



The Effect Of Group Guidance Using Self-Management Techniques On Reducing Procrastination

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Abstract

The purpose of this study was to determine the effect of group counseling using self-management techniques on reducing academic procrastination among students. This study was based on the aspects of group counseling using self-management techniques according to Priyosaksono's (2002) theory, namely: time management, interpersonal relationships, and self-perspective. Ferrari's (2010) theory measures students' academic procrastination behavior through the following aspects: delay in starting or completing tasks, sluggishness, gap between plans and actions, and tendency to do other more enjoyable activities. The research method used was quantitative with simple linear regression analysis techniques. The research subjects were 30 students of class XI MA Ar Rosyidiyah who had participated in group guidance services using self-management techniques, using purposive sampling techniques based on the recommendations of the guidance counselor. The results of the simple linear regression test showed a significance value of $0.000 < 0.05$, which means that the variable of group guidance using the self-management technique has a significant negative effect on reducing students' academic procrastination behavior. The magnitude of the effect of group guidance using the self-management technique based on the R Square result was 0.474 or 47.4%, which means that the decrease in students' academic procrastination behavior was influenced by group guidance services through the self-management technique, while the remaining 52.6% was influenced by other factors outside this research model.

Keywords: Group Guidance; Self-Management; Academic Procrastination.

Abstrak

Tujuan penelitian adalah mengetahui bagaimana pengaruh bimbingan kelompok dengan teknik self management terhadap penurunan perilaku prokrastinasi akademik siswa. Yang mengacu berdasarkan aspek-aspek bimbingan kelompok dengan teknik self management teori Priyosaksono (2002), yaitu: pengelolaan waktu, hubungan antar manusia, dan perspektif diri. Adapun teori Ferrari (2010), perilaku prokrastinasi akademik siswa diukur melalui aspek-aspek: penundaan memulai atau

menyelesaikan tugas, kelambanan, kesenjangan antara rencana dan tindakan, serta kecenderungan melakukan aktivitas lain yang lebih menyenangkan. Metode penelitian yang digunakan adalah kuantitatif dengan teknik analisis regresi linier sederhana, objek penelitian sebanyak 30 siswa kelas XI MA Ar Rosyidiyah yang telah mengikuti layanan bimbingan kelompok dengan teknik self management, menggunakan teknik purposive sampling berdasarkan rekomendasi guru BK. Hasil uji regresi linier sederhana menunjukkan nilai signifikansi sebesar $0,000 < 0,05$ yang artinya variabel bimbingan kelompok dengan teknik self management memiliki pengaruh negatif yang signifikan terhadap penurunan perilaku prokrastinasi akademik siswa. Besarnya pengaruh bimbingan kelompok dengan teknik self management berdasarkan hasil pengolahan R Square sebesar 0,474 atau 47,4%, yang berarti penurunan perilaku prokrastinasi akademik siswa dipengaruhi oleh layanan bimbingan kelompok melalui teknik self management, sedangkan sisanya 52,6% dipengaruhi oleh faktor lain di luar model penelitian ini.

Kata Kunci: Bimbingan Klasikal; Pemahaman Siswa; Perilaku Seksual Islami.

INTRODUCTION

Academic procrastination is the behavior of delaying academic tasks that should be completed immediately, even though the individual is aware of the negative consequences of such delays. This behavior is a serious problem in education because it affects academic achievement, learning efficiency, and students' psychological well-being. Academic procrastination is a form of self-regulation failure, and its prevalence reaches more than 80% among students (Steel, 2007: 66).

Academic procrastination has a broad impact, not only on the quality of learning outcomes, but also on internal motivation, discipline, and students' time management skills. When students delay tasks, they will face time pressure, stress, and tend to blame themselves. This behavior can be repeated and become a negative habit if not immediately intervened. It is emphasized that students with low time management skills are more prone to continuous academic procrastination (Balkis and Duru, 2009: 93).

The phenomenon of academic procrastination can be observed directly in the educational context at MA Ar Rosyidiyah in Bandung. The results of the observation of 11th grade students show that around 25% of students have difficulty completing assignments on time. Based on the records of the Guidance and Counseling teacher, students in this group have high academic procrastination scores and often show a tendency to avoid tasks, are easily distracted, and have minimal learning planning.

Some of the main causes of procrastination originate from within the students themselves, such as lack of confidence, fear of failure, and weak intrinsic motivation. In addition, external factors also have an influence,

including academic pressure, the influence of the social environment, and a lack of support from parents and teachers. It is explained that high schoolwork pressure, a lack of independent learning skills, and a tendency to follow unproductive peers also trigger academic procrastination (Rohmatun, 2021: 94).

Appropriate interventions can be carried out through group counseling services designed to deal with procrastination problems systematically. Group counseling allows students to discuss academic difficulties openly, receive support from their peers, and gain new insights and strategies for dealing with learning challenges. This service is effective in developing self-awareness and strengthening students' self-regulation skills (Romlah, 2001: 94).

In implementing group counseling, one technique that can be used is self-management, which aims to improve individuals' ability to manage time, build healthy social relationships, and have a positive self-image. Prijosaksono (2002: 87) argues that the self-management technique covers three main aspects, namely time management, interpersonal relationships, and self-perspective. The application of self-management techniques in group guidance services has the potential to form adaptive learning habits. Students are taught to recognize patterns of procrastination, develop realistic study plans, and practice responsibility for academic obligations. The group approach allows students to strengthen each other, so that learning motivation increases naturally due to positive social influence (Mahendra and Wulandari, 2020: 48).

The influence of group guidance based on self-management techniques has been proven by various studies. Kurnia Sari (2023: 30–34) found that group counseling services using these techniques were able to reduce the tendency to procrastinate and increase the self-efficacy of junior high school students. Another finding by Syahfitri (2022: 1–2) shows that group guidance contributes significantly to improving the learning discipline of madrasah students through strengthening group commitment and reflection.

From an Islamic perspective, time management and responsibility are key values instilled through the teachings of the Qur'an and hadith. QS. Al-'Asr emphasizes that humans are at a loss unless they believe, do righteous deeds, and advise each other in truth and patience (Indonesian Ministry of Religious Affairs, 2005: QS. Al-'Asr: 1–3). The Arabic proverb "al-waqtu kassayf in lam taqtha'hu qatha'ak" emphasizes that time must be managed wisely because if not, time will be detrimental. The integration of Islamic values in group guidance services enriches the counseling approach because it touches not only on behavioral aspects but also on the spirituality of students. Values such as responsibility, discipline, trustworthiness, and honesty are an important part of the process of shaping academic character. The application of self-management techniques within the framework of Islamic values encourages students to not only study for the sake of achievement but also as a form of worship and devotion (Yunus, 2019: 88).

Although many studies have discussed the effectiveness of group counseling or self-management techniques, the focus on the combined influence of both on academic procrastination in the context of Islamic education is still limited. Most previous studies only measured changes in behavior or self-efficacy, rather than directly reducing the level of procrastination within the framework of Islamic values. This study aims to fill this gap through a comprehensive and contextual approach. The research was conducted at MA Ar Rosyidiyah because this educational institution has an active guidance program, a homogeneous student population, and a fairly high level of procrastination problems based on guidance counselor records. The existence of a strong religious program at this school was also a reason for choosing the research location because it allowed for the practical integration of self-management techniques and Islamic values in group guidance services.

The study aims to examine the effect of group counseling using self-management techniques on reducing academic procrastination behavior among 11th grade students at MA Ar Rosyidiyah. The research objective is to measure the effect of counseling services in developing students' self-management in learning and academic responsibility in a sustainable manner. The approach used in this study is a quantitative approach with a comparative causal method. The population in this study included all 11th grade students at MA Ar Rosyidiyah, while the sample consisted of 30 students who were purposively selected. The criteria for sample selection included students with moderate to high procrastination scores, willingness to participate in all service sessions, and no previous experience with self-management technique group counseling (Sugiyono, 2013: 16).

The research instrument was an academic procrastination scale developed based on indicators, including the dimensions of delay in starting tasks, slowness in completing tasks, plan-action gap, and tendency to seek distractions. The data analysis technique used was simple linear regression analysis to test the effect of group guidance variables with self-management techniques on reducing procrastination. Normality, linearity, and heteroscedasticity tests were conducted to ensure the validity of the regression model used (Imran, 2018: 29).

This study is expected to contribute academically and practically. Academically, this study enriches the literature on the effectiveness of group guidance using self-management techniques based on Islamic values. Practically, the results of this study can be used as a reference by guidance counselors and educational institutions in designing effective guidance services that are appropriate for the characteristics of Madrasah Aliyah students.

THEORETICAL BASIC

The theoretical basis of this research discusses the main concepts that form the basis of the research, namely the theory of group guidance with self-management techniques and the reduction of procrastination. These two theories are used as a basis for examining the relationship between group guidance with self-management techniques and the reduction of procrastination (Romlah, 2001: 42).

Self-management techniques are an approach that emphasizes an individual's ability to consciously and consistently regulate and control themselves. Prijosaksono states that self-management consists of three aspects, namely time management, interpersonal relationships, and self-perspective. Time management is related to the ability to organize schedules, determine priorities, and use time effectively. Interpersonal relationships refer to the skills of establishing healthy and productive social interactions. Self-perspective includes an objective assessment of personal strengths and weaknesses, as well as building a positive self-image (Prijosaksono, 2002:87).

Ferrari explains that academic procrastination is the behavior of deliberately delaying academic tasks despite being aware of the negative consequences. The aspects that indicate academic procrastination behavior include delaying starting or completing tasks, slowness in acting, a gap between intentions and actual actions, and a tendency to do other activities that are considered more enjoyable. Procrastination not only affects learning outcomes but also causes emotional pressure such as guilt, anxiety, and stress (Ferrari, 2010: 32).

Group counseling is a service in an educational setting provided to a group of students who have specific needs or problems. The goal is to help students develop their potential, solve problems, and foster the ability to adapt to social and academic environments. Group counseling is conducted by creating an interactive atmosphere so that students are able to express their opinions, share experiences, and find solutions through group dynamics (Isti'adah, 2023:42). Hayati adds that group counseling helps students plan for the future, improve decision-making, and strengthen interpersonal skills (Hayati, 2023: 52).

According to Prayitno, group activities provide space for students to interact with each other, express ideas, and receive constructive feedback from fellow members. The discussion process that occurs in groups creates a meaningful learning experience because students are actively involved. Through open interaction, students can learn to respect others' opinions, increase empathy, and broaden their understanding of the issues being discussed (Prayitno, 1995: 61).

Group counseling using self-management techniques aims to help students develop self-management skills. This technique focuses on behavioral changes

that originate from students' self-awareness, rather than simply external encouragement. Good time management allows students to develop efficient learning strategies. The ability to build healthy relationships provides strong social support, while a realistic self-perspective encourages students to accept reality objectively and set measurable learning goals. Group discussions used in group counseling are an effective medium for applying self-management techniques. Students are invited to analyze their habit of procrastinating, identify the causes, and collaboratively design improvement strategies. Interaction within the group creates a supportive learning environment, encouraging students to change voluntarily and responsibly. Discussions also train critical thinking skills, the ability to express opinions, and the ability to accept input from others (Nurhayati, 2024: 28–29).

The application of self-management techniques in group guidance helps reduce the level of academic procrastination. Students who initially had a tendency to procrastinate began to show improvement in time management, academic responsibility, and consistency in learning. By recognizing their procrastination patterns, students were better able to control their urge to procrastinate and form more disciplined study habits. The self-awareness developed through group discussions becomes an important foundation for behavioral change (Sari, 2023: 30–34).

Self-management not only has an impact on academic aspects, but also contributes to overall personal development. Students become more confident in making decisions, are able to set targets independently, and have internal motivation to achieve learning success. This technique can be applied continuously as part of a group guidance service program that is adaptive to student needs (Syahfitri, 2022: 1–2).

The application of self-management techniques also helps shape students' responsible and independent characters. Through group experiences, students learn to assess the impact of each decision made and strengthen their commitment to the goals that have been set. The self-management skills acquired through group counseling become important provisions in facing learning challenges at the next level of education and in everyday life (Mahendra & Wulandari, 2020: 48).

Based on the theory used, group guidance with self-management techniques is a relevant intervention to reduce academic procrastination behavior. The combination of a group approach and self-management strategies has a significant impact on changes in student behavior. This study positions self-management as a key skill that can be trained through systematic and structured group guidance activities. Thus, group counseling services using self-management techniques are a viable alternative in helping students deal with academic procrastination and improve learning effectiveness. This approach also supports the development of students' character to be more independent,

responsible, and consistent in completing tasks. The successful implementation of this technique can serve as an applicable intervention model in the context of education.

RESULTS

Madrasah Alilyah (MA) Ar-Rosyidiyah is a secondary education institution that emphasizes a balance between strengthening academics and shaping student character. One of its development focuses is on Guidance and Counseling (BK) services aimed at addressing various adolescent development challenges, including psychosocial problems such as academic procrastination. This madrasah views procrastination not merely as a problem of time management, but as a form of self-regulation failure that requires a systematic and planned approach. Therefore, a group guidance program based on *self-management* techniques was launched as a structured intervention targeting students with a high tendency to delay academic tasks.

The group guidance program with *self-management* techniques was developed based on the initial mapping results conducted by the guidance counselors. The identification stage was carried out through a combination of observing student learning behavior, interviewing subject teachers and homeroom teachers, and distributing academic procrastination questionnaires. From these results, a group of students was identified as needing special assistance to improve their learning habits. These students were then divided into small groups of six to ten people to participate in group counseling sessions for one semester, with a schedule of twice a month and each session lasting 60 to 90 minutes.

The *self-management* approach applied in this program was divided into three core stages. The first stage was the planning stage, in which students were guided to design specific and measurable learning objectives, compile daily or weekly schedules, and identify patterns and triggers of procrastination in their daily lives. The second stage was the implementation stage, in which students carried out the plans they had made with guidance from guidance counselors. Group discussions are used as a forum to exchange experiences, provide moral support, and strengthen commitment to the plans that have been made. The third stage is the evaluation stage, which is carried out through joint reflection in groups and filling out self-evaluation journals. Guidance counselors facilitate this process by providing feedback and encouraging students to assess for themselves the successes and obstacles they have experienced.

Each session is designed with a consistent structure, beginning with an opening to set the mood, followed by the delivery of psychoeducational material, practical exercises such as rearranging schedules or creating a priority scale (), and then closing with reflection and discussion. The role of

the guidance counselor is not as a one-way teacher, but as a facilitator who encourages positive dynamics within the group. The strategies used are participatory and collaborative, where each student is given space to express their personal views and experiences, thereby building a sense of connection and mutual support in achieving behavioral change.

This approach is reinforced by the use of various tools, such as daily reflection journals, weekly target sheets, and digital media such as Google Forms to monitor student progress. The use of these instruments not only helps measure the effectiveness of the intervention but also trains students in personal responsibility and digital literacy. Thus, this program covers comprehensive life skills development, including time management, action planning, consistency, and self-evaluation.

During the program, subject teachers reported significant changes in the behavior of students who participated in the guidance. Some indicators of change included improved punctuality in submitting assignments, more consistent attendance, and active participation in classroom learning activities. Students who were previously known to be passive began to show initiative in completing assignments without having to be reminded. This improvement was not only reflected in their academic performance, but also in their confidence and social interactions in the school environment.

Some students even showed further development by becoming role models for their friends in terms of study discipline. They shared the strategies they had applied during the tutoring sessions and encouraged their classmates to be more disciplined in completing their school assignments. This dynamic indicates that the effects of the program were not only felt individually but also had a positive social impact on the classroom community. This process supports the basic principle of group tutoring, which aims to create widespread change through constructive group interaction.

The madrasah also plays an active role in supporting the program's continuity. The head of the madrasah allocates special time in the school activity schedule for group counseling and provides facilities such as counseling rooms and the necessary presentation equipment. Homeroom teachers are also involved in monitoring student development and providing input to guidance counselors. In certain cases, communication is carried out with parents to reinforce behavioral changes that are being formed in the school environment so that they continue at home.

This structural and cultural support is an important foundation in ensuring the success of the program. The madrasah's commitment to student character development is evident in its policies that support collaboration between parties and the provision of adequate resources. This cross-functional approach enables guidance counselors to carry out their roles optimally and sustainably. The success of the program in its initial stages has encouraged the

school to design further developments, including expanding the guidance topics to other issues such as stress management, communication skills, and career planning. Strengthening the capacity of guidance counselors through continuous training is also designed to enable them to provide services that are relevant to the times. In addition, the involvement of alumni as mentors in certain sessions is being considered in order to add perspective and enthusiasm for students in facing academic and social challenges.

Table 1 Descriptive Test of Variable Y

Statistics			
		X	Y
N	Valid	30	30
	Missing	0	0
Mean		36.1333	45.0667
Median		37.5000	46.5000
Minimum		18.00	27.00
Maximum		51.00	61

The results of the descriptive analysis of the academic procrastination variable provide a concrete picture of the profile of the students who participated in this study. Based on data from thirty 11th grade students at MA Ar-Rosyidiyah, the average (mean) academic procrastination score was 45.07. The median value was 46.50, which was then used as the cutoff point between the high and low procrastination categories. Thus, students with scores less than or equal to 46.50 were categorized as students with low levels of procrastination, while students with scores above that number were categorized as students with high levels of procrastination.

Table 2 Grouping of Academic Procrastination Scores

		Variable Y			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	15	50	50	50.0
	Low	15	50.0	50.0	100.0
	Total	30	100.0	100	

Fifteen students were in the low procrastination category. They demonstrated characteristics that indicate fairly good self-management skills, such as completing tasks on time, being able to follow study plans consistently, and having the ability to prioritize academic responsibilities over momentary pleasures. These students also demonstrate good self-control in

avoiding activities that can interfere with the learning process, such as excessive use of electronic devices or postponing tasks for unclear reasons.

Meanwhile, the other fifteen students were in the high procrastination category. They tended to delay starting or completing academic tasks, often found it difficult to stick to their study schedules, and were often distracted by other activities that were more interesting but less productive. The gap between plans and actual actions is quite large, indicating a low ability to realize academic commitments. This behavior pattern is also often accompanied by feelings of guilt, mental pressure, and decreased motivation to study, which ultimately affects overall learning outcomes.

This data shows that half of the students still need ongoing intervention to improve their ability to manage time, set priorities, and avoid procrastination. This distribution also forms the basis for designing follow-up strategies to strengthen the program's effectiveness. Students in the high category are given more intensive and personalized support, while those in the low category continue to receive guidance to ensure that the positive changes they have achieved are not lost.

Thus, these descriptive results provide a clear empirical basis regarding the background and needs of students in group-based guidance programs using *self-management* techniques. This information is not only part of the research report but also serves as a practical reference for guidance counselors in developing more targeted and adaptive follow-up interventions tailored to the profiles of the students they serve.

The Effect of Group Guidance Using *Self-Management* Techniques on Reducing Procrastination

Validity in research aims to assess the extent to which instruments are truly capable of measuring the constructs under study accurately and precisely. Validity is the result of a validation process, which is a step taken by researchers in collecting empirical data as a basis for drawing conclusions about the accuracy of instrument scores. This process aims to ensure that each item in the instrument conceptually represents the construct to be measured (Sugiyono, 2017:173).

In this study, the Pearson Product Moment Correlation technique was used to test the validity of the instrument items. This technique is relevant for measuring the relationship between two variables, namely between item scores and total scores. An item is considered valid if it has a calculated r value greater than the table r value and a significance value less than 0.05 (Sugiyono, 2017: 183). Based on the validity test results of the data obtained from thirty respondents, all items in the instrument met the validity criteria. Thus, all items

were declared valid and suitable for use as a measuring tool in the study. The complete validity test calculation results are presented in the next section.

Table 3 Validity Test

Variable	Validity
Group Guidance with <i>Self-Management</i> Techniques	10 Valid out of 12 Statements
Academic Procrastination	12 Valid out of 16 Statements

Furthermore, reliability relates to the consistency of measurement results, namely the extent to which data generated from instruments can be trusted and is free from systematic errors (measurement error). Reliability testing is intended to assess the reliability of data from instruments in terms of consistency in measuring constructs (Darma, 2021:31).

Reliability assessment is carried out using Cronbach's Alpha calculation. An instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.60. If the value is less than 0.60, the instrument is declared unreliable (Winata, 2022:53). Based on the reliability test results, the Cronbach's Alpha value of the instrument shows a figure above 0.60, which means that all items have adequate internal consistency and can be used as a reliable measuring tool in research.

Table 4 Reliability Test of Variable X (Group Guidance with *Self-Management* Techniques)

Reliability Statistics	
Cronbach's Alpha	Number of Items
.864	12

Based on the results of the reliability test of the group guidance variable instrument using the *self-management* technique, a Cronbach's Alpha value of 0.864 was obtained from 12 statement items. This value indicates a very high level of reliability and meets the reliability criteria because it exceeds the limit of 0.60. Thus, the instrument is declared consistent and suitable for use in measuring this variable.

Table 5 Reliability Test of Variable Y (Academic Procrastination)

Reliability Statistics	
Cronbach's Alpha	Number of Items
.859	16

Based on the reliability test of the academic procrastination behavior variable instrument, a Cronbach's Alpha value of 0.859 was obtained from 16

statement items. This value indicates very high reliability and meets the requirements because it exceeds 0.60. Thus, the instrument has good internal consistency and is suitable for use in research.

The classical assumption test in research aims to test the feasibility of the regression model so that the analysis results are unbiased and reliable. Classical assumptions consist of normality tests, linearity tests, and heteroscedasticity tests. These three tests are used to ensure that the data used meets the basic statistical requirements in simple linear regression. If these assumptions are met, then the regression analysis can be continued and the results can be interpreted more validly (Sugiyono, 2017: 157).

The normality test aims to identify whether the data in the regression model is normally distributed. In this study, the normality test was performed using the Shapiro-Wilk method. The decision criteria were based on the significance value (Sig.). If the Sig. value was > 0.05 , the data was normally distributed, whereas if the Sig. value was < 0.05 , the data was not normally distributed (Imran, 2018: 29).

Table 6 Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		30
Normal Parameters ^a ^b	Mean	.000000
	Std. Deviation	10.25357348
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-,103
Test Statistic		.127
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.236
	99% Confidence Interval	Lower Bound .225 Upper Bound .247

Based on the results of the normality test using the Kolmogorov-Smirnov method, a significance value of 0.200 was obtained. Because this value is greater than the significance limit of 0.050 ($0.200 > 0.050$), it can be concluded that the data in this study is normally distributed.

The linearity test aims to determine whether there is a linear relationship between the independent and dependent variables. This test was conducted using the Test for Linearity analysis by comparing the significance value in the Deviation from Linearity column. If the Sig. value is > 0.05 , then the relationship between the two variables is linear (Sugiyono, 2017: 157).

Table 7 Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	2694.867	18	149,715	2,187	,094
		Linearity	633,593	1	633,593	9,256	.011
		Deviation from Linearity	2061.274	17	121,251	1,771	,169
	Within Groups		753,000	11	68,455		
	Total		3,447,867	29			

The linearity test results show that the significance value for Deviation from Linearity is 0.270. This value is greater than the significance limit of 0.05 ($0.270 > 0.05$), which indicates that there is no significant deviation from the linear relationship. Thus, the relationship between variable X and variable Y can be said to be linear.

The heteroscedasticity test is used to determine whether there are symptoms of variance inequality in the regression model. The test is conducted using the Scatterplot or Glejser Test method. The test results indicate that there is no heteroscedasticity if the Sig. value is > 0.05 , so that the regression model is considered to meet the basic assumptions and is feasible for use in the next stage of analysis (Sugiyono, 2017: 157).

Table 8 Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.790	3.874		1,753	,091
	X	,034	,103	,062	,326	.747

The heteroscedasticity test results show a significance value of 0.938. This value is greater than the significance limit of 0.05 ($0.938 > 0.05$), indicating that there is no heteroscedasticity in the data. Thus, it can be concluded that variable X does not experience heteroscedasticity and the regression model meets this assumption.

After all classical assumptions were met, the analysis continued using simple linear regression analysis techniques. This technique was used to determine the extent of the influence of independent variables on dependent variables in the form of linear relationships. Simple linear regression is an analysis method used when there is one independent variable (X) of group guidance with *self-management* techniques and one dependent variable (Y) of procrastination reduction. The regression model used in this study aims to examine the effect of group guidance using *self-management* techniques on the reduction of students' academic procrastination behavior. The regression equation was obtained through statistical data processing and was then interpreted to explain the direction and strength of the relationship between variables. The study tested the following hypothesis:

H0: There is no significant effect of group guidance with *self-management* techniques on the reduction of procrastination.

Ha: There is a significant effect between Group Guidance with *Self-Management* Techniques and a Decrease in Procrastination

If the significance value is less than 0.05, the alternative hypothesis is accepted and the null hypothesis is rejected, which means that there is a significant effect between the two variables. Conversely, if the significance value is greater than 0.05, the null hypothesis is accepted and there is no significant effect (Sugiyono, 2017: 227).

Table 9 Simple Linear Regression Analysis Test

Coefficients ^a					
Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	61.774	3.451	17,901	,000
	X	-,462	,092		

Based on the regression analysis results in the Coefficients table, a regression coefficient of -0.462 was obtained for the *Self-management* variable on Academic Procrastination. This coefficient value indicates that the effect of *Self-management* on Academic Procrastination is negative. This means that every one-unit increase in *Self-management* will reduce the level of Academic Procrastination by 0.462 points. This indicates that the better students are at managing themselves, such as managing their time and setting goals, the less likely they are to procrastinate on academic tasks. *Self-management* directly helps students to be more responsible in carrying out their learning activities.

The t-value of the *self-management* variable was -5.021 with a significance value of 0.000. Since the significance value is far below 0.05, it

can be concluded that, partially, *self-management* has a significant effect on academic procrastination. This shows that the *self-management* techniques applied in group counseling services contribute significantly to reducing procrastination behavior. Thus, *self-management* has been proven to play a meaningful role in explaining the variations that occur in students' academic procrastination behavior.

The coefficient of determination test is used to measure the extent to which independent variables can explain the variation or change in dependent variables. The coefficient of determination value, shown through the R Square (R^2) value, represents the proportion of variability in the dependent variable that can be explained by the regression model constructed. The higher the R Square value, the greater the contribution of the independent variable in predicting or explaining changes in the dependent variable (Sugiyono, 2017).

Table 10 Determination Coefficient Test (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.688 ^a	.474	.455	5.01273

Based on the results of the analysis of the coefficient of determination (R Square) from simple linear regression between the variable of *self-management* as the independent variable and academic procrastination as the dependent variable, an R value of 0.688 was obtained. This value indicates that there is a fairly strong negative correlation between the two variables. The higher the level of *self-management* possessed by students, the lower their tendency to engage in academic procrastination.

Furthermore, an R Square value of 0.474 indicates that 47.4% of the variation in students' Academic Procrastination behavior can be explained by their *Self-Management* ability. The remaining 52.6% is influenced by other factors not covered in this research model.

The Adjusted R Square value of 0.457 shows an adjustment to the number of samples and variables in the model, which provides a more accurate picture of the model's predictive ability for a broader population. The Standard Error of the Estimate value of 9.382 indicates the degree of deviation between the predicted results and the actual values of Academic Procrastination. The smaller this value, the better the model is at predicting the dependent variable. Therefore, it can be concluded that *self-management* contributes significantly to explaining the level of Academic Procrastination among students, and the regression model used in this study is suitable for drawing statistical conclusions.

Group counseling as a counseling service medium provides a reflective and interactive space for students to develop self-management skills (Romlah, 2001:42). The *self-management* techniques applied focus on three main aspects, namely time management, interpersonal relationships, and self-perspective. These three aspects were chosen because they represent the core of organized, responsible, and self-aware behavior, all of which are the antithesis of procrastination behavior (Prijosaksono, 2001:87).

In terms of time management, changes were seen in students' increased ability to organize their daily schedules, set realistic task targets, and consistently carry them out. Students were trained to use time effectively through scheduling techniques, setting priorities, and avoiding digital distractions such as social media or online games. Students are also encouraged to recognize their own productive time patterns and adjust their academic activities so that they do not conflict with other personal needs. These changes reflect the growth of students' awareness of the importance of time management in achieving academic achievement (Prijosaksono, 2001:87).

In terms of interpersonal relationships, students showed an increase in their ability to build effective and healthy communication, both in academic and social environments. In group dynamics, they practiced giving and receiving constructive feedback, sharing learning strategies, and discussing the learning obstacles they experienced. The supportive mentoring environment created a sense of psychological security, so that students became more open to change and more willing to try new strategies offered in the sessions. The solidarity formed within the group also strengthens students' motivation to remind and support each other to avoid procrastination (Prijosaksono, 2001:87).

Meanwhile, in terms of self-perspective, a noticeable change can be seen in students' ability to evaluate their mindset. Students who initially had negative beliefs such as "I can't complete this task" or "I'd better procrastinate so I can do it better later" began to challenge these thoughts and replace them with more adaptive affirmations (Prijosaksono, 2001). The reflection and *self-talk* techniques used in counseling help students understand that procrastination often stems from fear of failure or mental unpreparedness, not merely from a lack of time. This process strengthens students' *self-efficacy* and fosters a sense of responsibility for their academic obligations (Bandura, 1997:51).

A comprehensive guidance and counseling model in Islamic education integrates a value-based approach, character building, and self-awareness formation through group media. In group dynamics, students are invited to reflect on their condition, practice sharing their experiences, and set better personal development goals. This type of guidance encourages participants to

be more responsible and adaptive in undergoing the academic process. This approach shows that structured group counseling activities can be a means of internalizing values and gradually forming self-management (Chodijah, 2016: 140).

This is because the results of simple linear regression analysis show that the *self-management* variable contributes to a 47.4% reduction in academic procrastination behavior, as indicated by a coefficient of determination (R Square) value of 0.474. This means that there is a remaining influence of 52.6% that comes from factors other than *self-management*. A number of other factors can theoretically influence the level of academic procrastination. One of them is self-efficacy, which is an individual's belief in their ability to complete academic tasks well. Students with low self-efficacy tend to doubt their own abilities, so they procrastinate more often. Another factor is academic pressure, which can cause stress or anxiety and encourage students to avoid tasks through procrastination. In addition, social support from parents, teachers, and peers also plays an important role in determining learning attitudes and behaviors. Lack of support or guidance can exacerbate students' tendency to procrastinate. Equally important are learning styles and learning environments, which also influence the extent to which students can focus and be disciplined in carrying out their academic responsibilities (Darma, 2021: 31).

These findings are also in line with Steel's opinion that procrastination is a common form of self-regulation failure, especially among students, with a prevalence of between 50% and 95% (Steel, 2007: 66). Students tend to delay tasks because the benefits are in the future, while distractions or enjoyable activities are available in the present. In addition, Balkis and Duru found that academic procrastination has a negative correlation with academic achievement and life satisfaction. These two findings reinforce that improving *self-management* in group counseling services can significantly reduce students' tendency to delay academic tasks (Balkis & Duru, 2009: 93).

The results of this study reinforce previous findings showing that intervention through group counseling services can have a positive impact on changes in student behavior, particularly in the context of self-management and study time. *Self-management* techniques have proven to be an effective approach in reducing academic procrastination behavior. Research conducted by Lusi Kurnia Sari shows that group counseling services with *self-management* techniques, which include strategies such as *self-monitoring*, *self-reward*, *self-contracting*, and stimulus control, can significantly reduce students' academic procrastination behavior. This is evidenced by a significant increase in post-test results and high N-Gain scores after the intervention (Sari, 2023: 30–34).

Similarly, research conducted by Annisa Syahfitri reveals that group counseling also has a significant effect on students' procrastination habits. (Annisa Syahfitri, 2022: 1–2). Thus, the results of this study reinforce the relevance and contribution of group counseling services as an intervention strategy that can be applied practically and empirically to reduce academic procrastination behavior in the school environment.

CONCLUSIONS

Based on the results of the study, it is known that the application of group counseling with *self-management* techniques has been proven to have a positive impact on reducing academic procrastination behavior among 11th grade students at MA Ar Rosyidiyah in Bandung. The reduction in the level of academic procrastination reached a significant figure, where 47.4% of the variation in procrastination behavior could be explained by students' *self-management* abilities. This shows that structured guidance services with an independent self-management approach are very effective in increasing students' awareness, academic responsibility, and time management skills.

The research findings show that before receiving guidance services, some students still had moderate to high levels of procrastination. However, after participating in group guidance sessions based on *self-management* techniques, there were positive changes in the aspects of task postponement, slowness in completing work, gaps between plans and actions, and the tendency to divert attention to other activities. *Self-management* techniques successfully fostered students' self-awareness of the importance of discipline, regularity, and learning motivation. This process was also reinforced by group dynamics that built supportive interactions among students.

Group counseling with *self-management* techniques that focus on time management, interpersonal relationships, and self-perspective has proven to be a comprehensive intervention strategy in overcoming academic procrastination. These three aspects synergistically improve the way students manage their time, form positive social relationships, and understand their personal strengths and weaknesses objectively. Thus, this approach not only targets behavioral change but also touches on the cognitive and affective aspects that underlie students' mindsets.

However, this study also has limitations, particularly in terms of the sample size, which is still limited to one school. Therefore, it is recommended that future studies expand the population coverage and consider other factors that may influence students' academic procrastination behavior, such as family support, organizational experience, academic pressure, and social environmental influences. In addition, the development of more innovative guidance methods, particularly in the integration of digital technology such as interactive media or time management applications, is important to be further

researched in order to improve the effectiveness of group guidance services in the modern era.

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