

THE EFFECTIVENESS OF GROUP COUNSELING WITH SELF-MANAGEMENT TECHNIQUES IN REDUCING STUDENT'S ACADEMIC PROCRASTINATION

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ABSTRACT

Academic procrastination is a common behavioral problem among junior high school students, characterized by delaying academic tasks despite awareness of the negative consequences that follow, and is often linked to poor time management, low motivation, and avoidance driven by fear of failure. This study examined the effectiveness of group counseling with self-management techniques in reducing students' academic procrastination using a quantitative quasi-experimental non-equivalent control group design, involving 12 junior high school students divided into an experimental group ($n = 6$), which received group counseling with self-management techniques, and a control group ($n = 6$), which received conventional group guidance without self-management techniques. Data were collected using a validated and reliable academic procrastination questionnaire (Cronbach's Alpha = 0.948) administered before and after treatment, and analyzed using the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test. The results showed that the experimental group's mean score increased substantially from 43.67 (pretest) to 62.83 (posttest), a significant within-group improvement confirmed by the Wilcoxon Signed-Rank Test, whereas the control group's mean score remained largely unchanged (42.33 to 41.17); the posttest comparison between the two groups was statistically significant (Mann-Whitney $U = 0$, $p = 0.0022$), with no overlap between the two score distributions. These findings indicate that group counseling with self-management techniques is effective in reducing academic procrastination among junior high school students and offer practical guidance for school counselors in designing effective, evidence-based strategies to address this behavior.

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INTRODUCTION

Academic procrastination has become one of the most prevalent behavioral problems among adolescents, particularly students in educational settings. It refers to the intentional delay in initiating or completing academic tasks despite being aware of the negative consequences of such delays. Students who engage in academic procrastination often experience poor time management, reduced learning productivity, increased academic stress, and lower academic achievement. Beyond delaying academic tasks, procrastination also reflects avoidance behavior that may arise from fear of failure, low self-confidence, lack of motivation, or negative emotional responses toward learning activities. When repeatedly practiced, procrastination may develop into a stable behavioral pattern that hinders students' academic performance and overall well-being (Sanggasurya & Mamahit, 2021)

Guidance and Counseling services play a crucial role in helping students overcome academic and personal challenges while promoting their holistic development. These services aim to prevent the emergence of learning problems, facilitate students' self-understanding, and assist them in making appropriate educational and career decisions. Guidance and Counseling programs include orientation services, information services, individual counseling, group guidance, and group counseling, all of which are designed to foster students' academic, personal, social, and career development (Faradita et al., 2018).

Among these services, group guidance is considered an effective preventive and developmental intervention because it utilizes group dynamics to facilitate behavioral and personal growth. Through structured group interactions, students are encouraged to express their opinions, develop openness and honesty, strengthen interpersonal relationships, cultivate empathy and tolerance, and improve their social competence. In addition, group guidance enables students to gain greater self-awareness while learning adaptive behaviors from the experiences of other group members (Hartati, 2020).

The effectiveness of group guidance largely depends on the intervention techniques employed during the counseling process. One technique that has received increasing attention is self-management. Self-management is a behavioral intervention that encourages individuals to regulate and modify their own behavior through self-monitoring, self-evaluation, goal setting, and self-reinforcement. By implementing self-management strategies, students are expected to manage their study schedules more effectively, improve self-discipline, regulate academic stress, enhance learning motivation, and become more responsible for their own learning. Consequently, self-management has considerable potential to reduce behaviors associated with academic procrastination (Khairani et al., 2022)

Theoretically, the effectiveness of self-management in changing behavior can be explained through Bandura's Social Cognitive Theory, which posits that behavior change results from reciprocal interaction among personal, behavioral, and environmental factors, with self-regulatory processes such as self-observation, self-judgment, and self-reaction serving as the mechanism through which individuals exercise control over their own actions (Bandura, 1986). This is further supported by Skinner's principle of operant conditioning, which explains that behavior is shaped and maintained by its consequences; within self-management, students learn to reinforce their own adaptive study behaviors through self-monitoring and self-reward, thereby strengthening desirable behavior and gradually reducing procrastination through a process of self-administered contingency management (Skinner, 1965). These theoretical foundations provide the conceptual basis for expecting that self-management, when delivered through a group counseling format, can effectively target the self-regulatory deficits underlying academic procrastination.

Previous studies have demonstrated the positive contribution of group guidance using self-management techniques in improving various aspects of students' behavior. (Tanjung & Syarqawi, 2025), for example, reported that group guidance employing self-management techniques significantly reduced TikTok addiction among vocational high school students. Likewise, (A. Setiawan et al., 2024) found that the integration of self-management techniques into group guidance significantly improved students' time management skills. Similarly, (Sawali et al., 2025) concluded that group guidance using self-management techniques effectively enhanced students' learning discipline in vocational schools. These findings indicate that self-management is a promising intervention for promoting positive behavioral change among students.

However, despite these encouraging findings, several research gaps remain. First, most prior studies on self-management within group guidance have focused on outcomes such as social media addiction, time management, and

learning discipline, while research directly addressing academic procrastination is still comparatively scarce. The recent study by Sutarno et al. (2025, as cited in (Fauziyah et al., 2026)) is, to date, one of the few studies examining the same target behavior. Its emergence alongside the present study underscores that this remains an actively developing area rather than a fully settled one. Second, although time management and learning discipline are conceptually related to academic procrastination, they represent distinct psychological constructs; therefore, findings from studies examining those outcomes cannot be directly generalized to procrastination behavior. Third, most previous studies, including Sutarno et al. (2025), were conducted in specific educational settings with relatively small samples and relied on a single statistical approach to establish effectiveness; the present study extends this line of work by combining within-group (Wilcoxon Signed-Rank Test) and between-group (Mann-Whitney U Test) non-parametric comparisons within a junior high school in a rural Central Sulawesi setting, thereby strengthening the methodological rigor and contextual generalizability of the evidence base for group guidance using self-management techniques in addressing academic procrastination.

Based on these gaps, this study investigates the effectiveness of group guidance using self-management techniques in reducing students' academic procrastination. The study was conducted at SMP Negeri 4 Poso Pesisir Utara following preliminary observation and consultation with the school's guidance and counseling teacher, who reported that a considerable number of students showed indications of academic procrastination, including late submission of assignments and low task-completion rates, that had not been addressed through a structured, evidence-based counseling intervention; this school-based screening subsequently identified the 12 participants with the highest procrastination scores. Specifically, this study aims to (1) identify students' levels of academic procrastination before participating in group guidance using self-management techniques, (2) examine students' levels of academic procrastination after the intervention, and (3) determine whether group guidance employing self-management techniques is effective in reducing students' academic procrastination. This study contributes to the empirical literature on Guidance and Counseling interventions and provides practical recommendations for school counselors in designing evidence-based programs to reduce academic procrastination among students.

METHOD

This study employed a quantitative approach using a quasi-experimental method with a non-equivalent control group design to examine the effectiveness of group guidance using self-management techniques in reducing students' academic procrastination. The research was conducted at SMP Negeri 4 Poso Pesisir Utara, Central Sulawesi, Indonesia, during the 2025/2026 academic year. The participants consisted of 12 students identified as having high levels of academic procrastination based on the results of an initial screening using an academic procrastination questionnaire. The participants were selected through purposive sampling and divided into two groups: an experimental group ($n = 6$), which received group guidance using self-management techniques, and a control group ($n = 6$), which received conventional group guidance without self-management techniques, consisting of general group discussions on the importance of academic responsibility and time management, facilitated in the same six-session format and duration as the experimental group, but without the structured self-monitoring, goal-setting, self-evaluation, or self-reinforcement activities that characterized the experimental intervention.

The intervention consisted of six group guidance sessions implemented according to the standard stages of group guidance, namely the formation, transition, working, and termination stages. During the intervention, self-management strategies were integrated into the counseling process by encouraging students to identify procrastination behaviors, establish academic goals, monitor their own learning behaviors, evaluate their progress, and provide self-reinforcement for positive behavioral changes. These activities were intended to improve students' self-regulation, time management, learning motivation, and responsibility toward completing academic tasks.

Data were collected using an Academic Procrastination Questionnaire administered before (pre-test) and after (post-test) the intervention. The questionnaire consisted of 20 items measured on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). Positively worded items were scored directly, whereas negatively worded items (Items 3, 4, 6, 8, 11, 14, 16, and 19) were reverse-scored before data analysis to ensure that higher total scores consistently represented lower levels of academic procrastination. The questionnaire items are presented in Table 1.

Table 1. Academic Procrastination Questionnaire

No.	Statement	Scale			
		SA	A	D	SD
1.	I immediately begin working on assignments once they are given.				
2.	I am enthusiastic when completing assignments given by my teacher.				
3.	I delay working on my school assignments.				
4.	I submit assignments late because they are unfinished.				
5.	I complete and submit assignments immediately after they are assigned.				
6.	I complete assignments at school only when they are about to be collected.				
7.	I submit assignments promptly so that other assignments do not accumulate.				
8.	I am a slow student when completing school assignments.				
9.	I pay attention to assignment deadlines.				
10.	I use my time effectively when completing assignments.				
11.	I prefer playing games to completing assignments.				
12.	I complete assignments before playing games.				
13.	I ignore my friends' invitations to play because I have many school assignments.				
14.	I enjoy playing outside with friends more than completing school assignments.				
15.	I begin completing assignments according to the schedule I have planned.				
16.	I ignore the study plan that I have made for completing assignments.				
17.	I make a study plan to make completing assignments easier.				
18.	I manage my time well to avoid submitting assignments late.				
19.	I prioritize my friends' invitations to play over completing assignments.				
20.	I choose to finish my assignments before playing.				

Descriptive statistics were used to describe students' levels of academic procrastination before and after the intervention. Inferential statistical analysis was then conducted using the Wilcoxon Signed-Rank Test to examine differences between pre-test and post-test scores within each group. In addition, the Mann-Whitney U Test was employed to compare the post-intervention outcomes between the experimental and control groups. All statistical analyses were performed using IBM SPSS Statistics, with statistical significance established at $p < 0.05$.

RESULT AND DISCUSSION

Result

This section presents the empirical findings of the study on the effectiveness of group counseling with self-management techniques in reducing students' academic procrastination. The results are organized into six parts: (1) instrument validity and reliability, (2) descriptive statistics of the academic procrastination scores, (3) equivalence testing of the pretest scores between groups, (4) hypothesis testing on the posttest scores, (5) a summary of hypothesis testing, and (6) the discussion of findings in relation to relevant theory and prior empirical studies.

Instrument Validity and Reliability

Before being used to collect data, the Academic Procrastination Scale, consisting of 20 statement items, was tested for validity and reliability. The validity test was conducted using the product-moment correlation technique, comparing the calculated correlation coefficient (r -count) of each item with the critical value (r -table) at a 5% significance level. All 20 items produced r -count values ranging from 0.605 to 0.812, exceeding the r -table value of 0.576, indicating that every item was statistically valid for measuring academic procrastination. The reliability of the instrument was subsequently examined using Cronbach's Alpha coefficient, computed from the combined data of the experimental and control groups ($n = 12$),

yielding a coefficient of 0.948, which falls into the “excellent” category and confirms that the scale is highly consistent and dependable for measuring students' academic procrastination in both the pretest and posttest conditions. A summary of these results is presented in Table 2.

Table 2. Instrument Validity and Reliability Summary

Test	Result	Criterion	Conclusion
Item Validity (20 items, product-moment correlation)	r-count = 0.605–0.812	r-table = 0.576 (n = 12, $\alpha = 0.05$)	All 20 items valid
Reliability (Cronbach's Alpha)	$\alpha = 0.948$	≥ 0.70 (excellent threshold)	Excellent reliability

Source: Processed research data (2026)

Description of Academic Procrastination Data

Data on academic procrastination were collected twice, before (pretest) and after (posttest) the treatment, from the experimental group (n = 6), which received group counseling with self-management techniques, and the control group (n = 6), which received no treatment. Negative items (numbers 3, 4, 6, 8, 11, 14, 16, and 19) were reverse-scored prior to analysis, so that a higher total score reflects a lower level of academic procrastination.

Table 3. Recapitulation of Total Scores (Pretest, Posttest, and Gain Score)

Name	Group	Pretest	Posttest	Gain Score
Subjek 1	Experimental	37	63	26
Subjek 2	Experimental	42	63	21
Subjek 3	Experimental	39	63	24
Subjek 4	Experimental	51	61	10
Subjek 5	Experimental	47	63	16
Subjek 6	Experimental	46	64	18
Subjek 7	Control	50	43	-7
Subjek 8	Control	40	45	5
Subjek 9	Control	41	44	3
Subjek 10	Control	39	35	-4
Subjek 11	Control	43	33	-10
Subjek 12	Control	41	47	6

Source: Processed research data (2026); scores after reverse-scoring

As shown in Table 4, the pretest mean scores of the experimental group (M = 43.67, SD = 5.28) and the control group (M = 42.33, SD = 3.98) were relatively similar, suggesting that both groups began at a comparable level of academic procrastination. Following the intervention, the experimental group's mean score increased substantially to 62.83 (SD = 0.98), while the control group's mean score decreased slightly to 41.17 (SD = 5.74). The mean gain score of the experimental group (19.17) was also markedly higher than that of the control group (-1.17), indicating that only students who received group counseling with self-management techniques experienced a meaningful reduction in academic procrastination.

Table 4. Descriptive Statistics of Academic Procrastination Scores

Group	Measurement	N	Mean	SD	Min	Max
Experimental	Pretest	6	43.67	5.28	37	51
Experimental	Posttest	6	62.83	0.98	61	64
Experimental	Gain Score	6	19.17	5.81	10	26
Control	Pretest	6	42.33	3.98	39	50
Control	Posttest	6	41.17	5.74	33	47
Control	Gain Score	6	-1.17	6.74	-10	6

Source: Processed research data (2026)

Within-Group Differences Before and After Treatment

As stated in the Method section, the Wilcoxon Signed-Rank Test was used to examine whether pretest and posttest scores differed significantly within each group. For the experimental group, all six participants showed an increase from pretest to posttest, so all ranks were positive (sum of positive ranks = 21, sum of negative ranks = 0), yielding a Wilcoxon statistic (T) of 0 and an exact two-tailed p-value of 0.031 ($p < 0.05$); this indicates that the increase in scores following group counseling with self-management techniques was statistically significant. For the control group, three participants showed an increase and three showed a decrease (sum of positive ranks = 8, sum of negative ranks = 13), yielding $T = 8$ and an exact two-tailed p-value of 0.688 ($p > 0.05$), indicating no statistically significant change in academic procrastination scores over the same period.

Taken together, these within-group results show that the meaningful reduction in academic procrastination occurred only among students who received group counseling with self-management techniques, whereas students in the control group did not experience a statistically significant change over the same period. This pattern is consistent with, and reinforces, the between-group comparison presented in the following section.

Equivalence of Pretest Scores Between Groups

Because the sample size in each group was small ($n = 6$) and the data were ordinal in nature, a non-parametric Mann-Whitney U test was used instead of an independent-samples t-test. Before testing the effect of the treatment, the pretest scores of the two groups were first compared to ensure that both groups were equivalent at baseline.

The rank sums obtained were R_1 (Experimental) = 41.5 and R_2 (Control) = 36.5, yielding $U_1 = 15.5$ and $U_2 = 20.5$, so the calculated U value (U-count) is 15.5. With $n_1 = n_2 = 6$ at $\alpha = 0.05$ (two-tailed), the critical value (U-table) is 5, and the exact two-tailed p-value is 0.818. Because U-count (15.5) is greater than U-table (5), the difference is not statistically significant, confirming that the experimental and control groups were equivalent in their level of academic procrastination prior to the intervention.

Differences in Academic Procrastination After Treatment (Hypothesis Testing)

After the experimental group completed the six-session group counseling program, in which self-management techniques were implemented through the stages of self-monitoring, self-contracting, self-control, and self-reward, the posttest scores of both groups were compared using the same Mann-Whitney U test to examine the research hypothesis.

The rank sums for the posttest data were R_1 (Experimental) = 57 and R_2 (Control) = 21, producing $U_1 = 0$ and $U_2 = 36$, so the calculated U value is 0. Since U-count (0) is less than or equal to U-table (5), the result is statistically significant, with an exact two-tailed p-value of 0.0022. Notably, there was no overlap at all between the score distributions of the two groups after treatment: every score in the experimental group exceeded every score in the control group.

Table 5. Summary of Hypothesis Testing

Testing Stage	Test Statistic (U / T)	Test Used	p-value	Decision
Within-group change – Experimental (Pretest vs Posttest)	$T = 0$	Wilcoxon	0.031	H_0 rejected – significant increase from pretest to posttest
Within-group change – Control (Pretest vs Posttest)	$T = 8$	Wilcoxon	0.688	H_0 accepted – no significant change
Pretest equivalence (Experimental vs Control)	$U = 15.5$	Mann-Whitney	0.818	H_0 accepted – no significant difference (baseline equivalent)
Posttest difference (Experimental vs Control)	$U = 0$	Mann-Whitney	0.0022	H_0 rejected – significant difference between groups

Source: Processed research data (2026)

Based on the results in Table 5, the null hypothesis (H_0), which states that there is no difference in academic procrastination between students who receive group counseling with self-management techniques and those who do not, is rejected. Conversely, the alternative hypothesis (H_a), which states that group counseling with self-management techniques is effective in reducing students' academic procrastination, is accepted.

Discussion

Overview of Students' Academic Procrastination Before the Group Counseling with Self-Management Technique

Prior to the intervention, the pretest data showed that students in both the experimental group ($M = 43.67$, $SD = 5.28$) and the control group ($M = 42.33$, $SD = 3.98$) occupied a moderate position on the reverse-scored Academic Procrastination Scale (possible range 20–80), indicating that, before treatment, most participants already displayed a noticeable tendency to delay academic tasks rather than exhibiting either extremely low or extremely high procrastination. This baseline condition is consistent with (Munawaroh et al., 2017), who reported that academic procrastination remains a common and unresolved problem among junior high school students, underscoring the need for structured counselor-led intervention rather than assuming the behavior will resolve on its own. Similarly, (Ramadhani et al., 2020) found that many secondary students display clear indicators of academic procrastination, including negligence in completing assignments and poor punctuality in submitting tasks, patterns closely mirrored by the pretest behavior of participants in the present study prior to treatment.

The moderate-to-high pretest scores observed here also align with the factor analysis presented by (R. Setiawan & Nurmawati, 2024), who identified both internal and external contributors to student procrastination, students who feel burdened by school and out-of-school demands tend to experience boredom, low confidence, and reduced motivation, leading them to favor alternative activities such as gaming or socializing over completing assignments, with internal factors exerting a stronger influence than external ones. This dynamic is corroborated by (Laia et al., 2022), who described the concrete forms procrastination takes among students, namely late submission of tasks, delayed initiation of work, and postponed study time, driven internally by laziness, boredom, and poor time management, and externally by parenting style and environmental conditions. (Fitriana et al., 2024) further noted that procrastination expressed through late or incomplete assignments and a preference for more enjoyable activities carries direct consequences for learning outcomes, reinforcing the importance of addressing this behavior before it compounds academically.

Beyond task-related and environmental factors, the baseline procrastination levels found in this study can also be understood through individual differences in self-regulation and digital-media habits. (Dewany et al., 2023) demonstrated a significant relationship between self-control and academic procrastination, with a considerable proportion of students showing moderate procrastination alongside only moderately developed self-control, suggesting that students entering this study likely lacked the self-regulatory capacity needed to manage academic demands independently. In a related vein, (Miswanto & Sihite, 2025) found a significant positive correlation between social media use and academic procrastination among junior high school students, indicating that unregulated digital engagement may have contributed to the delay behaviors observed in the pretest data of the present study's participants. Taken together, these seven studies provide converging evidence that the students' pretest procrastination levels were neither anomalous nor situational, but reflective of a broader, well-documented pattern among Indonesian junior high school students, one shaped jointly by low self-control, unmanaged digital habits, and internal-external behavioral factors, thereby justifying the need for a structured, skills-based intervention such as group counseling with self-management techniques.

Overview of Students' Academic Procrastination After the Group Counseling with Self-Management Technique

Following the intervention, the posttest data revealed a marked shift in the experimental group's behavior: mean scores rose substantially to 62.83 ($SD = 0.98$), approaching the upper end of the reverse-scored scale, whereas the control group's mean declined slightly to 41.17 ($SD = 5.74$), remaining at essentially the same moderate level observed at pretest. This divergence suggests that the self-management techniques succeeded in shifting students away from the delay-prone patterns described by Fitriana and Sutja (2024), who found that unresolved academic procrastination, expressed through late

submissions, incomplete tasks, and a preference for more enjoyable activities, tends to persist and directly undermine learning outcomes unless deliberately addressed.

The near-uniform improvement among experimental-group students (posttest scores clustering tightly between 61 and 64) also aligns with the correlational findings of (Miswanto & Sihite, 2025), who linked academic procrastination to unregulated social media use; the structured, session-based format of group counseling likely redirected students' attention and time away from such passive distractions and toward monitored, goal-directed academic behavior. This interpretation is reinforced by (Dewany et al., 2023), who demonstrated that stronger self-control is associated with lower procrastination, since the self-monitoring and self-control components explicitly trained during the intervention appear to have strengthened students' regulatory capacity in a way that translated directly into the observed posttest gains.

In contrast, the control group's stagnant, and in some cases slightly worsening, scores are consistent with (Laia et al., 2022), who observed that without intervention, students' procrastination tendencies, driven by laziness, boredom, and poor time management, tend to persist rather than resolve spontaneously. This pattern further echoes the internal-factor emphasis identified by (R. Setiawan & Nurmawati, 2024), who found that internal conditions such as low motivation and boredom exert a stronger influence on procrastination than external circumstances; because the control group received no comparable skills-based treatment targeting these internal factors, their procrastination levels remained largely unchanged. The complete absence of score overlap between the two groups at posttest also lends weight to (Ramadhani et al., 2020), who argued that a structured counseling service is needed to help students resolve procrastination-related problems, a claim the present findings empirically support by showing that only the group receiving such a service exhibited meaningful change. Finally, this outcome directly responds to the concern raised by (Munawaroh et al., 2017) that academic procrastination remains an unresolved issue among junior high school students requiring active counselor-led intervention; the substantial posttest improvement observed in the experimental group indicates that group counseling with self-management techniques offers exactly the kind of intervention capable of producing that change.

Effectiveness of Group Counseling with Self-Management Technique in Reducing Procrastination Behavior

The results of this study provide strong empirical evidence that group counseling employing self-management techniques is effective in reducing students' academic procrastination, as reflected in the significant posttest difference between the experimental and control groups ($U = 0$, $p = 0.0022$) and the complete absence of score overlap between the two distributions. This finding directly corroborates Sutarno et al. (2025), who examined the same target behavior, academic procrastination among junior high school students, and similarly found that group guidance services employing self-management techniques produced a meaningful decrease in procrastination from pretest to posttest, leading to the rejection of the null hypothesis. The convergence between the present study and Sutarno et al. (2025), despite differing sample sizes and school contexts, strengthens the argument that self-management is not merely a technique suited to isolated cases but a generalizable intervention capable of producing consistent, replicable reductions in procrastination behavior across different junior high school populations.

Beyond procrastination specifically, the effectiveness of self-management within a group counseling format is further supported by a broader body of research addressing closely related self-regulatory constructs. (A. Setiawan et al., 2024) found that group counseling with self-management techniques meaningfully improved students' time management, with the experimental group showing clear improvement while the control group showed none, a pattern of divergence that mirrors the pretest-to-posttest trajectory observed in the present study. Because deficient time management is widely recognized as a core behavioral component of procrastination, this parallel suggests that the mechanism by which self-management reduces procrastination, namely by strengthening students' capacity to plan, monitor, and regulate their use of time, operates consistently across both constructs. Similarly, (Widiadnyani et al., 2022) demonstrated that a structured group guidance guidebook incorporating self-management techniques was effective in improving students' learning discipline, indicating that the behavioral skills targeted by self-management, including self-monitoring and self-reinforcement, translate into more disciplined and consistent academic engagement, an outcome behaviorally adjacent to reduced procrastination.

Further support comes from studies examining self-management's effect on students' capacity for autonomous, self-directed learning. (Widiya & Syarqawi, 2023) found that group guidance with self-management techniques meaningfully

improved self-regulated learning among students in a boarding-school setting, with the technique itself identified as the effective driver of improved self-regulation. Given that self-regulated learning and academic procrastination are conceptually intertwined, students who struggle to regulate their own learning are inherently more prone to delay academic tasks, this finding lends theoretical coherence to the present results: by strengthening self-regulatory capacity through structured self-monitoring, goal-setting, and self-reward, the intervention appears to address the root psychological mechanism underlying procrastination rather than merely its surface behavioral symptoms.

Notably, the effectiveness of self-management techniques within group guidance extends even to behavioral problems ostensibly distinct from academic procrastination, further underscoring the versatility of the approach. (Tanjung & Syarqawi, 2025) reported that group guidance services using self-management techniques meaningfully reduced TikTok addiction among vocational high school students, with the proportion of students in the high-addiction category dropping considerably after treatment. Although TikTok addiction and academic procrastination are distinct behavioral concerns, both are fundamentally rooted in poor self-regulation and an inability to resist immediately gratifying but ultimately unproductive alternatives to academic engagement. The success of self-management in curbing compulsive digital media use therefore reinforces the plausibility of its effectiveness in curbing procrastination, since both behaviors respond to the same underlying self-regulatory skills: monitoring one's own conduct, setting concrete behavioral targets, resisting distracting impulses, and reinforcing desired outcomes.

Taken together, these five studies, spanning procrastination, time management, learning discipline, self-regulated learning, and digital addiction, converge on a consistent conclusion: self-management is a robust and transferable behavioral intervention technique when delivered within a group counseling or group guidance format. The present study extends this body of evidence by demonstrating, with a fully non-overlapping posttest distribution between groups, that this technique is not only effective but produces a uniformly strong effect across all participants in the experimental condition. This consistency, rarely observed so cleanly in behavioral intervention research, suggests that the structured four-stage process employed here, self-monitoring, self-contracting, self-control, and self-reward, offers school counselors a replicable, evidence-based framework for addressing academic procrastination that can be confidently adapted across diverse student populations and behavioral targets.

Why the Intervention Worked: An Interpretation of the Mechanism

Beyond confirming that the intervention worked, it is important to consider why. Among the four self-management stages applied, self-monitoring and self-contracting most plausibly carried the greatest weight in this study: by requiring students to record their own study behavior against a self-set goal, these two stages directly target the awareness and accountability gap that underlies procrastination, whereas self-control and self-reward likely served to sustain behavior once monitoring had already made the delay pattern visible to the student. This interpretation is consistent with the finding that improvement was not merely present but uniform across the experimental group; because every participant was required to follow the same self-monitoring and contracting routine regardless of their initial procrastination level, the intervention appears to have functioned as a floor-raising mechanism rather than one that helped only the most receptive students, which also explains why posttest scores clustered narrowly near the upper end of the scale (61–64) rather than showing the more variable improvement typically seen in behavioral interventions, an effect further constrained by the scale's fixed upper bound of 80. The control group's stagnation, in turn, is best explained not by an absence of intervention altogether but by the absence of these specific self-regulatory components: general discussion of academic responsibility, without structured self-monitoring or contracting, appears insufficient to disrupt an established procrastination pattern, which suggests that the active ingredient in group guidance for procrastination is the structured self-management component itself rather than the social or discursive elements of group counseling more broadly.

CONCLUSION

This study demonstrates that group counseling with self-management techniques is effective in reducing academic procrastination among junior high school students, as evidenced by the significant improvement observed in the experimental group compared to the control group following the intervention, despite both groups being statistically equivalent in their

level of procrastination at baseline. By engaging students in structured self-monitoring, self-contracting, self-control, and self-reward processes, the intervention appears to strengthen the underlying self-regulatory skills that procrastination reflects a deficit in, rather than merely addressing surface-level symptoms such as poor time management, and these findings are consistent with a growing body of research showing that self-management techniques delivered through group counseling or group guidance can produce meaningful behavioral change across a range of related student concerns. These findings offer school counselors a feasible, evidence-based, group-format strategy to help students overcome academic procrastination, and reinforce self-management as a practical and transferable technique for supporting positive behavioral change among junior high school students.

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