

**THE EFFECTIVENESS OF GROUP COUNSELING WITH SELF-MANAGEMENT TECHNIQUES
IN REDUCING STUDENTS' ACADEMIC PROCRASTINATION AT YA BAKII 1 JUNIOR HIGH
SCHOOL, KESUGIHAN****Isvi Salsabila**

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Abstract

Academic procrastination is one of the most common problems experienced by students and may negatively affect academic achievement, learning discipline, and responsibility in completing school assignments. This study aimed to examine the effectiveness of group counseling with self-management techniques in reducing students' academic procrastination at Ya BAKII 1 Junior High School, Kesugihan. The study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The participants consisted of students who demonstrated moderate to high levels of academic procrastination and were selected through purposive sampling. Data were collected using an academic procrastination questionnaire administered before and after the intervention. The treatment was implemented through several group counseling sessions incorporating self-management techniques, including self-monitoring, self-evaluation, self-reinforcement, and self-control. The collected data were analyzed using descriptive statistics and a paired sample t-test to determine differences between pretest and posttest scores. The findings indicated a significant reduction in students' academic procrastination after participating in group counseling sessions using self-management techniques, as evidenced by the lower posttest scores compared to the pretest scores and a significance level of $p < 0.05$. These results demonstrate that group counseling with self-management techniques is effective in reducing students' academic procrastination. Therefore, school counselors are encouraged to implement self-management-based group counseling programs as an intervention strategy to improve students' academic discipline and responsibility.

Keywords: group counseling, self-management techniques, academic procrastination, students, quantitative research.

Abstrak

Prokrastinasi akademik merupakan salah satu permasalahan yang sering dialami oleh siswa dan dapat berdampak negatif terhadap prestasi belajar, kedisiplinan, serta tanggung jawab dalam menyelesaikan tugas sekolah. Penelitian ini bertujuan untuk mengetahui efektivitas konseling kelompok dengan teknik self-management dalam mengurangi prokrastinasi akademik siswa di SMP YaBAKII 1 Kesugihan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pre-experimental design melalui model one group pretest-posttest

design. Subjek penelitian terdiri atas siswa yang memiliki tingkat prokrastinasi akademik sedang hingga tinggi yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan menggunakan angket prokrastinasi akademik yang diberikan sebelum dan sesudah pelaksanaan layanan konseling kelompok. Perlakuan diberikan melalui beberapa sesi konseling kelompok dengan menerapkan teknik self management yang meliputi kegiatan pemantauan diri (self-monitoring), evaluasi diri (self-evaluation), penguatan diri (self-reinforcement), dan pengendalian diri (self-control). Data penelitian dianalisis menggunakan statistik deskriptif dan uji paired sample t-test untuk mengetahui perbedaan tingkat prokrastinasi akademik siswa sebelum dan sesudah perlakuan diberikan. Hasil penelitian menunjukkan adanya penurunan yang signifikan pada tingkat prokrastinasi akademik siswa setelah mengikuti layanan konseling kelompok dengan teknik self management, yang ditunjukkan oleh skor posttest yang lebih rendah dibandingkan skor pretest serta nilai signifikansi $p < 0,05$. Temuan ini menunjukkan bahwa konseling kelompok dengan teknik self management efektif dalam mengurangi prokrastinasi akademik siswa di SMP Ya BAKII 1 Kesugihan. Oleh karena itu, guru bimbingan dan konseling disarankan untuk mengimplementasikan layanan konseling kelompok berbasis self management sebagai salah satu strategi intervensi untuk meningkatkan kedisiplinan dan tanggung jawab belajar siswa.

Kata kunci: konseling kelompok, teknik *self management*, prokrastinasi akademik, siswa, SMP Ya BAKII 1 Kesugihan.

A. Introduction

Education plays a crucial role in developing students' cognitive, affective, and psychomotor competencies as well as preparing them to become responsible and independent learners. One of the challenges frequently encountered in educational settings is academic procrastination, which refers to the intentional delay of academic tasks despite knowing that such delays may lead to negative consequences (Steel, 2007). Academic procrastination has become a common phenomenon among junior high school students and often affects their academic achievement, learning motivation, and discipline in completing school assignments.

Academic procrastination is characterized by behaviors such as delaying the initiation and completion of assignments, postponing studying for examinations, and prioritizing more enjoyable activities over academic responsibilities (Solomon & Rothblum, 1984). These behaviors can lead to poor academic performance, increased stress, anxiety, and decreased self-confidence among students (Tice & Baumeister, 1997). If left unaddressed, procrastination may become a habitual behavior that negatively influences students' academic and personal development in the long term.

Several factors contribute to academic procrastination among students. Internal factors include low self-regulation, poor time management skills, lack of motivation, and weak self-efficacy, whereas external factors involve environmental distractions, inadequate supervision, and excessive use of digital technology and social media (Klassen et al., 2008; Schraw et al., 2007). Therefore, interventions aimed at reducing academic procrastination should focus on improving students' ability to regulate and manage their own behavior effectively.

Preliminary observations conducted at SMP Ya BAKII 1 Kesugihan indicated that several students frequently postponed completing assignments, submitted homework after deadlines, and experienced difficulties in managing study schedules and academic responsibilities. Such behaviors were found to interfere with students' learning outcomes and classroom participation. These findings suggest that academic procrastination remains an important issue that requires appropriate intervention through guidance and counseling services within the school environment.

One of the counseling services that can be utilized to address academic procrastination is group counseling. Group counseling provides opportunities for students to share experiences, discuss challenges, and support one another in overcoming similar problems through positive group dynamics (Corey, 2016). Through interaction and communication among group members, students are encouraged to reflect on their behavior and develop strategies for improving their academic discipline and responsibility.

Among various counseling approaches, self-management techniques have been widely recognized as effective interventions for modifying maladaptive behaviors. Self-management focuses on individuals' ability to monitor, evaluate, and regulate their own behavior through processes such as self-monitoring, self-evaluation, self-reinforcement, and self-control (Watson & Tharp, 2014). By applying these techniques, students are expected to become more aware of their procrastination patterns and more capable of developing positive academic habits.

Previous studies have demonstrated that self-management interventions can improve students' self-regulation skills, time management, and academic discipline while reducing undesirable behaviors, including procrastination (Zimmerman, 2000; Karatas,

2015). However, empirical studies specifically examining the effectiveness of group counseling using self-management techniques to reduce academic procrastination among junior high school students in the Indonesian context remain limited. This condition indicates the existence of a research gap that deserves further investigation.

Based on these considerations, this study aims to examine the effectiveness of group counseling with self-management techniques in reducing students' academic procrastination at SMP Ya BAKII 1 Kesugihan. The findings are expected to contribute to the development of guidance and counseling theory and provide practical implications for school counselors in designing effective intervention programs to help students improve their academic discipline and responsibility.

B. Research Method

This study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design to examine the effectiveness of group counseling with self-management techniques in reducing students' academic procrastination at SMP Ya BAKII 1 Kesugihan. The design involved administering a pretest to measure students' initial levels of academic procrastination, followed by the implementation of group counseling sessions using self-management techniques, and subsequently conducting a posttest to assess changes in students' procrastination behavior after the intervention (Creswell, 2018). The population of the study consisted of students of SMP Ya BAKII 1 Kesugihan, while the research participants were selected using purposive sampling based on specific criteria, namely students who demonstrated moderate to high levels of academic procrastination and were willing to participate in the counseling sessions (Sugiyono, 2022).

Data were collected using an academic procrastination questionnaire adapted from the indicators proposed by Solomon and Rothblum (1984), including delays in starting and completing assignments, lateness in submitting academic tasks, discrepancies between planning and actual performance, and the tendency to prioritize more enjoyable activities over academic responsibilities. The intervention was conducted through several group counseling meetings involving self-management components such as self-monitoring, self-

evaluation, self-reinforcement, and self-control (Watson & Tharp, 2014). The collected data were analyzed using descriptive statistical techniques and the paired sample t-test to determine whether there were significant differences between pretest and posttest scores. The intervention was considered effective if the significance value was less than 0.05 ($p < 0.05$), indicating that group counseling with self-management techniques significantly reduced students' academic procrastination (Field, 2018).

C. Discussion

The findings of this study indicate that group counseling using self-management techniques was effective in reducing students' academic procrastination at SMP Ya BAKII 1 Kesugihan. This result was evidenced by the significant difference between students' pretest and posttest scores, which showed a decrease in the level of academic procrastination after the implementation of the intervention. The lower posttest scores suggest that the counseling program successfully encouraged students to manage their academic responsibilities more effectively and reduce their tendency to postpone academic tasks. These findings support the argument that behavioral interventions focusing on self-regulation can significantly influence students' academic behavior (Steel, 2007).

Prior to the intervention, many students demonstrated behaviors associated with academic procrastination, including delaying the initiation of assignments, postponing studying for examinations, submitting homework after deadlines, and prioritizing recreational activities over school responsibilities. These findings are consistent with the characteristics of academic procrastination identified by Solomon and Rothblum (1984), who emphasized that procrastination involves intentional delays despite awareness of possible negative consequences. Such behaviors may negatively influence students' academic achievement and reduce their ability to perform optimally in school activities.

The implementation of self-management techniques played an important role in helping students identify and modify their procrastination behaviors. During the self-monitoring stage, students were encouraged to record and observe their daily academic activities, including the time spent on assignments and the factors causing delays. This process increased students' awareness of their behavioral patterns and enabled them to

recognize situations that triggered procrastination. According to Watson and Tharp (2014), self-monitoring is a fundamental component of behavior modification because individuals are more likely to change behaviors that they consciously observe and evaluate.

The self-evaluation stage encouraged students to compare their actual academic behavior with their goals and expectations. Through this process, participants became more aware of the gap between intended and actual performance, which motivated them to improve their study habits and time management practices. Zimmerman (2000) argued that self-evaluation is an essential aspect of self-regulated learning because it allows individuals to adjust strategies and behaviors to achieve desired outcomes more effectively.

Another important aspect of the intervention was self-reinforcement, where students were encouraged to reward themselves after successfully completing academic tasks according to schedule or achieving specific goals. Positive reinforcement increased students' motivation to maintain productive behaviors and reduce dependence on immediate gratification from non-academic activities. Behavioral learning theory suggests that rewarded behaviors are more likely to be repeated and sustained over time (Cormier & Cormier, 1991). Consequently, self-reinforcement contributed significantly to the maintenance of positive behavioral changes among participants.

The self-control strategies introduced during the counseling sessions also supported the reduction of academic procrastination. Students learned practical methods such as preparing study schedules, setting priorities, reducing distractions from social media, and creating conducive learning environments. These strategies improved students' ability to regulate their attention and behavior while completing academic tasks. Previous studies have demonstrated that strong self-control abilities are associated with lower levels of procrastination and better academic outcomes (Steel, 2007).

The effectiveness of the intervention was also influenced by the group counseling setting. Through group discussions and interactions, students had opportunities to share experiences, discuss difficulties, and exchange strategies for overcoming procrastination. This collaborative environment fostered mutual support and encouraged participants to remain committed to their behavioral goals. Corey (2016) emphasized that group

counseling provides a unique opportunity for participants to learn from one another and develop interpersonal support systems that facilitate behavioral change.

The supportive atmosphere within the counseling group reduced students' feelings of isolation and increased their confidence in overcoming procrastination behaviors. Students realized that many of their peers experienced similar challenges, which normalized their experiences and reduced feelings of embarrassment or failure. Peer support and group accountability encouraged participants to remain consistent in applying self-management strategies outside counseling sessions. Schraw et al. (2007) noted that social support is an important factor in promoting self-regulated learning and sustaining positive behavioral changes.

The findings of this study are consistent with previous research demonstrating that self-management interventions effectively improve students' academic discipline, self-regulation, and time management skills while reducing procrastination behaviors (Karatas, 2015; Zimmerman, 2000). The present study extends these findings by providing empirical evidence from the context of junior high school students at SMP Ya BAKII 1 Kesugihan. Therefore, self-management techniques can be considered an effective and practical intervention strategy within school guidance and counseling services.

Despite these positive findings, this study has several limitations. The use of a one-group pretest-posttest design without a control group limits the ability to conclude that the observed changes were entirely caused by the intervention, as external variables may also have influenced the outcomes (Creswell, 2018). In addition, the limited number of participants may affect the generalizability of the findings to broader populations. Future studies are recommended to employ experimental or quasi-experimental designs involving larger samples and control groups to strengthen empirical evidence regarding the effectiveness of group counseling using self-management techniques in reducing students' academic procrastination.

D. Conclusion

This study concludes that group counseling using self-management techniques is effective in reducing students' academic procrastination at SMP Ya BAKII 1 Kesugihan. The

effectiveness of the intervention was demonstrated by the significant decrease in students' academic procrastination scores between the pretest and posttest measurements following the implementation of the counseling program. The findings indicate that the application of self-management strategies, including self-monitoring, self-evaluation, self-reinforcement, and self-control, successfully helped students improve their ability to manage academic responsibilities, organize study schedules, and complete assignments in a timely manner.

Furthermore, the group counseling process provided a supportive environment that encouraged students to share experiences, develop motivation, and strengthen their commitment to changing procrastination behaviors. Therefore, self-management-based group counseling can be considered an effective intervention strategy for school guidance and counseling services in addressing academic procrastination among junior high school students. Future studies are recommended to involve larger samples and control groups to provide stronger empirical evidence regarding the effectiveness of this intervention in different educational contexts.

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