

## Group Guidance Services with Self-Management Interventions to Reduce Academic Procrastination Among Students

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### Abstract

Procrastination on assignments can disrupt a student's learning process, resulting in suboptimal learning outcomes and hindering academic achievement. Without proper intervention, academic procrastination may become a significant challenge for students. Therefore, proactive measures are essential to mitigate this tendency, with one approach being group guidance utilizing self-management techniques. This study aims to assess the effectiveness of group guidance services incorporating self-management techniques to reduce academic procrastination among students. A randomized pre-post control group design was implemented, with 10 students in the experimental group and 10 in the control group, selected through random sampling. Data were collected using a Likert-scale questionnaire and analyzed via the Mann-Whitney U test, using SPSS version 20.00. The results indicate that self-management techniques are effective in reducing academic procrastination among students.

**Keywords:** Group guidance, self management, student academic procrastination.

Received 27 August 2024/Accepted 11 November 2024 ©Author all rights reserved

### Introduction

Students are assigned schoolwork by their teachers, and these tasks must be completed thoroughly and seriously (Roestiyah, [2011](#); Xhakolli & Hamzallari, [2023](#)). When students have high motivation to learn, they will complete the tasks given by the teacher. However, when motivation is low, students may neglect their assignments, spending hours watching television, browsing social media, or playing online games (Savira & Suharsono, [2013](#); Ozmen et al., [2022](#)). A key factor in student success is how effectively they complete the tasks assigned by their teachers (Prayitno & Amti, [2004](#)). Students who consistently complete assignments, whether homework or

classwork, tend to perform better on exams compared to those who rarely engage with their schoolwork (Ormrod, [2008](#); Gohain et al., [2021](#)). On the other hand, students who habitually procrastinate in completing assignments (academic procrastination) may experience hindered academic achievement (Santrock, [2014](#); Tao et al., [2021](#)).

Academic procrastination is the avoidance of tasks that individuals are required to complete (Rizki, [2009](#); Varela et al., [2023](#)). Students who delay their assignments often waste time, leading to incomplete or suboptimal work. Procrastinators struggle to manage their time effectively, especially when it comes to completing tasks (Uyun & Atningsih, [2008](#); Danesh et al., [2021](#)). Procrastination can be caused by various factors, including fear of failure, dislike of the task, or reliance on others for help, which leads to tasks being neglected or completed at the last minute (Rizvi et al., [1997](#); Dietz et al., [2007](#)). It often involves delays in academic work due to students feeling tired, unmotivated, or distracted by other activities. This loss of enthusiasm results in procrastination, as students prioritize other tasks over their academic responsibilities (Pratini & Afifah, [2018](#); Gohain et al., [2021](#)).

Procrastination is viewed as a situational delay that can become pervasive, leading to maladaptive behaviors in students due to ongoing psychological stress (Moon [2005](#); Balkis, [2013](#)). Research by Choi and Moran ([2009](#)) revealed that procrastination is often seen as a negative behavior, sometimes perceived as laziness, which can result in poor academic performance. To avoid these negative outcomes, students may resort to copying the work of their classmates (Fulano et al., [2018](#)). Similarly, Patrzeeek et al. ([2015](#)) found that procrastination can lead to dishonest behaviors, such as making false excuses to avoid exams, submitting fake medical letters, plagiarizing, cheating, copying homework, and falsifying data.

Even though students are aware that procrastination is harmful, they may still struggle to break free from this cycle, resulting in longer time to complete school assignments and an overall delay in meeting deadlines (Ilyas & Suryadi, [2019](#)). Academic procrastination can lead to academic failure, stress, guilt, loss of personal productivity, and social rejection for failing to meet responsibilities or commitments (Burka & Yuen, [2008](#)). The negative impacts of procrastination

extend beyond these, as Knaus ([2010](#)) found that students experiencing procrastination may face difficulties in class and even drop out of school.

Based on the issues observed at a junior high school in Padang, many students still engage in academic procrastination, particularly when it comes to completing homework and school assignments. Some students request extra time to finish and submit their tasks, while others turn in their assignments late or even fail to complete them altogether. This tendency to delay assignments is linked to a lack of motivation, as students appear reluctant to work on tasks assigned by their teachers, resulting in missed deadlines.

Interviews conducted by researchers with guidance and counseling teachers at the junior high school revealed that this problem frequently occurs among students in class IX. Several factors contribute to the delays, including students' reluctance to read reference books needed to complete their assignments, difficulty understanding the material or tasks assigned, and a preference for socializing with friends over working on assignments. Additionally, some students struggle with self-regulation, preventing them from completing their assignments on time.

Academic procrastination is recognized as a significant issue that requires attention due to its potential to negatively impact students, lead to learning failure, and reduce academic achievement (Steel, [2007](#)). One approach to addressing the challenges faced by students is through school-based guidance and counseling services, specifically group guidance services. Group guidance is often used to address issues related to learning, personal, social, and career development (Firman et al., [2018](#)). These services aim to effectively resolve problems experienced by students, enabling them to achieve Effective Everyday Living. It is hoped that group guidance can facilitate the discussion of specific topics beneficial in alleviating issues and preventing an increase in academic procrastination by leveraging group dynamics (Prayitno, [2012](#)). Through the intensive use of group dynamics, such discussions foster the development of feelings, thoughts, perceptions, insights, and attitudes that promote more effective behaviors (Prayitno, [2004](#)).

Factors contributing to academic procrastination include irrational thinking, a tendency to seek immediate pleasures, poor time management, and overall low time management skills (Ferrari et al., [1995](#)). Therefore, this study aims to conduct experimental research to determine the effectiveness of group guidance services using self-management techniques in changing students' understanding of academic procrastination. By fostering correct understanding and cognitive change, students can overcome academic procrastination. As noted by Komalasari et al. ([2011](#)), self-management is a procedure that allows students to regulate their own behavior. The core idea behind self-management is that behavioral change can be achieved by teaching individuals the skills needed to handle problematic situations. Through this technique, students can make informed decisions regarding the specific behaviors they wish to control or modify.

Self-management is a strategy used by students to control factors that influence the learning process, such as time management, regulation of the physical and social environment, motivational strategies for goal-setting, emotional regulation, and learning strategies (Fitri, [2013](#)). The advantages of self-management techniques in addressing students' academic procrastination include empowering students to take responsibility for regulating their own behavior, allowing them to evaluate themselves without needing to compare with others, fostering self-regulation, and reducing the need for constant monitoring by counselors or teachers (Laili, [2019](#)). In practice, self-management programs have shown great promise in rehabilitation, particularly in goal-setting and problem-solving (Kessler & Liddy, [2017](#)).

While existing literature recognizes academic procrastination as a critical issue that affects student performance and goal achievement, many of the proposed solutions have predominantly centered on individual-based interventions such as self-regulation or cognitive-behavioral strategies. However, there remains a significant gap in understanding the efficacy of group-based interventions, particularly those that leverage self-management techniques in a collective setting. This study addresses this gap by exploring group guidance services as a novel approach to tackling academic procrastination. By focusing on task management within a group dynamic, this study introduces an innovative perspective on how students might collaboratively reduce procrastination, offering an original contribution to the field.

## **Method**

### *Design*

This research adopts a quantitative approach with experimental methods, utilizing a randomized pretest-posttest control group design.

### *Participants*

The population consists of 90 students, from which a sample of 20 junior high school students was selected randomly based on their high academic procrastination score—10 students for the experimental group and 10 for the control group. This study adhered to ethical research practices by implementing informed consent and maintaining rigorous ethical standards. All 20 student participants, along with their parents or guardians, were fully informed about the study's objectives, procedures, potential risks, and benefits. They were made aware that participation was voluntary, and they could withdraw at any time without any academic or personal consequences. Confidentiality was ensured by assigning identification codes to each participant, protecting their privacy throughout the research process. Following the intervention, participants were debriefed and provided with resources to support any needs or concerns related to the study.

### *Measurement*

The research instrument used in this study was an academic procrastination questionnaire, with items measured on a Likert scale to assess students' procrastination behaviors. This study adapted the Procrastination Assessment Scale for Students (PASS) developed by Solomon and Rothblum ([1984](#)), one of the most widely used tools for assessing academic procrastination. The questionnaire covered various dimensions of procrastination, including task delay (e.g., "I often put off starting my assignments until the last minute"), time management (e.g., "I struggle to create a study schedule and stick to it"), and goal setting (e.g., "I frequently set goals that I fail to achieve on time"). Each item was rated on a scale from "strongly disagree" to "strongly agree," enabling quantitative analysis of procrastination levels. This structured assessment offered a comprehensive overview of participants' procrastination tendencies, establishing a baseline to evaluate the intervention's effectiveness. The PASS coefficient Cronbach alpha = .896.

## Intervensi

After determining the group, intervention was carried out, namely the control group and the experimental group using self-management techniques. This research was conducted by an experienced counselor. Services are provided once a week or according to the schedule with each session lasting 2 x 45 minutes, consisting of 4 meetings. Group guidance sessions using self-management techniques are carried out once a week for 4 weeks (Nursalim, [2013](#)). The research was conducted from 1 February 2024 to 31 May 2024 (both groups experiment or control). Group Guidance Service Procedures with Techniques *Self Management* outlined in Table I below.

### Table I

*Self Management Technique Procedures* (Nursalim, [2013](#))

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Group Tutoring Services with Self Management Techniques

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#### **Group Guidance Service Stage**

##### *Stages of Formation*

Say hello and thank you.

Invite group members to lead prayer.

Introduce yourself.

Ask about news and still be enthusiastic.

Invite and guide group members to start service activities with full attention and enthusiasm.

Explain the meaning of group guidance and its objectives.

Explain the principles of group guidance.

Playing Games.

##### *Transition Level*

Explain the activities that will be taken next.

Invite members to enter the next stage/activity.

Discuss the atmosphere that occurred.

Increase member participation by explaining several aspects mentioned at the formation stage (if necessary)

##### *Activity Stage*

This activity specifically involves technique *self management* in each subtopic discussion of "academic procrastination" namely:

##### *Self Monitoring*

The group leader distributes the checklist/observations to group members.

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## Table 1

### *Self Management Technique Procedures (Nursalim, [2013](#))*

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Group members are given time to fill in observing their own behavior and record it carefully using a checklist/observation. Each group member is given the opportunity to express what has been filled in and what is understood from the checklist/self-observation.

#### *Stimulus Control*

Question and answer group members about the service topics discussed.

The group leader controls and facilitates the course of the group's activities .

The group leader strives for group dynamics.

Group members are asked to compare the results of behavioral records with behavioral targets that have been created by each group member based on the understanding gained from discussing service topics.

#### *Self Reward*

The group leader asks group members to organize themselves, providing reinforcement, eliminating, and punishing themselves.

The group leader directs group members to organize themselves not to carry out activities that can hinder the success that must be achieved.

Encourage group members by providing reinforcement to themselves for the success that must be achieved.

The group leader directs group members to eliminate activities that can hinder the goal.

The group leader punishes group members by providing negative consequences if they fail to achieve goals or carry out undesirable behavior.

#### *Conclusion Stage*

Say that the activity will end soon.

Ask group members to convey conclusions.

Ask group members to express their impressions and messages after participating in the activity.

#### *Closing Level*

Distribute evaluation sheets to group members.

Deliver material that will be discussed at the next meeting.

End the activity by saying thank you.

Invite group members to lead prayer.

Close the activity by saying hello.

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#### *Data analysis*

The data are analyzed using the Mann-Whitney U test two independent samples test with the

assistance of SPSS version 20.

## Result

The data on student academic procrastination provides an initial overview of their procrastination levels prior to receiving treatment. Pretest results were collected to assess students' academic procrastination before implementing group guidance services using self-management techniques. Next, researcher compare the research data obtained in the experimental group and the control group based on the instruments that were given to 10 students in the experimental and control groups before treatment. (pretest) and after treatment (posttest). [Table 2](#) presents a comparison of the scores for each group's academic procrastination experiment and control before and after being given treatment.

[Table 2](#)

*Comparison of group academic procrastination experiment and control pretest and posttest (n=20)*

No	Experiment			Control		
	Inisial	Pre-test	Post-test	Inisial	Pre-test	Post-test
1	MRA	139	76	LH	55	54
2	NN	109	53	MR	46	46
3	MNS	108	55	HF	94	80
4	RL	136	80	MR	60	58
5	ANA	83	55	RRI	90	90
6	NAS	73	69	RAS	119	108
7	VB	50	48	HR	117	82
8	MYA	110	69	TUI	135	107
9	RPS	135	71	YAD	137	108
10	SFN	56	55	SKL	111	100
Average		100	67	Average	96,4	83,3



The researcher then analyzed the gain scores from the pre-test and post-test for both the experimental and control groups. The results of the Mann-Whitney U test, as shown in [Table 2](#), indicate a significant difference between the gain scores of the two groups. Specifically, the Mann-Whitney U value is 22.5, with a corresponding Wilcoxon W value of 77.5, a Z score of -2.084, and a p-value (Asymp. Sig., 2-tailed) of 0.037, which is below the commonly accepted significance level of 0.05. These findings suggest a statistically significant difference in the distribution of gain scores, indicating that the intervention had a different effect on the outcomes of the two groups. Therefore, the hypothesis tested in this study is supported: there is a significant difference in academic procrastination between the experimental group, which received group guidance services using self-management techniques, and the control group, which received group guidance services without any specific intervention.

[Table 3](#)  
*Mann-Whitney U test*

	Gain score
Mann-Whitney U	22.5
Wilcoxon W	77.5
Z	-2.084
Asymp. Sig. (2-tailed)	.037

## Discussion

The study found a significant difference in academic procrastination levels between students in the experimental and control groups, both before and after receiving group guidance services. The experimental group, which received guidance with self-management techniques, showed a marked reduction in academic procrastination compared to the control group, which received group guidance without these techniques. Data from pretests and posttests confirmed that group guidance services incorporating self-management strategies effectively reduced academic procrastination, a behavior linked to decreased academic performance and, in severe cases, academic failure (Steel, [2007](#)).

Group tutoring services using self-management techniques are effective in addressing academic procrastination. Self-management is a behavioral management technique that enables individuals to independently regulate their actions to achieve autonomy and personal goals (Trosth & Hurley, [2015](#)). It is a strategy that empowers students to control learning-related factors, including time management, physical and social environments, motivation, goal-setting, emotional regulation, and learning techniques (Fitri, [2013](#)).

Group guidance itself involves planned, organized group activities aimed at providing valuable educational, vocational, personal, or social information. These activities help group members make informed life choices (Gibson & Mitchell, [2011](#)). Group guidance services facilitate collective learning, allowing individuals to gain knowledge from a shared source—typically counselors—that supports decision-making in various life domains, including personal, familial, and societal roles (Sukardi, [2008](#)).

Self-management empowers individuals to work collaboratively on their own behalf, addressing and managing the various challenges they face while effectively organizing their actions and behaviors within their living environments (Harvey, [2011](#)). It is a process in which students regulate their own behavior (Komalasari et al., [2011](#)), actively participating in behavior change by identifying antecedents and consequences, and recording and evaluating progress (Thompson, [2003](#)). According to Suwardani et al. ([2014](#)), self-management is a technique for organizing personal behavior aimed at promoting independence and productive living. This strategy involves helping students monitor their behavior, set personal goals, choose appropriate reinforcements, and plan incremental steps to reach their goals while determining suitable consequences (Gardner, [2002](#)).

Self-management enables students to direct their actions and habits toward positive outcomes. The above discussion suggests that group guidance services incorporating self-management techniques can effectively reduce academic procrastination among students (Suwanto, [2019](#)). Self-management is essential for addressing procrastination issues, guiding students in reducing such behavior and fostering self-awareness to make positive changes. Based on this study, it can

be concluded that group guidance services using self-management techniques are effective in reducing students' academic procrastination.

## **Conclusion**

After conducting statistical analysis and hypothesis testing, the following conclusions were drawn: In the experimental group, students' academic procrastination, following group guidance services with self-management techniques, fell into the low category. In contrast, the control group, which received group guidance without any specific interventions, demonstrated moderate levels of academic procrastination. A significant reduction in academic procrastination was observed among students in the experimental group before and after receiving self-management-based group guidance. Likewise, there was a noticeable difference in academic procrastination within the control group before and after standard group guidance sessions. Furthermore, a marked difference was found in academic procrastination levels between the experimental group and the control group after the interventions. Based on these findings, it can be concluded that group guidance services using self-management techniques are more effective in reducing academic procrastination in students compared to standard group guidance services without special interventions.

## **Acknowledgment**

The authors express their gratitude to SMP Pembangunan Laboratorium UNP and Universitas Negeri Padang for their support.

## **Author Contribution Statement**

The author was responsible for proposing the research idea and design, designing the study, creating the module, writing the initial draft of the publication manuscript, coordinating the research implementation, and revising the publication manuscript. The academic advisor assisted in developing the research idea, guided the module creation, guided the drafting of the publication manuscript, and coordinated the research implementation.

## **Conflict of Interest**

The researchers declare that this paper has no conflicts of interest.

## **Data Availability**

Data can be provided upon request to the author.

## **Declarations Ethical Statement**

The study followed the guidelines of the Declaration of Helsinki.

## **Informed Consent Statement**

Informed consent was obtained from all persons involved in the study.

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