



Profile of Academic Procrastination Among High School Students and Its Implications for Academic Counseling Services

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Abstract: The purpose of this study was to determine: (1) the profile of academic procrastination among Grade XIG students at SMA Negeri 4 Kupang in the 2025/2026 academic year, and (2) the implications of the academic procrastination profile of Grade XIG students at SMA Negeri 04 Kupang in the 2025/2026 academic year for learning guidance services. This study employed a quantitative descriptive research design. The population consisted of 35 Grade XIG students at SMA Negeri 4 Kupang. The sample comprised all 35 students. The sampling technique used was saturated sampling. The data were analyzed using central tendency analysis. The results showed that the mean score of academic procrastination among Grade XIG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 135.05, which fell within the score range of 98–139. This indicates that the level of academic procrastination among Grade XIG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was categorized as low.

Keywords: Academic procrastination; high school students; learning guidance; guidance and counseling services

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: (1) profil prokrastinasi akademik siswa kelas XIG SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026, (2) implikasi profil prokrastinasi akademik siswa kelas XIG SMA Negeri 04 Kupang Tahun Pelajaran 2025/2026 bagi layanan bimbingan belajar. Jenis penelitian ini adalah deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas XIG SMA Negeri 4 Kupang yang berjumlah 35 siswa. Sampel penelitian ini berjumlah 35 siswa. Teknik pengambilan sampel yang digunakan adalah teknik sampling jenuh. Teknis analisis data penelitian ini menggunakan analisis kecenderungan pusat. Hasil penelitian menunjukkan bahwa skor rata-rata prokrastinasi akademik kelas XIG SMA Negeri 4 Kupang tahun ajaran 2025/2026 ialah 135,05 berada diantara rentang skor 98 – 139, artinya tingkat prokrastinasi akademik kelas XIG SMA Negeri 4 Kupang tahun ajaran 2025/2026 termasuk ke dalam kategori rendah.

Kata kunci: Prokrastinasi akademik; siswa SMA; bimbingan belajar; layanan bimbingan dan konseling

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Introduction

Education is a process aimed at developing students' potential optimally across academic, personal, social, and emotional aspects. The success of education is determined not only by students' intellectual abilities but also by their attitudes, learning habits, and ability to manage themselves and fulfill their academic responsibilities (Schunk & DiBenedetto, 2020). Therefore, students' learning behavior is an important factor supporting the achievement of educational goals. Such learning behavior becomes increasingly important as students progress to higher levels of education, where they face more complex demands.

At the senior high school (SMA) level, students are faced with increasingly complex academic demands. They are required to complete various academic tasks, such as homework, project assignments, reports, and preparations for daily tests, semester examinations, and final examinations. These conditions require students to develop the ability to manage their time, set priorities, and maintain discipline in learning as part of self-regulation (Zimmerman, 2020). However, not all students are able to meet these academic demands optimally.

One of the problems frequently experienced by students in the learning process at school is academic procrastination. According to Steel, (2007), "academic procrastination refers to the tendency to delay starting or completing academic tasks, even though individuals are aware that such delays may have negative consequences." Based on this perspective, it can be stated that procrastination may have negative effects on students.

Ghufron & Risnawita, (2017) explain that the consequences of academic procrastination can be categorized into internal and external effects. Internal effects are those experienced within the individual, whereas external effects are manifested in the individual's behavior and learning outcomes. Academic procrastination can negatively affect students both internally and externally. Internally, students may experience anxiety, stress, decreased self-confidence, and pressure resulting from accumulated assignments. Externally, academic procrastination may lead to delays in submitting assignments, reduced quality of learning outcomes, and lower academic achievement. If such conditions persist over time, they may hinder students' academic and personal development.

Furthermore, Ahmed, (2023) states that procrastination not only results in delays in completing assignments but also contributes to lower-quality learning outcomes, increased academic stress, and decreased student self-confidence. The factors underlying procrastination are multidimensional, including internal factors such

as low motivation, anxiety, and weak self-regulation, as well as external factors such as the learning environment and distractions caused by digital technology (Ihkamaluddin, 2023).

Nevertheless, previous studies have tended to focus more on relationships between variables (correlations), while comprehensive descriptions of students' academic procrastination profiles, particularly at the senior high school level, remain limited. An understanding of such profiles is important as a basis for developing targeted and appropriate learning guidance services.

Based on a preliminary study conducted at SMAN 04 Kupang through observations in September 2025, several Grade XI G students were found to frequently postpone completing assignments until the submission deadline was approaching. In addition, students tended to prioritize other activities, such as using social media, rather than completing academic assignments. They also demonstrated limited time-management skills, inadequate learning planning, and a tendency to depend on their peers when completing assignments.

These findings indicate that academic procrastination requires particular attention from guidance and counseling teachers at school. Guidance and counseling (BK) teachers can assist students in addressing learning-related problems, including reducing students' academic procrastination. One of the services that can be provided by guidance and counseling teachers is learning guidance.

Prayitno & Amti (2013) explain that learning guidance is a guidance service that assists students in developing positive attitudes and effective learning habits in order to achieve optimal learning outcomes. Through learning guidance services, students can be assisted in managing their study time, improving discipline, understanding the importance of academic responsibility, and developing learning motivation. Through these services, students are expected to reduce their academic procrastination.

Based on the discussion above, the research questions in this study are as follows: (1) What is the profile of academic procrastination among Grade XI G students at SMA Negeri 04 Kupang in the 2025/2026 academic year? (2) What are the implications of the academic procrastination profile of Grade XI G students at SMA Negeri 04 Kupang in the 2025/2026 academic year for learning guidance services?

The purpose of this study was to determine the academic procrastination profile of Grade XI G students at SMA Negeri 04 Kupang in the 2025/2026 academic year and the implications of the academic procrastination profile of Grade XI G students at SMA Negeri 04 Kupang in the 2025/2026 academic year for learning guidance services.

Method

Research Design and Setting

This study employed a quantitative descriptive design to describe the academic procrastination profile of students and its implications for learning guidance services. The study was conducted at SMA Negeri 4 Kupang from December 2025 to June 2026.

Participants, Sample, or Data Sources

The population consisted of all 35 Grade XIG students at SMA Negeri 4 Kupang in the 2025/2026 academic year. All members of the population were included as the sample using a saturated sampling technique, resulting in a sample of 35 students.

Instruments and Measures

Data were collected using a closed-ended academic procrastination questionnaire with a four-point Likert scale: Strongly Appropriate (SS), Appropriate (S), Inappropriate (TS), and Strongly Inappropriate (STS). The instrument consisted of 56 items. Item validity was tested using the Product Moment correlation with SPSS version 22 at a 5% significance level. All items were declared valid, with a critical r-value of 0.334. Reliability was tested using Cronbach's Alpha with SPSS version 26, yielding a coefficient of 0.935, indicating that the instrument was reliable.

Procedure and Research Ethics

Data were collected by administering the academic procrastination questionnaire to all students included in the sample. The data obtained from the respondents were used solely for research purposes and were analyzed collectively.

Data Analysis

The data were analyzed using central tendency analysis, including the calculation of the mean, standard deviation, standard error, and population mean estimation at a 5% significance level. The formulas used were:

Mean:

$$\bar{x} = \frac{\sum(f_i \cdot x_i)}{\sum f_i}$$

Standard error:

$$s = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}}$$

Population mean estimation:

$$GB = \frac{SD}{\sqrt{n}}$$

The results were subsequently interpreted based on the predetermined academic procrastination score categories.

Results and Discussion

Results

Based on the explanation of the data analysis technique, including the formulas and predetermined steps, the researcher analyzed the academic procrastination questionnaire data of Grade XIG students at SMA Negeri 4 Kupang in the 2025/2026 academic year by following the following steps:

Overall Data Analysis

Based on the scores obtained from 35 research respondents, the researcher subsequently tabulated the overall academic procrastination questionnaire data and analyzed the data using the central tendency analysis procedures outlined by Sundayana (2020), as follows:

1) Preparing a frequency distribution table

The steps for preparing the frequency distribution table were as follows:

- Arranging the data from the smallest to the largest score.

109	113	113	114	115	120	121
123	123	123	126	126	127	127
128	129	130	131	131	131	133
134	136	136	139	140	142	142
151	151	153	157	176	185	185

- Calculating the Range of Data (R)

R = largest data value – smallest data value

$$R = 185 - 109 = 76$$

- Calculating the Number of Interval Classes (K) Using the Sturges Formula

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 35$$

$$K = 1 + 3.3 (1.544)$$

$$K = 1 + 5.0952$$

$$K = 6.0952, \text{ rounded to 6. Therefore, } K = 6.$$

- Calculating the Class Interval Length

$$I = R/K$$

$$I = 76/6 = 12.67, \text{ rounded to 13.}$$

- Constructing the Frequency Distribution Table

Table 1. Frequency Distribution of Academic Procrastination Scores among Grade XI-G Students at

SMA Negeri 4 Kupang in the 2025/2026 Academic Year

No	Interval Class	f _i	xi	f _i · xi	xi - $\bar{x}$	(xi - $\bar{x}$) ²	f _i (xi - $\bar{x}$) ²
1.	174 - 186	3	180	540	44,75	2002,5625	6061,5075
2.	161 - 173	0	167	0	31,95	1020,8025	0
3.	148 - 160	8	134	1072	38,95	1516,1025	12128,81
4.	135 - 147	6	141	846	5,55	30,8025	182,415
5.	122 - 134	15	128	1920	-7,65	58,5225	877,8375
6.	109 - 121	7	115	805	-20,05	402,0025	2813,975
Total		35	685	4727		3895,7625	11397,61

2) Calculating the Mean ($\bar{x}$) Using the Formula

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{4727}{35} = 135,05$$

3) Calculating the Standard Deviation Using the Formula

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{11397,61}{35-1}} = \sqrt{\frac{11397,61}{34}} = \sqrt{335,2241} = 18,3091$$

4) Calculating the Standard Error Using the Formula

$$GB \bar{x} = \frac{SB}{\sqrt{n}} = \frac{18,3091}{\sqrt{35}} = \frac{18,3091}{5,916} = 3,094$$

Based on the calculation above, the mean score obtained was $\bar{x} = 135.05$. Thus, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 135.05. Based on the predetermined criteria, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year, which was 135.05, fell within the score range of 98–139 and was categorized as **low**. This indicates that Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year sometimes tended to postpone starting or completing academic tasks.

Data Analysis of Each Aspect of Academic Procrastination

Aspect of Delaying the Initiation or Completion of Tasks

Based on the scores obtained from 35 respondents, particularly from questionnaire items 1 to 14 concerning the aspect of delaying the initiation or completion of tasks, the researcher subsequently analyzed the data using measures of central tendency through the following steps:

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table were as follows:

a) Arranging the data from the smallest to the largest value

22 26 27 27 28 29 30
 30 30 31 31 31 32 32

32 32 33 34 34 35 35
 35 35 35 36 37 38 38
 39 40 43 43 45 46 47

b) Calculating the Range of Data (R)

R = largest data value – smallest data value

$$R = 47 - 22 = 25$$

c) Calculating the Number of Interval Classes (K) Using the Sturges Formula

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 35$$

$$K = 1 + 3.3 (1.544)$$

$$K = 1 + 5.0952$$

$$K = 6.0952, \text{ rounded to 6. Therefore, } K = 6.$$

d) Calculating the Class Interval Length

$$I = R/K$$

$$I = 25/6 = 4.167, \text{ rounded to 5.}$$

e) Constructing the Frequency Distribution Table

Table 2. Frequency Distribution of the Aspect of Delaying the Initiation or Completion of Tasks

No	Interval Class	f _i	xi	f _i · xi	xi - $\bar{x}$	(xi - $\bar{x}$) ²	f _i (xi - $\bar{x}$) ²
	47-50	1	49	49	14,715	216,5312	216,5312
	42-46	4	44	176	9,715	94,3812	377,5248
	37-41	5	39	195	4,715	22,2312	111,156
	32-36	13	34	442	-0,285	0,0812	1,0556
	27-31	10	29	290	-5,285	27,9312	279,312
	22-26	2	24	48	-10,285	105,7182	211,4364
Total		35	238	1200		466,8747	1197,616

2) Calculating the Mean ($\bar{x}$) Using the Formula

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1200}{35} = 34,285$$

3) Calculating the Standard Deviation Using the Formula

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1197,616}{35-1}} = \sqrt{\frac{1197,616}{34}} = \sqrt{35,2063} = 5,9334$$

4) Calculating the Standard Error Using the Formula

$$GB \bar{x} = \frac{SB}{\sqrt{n}} = \frac{5,9334}{\sqrt{35}} = \frac{5,9334}{5,916} = 1,0029$$

Based on the predetermined criteria, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of delaying the initiation or completion of tasks was 34.285. This score fell within the range of 25–35 and was categorized as low. This indicates that Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year had a low level of delay in initiating or completing tasks. Therefore,

they tended to start and complete academic tasks promptly without postponing important work.

Aspect of Delays in Completing Tasks

- 1) Constructing a Frequency Distribution Table
 - a) Arranging the data from the smallest to the largest value

24	24	24	25	27	27	28
29	29	29	29	30	31	32
32	32	32	32	35	35	35
36	36	37	37	37	37	39
39	39	41	42	43	46	47
 - b) Calculating the Range of Data (R)

$$R = \text{largest data value} - \text{smallest data value}$$

$$R = 47 - 24 = 23$$
 - c) Calculating the Number of Interval Classes (K) Using the Sturges Formula

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 35$$

$$K = 1 + 3.3 (1.544)$$

$$K = 1 + 5.0952$$

$$K = 6.0952, \text{ rounded to 6. Therefore, } K = 6.$$
 - d) Calculating the Class Interval Length

$$I = R/K$$

$$I = 24/6 = 4$$
 - e) Constructing the Frequency Distribution Table

Table 3. Frequency Distribution of the Aspect of Delays in Completing Tasks

No	Interval Class	f _i	x _i	f _i · x _i	x _i - $\bar{x}$	(x _i - $\bar{x}$) ²	f _i (x _i - $\bar{x}$) ²
1.	44-47	2	25	50	-11.77	138.5329	277.0658
2.	40-43	3	29	87	-7.77	60.3729	181.1187
3.	36-39	9	33	297	-3.77	14.2129	127.9161
4.	32-35	8	37	296	0.23	0.0529	0.4232
5.	28-31	7	41	287	4.23	17.8929	125.2503
6.	24-27	6	45	270	8.23	67.7329	406.3974
Total		35	210	1287	-10.62	1705.8745	13781.8654

- 2) Calculating the Mean ($\bar{x}$) Using the Formula

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1287}{35} = 36,77$$
- 3) Calculating the Standard Deviation Using the Formula

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}} = \sqrt{\frac{13781,8654}{35 - 1}} = \sqrt{\frac{13781,8654}{34}} = \sqrt{405,3489} = 20,1332$$
- 4) Calculating the Standard Error Using the Formula

$$GB \bar{X} SB = \frac{20,1332}{\sqrt{35}} = \frac{20,1332}{5,916} = 0,0034$$

Based on the predetermined criteria, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of delays in completing tasks was 36.77. This score fell within the range of 36–46 and was categorized as high. This indicates that Grade XI-G students at SMA Negeri 4 Kupang in

the 2025/2026 academic year had a high level of delay in completing tasks. Therefore, they tended to postpone task completion and considered academic tasks not yet a priority to be completed promptly.

Aspect of the Discrepancy Between Plans and Implementation

- 1) Constructing a Frequency Distribution Table
 - a) Arranging the data from the smallest to the largest value

21	24	25	25	26	28	28
28	29	30	30	30	30	32
33	33	33	33	33	33	34
35	35	36	37	37	37	37
37	38	40	42	42	46	47
 - b) Calculating the Range of Data (R)

$$R = \text{largest data value} - \text{smallest data value}$$

$$R = 47 - 21 = 26$$
 - c) Calculating the Number of Interval Classes (K) Using the Sturges Formula

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 35$$

$$K = 1 + 3.3 (1.544)$$

$$K = 1 + 5.0952$$

$$K = 6.0952, \text{ rounded to 6. Therefore, } K = 6.$$
 - d) Calculating the Class Interval Length

$$I = R/K$$

$$I = 26/6 = 4.33, \text{ rounded to 5.}$$
 - e) Constructing the Frequency Distribution Table

Table 4. Frequency Distribution of the Aspect of the Discrepancy Between Plans and Implementation

No	Interval Class	f _i	x _i	f _i · x _i	x _i - $\bar{x}$	(x _i - $\bar{x}$) ²	f _i (x _i - $\bar{x}$) ²
1.	46 - 48	2	49	98	6.4	41.14	82.28
2.	41 - 45	2	46.5	93	46.5	2.162.25	4.324.5
3.	36 - 40	8	44.5	356	1.91	3.66	29.31
4.	31 - 35	10	42.5	425	-0.08	0.007	0.07
5.	26 - 30	9	40.5	364.5	-2.08	4.35	39.15
6.	21 - 25	4	38.5	154	-4.08	16.69	66.77
Total		35	261.5	1490.5	48.57	2228.10	4.542.99

- 2) Calculating the Mean ($\bar{x}$) Using the Formula

$$\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1490,5}{35} = 42,58$$
- 3) Calculating the Standard Deviation Using the Formula

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}} = \sqrt{\frac{4.542,99}{35 - 1}} = \sqrt{\frac{4.542,99}{34}} = \sqrt{133,59} = 11,81$$
- 4) Calculating the Standard Error Using the Formula

$$GB \bar{X} = \frac{SB}{\sqrt{n}} = \frac{5,6061}{\sqrt{35}} = \frac{5895,01}{5,916} = 1,996$$

Based on the calculations above, the mean score obtained was $\bar{X} = 42.58$. Thus, the mean score of

academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of the discrepancy between plans and implementation was 42.58.

Based on the predetermined criteria, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of the discrepancy between plans and implementation was 42.58. This score fell within the range of 36–46 and was categorized as high. This indicates that Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year did not demonstrate a high level of consistency between their plans and implementation. Thus, what they had planned tended to be implemented effectively.

Aspect of Engaging in Other More Enjoyable Activities

1) Constructing a Frequency Distribution Table

- a) Arranging the data from the smallest to the largest value

26, 28, 28, 28, 28, 29, 30, 30, 30, 30, 30, 31, 31, 31, 31, 32, 32, 33, 33, 34, 35, 35, 35, 35, 35, 36, 37, 40, 40, 42, 44, 44, 52

- b) Calculating the Range of Data (R)

R = largest data value – smallest data value

R = 52 – 26 = 26

- c) Calculating the Number of Interval Classes (K) Using the Sturges Formula

K = 1 + 3.3 log n

K = 1 + 3.3 log 35

K = 1 + 3.3 (1.544)

K = 1 + 5.0952

K = 6.0952, rounded to 6. Therefore, K = 6.

- d) Calculating the Class Interval Length

I = R/K

I = 26/6 = 4.33, rounded to 5.

- e) Constructing the Frequency Distribution Table

Table 5. Frequency Distribution of the Aspect of Engaging in Other More Enjoyable Activities

No	Interval Class	f _i	x _i	f _i · x _i	x _i - $\bar{x}$	(x _i - $\bar{x}$) ²	f _i (x _i - $\bar{x}$) ²
1.	51 – 55	2	49	98	6	36	72
2.	46 – 50	2	47	94	4	16	32
3.	41 – 45	7	45	315	-2	4	28
4.	36 – 40	11	43	473	-4	16	176
5.	31 – 35	9	41	369	-6	36	324
6.	26 – 30	4	39	156	-8	64	256
Total		35	264	1505			

- 2) Calculating the Mean ($\bar{x}$) Using the Formula

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1505}{35} = 43$$

- 3) Calculating the Standard Deviation Using the Formula

$$s = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}} = \sqrt{\frac{1068.574}{35 - 1}} = \sqrt{\frac{1068.574}{34}} = \sqrt{31.4286} = 5.6061$$

- 4) Calculating the Standard Error Using the Formula

$$GB_{XSB} = \frac{s}{\sqrt{n}} = \frac{5.6061}{\sqrt{35}} = \frac{5.6061}{5.916} = 0.949$$

Based on the calculations above, the mean score obtained was $\bar{x} = 43$. Thus, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of engaging in other more enjoyable activities was 43.

Based on the predetermined criteria, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year for the aspect of engaging in other more enjoyable activities was 43. This score fell within the range of 36–46 and was categorized as high. This means that students frequently engaged in other activities that they considered more enjoyable than completing academic tasks. Students tended to spend time on activities such as using social media, playing, watching videos, chatting with friends, or engaging in other forms of entertainment, resulting in delays in completing academic tasks.

The implications for the learning guidance program constitute recommendations proposed by the researcher based on the findings of the study on the profile of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year.

Based on the results of the analysis above, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 135.05. This score fell within the range of 98–139 and was categorized as low. Therefore, a learning guidance program is needed to help prevent the occurrence of academic procrastination among students.

The researcher proposes the following learning guidance materials based on the results of the study on academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year.

1. Delaying the Initiation or Completion of Tasks

The proposed materials include the importance of starting and completing academic tasks on time, techniques for setting priorities

$$\sum f_i = 35$$

and organizing study schedules, and strategies

for developing disciplined habits in completing academic tasks. The purpose is to help students understand the negative effects of postponing tasks on learning outcomes, develop effective time-management skills, and establish disciplined habits in completing academic tasks. This program is included in the learning guidance field, using content mastery services in a classical format.

2. Delays in Completing Tasks

The materials include time management in completing assignments, techniques for arranging task-completion schedules, and strategies for avoiding delays in submitting assignments. The objectives are to help students understand the importance of completing assignments on time, develop effective time-management skills, and encourage responsibility in completing and submitting assignments within the deadlines. This program is included in the learning guidance field, using content mastery services in a classical format.

3. Discrepancy Between Plans and Implementation

The materials cover how to develop realistic study plans, techniques for consistently implementing study plans, and methods for evaluating the implementation of study plans. The objectives are to help students understand the importance of consistency between study plans and their implementation, develop the ability to carry out study plans consistently, and evaluate and improve their study practices. This program is included in the learning guidance field and can be provided through content mastery services in a classical format.

4. Engaging in Other More Enjoyable Activities

The materials include the impact of activities that interfere with the learning process, strategies for controlling distractions from social media, games, and entertainment, and techniques for prioritizing academic activities over other activities. The objectives are to help students understand the impact of activities that interfere with learning, develop self-control in choosing beneficial activities, and encourage students to prioritize learning over other more enjoyable activities. This program is included in the learning guidance field, using content mastery services in a classical format.

Discussion

Based on the research findings, the mean score of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 135.05. This score fell within the range of 98–139 and was categorized as low. This indicates that students still exhibited academic

procrastination across the four aspects, namely delaying the initiation or completion of tasks, delays in completing tasks, discrepancies between plans and implementation, and engaging in other more enjoyable activities.

Furthermore, the results of the data analysis by aspect showed that academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year was categorized as high in the aspects of delays in completing tasks, discrepancies between plans and implementation, and engaging in other more enjoyable activities. Meanwhile, the aspect of delaying the initiation or completion of tasks was categorized as low. These findings indicate that although the overall level of academic procrastination was low, several specific aspects remained relatively high and therefore require attention.

The findings of this study differ from those of Yuniar et al. (2023), which showed that the majority of students were in the moderate category of academic procrastination, while the remaining students were categorized as having low and high levels of academic procrastination.

Academic procrastination among students can be attributed to various factors. Its causes are multidimensional, including internal factors such as low motivation, anxiety, and inadequate self-regulation, as well as external factors such as the learning environment and digital technology distractions (Ihkamaluddin, 2023). Academic procrastination can result in various negative consequences for students.

Ghufron & Risnawita, (2017) explained that the consequences of academic procrastination can be categorized into internal and external effects. Internally, students may experience anxiety, stress, decreased self-confidence, and pressure resulting from accumulated assignments. Externally, academic procrastination may lead to delays in submitting assignments, decreased quality of learning outcomes, and lower academic achievement. If this condition persists, it may hinder students' academic and personal development. Therefore, an appropriate learning guidance program is needed to help students overcome academic procrastination.

Prayitno & Amti (2013) explained that learning guidance is a guidance service that assists students in developing positive learning attitudes and habits in order to achieve optimal learning outcomes. Through learning guidance services, students can be assisted in managing their study time, improving discipline, understanding the importance of academic responsibility, and developing learning motivation. Through these services, students are expected to reduce academic

procrastination and develop more effective learning habits.

Thus, a structured and continuous learning guidance program can serve as an effective approach to addressing academic procrastination among students at school. Such a program can be implemented by focusing on time management, task prioritization, consistency between study plans and their implementation, self-control over distractions, and the development of responsible and disciplined learning habits.

Conclusion

Based on the research findings, it can be concluded that the overall level of academic procrastination among Grade XI-G students at SMA Negeri 4 Kupang in the 2025/2026 academic year was categorized as low. Furthermore, the results of the data analysis by aspect showed that academic procrastination in the aspect of delays in completing tasks was categorized as high, whereas the aspects of delaying the initiation or completion of tasks, discrepancies between plans and implementation, and engaging in other more enjoyable activities were categorized as low.

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Conflict of Interest

The author declares no conflict of interest.

Author Contributions (Optional)

The author was responsible for all aspects of the research, including conceptualization, methodology, investigation, data curation, formal analysis, writing—original draft, writing—review and editing, and supervision.

Generative AI Disclosure

The author declares that generative AI tools were used as an AI-assisted tool in the preparation of this manuscript. The author remains fully responsible for the accuracy, originality, integrity, and final content of the article.

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