-confidence and academic failure. When it comes to family, Academic stress has a negative relationship with social support. It is well recognised that family social support helps pupils cope with academic stress. Academic stress was reported to be low among students who had a high amount of social support from their families.

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