

The Relationship Between Emotional Intelligence, Academic Procrastination, and Adolescent Mental Health at SMK Muhammadiyah 5 Al Furqan

Vinchen Bintang Meilany^{1*}, Ica Lisnawati², M. Syafwani³, Mardha Raya⁴

^{1,2,3,4} Program Studi S.1 Keperawatan, Fakultas Keperawatan dan Ilmu Kesehatan, Universitas Muhammadiyah Banjarmasin, Indonesia

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ABSTRACT/ ABSTRAK

ABSTRACT. Adolescence is a developmental phase that is complex and full of challenges, encompassing cognitive, affective, and social behavioral aspects. One crucial factor that supports adolescents' adaptive abilities in coping with such pressures is emotional intelligence. Individuals with strong emotional intelligence tend to manage emotions effectively, build harmonious relationships, and demonstrate resilience to stress. On the other hand, academic procrastination is a common behavior among adolescents, often stemming from poor time management, fear of failure, and low motivation, which ultimately negatively impacts academic performance and mental health. This study aims to examine the relationship between emotional intelligence, academic procrastination, and adolescent mental health at SMK Muhammadiyah 5 Al Furqan. A quantitative approach with a cross-sectional design was employed, involving 90 respondents selected through systematic random sampling. Data were analyzed using univariate and bivariate analyses with the Spearman rho correlation test. The results revealed a significant negative relationship between emotional intelligence and academic procrastination ($p = 0.004$; $r = -0.304$), as well as a strong negative relationship between emotional intelligence and adolescent mental health problems ($p = 0.000$; $r = -0.662$). Conclusion: The higher the emotional intelligence of adolescents, the lower their tendency to engage in academic procrastination, and the better their mental health condition.

ABSTRAK. Masa remaja merupakan fase perkembangan yang kompleks dan penuh tantangan, baik dari aspek kognitif, afektif, maupun perilaku sosial. Salah satu aspek penting yang mendukung kemampuan adaptif remaja dalam menghadapi tekanan tersebut adalah kecerdasan emosional. Individu dengan kecerdasan emosional yang baik cenderung mampu mengelola emosi, menjalin hubungan yang harmonis, serta memiliki ketahanan terhadap stres. Di sisi lain, prokrastinasi akademik merupakan perilaku yang kerap dialami remaja akibat kesulitan manajemen waktu, rasa takut gagal, dan rendahnya motivasi, yang pada akhirnya berdampak negatif terhadap prestasi belajar dan kesehatan mental. Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional dengan prokrastinasi akademik dan kesehatan mental remaja di SMK Muhammadiyah 5 Al Furqan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain cross-sectional, melibatkan 90 responden yang dipilih menggunakan teknik systematic random sampling. Data dianalisis menggunakan analisis univariat dan bivariat dengan uji korelasi Spearman rho. Hasil penelitian menunjukkan adanya hubungan negatif yang signifikan antara kecerdasan emosional dan prokrastinasi akademik ($p = 0,004$; $r = -0,304$), serta hubungan negatif yang kuat antara kecerdasan emosional dan masalah kesehatan mental remaja ($p = 0,000$; $r = -0,662$). Simpulan: Semakin tinggi kecerdasan emosional remaja, maka semakin rendah kecenderungan untuk melakukan prokrastinasi akademik dan semakin baik kondisi kesehatan mental mereka.

Corresponding Author:

Vinchen Bintang Meilany

Program Studi S.1 Keperawatan, Fakultas Keperawatan dan Ilmu Kesehatan, Universitas Muhammadiyah Banjarmasin, Indonesia

Email: vinchenbm05@gmail.com

INTRODUCTION

Adolescence is a developmental stage filled with challenges, particularly in emotional regulation and academic pressure. One crucial ability that plays a role in adolescents' successful adaptation is emotional intelligence, defined as the capacity to recognize, understand, and manage one's own emotions as well as those of others (Hanifah et al., 2023). Emotional intelligence is shaped by internal factors such as mindset and external influences such as family environment and education (Goleman, 2024).

On the other hand, academic procrastination, or the habit of delaying tasks, is a common behavior among adolescents and is associated with low motivation, fear of failure, and poor emotional regulation (Fijannati, 2024). This behavior carries the risk of triggering mental health issues such as anxiety and depression (Sari et al., 2022). The condition becomes more complex among students in health vocational schools, who are faced with a demanding curriculum and intensive practicum sessions (Atfilah, 2022), thereby increasing academic burden and stress risk.

Data from WHO (2024) and the Indonesian Ministry of Health (2023) show a high prevalence of mental health disorders among adolescents, including in Banjarmasin, which recorded 1,298 cases of adolescent mental disorders in 2024. Academic and social pressures, if not managed properly, can have a detrimental impact on adolescents' psychological well-being (Dewi & Yusri, 2023; Steare et al., 2023).

Previous studies have indicated that emotional intelligence plays a role in reducing stress and academic procrastination (Khairun et al., 2024); however, research that simultaneously examines the relationship between emotional intelligence, academic procrastination, and mental health remains limited—especially among students in health vocational schools.

A preliminary study involving 11 students at SMK Muhammadiyah 5 Al Furqan revealed that most of them frequently engaged in academic procrastination due to reasons such as laziness, forgetfulness, and unstable emotional conditions. Based on these findings, this study aims to analyze the relationship between emotional intelligence, academic procrastination, and adolescent mental health at SMK Muhammadiyah 5 Al Furqan.

RESEARCH METHOD

This study employed a quantitative method with a cross-sectional approach. The population consisted of all students at SMK Muhammadiyah 5 Al Furqan. A total of 90 respondents were selected using a systematic random sampling technique to ensure proportional representation. Data were collected using standardized questionnaires. Emotional intelligence was measured using an instrument developed by Davis (2008). Academic procrastination was assessed using the Academic Procrastination Scale (APS), while mental health was measured using the Self-Reporting Questionnaire (SRQ-29), adapted from the 2018 Indonesian Basic Health Research (Riskesdas). Data analysis included univariate analysis to describe the frequency distribution of each variable, and bivariate analysis using the Spearman rho correlation test to examine the relationship between emotional intelligence, academic procrastination, and mental health.

RESULTS

Respondent Characteristics

Table 1. Respondents by Age

Age (years)	Frequency	Percentage (%)
15	11	12.2
16	27	30.0
17	39	43.3
18	13	14.4
Total	90	100

The majority of respondents were 17 years old, totaling 39 students (43.3%).

Table 2. Respondents by Gender

Gender	Frequency	Percentage (%)
Male	31	34.4
Female	59	65.6
Total	90	100

The majority of respondents were female, comprising 59 students (65.6%) of the total sample.

Univariate Analysis

Table 3. Emotional Intelligence

Category	Frequency	Percentage (%)
High	37	41.1
Moderate	52	57.8
Low	1	1.1
Total	90	100

The results for emotional intelligence indicate that the majority of respondents fell into the moderate category, with 52 students (57.8%).

Table 4. Academic Procrastination

Category	Frequency	Percentage (%)
Low	0	0.0
Moderate	74	82.2
High	16	17.8
Total	90	100

The results for academic procrastination show that most respondents were categorized as having a moderate level of academic procrastination, with 74 students (82.2%).

Table 5. Adolescent Mental Health

Category	Frequency	Percentage (%)
No mental disorder	28	31.1
With mental disorder	62	68.9
Total	90	100

The analysis of adolescent mental health problems among students revealed that the majority of respondents experienced mental health issues, with 62 students (68.9%).

Table 6. Domains of Mental Health Problems

Problem Domain	Frequency	Percentage (%)
Emotional mental disorders	37	59.7
Psychoactive substance use	0	0.0
Psychotic symptoms	11	17.7
PTSD symptoms	14	22.6
Total	62	100

Analysis by domain indicates that emotional mental disorders were the most frequently reported mental health problem among students, affecting 37 individuals (59.7%).

Bivariate Analysis

Table 7. Relationship Between Emotional Intelligence and Academic Procrastination

Emotional Intelligence	Academic Procrastination						Total	
	Low		Moderate		High		N	%
	N	%	N	%	N	%		
High	0	0	34	37,8	3	3,3	37	41,1
Moderate	0	0	39	43,3	13	14,4	52	57,8
Low	0	0	1	1,1	0	0	1	1,1
Total	0	0	74	82,2	16	17,8	90	100

Spearman rho correlation test results

Asymp. Sig. (2-tailed) = 0.004

Correlation coefficient = -0.304

The analysis shows a significant negative correlation between emotional intelligence and academic procrastination, with a correlation coefficient of -0.304 and a p-value of 0.004. This indicates that there is a statistically significant inverse relationship between the level of emotional intelligence and academic procrastination.

Table 8. Relationship Between Emotional Intelligence and Adolescent Mental Health

Emotional Intelligence	Adolescent Mental Health				Total	
	No Mental Disorder		With Mental Disorder		N	%
	N	%	N	%		
High	22	24,4	15	16,7	37	41,1
Moderate	6	6,7	46	51,1	52	57,8
Low	0	0	1	1,1	1	1,1
Total	28	31,1	62	68,9	90	100

Spearman rho correlation test results

Asymp. Sig. (2-tailed) = 0.000

Correlation coefficient = -0.662

The analysis indicates that the Spearman's rho correlation coefficient is -0.662 with a p-value of 0.000, which is significantly lower than the significance level of 0.05 (p-value < 0.05). This demonstrates a strong and significant negative relationship between the level of emotional intelligence and adolescent mental health problems.

DISCUSSION

Respondent Characteristics

Respondents by Age

The analysis showed that the majority of respondents were 17 years old (43.4%), falling within the age range of 15 to 18 years, which is categorized as middle to late adolescence. According to Purnomo et al. (2024), early adolescence ranges from 10–13 years, middle adolescence from 14–16 years, and late adolescence from 17–20 years.

Based on Erikson's theory of psychosocial development (Wijaya & Kusmawati, 2023), adolescents face a critical challenge in forming their identity between the ages of 13 and 19. This developmental task may lead to emotional pressure that influences behavior, including academic procrastination and mental health.

Adolescents with high levels of emotional intelligence are more capable of recognizing and managing their emotions, as well as interacting positively with others (Ramadhani et al., 2022). These abilities are essential for coping with academic and social pressures and can help reduce procrastination.

Conversely, academic procrastination often arises from an inability to manage emotions and a lack of clear life goals, both of which are components of identity crises (Winarso, 2023). Adolescents who lack clarity in their values tend to avoid academic tasks.

This condition can negatively affect mental health, leading to stress and anxiety. Preliminary findings suggest that several students experienced procrastination and mental health problems as a result of academic pressure. Research by Junaedi & Imambachri (2024) supports this, indicating that adolescents are vulnerable to social pressures and high academic demands, which can lead to emotional instability.

Respondents by Gender

The majority of respondents in this study were female, totaling 59 students (65.6%), while 31 students (34.4%) were male. The dominance of female respondents suggests that this group was more involved in research related to psychological aspects such as emotional intelligence, academic procrastination, and mental health.

Gender influences adolescents' emotional characteristics and academic behavior. Biological differences and social roles shape how individuals manage emotions and respond to academic pressure. According to Umadiyan & Kalifia (2024), females tend to exhibit stronger emotional responses and are more relationship-oriented, while males are more analytical and problem-solving focused.

Gender stereotypes in the social environment also influence how individuals perceive and respond to emotional stress. Females are typically given more space to express their feelings, whereas males are often conditioned not to show vulnerability (Ripka, 2023). These patterns contribute to differences in how each group copes with emotional stress, which in turn affects behavioral responses and psychological well-being during adolescence.

Univariate Analysis

Emotional Intelligence

The majority of students at SMK Muhammadiyah 5 Al Furqan demonstrated a moderate level of emotional intelligence, totaling 52 students (57.8%). Meanwhile, 37 students (41.1%) were in the high category, and only 1 student (1.1%) fell into the low category. These findings suggest that most adolescents possess a sufficient ability to recognize, understand, manage, and utilize emotions in daily life.

According to Davis (2008) in Wuwung (2020), emotional intelligence is defined as adolescents' ability to effectively recognize, comprehend, regulate, and use emotions. This ability is essential for social behavior, academic achievement, and mental health. Individuals with strong emotional intelligence are better equipped to manage pressure and stress, including academic stress, using healthier strategies.

Based on Davis's emotional intelligence indicators, the lowest score was found in the domain of understanding emotions. One of the items that reflects this is, "When I feel anxious, I cannot put into words why I feel that way." This difficulty in articulating the reasons behind anxiety aligns with research by Marisalia et al. (2024), which found that anxiety is often a complex experience that is hard to interpret.

Conversely, the highest score appeared in the domain of using emotions, represented by the statement, "When I fail, I use my disappointment as motivation to try harder." This indicates that students are capable of transforming failure into a source of motivation for improvement. This is consistent with Florescu et al. (2023), who noted that negative emotions can stimulate motivation to achieve personal goals.

These findings suggest that most students possess a moderate level of emotional intelligence with the potential for further development. Weakness in understanding emotions may hinder their ability to cope with academic pressure, thereby increasing the likelihood of academic procrastination or experiencing mental health problems. Meanwhile, the ability to channel negative emotions as motivation should be continuously nurtured as a form of constructive psychological resilience.

Academic Procrastination

Based on the data, the majority of students at SMK Muhammadiyah 5 Al Furqan fell into the moderate category of academic procrastination, with 74 students (82.2%). Another 16 students (17.8%) were in the high category, while none were classified as low. This indicates that most students showed a moderate tendency to delay academic tasks—a level that may still be manageable but could escalate if left unaddressed.

Academic procrastination refers to the act of delaying tasks, which can result in untimely completion (Zhang et al., 2024). This behavior is linked to anxiety, depression, and low self-esteem, indicating a strong relationship with adolescent mental health (Waruwu & Lubis, 2023).

According to McCloskey (2011) in Rusdana et al. (2022), six key characteristics of academic procrastination include psychological beliefs, attentional difficulties, social factors,

lack of initiative, poor time management, and laziness. Procrastination is a complex phenomenon involving cognitive, emotional, and behavioral dimensions.

The highest scoring indicator of academic procrastination was lack of personal initiative, illustrated by the statement, “I feel comfortable completing tasks at the last minute.” This reflects a tendency to delay tasks until close to the deadline, which may increase motivation under pressure (Malik et al., 2023).

In contrast, the lowest scoring indicator was psychological beliefs about ability, with the item, “I feel proud when I complete assignments on time.” This suggests that having self-confidence in one’s ability to complete tasks can help reduce procrastination (Mahmood et al., 2023).

Overall, most students exhibited moderate academic procrastination, with patterns of delay driven by comfort and time pressure. Low confidence in their abilities may worsen procrastination habits, as students may feel incapable of completing tasks effectively.

Adolescent Mental Health

The findings revealed that 62 students (68.9%) experienced mental health problems, while 28 students (31.1%) did not report any disorder. The largest proportion was in the domain of emotional mental disorders, affecting 37 students (59.7%), and none reported psychoactive substance use.

Emotional mental disorders were the most prevalent mental health issue identified at SMK Muhammadiyah 5 Al Furqan. The most commonly reported symptoms included fatigue, difficulty making decisions, headaches, anxiety, and tension.

According to the World Health Organization (WHO), mental well-being is defined as a condition in which individuals realize their own potential, cope with normal stresses of life, work productively, and contribute to their community (WHO, 2024). Mental health disorders encompass a range of conditions that affect thinking, feeling, mood, and behavior.

Adolescent mental health issues are often related to emotional regulation skills. Adolescents who are unable to recognize and manage their emotions are at greater risk of developing psychological problems such as anxiety and depression (Hasibuan, 2024). Emotional intelligence is essential for helping adolescents cope with psychosocial stressors and develop mental resilience.

Academic procrastination can serve as both a trigger and an indicator of mental health problems. Adolescents experiencing emotional distress tend to delay tasks as a means of escaping discomfort, which ultimately worsens their mental condition.

Bivariate Analysis

The Relationship Between Emotional Intelligence and Academic Procrastination

Based on the table, a significant relationship was found between emotional intelligence and academic procrastination. The Spearman rho correlation test yielded a coefficient of -0.304 with a p-value of 0.004, which is below the 0.05 significance threshold.

This finding indicates that individuals with higher emotional intelligence tend to procrastinate on academic tasks less frequently.

This result aligns with the study by Salsabila & Indrawati (2022), which also found a significant inverse relationship between emotional intelligence and academic procrastination, where emotional intelligence contributed 14.5% to the level of procrastination.

The study by Irawan & Widyastuti (2022) supports this result, showing a significant negative correlation between the two variables among students at SMK Krian 1 Sidoarjo, where emotional intelligence accounted for 15.2% of academic procrastination behavior.

Although 34 students (37.8%) were categorized as having high emotional intelligence, 3 of them (3.3%) still engaged in procrastination. This suggests that procrastination is not influenced solely by emotional intelligence, but also by other factors such as stress, time management, intrinsic motivation, and maladaptive perfectionism. Dara et al. (2023) explain that individuals with high emotional intelligence may have good emotional awareness, but may still procrastinate if not supported by adequate self-regulation skills.

Individuals with high self-awareness and empathy may also be more vulnerable to academic stress if they lack effective stress management strategies.

The Relationship Between Emotional Intelligence and Adolescent Mental Health

The table shows a significant relationship between the level of emotional intelligence and adolescent mental health problems. The Spearman rho test produced a correlation coefficient of -0.662 with a p-value of 0.000, which is well below the 0.05 threshold. This indicates a strong and significant negative relationship between emotional intelligence and mental health issues.

This finding is consistent with the study by Hastuti & Baiti (2021), which showed that the higher the emotional intelligence, the lower the stress level experienced by adolescents. This supports the critical role of emotional intelligence in reducing mental health problems such as stress.

Rizkyanti & Mastuti (2022) also found that emotional intelligence has a positive effect on mental health, although the relationship was relatively weak. Individuals with good emotional intelligence are better able to regulate emotions and cope with life pressures adaptively, contributing to improved mental well-being.

Although 37 students (41.1%) had high emotional intelligence, 15 of them (16.7%) still experienced mental health problems. This could be due to environmental pressures and heavy academic workloads, which may reduce the effectiveness of emotional intelligence. Maghfiroh (2023) showed that academic stress is positively correlated with mental health disorders, and although emotional intelligence functions as a protective factor, it may not be sufficient to completely buffer the negative effects of academic stress.

Social support is also a crucial factor. Even adolescents with high emotional intelligence still need emotional support from their surroundings. Piccerillo & Digennaro (2024) explained that in the absence of support from family or peers, adolescents remain at risk of experiencing mental health problems.

Thus, although emotional intelligence significantly contributes to adolescent mental health, its effectiveness is heavily influenced by environmental, social, and internal individual factors. A comprehensive and integrative approach is needed to support optimal adolescent mental well-being.

CONCLUSION

This study demonstrates that emotional intelligence has a significant relationship with both academic procrastination and mental health among adolescents. A negative correlation was found between emotional intelligence and academic procrastination, indicating that the higher the emotional intelligence, the lower the tendency of students to delay academic tasks. In addition, emotional intelligence was also negatively correlated with mental health problems, suggesting that adolescents with higher emotional intelligence tend to have better mental health conditions.

Future researchers are encouraged to further explore other factors that may influence the relationship between emotional intelligence, academic procrastination, and mental health, such as parenting styles or social environment.

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