

PSYCHOEDUCATION PROCESSES ACADEMIC PROCRASTINATION THROUGH TIME MANAGEMENT

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Abstract

This research aims to examine the effectiveness of time management psychoeducation in reducing academic procrastination in high school students. The research method used was A quasi-experimental design with a non-randomized one group pre-test post-test design. The subjects of this research were high school students. Data were collected using the Pure Procrastination Scale and analyzed using statistical tests to see differences before and after the intervention. The research results show that time management psychoeducation can reduce the level of academic procrastination in students. These findings indicate that psychoeducation-based interventions can be an effective strategy in helping students manage their time better and reduce the habit of procrastinating on academic tasks.

Keywords: Psychoeducation, Time Management, Academic, High School Students

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas psikoedukasi manajemen waktu dalam menurunkan prokrastinasi akademik pada siswa SMA. Metode penelitian yang digunakan adalah A quasi-experimental design with a non-randomized one group pre-test post-test design. Subjek penelitian ini adalah siswa SMA. Pengumpulan data menggunakan skala Pure Procrastination Scale dan dianalisis dengan uji statistik untuk melihat perbedaan sebelum dan sesudah intervensi. Hasil penelitian menunjukkan bahwa psikoedukasi manajemen waktu dapat menurunkan tingkat prokrastinasi akademik pada siswa. Temuan ini mengindikasikan bahwa intervensi berbasis psikoedukasi dapat menjadi strategi efektif dalam membantu siswa mengelola waktu mereka dengan lebih baik dan mengurangi kebiasaan menunda tugas akademik.

Kata kunci: Psikoedukasi, Manajemen Waktu, Prokrastinasi Akademik, Siswa Sma

INTRODUCTION

Academic procrastination, or the tendency to delay completing academic tasks, is a common phenomenon among high school students. This behavior can have a negative impact on students' academic achievement and psychological well-being. Academic procrastination is often associated with stress, anxiety, and low self-efficacy, which can ultimately impact students' academic performance. One of the factors that significantly contributes to academic procrastination is ineffective time management. Research by Sofiyanti, Rakhmawati, and Ismah. (2023) showed a significant relationship between time management and academic procrastination in students, where poor time management contributed to increased procrastination behavior. In addition, research

conducted by Steel (2007) found that academic procrastination is closely related to impulsivity, lack of self-regulation, and low intrinsic motivation. Students who have difficulty managing their time tend to postpone academic tasks until the deadline approaches, which often results in less than optimal results.

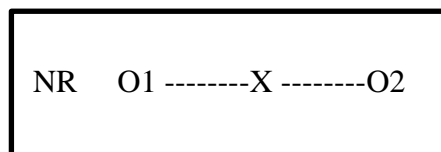
Empirical data indicates that the level of academic procrastination among high school students is quite worrying. A study by Gracelyta and Harlina (2021) found that 63.35% of students were in the moderate procrastination category, while 4.35% were in the high category. Similar findings were also reported by Muliana (2020), who identified that academic procrastination in adolescents is a tendency to delay work or completing tasks in the educational realm. In line with research from Putri and Aviani (2024) which showed that 38.6% of students were in the moderate procrastination category, with the procrastination aspect as the dominant factor at 49.6%. This data indicates that most students tend to delay completing their academic tasks. Several psychological factors contribute to academic procrastination, such as low self-efficacy, academic anxiety, and perfectionism. Zimmerman & Schunk (2011) explained that students with low self-efficacy tend to have difficulty initiating and completing academic tasks. Meanwhile, academic anxiety can hinder students from starting tasks because of fear of failure (Solomon & Rothblum, 1984). Perfectionism is also an influential factor, where students with high standards tend to postpone assignments because they feel that the results they have done are not perfect enough (Stoeber & Otto, 2006).

Efforts to reduce academic procrastination have been carried out through various interventions, one of which is the "PePro" Program designed by Sarasija et al. (2021) aims to reduce the level of academic procrastination. However, the results of this program showed a 30% increase in post-test scores compared to the pre-test, indicating that the intervention was not effective enough in reducing procrastination behavior. In addition, research by Prasetya and Nurjannah (2021) examined the application of self-management techniques in group counseling to reduce academic procrastination. The results of this study indicate that self-management techniques can help students organize, monitor, and evaluate themselves to reduce procrastination behavior. However, the effectiveness of this intervention varies. For example, research by Jannah (2024) showed that self-management training was effective in reducing academic procrastination with an N-Gain value of 0.7151, which is included in the high category.

Although various interventions have been implemented, there is still a research gap regarding the effectiveness of psychoeducation that integrates time management and self-management techniques in overcoming academic procrastination in high school students. Most previous studies have focused on one approach separately, and not many have examined the combination of the two techniques in the context of psychoeducation. Therefore, this study aims to develop and test the effectiveness of a psychoeducational program that integrates time management and self-management techniques to reduce academic procrastination among high school students.

METHOD

A quasi-experimental design with a non-randomized one group pre-test post-test design is the method in this study. The design chosen only involved the experimental group due to the limited number of participants permitted by the school and the uniqueness of the characteristics of the participants. This study did not use a comparison group but used a pre-test to determine the difference in the level of academic procrastination of the research participants before and after the intervention was given. The design chart used in this study can be seen in Figure below.



Research design

The subjects of this study were students at an Islamic school. The selection of research subjects was based on the inclusion characteristics that had been determined, namely: 1) active students; 2) students proposed by teachers; 3) not undergoing other psychological intervention programs before and during the time management psychoeducation was given; and 5) willing to follow the series of time management psychoeducation from start to finish. Data collection in this study was carried out using the Pure Procrastination Scale measuring instrument designed by Piers Steel and adapted to Indonesian by Ansyah and Pratiwi (2024). This scale consists of three main aspects: decision, implementation, and timeliness. The results of the Confirmatory Factor Analysis (CFA) test show that the instrument has strong validity (> 0.5) and high reliability ($CR = 0.864; 0.923; 0.891$).

The time management psychoeducation procedure is divided into three parts.

1. Before the intervention

Before the intervention, a pre-test was conducted by filling out the Pure Procrastination Scale.

2. Implementation of the intervention

The intervention in time management psychoeducation was conducted in four sessions. The psychoeducation provided in this study refers to the time management aspects of Macan, Shahani, Dipboye, & Phillips (1990), (1990), namely a) setting goals and priorities; b) planning and scheduling; c) perceived control of time; and d) preference for organization.

3. After the intervention.

After the intervention, an evaluation and post-test were conducted by filling out the Pure Procrastination Scale.

Data analysis in this study used a wilcoxon test. A wilcoxon test is a testing method used to analyze the effectiveness of a particular treatment characterized by the difference in the average before and after the treatment is given. The wilcoxon test is part of non-parametric statistical analysis. Data analysis conducted in this study used the JASP.

RESULT AND DISCUSSION

The research subjects were 16 students who met the subject criteria and had filled in the Pure Procrastination Scale. The following are the results of filling in the Pure Procrastination Scale for each subject and their categories.

Table 1. Results of filling in the scale

SUBJEK	PRETEST SCORE	POSTTEST SCORE	CATEGORY
1	36	27	medium
2	34	26	medium
3	37	20	medium
4	35	30	medium
5	39	30	medium
6	31	23	medium
7	36	30	medium
8	32	28	medium
9	44	29	medium
10	29	22	medium
11	29	28	medium
12	28	24	medium
13	37	28	medium
14	33	31	medium
15	30	29	medium
16	33	29	medium

Based on Table 1, data shows that the majority of research subjects experienced a decrease in academic procrastination scores after participating in the time management psychoeducation intervention. This condition is also reflected in the Wilcoxon test results.

Table. Wilcoxon Test

MEASURE 1	Measure 2	W	z	df	p
PRETEST	- posttes	136.000	3.516		< .001

NOTE. WILCOXON SIGNED-RANK TEST.

Based on Table, it is found that the calculation results using the Wilcoxon test show the significance value of the pre-test and post-test scores, namely <0.001. These results indicate that the intervention provided in the form of time management psychoeducation has proven effective in reducing the level of academic procrastination in research subjects.

The results of statistical analysis show a decrease in the level of academic procrastination in the subjects. This indicates that students who receive time management psychoeducation are better able to organize their study schedules, avoid the habit of postponing work, and are more motivated to complete academic assignments. This finding is in line with previous studies (Sarasija et al, 2021; Marlina, 2015; Steel, 2007; van Eerde, 2003) which confirm that interventions based on time management skills can

reduce procrastination tendencies. These findings strengthen the theory that academic procrastination is not just a problem of lazy behavior or lack of motivation but is also rooted in the individual's inability to manage time effectively. Thus, psychoeducation is an appropriate intervention strategy to help students develop planning and time organization skills more optimally.

Time management psychoeducation aims to increase students' awareness of the importance of good planning and time management in their academic lives. Based on the time management theory of Macan et al. (1990), individuals who have good time management skills tend to be more productive, have lower stress levels, and are able to complete tasks more effectively. In this research, the psychoeducation provided includes aspects of planning, prioritization, goal setting, as well as techniques for dealing with distractions and distractions that contribute to procrastinative behavior. Students who received psychoeducation showed improvements in preparing study schedules, determining assignment priorities, and understanding the consequences of academic delays.

The effectiveness of psychoeducation in this research can be attributed to the delivery method used. Psychoeducation provided in the form of workshops, group discussions, and practical time management exercises provides opportunities for students to be more active in understanding concepts and directly applying them. Several previous studies have shown that an experience-based approach or experiential learning is more effective in improving practical skills than passive lecture methods (Kolb, 1984). Therefore, the success of this intervention can also be attributed to an interactive and applicable approach.

Reducing the level of academic procrastination has broad implications, not only for increasing learning productivity but also for students' psychological well-being. Research from Tice and Baumeister (1997) shows that procrastination not only hurts academic achievement but also increases stress and anxiety levels. In this research, students who received time management psychoeducation showed a sense of confidence in managing their tasks. This positive impact can be explained through the stress and coping model (Lazarus & Folkman, 1984), where individuals who have good time management skills tend to be more effective in facing academic challenges, thereby reducing stress levels and increasing their subjective well-being. Thus, time management psychoeducation not only helps students increase learning efficiency but also provides long-term benefits in terms of mental well-being.

The results of this research have important implications, namely that time management psychoeducation programs can be implemented in the school environment as an intervention strategy to overcome academic procrastination. This program can include activities in guidance and counseling to help students develop time management skills, which can be an effective strategy for reducing academic procrastination behavior.

Although the results of this study show that time management psychoeducation can reduce academic procrastination, several limitations need to be considered. First, this research was only conducted over a relatively short period, namely 4 sessions, so the long-term effects of this intervention cannot yet be fully evaluated. Further research with a longitudinal design could provide deeper insight into the long-term impact of this psychoeducation. Second, the sample in this study was limited to high school students at one particular school, so the generalizability of the results to a wider population still needs to be tested. Further research with more diverse samples, including students from different social and cultural backgrounds, will provide a more comprehensive understanding of the effectiveness of this intervention in various educational contexts. Third, this research focuses more on quantitative variables, so a more in-depth exploration of students' subjective experiences in managing time and overcoming procrastination is still needed. Qualitative studies with a phenomenological approach can be a valuable addition to understanding the psychological factors underlying changes in student behavior after receiving psychoeducation. In addition, future research could combine time management psychoeducation with other approaches, such as cognitive behavioral therapy (CBT) or mindfulness, to increase effectiveness in overcoming academic procrastination. With a more holistic approach, it is hoped that the interventions developed can provide greater benefits for students in improving their learning skills and psychological well-being.

CONCLUSION

Overall, the results of this study indicate that time management psychoeducation is an intervention that can reduce academic procrastination in high school students. By improving time management skills, students become better able to overcome obstacles that cause delays in academic assignments. These findings provide important implications for the development of intervention programs in schools as well as for further research in the field of educational psychology.

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