

The Effectiveness of Self Management Techniques to Reduce Academic Procrastination Behavior of Grade VIII Students at SMP Negeri 1 Tinambung

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Abstract

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Students often encounter various obstacles when achieving their best quality, one of which is academic procrastination behavior. This study aims to examine the effectiveness of self-management techniques in reducing academic procrastination among eighth-grade students at SMP Negeri 1 Tinambung. Academic procrastination is recognized as a major barrier to student achievement, characterized by habitual delays in task completion. The research employed a quasi-experimental method with a pretest-posttest control group design. Data were collected using a Likert-scale questionnaire administered before and after the intervention. The participants consisted of 30 students identified as having high levels of academic procrastination. The findings revealed a significant reduction in procrastination behavior following the group counseling sessions incorporating self-management techniques. These results confirm that self-management is an effective approach to enhancing students' time management and academic responsibility.

Abstrak

Seringkali peserta didik menemui berbagai rintangan saat mencapai kualitas terbaiknya, salah satunya yakni perilaku prokrastinasi akademik. Penelitian ini bertujuan untuk menguji efektivitas teknik self-management dalam menurunkan tingkat prokrastinasi akademik pada siswa kelas VIII di SMP Negeri 1 Tinambung. Prokrastinasi akademik menjadi salah satu hambatan signifikan dalam pencapaian prestasi belajar siswa, ditandai dengan kebiasaan menunda penyelesaian tugas. Metode yang digunakan adalah eksperimen dengan desain pretest-posttest control group. Instrumen pengumpulan data berupa angket skala Likert yang dibagikan sebelum dan sesudah intervensi. Subjek penelitian terdiri dari 30 siswa yang teridentifikasi memiliki tingkat prokrastinasi tinggi. Hasil analisis menunjukkan adanya penurunan signifikan pada tingkat prokrastinasi setelah diberikan layanan konseling kelompok dengan pendekatan self-management. Temuan ini menunjukkan bahwa teknik self-management efektif dalam membantu siswa mengelola waktu dan tanggung jawab akademiknya secara lebih optimal.

INTRODUCTION

Students can be categorized as successful in their education, if they are able to understand what is conveyed by the educator, and always able to apply it in daily life. However, students often encounter various obstacles when achieving their best quality, one of which is academic procrastination behavior. If it is not resolved, it will certainly have a negative impact on the students concerned, such as obtaining low scores in every aspect of their academics. At first, students have no desire to manage time, but it gradually changes because there is something they are looking for, so a sense of wanting to manage time to learn arises (Azzahra, 2022).

Khoirunisa (2022) concluded that the individuals who have entered the adolescent phase should be able to take responsibility for learning, be committed to completing assignments, and work on collecting and completing all assigned tasks given by the teacher on time. However, the phenomenon that is happening now is that students tend to procrastinate in doing and collecting the assignments given, and they prefer to do more fun activities with their friends rather than completing the work that has been entrusted. As a result, students find difficulty to achieve success in their academic aspects and these students tend to choose shortcuts in completing their assignments such as cheating on friends, copying assignments from the internet, doing assignments as soon as they are ready without thinking about the quality of the assignments they do. Moreover, the students rarely visits the library to read books and look for reading materials to complete his assignments.

According to Ghufroon (Saka & Wirastania, 2021) procrastination is a behavioral condition in individuals who often procrastinate in doing a task. Based on research conducted by Steel on procrastination behavior towards academic tasks carried out at a university in Canada, it is explained that academic procrastination behavior is closely related to the decline in academic achievement of students. Students who have a habit of postponing their academic assignments will usually have poor grades in their subjects or exams. This procrastination behavior also has negative consequences and has a real effect on the student's personality, for example, students have lower academic scores, have difficulty continuing their education to the next level, have poor attendance, and the worst thing is to be expelled from the school that is currently occupied by students so that this procrastination problem must be overcome immediately in order not to cause a decline to the academic achievement of students (Christiana, 2022). In addition to having the habit of procrastinating on assignments, most students today often underestimate assignments or homework, so they prefer to do things that are less useful.

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Procrastination is a behavior of procrastination in doing tasks, this habit of procrastination is categorized as a serious problem in the world of education. Procrastination according to Yong (Yerdelen, et al., 2016) is an irrational tendency to delay the start or completion of academic tasks, Procrastination is formed in an environment that has a relationship with time management such as completing school assignments. Students who have a habit of postponing their academic assignments will usually have poor grades in their subjects or exams.

Students who have many activities at the same time tend to have different academic burdens and responsibilities in doing assignments. Too many assignments also sometimes make students lose motivation to do the assignments they have. Excessive anxiety also often triggers students to take procrastination actions, in other words, they will delay doing work until a predetermined deadline. The number of academic demands in each school often causes procrastination behavior. Procrastination is an attempt to delay in completing the task as a whole by putting aside activities that are considered important but preferring activities that are not useful. (Femmy Sethyana, 2024)

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The phenomenon of students who have experienced procrastination habits also results in students experiencing self-efficacy or students' lack of ability to achieve success in certain situations, it affects students in acting and the way of thinking. It also makes students become procrastinating behaviors. Procrastination can be said to be one of the behaviors that are inefficient in using time and there is a tendency not to start a job immediately. According to Kartadinata (2019), a person who does procrastination does not intend to avoid or does not want to know about the task at hand. However, they only procrastinate to do it, thus taking up the time needed to complete the task, the delay causes someone failed to complete his task on time.

The term procrastination comes from the Latin, *procrastination* with the prefix "pro" has meaning "to push forward or move forward" and the suffix "cratinus" has meaning "tomorrow's decision." If they are combined, they have meaning "suspending or postponing until the next day", procrastination behavior is a deliberate behavior where the factors that affect the completion of

the task come from one's own decision. The types of tasks that become the object of procrastination are tasks related to academic performance (Muhlisin, 2019).

According to Harfa (2020), academic procrastination is deliberately postponing the desired activity even though students know that their procrastination behavior can have a negative impact on their learning. In addition, Elni (2021) said that procrastination can cause stress and affect individual psychological dysfunction. Individuals who procrastinate will face deadlines and this can be a pressure for them to cause stress (Azis, 2024).

Solomon and Rothblum say that academic procrastination can have negative impacts. By procrastinating, a lot of time wasted, and tasks will be neglected, even when the tasks are completed, the results are not optimal. Procrastination behaviors (procrastinators) tend to procrastinate because of fear of failure, dislike of the task given, opposition and resistance, then have dependency and difficulty in making decisions (Hasrul. 2020).

According to Akinsola (Kuswidyawati & Setyandari, 2023), academic procrastination is defined as a form of avoidance in doing tasks that should be completed by individuals. Academic procrastination is the procrastination behavior in starting and completing academic tasks that are done repeatedly and consciously so that it causes an unpleasant emotional state. According to Ferrari (Irfan, 2019) academic procrastination can be measured and observed for its characteristics, including delays in starting and completing academic tasks, delays in doing academic tasks, time gaps between plans and actual performance, and doing other activities that are more enjoyable. (Fahrain azis, 2024).

Siaputra (2021) found that some researchers interpret procrastination negatively and pessimistically by considering it as a persistent disorder that cannot be eliminated but it can only be lowered to normal limits. Some researchers, on the other hand, view procrastination optimistically by considering procrastination as an aberration that can be easily overcome through behavioral changes, cognitive changes and motivation.

Other previous research conducted by Rohmatun (2021) showed that from 168 research informants, 35 students (20.83%) stated that it happens due to mental aspects, 38 students (22.62%) were caused by self-efficacy, then 28 students (16.67%) were caused by lack of social support, 59 students (35.1%) were caused by low self-regulation and the remaining 8 students (4.762%) were caused by peer influence. From these results, it can be said that academic procrastination is caused by two factors, namely internal factors that come from within the individual, which cover mental aspects, self-efficacy, and self-regulation, while external factors are social support and peer influence, which is in Psychology terms called as group conformity.

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Based on the results of the analysis of student needs through interview and observations with BK teachers, it was known that grade VIII students of SMP Negeri 1 Tinambung often delayed doing assignments past the deadline and often underestimated the assignments determined by the teacher. The results of a survey conducted by the researcher on 45 students through google form by adapting the questionnaire instrument from the researcher Paranatika (2019), it is obtained that 35.6% of students admitted that they often delayed completing assignments, and 48.9% of students felt anxious and pressured to delay completing assignments. The reasons of participants to do procrastination are varied, 26.7% of students did assignments at the end of the submission deadline, 22.2% of students did fun activities first before doing assignments, bad study habits because of difficulty to manage time in doing assignments made students postpone many assignments and various problems were felt by students, therefore based on data analysis on grade VIII students of SMP Negeri 1 Tinambung and interviews with BK teachers, students need more self-management group counseling services as a preventive measure for students in procrastination.

Academic procrastination itself is influenced by various factors, such as irrational beliefs and perfectionism. Students often procrastinate because they have concerns about the assessment of their abilities, fear of failure, and difficulty in decision-making. Procrastination can also occur because students feel that they need help from others to complete tasks, lack of motivation, difficulty in managing time, and lack of interest in the tasks given (Stuart, 2024).

Procrastination behavior that occurs among students requires guidance service techniques that can be used so that students can independently complete tasks and can manage time to do assignments from school. Self-management techniques are one of the techniques in the behavioral approach (Elvina, 2019).

Based on the survey about procrastination behavior, it can be stated that the most suitable technique to reduce procrastination behavior is *Self-Management* technique, in terms of student behavior, bad long-term habits will cause delays in doing schoolwork, therefore to manage time in doing assignments, self-management techniques can be used to reduce procrastination more appropriately.

The importance of guidance and counseling services in schools in minimizing academic procrastination has been studied by Supriyanto (2020) who has proven that through counseling guidance, there is a decrease in academic procrastination through group guidance services.

One of the techniques used in group counseling is to use *Self-management* techniques, which are techniques that can regulate their own behavior. In the application of self-management

techniques, the responsibility for the success of counseling lies with the counselor. Counselors play the role as originators of ideas, facilitators who help design programs and motivators for counselee (Elvina, 2019).

Among many techniques, such as self-improvement, self-development, and self-awareness, researchers prefer self-management techniques, because their effectiveness is more proven, many previous studies have shown that self-management is effective in improving academic performance, reducing procrastination behavior, increasing motivation in learning and reducing academic stress.

Self-management is an effective technique given to counselee who are practicing new skills, so that they can do self-regulation, reduce dependence on outside parties and teach counselee to be a manager for themselves (Wahyuningsih, 2020).

Research conducted by Nurhidayatullah (2020) with the title "The Influence of Self-Management Techniques to Reduce Online Game Behavior in Grade XI Students at MAN Pinrang" showed that the behavioral problem in the world of education can be overcome by Guidance and Counseling teachers in schools by providing responsive techniques, namely group counseling. Group counseling has many techniques that can be applied and one of the counseling techniques that can be used to overcome procrastination problems is the self-management technique.

Basically, self-management occurs when a person engages in one behavior and controls the occurrence of other behaviors (target behavior) in the next time. Self-management involves controlling behavior and controlled behavior. In controlling behavior, it involves the application of self-management strategies where the antecedents and consequences of targeted behaviors or alternative behaviors will be modified seventh and last to move towards more effective time management.

Self-management is a series of techniques to change behavior, thoughts, and feelings Based on the description above, self-management is a set of principles or procedures that include *self-monitoring*, positive reinforcement (*self-reward*), agreement with oneself (*self-contracting*), mastery of stimuli (*stimulus-control*) and it is the relationship between cognitive, behavioral, and affective techniques with a systematic arrangement based on rules of *The Cognitive Behavior Therapy* approach, which is used to improve students' skills in the learning process (Suwanto, 2016).

Based on the theory, data and research conducted by the researcher above, the researcher decided to conduct a research on the Effectiveness of Self-Management Techniques to Reduce Procrastination Behavior of Grade VIII Students at SMP Negeri 1 Tinambung.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design or pseudo-experiment. This approach was used to test the effectiveness of self-management techniques in reducing academic procrastination behavior in students. The research design used is a pretest-posttest control group design, which is an experimental design with two groups (experiment and control) which are given an initial test (pretest) and a final test (posttest) respectively, but only the experimental group is given treatment.

This design was chosen because it allowed researchers to compare changes in academic procrastination levels before and after the intervention, as well as differentiate between the experimental and control groups. The experimental group received group counseling services using self-management techniques, while the control group received no special treatment during the study period.

The population in this study is all grade VIII students of SMP Negeri 1 Tinambung which have 102 students. Based on the results of the initial questionnaire distribution, 30 students were identified as having a high level of academic procrastination. The sample determination technique used is purposive sampling, which is the selection of samples based on certain criteria, namely students who show academic procrastination behavior based on the results of the initial assessment and willing to participate in group counseling activities. The samples were then randomly divided into two groups: an experimental group and a control group. Each group consists of 15 students.

The research was carried out in the even semester of 2024/2025 school year at SMP Negeri 1 Tinambung, Polewali Mandar Regency, West Sulawesi. This location was chosen based on the results of the initial assessment which showed the high tendency of students to carry out academic procrastination. Data were collected using a Likert scale questionnaire developed based on academic procrastination indicators. This questionnaire consists of positive and negative statements that must be filled out by students based on the frequency of behavior experienced. The validity and reliability of the instrument are tested first at the test stage. The scores obtained were used to compare the level of academic procrastination before and after treatment.

Data were analyzed quantitatively using a parametric statistical test in the form of a t-test (*paired sample t-test*) to determine the difference in scores before and after treatment in the experimental group. In addition, an *independent sample t-test* was used to compare results between the experimental and control groups. All analyses are carried out with the help of statistical software such as the latest version of SPSS. The significance level used is 0.05.

RESULTS AND DISCUSSION

Results

The results of this study provide a clear description about the level of academic procrastination of grade VIII students at SMP Negeri 1 Tinambung, as well as the effectiveness of the application of self-management techniques to overcome these problems. Before the intervention, data analysis showed that the average academic procrastination score of students was 75.4, indicating that students were likely to have difficulty managing time and completing tasks on time. The application of self-management techniques in group counseling is carried out through five stages designed to increase students' awareness about the importance of time management and task priority. After the intervention, the average academic procrastination score of students in the experimental group decreased significantly to 58.2, while the control group that did not receive the treatment showed a relatively stable average score, which was 74.8 before the intervention and 73.5 after the intervention. The t-test showed a significance value (*p-value*) of 0.001, which is smaller than 0.05, so the null hypothesis (H₀) stating that there was no significant difference between the two groups was rejected. It shows that self-management techniques have a significant positive influence in reducing students' academic procrastination behavior. Thus, this study succeeded in achieving the goal of finding out the description about the level of academic procrastination of students, describing the application of self-management techniques, and identifying the influence of these techniques on student procrastination behavior, which show that this intervention is effective in increasing students' independence and learning

Discussion

The discussion in this study highlights the importance of applying self-management techniques in overcoming students' academic procrastination behavior. The results showed that students who followed group counseling with this technique experienced a significant decrease in their academic procrastination levels. It is in line with the theory which states that good self-management can increase students' discipline and independence in learning. The application of self-management techniques that include timing, goal setting, and task prioritization has proven effective in helping students understand and address the factors that cause them to procrastinate on academic work. In addition, observations during the intervention process showed that students became more active and engaged in discussions, which contributed to their increased motivation to learn. Thus, the results of this study support the hypothesis that self-management techniques not only reduce procrastination behavior, but also improve students' time management skills and responsibility towards their academic tasks. This research provides important implications for

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educators and counselors in designing intervention programs that can help students overcome academic procrastination effectively.

CONCLUSION

This study successfully showed that the application of self-management techniques in group counseling had a significant impact on overcoming the academic procrastination behavior of grade VIII students at SMP Negeri 1 Tinambung. The results of the data analysis showed a marked decrease in the average score of students' academic procrastination, from 75.4 before the intervention to 58.2 after the application of this technique. This decline not only reflects a change in student behavior, but it also shows that they are starting to adopt better time management strategies and prioritization. The t-test produced a significance value (*p-value*) of 0.001, which confirms that the difference between the experimental group and the control group is statistically significant. It indicates that self-management techniques are not only effective in reducing procrastination, but also contribute to increase motivation and student's involvement in the learning process. During the intervention, students showed increased active participation in group discussions. It suggests that they are more open to share experiences and strategies in overcoming academic challenges. Therefore, the study recommends that self-management techniques be integrated into guidance and counseling programs in schools, as a strategic step to help students develop the self-management skills needed to achieve academic success. Additionally, it is important that educators continuously monitor and evaluate the effectiveness of these interventions, as well as make necessary adjustments to ensure that all students receive the support they need in overcoming academic procrastination.

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