



The Effectiveness of Applying *Self-Management* Techniques in Group Counseling to Reduce Academic Procrastination Among Junior High School Students

Januarius Ulu Bouk¹; Enasely Mega W. Rohi²; Dhiu Margaretha³

1 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

2 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

3 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

*Corresponding author: januariusulu123@gmail.com |

Received	Revised	Accepted	Published
[10-08-2026]	[13-08-2026]	[19-08-2026]	[15-09-2026]

Abstract: The purpose of this study was to determine the effectiveness of implementing the self-management technique through group counseling in reducing academic procrastination behavior among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year. The method used in this study was quantitative descriptive with a pre-experimental design, specifically a one-group pretest-posttest design. The instruments used in this study were an academic procrastination questionnaire and an intervention guideline. Data were analyzed using the paired samples t-test. The results of the analysis showed that the calculated t-value was 16.669, while the t-table value at a significance level of 0.05 was 2.01505. Thus, the calculated t-value was greater than the t-table value. This indicates that the self-management technique through group counseling was effective in reducing academic procrastination behavior among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year.

Keywords: Self-management, group counseling, academic procrastination, junior high school students

Abstrak: Tujuan dalam penelitian ini ialah untuk mengetahui efektivitas penerapan teknik self-management dalam konseling kelompok untuk mereduksi perilaku prokrastinasi akademik siswa kelas VIIIC dan VIIIE SMPK. St. Theresia Kupang tahun pelajaran 2025/2026. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan pre-eksperimental design (one-group pretest-posttest design). Instrumen yang digunakan dalam penelitian ini ialah angket prokrastinasi akademik dan pedoman intervensi. Teknik analisis data menggunakan paired samples t-Test Hasil dari analisis menunjukkan bahwa nilai t_{hitung} sebesar 16,669 sedangkan nilai t_{tabel} pada taraf signifikansi 0,05 sebesar 2,01505. Dengan demikian nilai $t_{hitung} > \text{nilai } t_{tabel}$. Hal ini, menunjukkan bahwa teknik self-management dalam konseling kelompok efektif mereduksi perilaku prokrastinasi akademik siswa kelas VIIIC dan VIIIE SMPK. St. Theresia Kupang tahun pelajaran 2025/2026.

Kata kunci: Self-management, konseling kelompok, prokrastinasi akademik, siswa SMP

CITATION:	Bouk, J. U., Rohi, E. M. W., & Margaretha, D. (2026). The Effectiveness of Applying Self-Management Techniques in Group Counseling to Reduce Academic Procrastination Among Junior High School Students. <i>Edumaspul: Jurnal Pendidikan</i> , 10(2). https://doi.org/10.33487/edumaspul.v10i2.495
COPYRIGHT:	© [2026] Bouk, J. U., Rohi, E. M. W., & Margaretha, D. (s). Open access under the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

Introduction

Education is an important aspect of human life, both within the family, society, and national life. In the learning process in formal educational institutions, students are faced with various academic demands, one of which is completing assignments given by teachers. However, in practice, one of the behaviors that frequently occurs among students is academic procrastination. Academic procrastination refers to the behavior of delaying the completion of academic tasks.

According to Ghufon & Suminta (2017:152), "academic procrastination is defined as a form of an individual's behavioral condition in which they frequently delay working on academic tasks." Furthermore, Wicaksono (2017) states that "academic procrastination is a behavior of intentionally delaying tasks repeatedly and filling the time with other activities that are not particularly important but are considered more enjoyable." Academic procrastination is a phenomenon frequently encountered in education, particularly among students who tend to intentionally delay completing academic tasks despite being aware that such delays may negatively affect the outcomes they seek to achieve. This phenomenon represents one of the challenges that can contribute to a decline in students' academic achievement during the learning process in educational institutions. Therefore, academic procrastination needs to be reduced because students who tend to engage in procrastination and whose behavior is not addressed promptly may experience negative effects on their academic achievement and ultimately fail to advance to the next grade (Saka & Wirastania, 2021).

Among students, academic procrastination generally arises from a lack of motivation and irrational beliefs within the individual. These beliefs may emerge from misconceptions about academic tasks, such as perceiving every task as something that must be completed perfectly or viewing tasks as difficult and unpleasant. Such perceptions may subsequently lead to negative evaluations of one's own ability to make decisions when facing academic demands (Dita et.al., 2021).

In practice, academic procrastination can be found among secondary school students. This can be observed when students prefer engaging in activities they consider enjoyable rather than immediately completing school assignments. In addition, students often delay completing schoolwork beyond the set deadline. Such delays may also occur because students choose to wait for their peers to complete the assignments first. Academic procrastination can result in various negative impacts, such as increased absenteeism from class, neglected academic assignments, and decreased academic achievement (Rahmanisa et. al., 2023).

Based on observations conducted during the internship from August to December 2025, it was found that every day a number of students, particularly those in classes VIIC and VIIE, did not participate in classroom learning because they had not completed assignments given by subject teachers.

In addition to observation, the researcher conducted interviews with guidance and counseling teachers and subject teachers at SMPK St. Theresia Kupang. The interview results revealed that one of the problems experienced by students on a daily basis was academic procrastination. Based on the initial interviews and observations, students tended to delay completing assignments, which ultimately resulted in late submission. The main reasons underlying this phenomenon included limited understanding of the assignment material, ineffective time management due to involvement in extracurricular activities, and personal negligence.

One effort that can be undertaken by guidance and counseling teachers to reduce students' academic procrastination is through group counseling. Group counseling is a professional service that emphasizes interpersonal dynamics between the counselor and a number of counselees (Prayitno, 2017). This service aims to stimulate individual potential so that individuals can broaden their self-understanding, enabling each individual in the group to develop adequate competencies to solve the problems they face. Counselees utilize the group atmosphere to adopt appropriate attitudes, beliefs, and behaviors (Yusri, 2018). Therefore, group counseling is one form of assistance provided to students to support their optimal development and growth. Through this activity, students have opportunities to share experiences, learn to understand themselves, and develop social skills in an open and supportive atmosphere.

In group counseling services, guidance and counseling teachers need to implement various techniques to reduce students' academic procrastination. One of the techniques that can be implemented is the self-management technique. According to Yustika, et.al., (2023), the self-management technique is a behavior-change strategy that can produce changes from negative behaviors toward more positive behaviors. Counselees regulate their own behavior and take responsibility for every behavior they engage in. Previous research conducted by Yospina & Hendra, (2019) showed that the self-management technique in group counseling successfully reduced students' academic procrastination behavior. Therefore, the self-management technique in group counseling needs to be applied because it has been proven effective in changing individual behavior, eliminating

undesirable habits, and increasing awareness (Ulfa & Suarningsih, 2018).

Based on the description above, the research problem addressed in this study is whether the implementation of the self-management technique through group counseling is effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year. The objective of this study was to determine the effectiveness of implementing the self-management technique through group counseling in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a quantitative approach with a pre-experimental design using a one-group pretest-posttest design. The study aimed to determine the effectiveness of the self-management technique through group counseling in reducing students' academic procrastination. The research was conducted at SMPK St. Theresia Kupang from April to June 2026. The research procedure consisted of three stages: pretest, treatment, and posttest. The same academic procrastination questionnaire was administered before and after the intervention to compare changes in students' academic procrastination.

Participants, Sample, or Data Sources

The population consisted of 56 students from classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year. Participants were selected using purposive sampling based on predetermined criteria. The selected participants were students who demonstrated a high level of academic procrastination based on the pretest results.

Instruments and Measures

The primary instrument was a closed-ended academic procrastination questionnaire using a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The scoring ranged from 4 to 1 for favorable items and from 1 to 4 for unfavorable items. A pilot test was conducted with 28 students from class VIIID at SMPK St. Theresia Kupang. The validity test resulted in 32 valid items, while the reliability test produced a Cronbach's Alpha coefficient of 0.924, indicating high reliability.

The treatment instrument was a guideline for implementing the self-management technique through group counseling. The intervention guideline was developed based on the stages of group counseling and self-management and was refined through consultation with the research supervisors.

Procedure and Research Ethics

The study consisted of pretest, treatment, and posttest stages. The pretest was administered to identify students with high levels of academic procrastination. The selected participants then received the self-management intervention through group counseling in four sessions, with each session lasting 2×45 minutes.

The intervention consisted of four main components: self-monitoring, identifying and recording procrastination behaviors and their causes; self-contracting, establishing behavioral targets, schedules, and rewards or consequences; self-control, managing factors that support or hinder the desired behavior; and self-reward, providing self-rewards after achieving predetermined behavioral targets.

After the intervention, the participants completed the same questionnaire as a posttest. The pretest and posttest results were subsequently compared to determine changes in academic procrastination following the intervention.

Data Analysis

Data were analyzed using a paired-samples t-test with the assistance of SPSS version 22.0 for Windows. The analysis was used to determine whether there was a significant difference between students' academic procrastination scores before and after the intervention. Statistical significance was determined at the 0.05 level.

Results and Discussion

Results

Pretest Results

The students' academic procrastination *pretest* data were obtained from the results of the questionnaire administration. The following table presents the pretest scores and categorization of students in classes VIIIC and VIIIE.

Table 1. Academic Procrastination *Pretest* Results

NO	INITIALS	SCORE	CATEGORY
1	A.M.E	88	MODERATE
2	A.O.M	84	MODERATE
3	C.H.B	78	MODERATE
4	C.T.R	83	MODERATE
5	E.P.T	67	LOW
6	F.N.S	91	MODERATE
7	G.F.P	81	MODERATE
8	I.T.T	80	MODERATE
9	I.C.S	110	HIGH
10	J.F.W	85	MODERATE
11	J.F.H	114	HIGH
12	K.M.C	81	MODERATE
13	K.J.R	83	MODERATE

14	K.C.N	70	MODERATE
15	L.D.S	86	MODERATE
16	M.Y.U	83	MODERATE
17	M.C.J	66	LOW
18	M.N.D	77	MODERATE
19	M.C.P	81	MODERATE
20	M.A.D	88	MODERATE
21	O.J.B	89	MODERATE
22	Q.C.W	61	LOW
23	R.E.L	90	MODERATE
24	R.N.S	61	LOW
25	S.L.S	82	MODERATE
26	S.S.S	107	HIGH
27	S.L.L	66	LOW
28	Y.R.N	83	MODERATE
29	A.D.A	89	MODERATE
30	A.D.M	75	MODERATE
31	A.F.T	87	MODERATE
32	A.J.L	69	LOW
33	A.M.B	88	LOW
34	A.H.A	68	LOW
35	C.T.N	83	MODERATE
36	C.A.F	95	MODERATE
37	C.P.A	95	MODERATE
38	C.A.O	80	MODERATE
39	C.L.A	89	MODERATE
40	E.G.S	87	MODERATE
41	E.T.S	78	MODERATE
42	E.B.O	112	HIGH
43	G.K.P	79	MODERATE
44	G.K.B	103	HIGH
45	I.R.M	87	MODERATE
46	J.E.T	91	MODERATE
47	K.R.M	89	MODERATE
48	L.D.T	108	HIGH
49	L.S.G	90	MODERATE
50	M.Y.G	73	MODERATE
51	M.R.L	78	MODERATE
52	N.F.T	83	MODERATE
53	P.S.M	88	MODERATE
54	P.Q.P	72	LOW
55	S.M.D	74	MODERATE
56	S.I.S	80	MODERATE

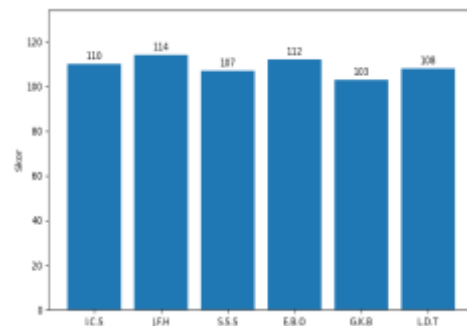
Based on the categorization guidelines, of the 56 respondents, 9 respondents were classified as having a low level of academic procrastination, 42 respondents were classified as having a moderate level, and 6 respondents were classified as having a high level. These six respondents in the high category were selected as the research participants. The

results of the academic procrastination pretest are presented in the table below.

Table 2. Academic Procrastination *Pretest* Results for Students in the High Category

NO	INITIALS	SCORE
1	I.C.S	110
2	J.F.H	114
3	S.S.S	107
4	E.B.O	112
5	G.K.B	103
6	L.D.T	108
Total		650

The students' academic procrastination pretest scores are presented in the following graph:



Graph 1. Academic Procrastination *Pretest* Results

Posttest Results

After the implementation of the self-management technique through group counseling, the researcher administered a posttest to the research participants on June 2, 2026, to determine their level of academic procrastination. The posttest was conducted by distributing an academic procrastination questionnaire to the research participants for completion. The researcher then calculated the score for each item and the total score for each respondent, which were subsequently tabulated using Microsoft Excel. After completing the calculations, the researcher determined the academic procrastination category for each participant or respondent.

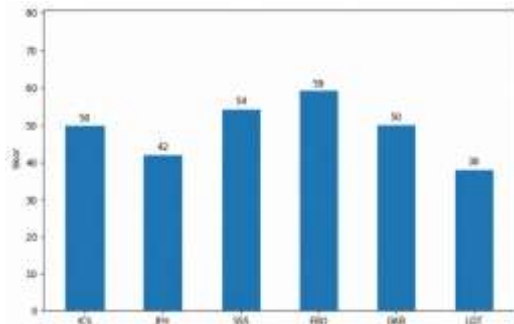
The results showed that the research participants experienced a decrease in their level of academic procrastination, from the high category to the low category. The *posttest* results are presented in the following table.

Table 3. Academic Procrastination *Posttest* Results

No	INITIALS	SCORE
1	I.C.S	50
2	J.F.H	42
3	S.S.S	54
4	E.B.O	59

5	G.K.B	50
6	L.D.T	38
Total		293

The academic procrastination *posttest* results are presented in the following graph:



Graph 2. Academic Procrastination *Posttest* Results

Comparison of Academic Procrastination *Pretest* and *Posttest* Results

Table 4. Comparison of Academic Procrastination *Pretest* and *Posttest* Results

N0	Initials	Pretest Score (X1)	Posttest Score (X2)	Difference
1	I.C.S	110	50	60
2	J.F.H	114	42	72
3	S.S.S	107	54	53
4	E.B.O	112	59	53
5	G.K.B	103	50	53
6	L.D.T	108	38	70
Σ	Total	654	293	361

The comparison of the pretest and posttest results indicates a significant change in the level of academic procrastination among the research participants following the intervention.

The comparison of the students' academic procrastination pretest and posttest results in

classes VIIIC and VIIIE is presented in the following graph:



Graph 3. Comparison of Students' Academic Procrastination *Pretest* and *Posttest* Results

Hypothesis Testing

Hypothesis testing was conducted to determine the effectiveness of implementing the self-management technique through group counseling in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year. This study employed a paired-samples t-test using SPSS version 22 for Windows. The results of the test are presented below.

Table 5. Paired-Samples t-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1: Pretest - Posttest	60,16667	8,84119	3,60940	50,8841	69,4493	16,669	5	,000

According to Singgih (2016), the decision-making criteria for the paired-samples t-test are based on the significance value obtained from the SPSS 22 for Windows output, as follows:

- If the calculated t-value ($t_{\text{calculated}}$) > the critical t-value (t_{table}) and the Sig. (2-tailed) value < 0.05, then H_0 is rejected and H_a is accepted.
- Conversely, if the calculated t-value ($t_{\text{calculated}}$) < the critical t-value (t_{table}) and the Sig. (2-

tailed) value > 0.05 , then H_0 is accepted and H_a is rejected.

Based on the decision-making criteria above, the analysis results show that the calculated t-value is greater than the critical t-value, with a Sig. (2-tailed) value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted. Thus, it can be concluded that the self-management technique through group counseling is effective in reducing academic procrastination among students at SMPK St. Theresia Kupang in the 2025/2026 academic year.

In addition to comparing the significance value (Sig.) with the probability level of 0.05, hypothesis testing in the paired-samples t-test can also be conducted by comparing the calculated t-value with the critical t-value. The decision-making criteria are as follows:

- 1) If the calculated t-value (16.669) $>$ the critical t-value (2.01505), then H_0 is rejected and H_a is accepted. This indicates that the implementation of the self-management technique through group counseling is proven to be effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang in the 2025/2026 academic year.
- 2) Conversely, if the calculated t-value (16.669) $<$ the critical t-value (2.01505), then H_0 is accepted and H_a is rejected. This indicates that the implementation of the self-management technique through group counseling is not proven to be effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang in the 2025/2026 academic year.

Based on the Paired-Samples t-Test table above, the calculated t-value was 16.669.

The next step was to determine the critical t-value based on the degrees of freedom (df) and a 5% significance level ($\alpha = 0.05$). The output showed a df value of 5, which was used as the basis for determining the critical t-value. The resulting critical t-value was 2.01505.

Based on the paired-samples t-test analysis conducted to examine the effectiveness of the self-management technique through group counseling in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year, the calculated t-value was 16.669, while the critical t-value was 2.01505. The comparison shows that the calculated t-value was greater than the critical t-value ($16.669 > 2.01505$). This result was also supported by the significance probability (Sig. 2-tailed) of 0.000, which was lower than the 0.05 significance level ($0.000 < 0.05$). Therefore, based on

the decision-making criteria for the paired-samples t-test, the calculated t-value $>$ critical t-value and the significance value < 0.05 indicate that H_a is accepted and H_0 is rejected.

Thus, it can be concluded that the implementation of the self-management technique through group counseling was significantly effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year.

Discussion

Based on the results of the data analysis, the implementation of the self-management technique through group counseling was effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year. The effectiveness of the intervention was demonstrated by a significant decrease in students' academic procrastination scores between the pretest, administered before the treatment, and the posttest, administered after the treatment.

Quantitatively, empirical evidence of the effectiveness of this intervention was obtained through a paired-samples t-test. The results showed a calculated t-value of 16.669 and a critical t-value of 2.01505. The comparison indicated that the calculated t-value was greater than the critical t-value ($16.669 > 2.01505$). Furthermore, the effectiveness of the intervention was supported by a significance probability (Sig. 2-tailed) of 0.000, which was lower than the predetermined significance level of 0.05 ($0.000 < 0.05$). Based on the decision-making criteria for the paired-samples t-test, because the calculated t-value $>$ critical t-value and the significance value < 0.05 , the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. These statistical findings provide evidence that the group-based guidance and counseling intervention produced a measurable positive effect in changing students' patterns of academic task delay in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year.

Theoretically, the success of the self-management technique in reducing academic procrastination is supported by the theory of self-regulation. According to Schunk & Greene (2018), self-regulated learning is an active and dynamic process in which students monitor, regulate, and control their own cognition, motivation, and behavior to achieve specific academic goals. Through the self-management technique, students are guided systematically to reduce procrastination through self-monitoring to record their learning progress, self-contracting to establish formal commitments, self-control to filter distractions, and self-reward as a form of positive reinforcement for optimal work

outcomes. By developing skills to manage stimuli and provide self-reinforcement, students' self-regulation abilities can be strengthened, thereby reducing their tendency to delay academic tasks.

The findings of this study are consistent with previous research conducted by Nurkhalizah et al. (2025), entitled "Efektivitas Konseling Kelompok dengan Teknik Self-Management untuk Mereduksi Prokrastinasi Akademik Siswa Kelas VIII di SMPN 3 Cilimus Kuningan." The study found that the implementation of the self-management technique was significantly effective in reducing academic procrastination among junior high school students. Furthermore, the present findings are supported by the study conducted by Wulandari & Rahayu (2024), entitled "Penerapan Teknik Self-Management dalam Layanan Konseling Kelompok untuk Mengatasi Prokrastinasi Akademik Siswa SMP." The study reported that the self-management technique not only significantly reduced students' procrastination scores based on statistical analysis but also contributed to greater student independence in establishing priorities for school assignments. The comparison with these previous studies demonstrates consistency in the finding that self-management interventions combined with group dynamics can serve as an adaptive strategy for addressing academic procrastination among adolescents in secondary education, particularly during a developmental stage characterized by increasing demands for independent academic responsibility.

Thus, this study demonstrates that the implementation of the self-management technique through group counseling can effectively reduce academic procrastination among students. This approach is therefore relevant for school counselors because, through counselor guidance and the utilization of group dynamics, the technique can strengthen students' self-regulation skills and contribute to a reduction in academic task delay and an improvement in learning discipline (Permatasari & Lathifah, 2025).

Conclusion

Based on the discussion, it can be concluded that the implementation of the self-management technique through group counseling was effective in reducing academic procrastination among students in classes VIIIC and VIIIE at SMPK St. Theresia Kupang during the 2025/2026 academic year.

Acknowledgment (Optional)

The authors would like to express their sincere gratitude to SMPK St. Theresia Kupang and all students who participated in this study

for their cooperation and support throughout the research process.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and writing, review, and editing of the manuscript. All authors approved the final version of the manuscript.

Generative AI Disclosure

The authors declare that generative AI tools were used as an AI-assisted tool in the preparation of this manuscript, particularly for language translation, language refinement, and improving the clarity of academic writing. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the manuscript.

References

- Dita, P. P. S., Murtono, M., Utomo, S., & Sekar, D. A. (2021). Implementation of Problem Based Learning (PBL) on Interactive Learning Media. *Journal of Technology and Humanities*, 2(2), 14–30.
<https://doi.org/10.53797/jthkkss.v2i2.4.2021>
- Hendra, Y. &. (2019). Efektivitas Konseling Kelompok Dengan Teknik Self Management Untuk Mengurangi Perilaku Prokrastinasi Akademik Siswa Di Sma Negeri 3 Tarakan. *Jurnal Bimbingan Dan Konseling Borneo*, 1(1), 1–6.
<https://doi.org/10.35334/jbkb.v1i1.753>
- M. Nur Ghufro, & Rini Risnawati Suminta. (2017). Hubungan antara kepercayaan epistemologis dengan belajar berbasis regulasi diri. *Jurnal Psikologi Insight*, 1(1), 40–54.
- Nurkhalizah, A., Setiawan, B., & Kurnia, R. (2025). Efektivitas konseling kelompok dengan teknik self-management untuk mereduksi prokrastinasi akademik siswa kelas VIII di SMPN 3 Cilimus Kuningan. *Prophetic: Professional, Empathy and Islamic Counseling Journal*, 8(2), 164–176.
- Permatasari, D. Y., & Lathifah, M. (2025). Efektivitas Konseling Kelompok Menggunakan Teknik Self-Management Untuk Mereduksi Prokrastinasi Akademik. *Nusantara of Research*, 12(2), 178–188.
- Prayitno. (2017). *Layanan Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integratif)*. Universitas Negeri Padang Press.
- Rahmanisa, R. Y., Marjohan, M., Netrawati, N., & Sukma, D. (2023). Hubungan Pola Asuh

- Orangtua dan Fatigue dengan Prokrastinasi Akademik Peserta Didik. *Journal of Education and Instruction (JOEI)*, 6(1), 233–242. <https://doi.org/10.31539/joeai.v6i1.6231>
- Saka, A. D., & Wirastania, A. (2021). Efektivitas Layanan Konseling Kelompok Teknik Self-Management Untuk Mereduksi Perilaku Prokrastinasi Akademik Siswa Kelas X Sman 15 Surabaya. *HELPER: Jurnal Bimbingan Dan Konseling*, 38(2), 59–68. <https://doi.org/10.36456/helper.vol38.no2.a3708>
- Schunk, D. H., & Greene, J. A. (2018). *Handbook of self-regulation of learning and performance (2nd ed.)*.
- Singgih, S. (2016). *Panduan lengkap SPSS versi 23*. Alex media.
- Suarningsih, N. K., Adnyani, K. E. K., & Hermawan, G. S. (2018). Penggunaan Strategi Pembelajaran Ekspositori Berbantuan Metode Resitasi Untuk Meningkatkan Penguasaan Huruf Katakana Siswa Kelas Xi Ipb Sman 1 Sukasada Tahun Ajaran 2017/2018. *Jurnal Pendidikan Bahasa Jepang Undiksha*, 4(3), 175. <https://doi.org/10.23887/jpbj.v4i2.14455>
- Wicaksono, L. (2017). Prokrastinasi Akademik Mahasiswa. *Jurnal Pembelajaran Prospektif*, 2(2), 67–73.
- Wulandari, A., & Rahayu, S. (2024). Penerapan teknik self-management dalam layanan konseling kelompok untuk mengatasi prokrastinasi akademik siswa SMP. *Jurnal Bimbingan Dan Konseling*, 10(2), 145–158.
- Yusri, A. Y. (2018). Pengaruh Model Pembelajaran Problem Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Kelas Vii Di Smp Negeri Pangkajene. *Mosharafa: Jurnal Pendidikan Matematika*, 7(1), 51–62. <https://doi.org/10.31980/mosharafa.v7i1.341>
- Yustika, Syamsul Bachri Thalib, and S. L. (2023). (2023). Penerapan Teknik Self-Management Untuk Mereduksi Prokrastinasi Akademik Di Sekolah Menengah Atas. || Jurusan Psikologi Pendidikan Dan Bimbingan. *Penerapan Teknik Self-Management Untuk Mereduksi Prokrastinasi Akademik Di Sekolah Menengah Atas. || Jurusan Psikologi Pendidikan Dan Bimbingan* 3, 3, 2.