

Overcoming Academic Procrastination Through Behavioral Counseling Techniques *Self-Management*

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ABSTRACT

The objectives of this research are: 1) To describe the causes of academic procrastination among XI th-grade students at SMA NU Al-Ma'ruf. 2) Describe how counseling with self-management techniques can address academic procrastination among XI th-grade students at SMA NU Al-Ma'ruf Kudus. This type of research is qualitative, and a case study was conducted at SMA NU Al-Ma'ruf Kudus. There are 2 subjects in this study: XIth-grade students named BKA and ASP are experiencing academic procrastination. In conclusion, after the counseling process, it can be inferred that factors influencing BKA and ASP include internal and external aspects. Internal factors encompass low learning motivation and poor study management, while external factors involve inadequate parental supervision in their study activities at home. Through counseling with a behavioristic approach using self-management techniques, the issue of academic procrastination for both BKA and ASP can be addressed.

Keyword: Academic Procrastination, Behavioristic Counseling, Self Management Techniques

Introduction

Educational institutions called schools are responsible for continuing, complementing, and developing education that has or has not been taught in the family or the environment. A school is a formal institution that is used as a forum for learning activities. For the learning process to run well, students must be aware of their obligations, namely the obligation to study. Students cannot be separated from learning and assignments; their learning situations are also full of challenges. In this case, students must be able to manage their time effectively, especially in carrying out school assignments given by the teacher, which can be completed in the time given so that academic procrastination does not occur.

Students' habits in carrying out academic procrastination have a negative impact on students. The effect of academic procrastination itself is the accumulation of assignments which, if not done immediately, can result in increasing the burden on students' minds; the results of assignments cannot be optimal due to wasted time, low student learning achievement, which has an impact on the final assessment and the sanctions given, by teachers to students who carry out academic procrastination. Of the adverse effects that have been mentioned, it is necessary to overcome academic procrastination; if it is not addressed immediately, it can result in procrastination behavior becoming a habit that will harm the counselee and the final assessment and even achievement. Therefore, in this study, the researcher intends to overcome academic procrastination in students who experience academic procrastination behavior.

Based on the results of student observations at SMA NU Al-Ma'ruf Kudus conducted on July 17, 2023, it was seen that students who had academic procrastination behavior included BKA and ASP. This is shown by late submitting assignments, doing assignments at school, and stealing time doing assignments in other subjects unrelated to the assignment.

From the interview results on July 18, 2023, with the guidance and counseling teacher, several students had academic procrastination behavior. Some students have various reasons, such as the time given does not match the level of difficulty of the assignment, lack of references or materials to work on, diproblemsue to not understanding the assignment given, being busy because they are active in organizations, so they only have limited time, delaying collecting because the time given is still limited. It takes a long time, so tasks are underestimated to the point of being negligent, and the system races overnight, which causes tasks not to be completed properly.

In dealing with academic procrastination, techniques are needed to overcome it so that students consciously desire to change their behavior. One of the techniques used to overcome academic procrastination in behavioristic counseling is engineering *self-management*. Researchers use self-management techniques in behavioristic counseling because this approach can help overcome academic procrastination in students. Self-management is a behavioristic counseling technique that aims to change individual behavior and guide them to achieve desired goals effectively. Many previous studies using behavioristic counseling with self-management techniques have successfully overcome academic procrastination in students.

Based on research (Abdullah, 2015) entitled "Application of Self-management Techniques to Reduce Student Academic Procrastination Behavior at SMA Negeri 12 Makassar," it is acknowledged that there is a significant influence on the application of self-management techniques in reducing academic procrastination of students at SMA Negeri 12 Makassar.

There is also research (Nurjannah, 2021) with the title "Application of Counseling Using Self-management Techniques to Reduce Academic Procrastination," which states that self-management techniques can reduce academic procrastination, as indicated by a change in the counselee's attitude following the counseling.

The results of research conducted by Abdullah et al. (Yasin et al., 2020) state that self-management technique group counseling can reduce students' academic procrastination. The results of the research showed that after the first cycle was implemented, the percentage of students' academic procrastination behavior decreased by 19.62%. Meanwhile, in cycle II, the percentage of students' academic procrastination decreased by 13.59%. The results of this research show the level of success of the implementation of technical group counseling services *self management* in cycle II which was improved based on the results of reflection from the cycle

Based on the previous research mentioned above, there are similarities with this research, namely that they both examine academic procrastination using a behavioral engineering approach. *self management*. What differentiates this research from previous research, apart from the subject and object of research, is that this research focuses on the factors that influence academic procrastination and the behavioral engineering approach. *self management* can overcome academic procrastination.

From the description above regarding the importance of having responsibility for studying and carrying out school assignments as a student, it is necessary to conduct an in-depth study through research with the title "Overcoming Academic Procrastination Through Behavioristic Counseling with Techniques *Self Management*".

Research methods

Judging from the type of data, the research approach used in this research is a qualitative approach. One type of qualitative research is case study research. According to Herdiansyah in (Pambudi & Suhanti, 2017), explaining a case study is a research design that has a comprehensive, intense, detailed and in-depth nature and is more directed as an effort to discuss problems and events that have a contemporary nature (time limit). Meanwhile, according to Walgito in (Darmohing & Safithry, 2018), it is a technique or method for investigating an incident regarding an individual (life history).

Based on the opinion above, it can be concluded that a case study is a method of seeking information or investigation related to the problems being experienced by the counselee and monitoring student progress in achieving the desired goals by understanding the individual more deeply and better, as well as helping further development.

In research, data collection is required, the researcher plays an active role in collecting individual data by meeting directly with the counselee (face to face). And the data obtained came from the guidance and counseling teacher, homeroom teacher, close friends of the counselee and the counselee concerned. The methods used by researchers to obtain data about clients are observation methods, interview methods as the main method, and documentation as a complement.

Results and Discussion

A. Counselee Discussion I (BKA)

BKA is a student who has academic procrastination behavior. Academic procrastination behavior carried out by BKA was once found by the BK teacher when the BK teacher was filling the BK hours, BKA was doing assignments in other subjects, and it turned out that the assignment was an assignment that should have been submitted but had only been done on during BK hours. The reason BKA carries out academic procrastination behavior is because he is lazy about doing work because he doesn't like certain subjects, doesn't understand the material, and can't prioritize his study obligations at home over doing activities he considers more enjoyable.

With this research, it is hoped that it can overcome the academic procrastination behavior experienced by BKA. In dealing with BKA academic procrastination behavior, researchers conducted counseling 3 times, namely on July 20 2023, July 26 2023 and August 2 2023. From the results of research on BKA counselees, it can be explained that the factors that cause counselees to experience academic procrastination behavior are caused by internal factors. and external, including the following:

1. Internal factors

The factor that causes counselees to experience academic procrastination behavior is low self-motivation to do the assignments given by the teacher so that they are late in doing it and experience delays in submitting assignments. Apart from that, BKA cannot prioritize important activities and obligations such as studying and doing assignments. BKA also has bad habits, BKA does not study regularly and rarely even studies at home. BKA also prepares textbooks in the morning before going to school.

2. External factors

Meanwhile, the external factor is the lack of parental control because both of BKA's parents work, BKA's father is a prosecutor and his mother is a businessman, so he is very busy so he completely trusts BKA. Because of this, BKA can freely not carry out its duties. In the BKA problem, the school environment does not support BKA in carrying out academic procrastination, BKA's teachers and friends often reprimand and warn BKA to complete their assignments and submit them at the appointed time but there is no deterrent to BKA from carrying out academic procrastination.

After being provided with behavioristic counseling services using self-management techniques which were carried out three times, the counselees were able to manage themselves so as not to engage in academic procrastination. BKA Counselor I, who initially experienced academic procrastination behavior, is now able to condition himself not to procrastinate and to be punctual in submitting assignments. This was proven when the researcher made observations on the counselee after counseling which was held on August 7 2023. With the results, BKA was able to alleviate the problems he had been facing. On technique *self management* The reinforcement and rewards that have been given by researchers have had a great influence on changes in the behavior of clients who initially experienced academic procrastination behavior after being provided with behavioristic counseling services using techniques. *self management* The client is able to manage himself by observing, evaluating and providing motivation or encouragement to himself. So that it can make the counselee feel motivated to solve the problems they are experiencing, namely academic procrastination behavior.

The first counseling carried out by the researcher with the counselee analyzed problematic behavior, namely procrastination behavior experienced by the counselee, after finding out the problems experienced, then the counselee and researcher analyzed the factors that caused the counselee to experience the academic procrastination they experienced, so that the researcher and counselee were committed to alleviating the problems experienced by the counselee. counselee through behavioristic counseling with techniques *self management* with the desires that the counselee wants to achieve and alternative solutions that have been provided by the researcher so that the counselee is able to achieve the previously expected desires. At the second meeting, the counselee is able to carry out the commitments previously agreed between the counselee and the researcher with the aim of the counselee being able to carry out the next behavior change target, at the second meeting. The counselee is able to manage himself not to be lazy about doing his assignments. At the third meeting, the problem experienced by the counselee was resolved so that the counselee could try to commit to maintaining the new behavior he had.

B. Counselor Discussion II (ASP)

ASP is a student who has academic procrastination behavior. Academic procrastination behavior carried out by ASP has been found by guidance and counseling teachers when the guidance and counseling teacher is filling the guidance and counseling hours, ASP is doing assignments in other subjects. The reason ASPs engage in academic procrastination behavior is because they have low motivation to study or are lazy about doing homework assignments, don't understand the material, don't have good study management when at home so that homework assignments are not done and time is wasted in vain. ASP has received warnings from teachers several times, but ASP still repeats his actions.

With this research, it is hoped that it can overcome the academic procrastination behavior experienced by ASP. In dealing with ASP academic procrastination behavior, researchers conducted counseling 3 times, namely on July 20 2023, July 27 2023 and August 3 2023. From the research results reported on ASP counselees, it can be explained that the factors that cause counselees to experience academic procrastination behavior are caused by factors internal and external, including the following:

1. Internal factors

Factors that cause counselees to experience academic procrastination behavior are that ASPs feel lazy and do not understand the material so they are unable to do the work and have the potential to be late in completing and submitting assignments. Apart from that, ASP has poor home learning management supported by busy parents. The non-routine way of studying at home is carried out continuously which makes him have bad study habits so that it really supports ASP to have academic procrastination behavior.

2. External factors

Meanwhile, external factors are a lack of parental control because both of ASP's parents work, ASP's father is a driver who is not sure when he comes home, his mother is a factory employee and ASP also has two young siblings so the lack of attention and supervision from ASP's parents causes ASP to easily not to do his

homework at home. The academic procrastination experienced by ASP is not supported by the school environment, ASP's friends and teachers have reminded ASP to do his assignments but it comes back to ASP being lazy about doing his assignments.

After being provided with behavioristic counseling services with self-management techniques which were carried out 3 times, the counselees were able to manage themselves so as not to engage in academic procrastination. Counselor II ASP, who initially experienced academic procrastination behavior, is now able to condition himself not to procrastinate and to be punctual in submitting assignments. This was proven when the researcher made observations on the counselee after counseling which was held on August 7 2023. With the results, ASP was able to alleviate the problems he had been facing. On technique *self management* The reinforcement and rewards that have been given by researchers have had a great influence on changes in the behavior of clients who initially experienced academic procrastination behavior after being provided with behavioristic counseling services using techniques. *self management* The client is able to manage himself by observing, evaluating and providing motivation or encouragement to himself. So that it can make the counselee feel motivated to solve the problems they are experiencing, namely academic procrastination behavior.

The first counseling carried out by the researcher with the counselee analyzed problematic behavior, namely procrastination behavior experienced by the counselee, after finding out the problems experienced, then the counselee and researcher analyzed the factors that caused the counselee to experience the academic procrastination they experienced, so that the researcher and counselee were committed to alleviating the problems experienced by the counselee. counselee through behavioristic counseling with techniques *self management* with the desires that the counselee wants to achieve and alternative solutions that have been provided by the researcher so that the counselee is able to achieve the previously expected desires. At the second meeting, the counselee is able to carry out the commitments previously agreed between the counselee and the researcher with the aim of the counselee being able to carry out the next behavior change target, at the second meeting. The counselee is able to manage himself not to be lazy about doing his assignments. At the third meeting, the problem experienced by the counselee was resolved so that the counselee could try to commit to maintaining the new behavior he had.

The knot

Council I BKA

1. Internal factors

The factor that causes counselees to experience academic procrastination behavior is low self-motivation to do the assignments given by the teacher so that they are late in doing it and experience delays in submitting assignments. Apart from that, BKA cannot prioritize important activities and obligations such as studying and doing assignments. BKA also does not regularly study at home and even rarely studies, this has become a habit for BKA.

2. External factors

Meanwhile, the external factor is the lack of parental control because both of BKA's parents work, BKA's father is a prosecutor and his mother is a businessman, so he is very busy so he completely trusts BKA. Because of this, BKA can freely not carry out its duties. However, on the other hand, environmental factors at school such as BKA's teachers and friends do not support BKA's academic procrastination behavior by giving reprimands and warning BKA to carry out his assignments.

The results of research with BKA counselor I, it was found that in the first counseling BKA counselees had low motivation to study so that assignments experienced delays in being submitted, BKA counselors were unable to prioritize activities that should have been mandatory, namely studying and doing assignments. Here BKA prioritized activities that makes him happy. In the second counseling, BKA has started to get used to doing its tasks and does not experience delays, but BKA has not been able to prioritize the activities that must be carried out. In the last counseling, BKA was able to overcome academic procrastination behavior through behavioral counseling techniques *self management*.

ASP Second Counselor

1. Internal factors

Factors that cause counselees to experience academic procrastination behavior are ASP feeling lazy and not understanding the material so they cannot do the work and have the potential to be late in submitting assignments. Apart from that, ASP has poor home learning management.

2. External factors

Meanwhile, external factors are a lack of parental control because both of ASP's parents work, ASP's father is a driver who is not sure when he comes home, his mother is a factory employee and ASP also has two young siblings so the lack of attention and supervision from ASP's parents causes ASP to easily not to do his homework at home. However, on the other hand, environmental factors at school such as ASP's teachers and friends do not support ASP's academic procrastination behavior by giving warnings and warning BKA to carry out his assignments.

Based on the results of research with the second ASP counselor, the results showed that at the first meeting, ASP carried out procrastination because he felt lazy about studying, did not understand the material so he carried out academic procrastination, apart from that, ASP at home did not have good study management, supported by low parental control in learning. In the second counseling, the result was that the ASP counselee had started to work diligently on his assignments but did not yet have good study management. The results of the third counseling showed that the counselee no longer carried out academic procrastination and had good study management.

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