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## Research Article

# The Effect of Self-Management Application on Academic Procrastination in Nursing Students at STIKep PPNI West Java

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### Abstract

**Aims:** To determine the effect of self-management applications on academic procrastination in nursing students at STIKep PPNI West Java.

**Methods:** This study used a quantitative quasi-experimental method with a two-group pretest-posttest design. The number of respondents was 60 with sampling using a proportionate stratified random sampling technique consisting of 30 intervention groups and 30 control groups, with inclusion criteria for undergraduate nursing students. The instrument used was the Tuckman Procrastination Scale. Univariate analysis used mean, SD, min, max and bivariate analysis using paired sample t test and independent sample t test.

**Results:** Based on the results of the paired sample t-test, the p-value is 0.000 ( $p < 0.05$ ) and the independent sample t-test has a p-value of 0.000 ( $p < 0.05$ ), which means that there is a significant differences in value between the intervention groups and the control group so that  $H_a$  is accepted and  $H_0$  is rejected.

**Conclusions:** The study found a significant reduction in academic procrastination in the intervention group compared to the control group, due to structured self-management. The intervention group experienced better behavioral changes, while the control group experienced a decrease. The study also found significant differences in self-management implementation through four stages: self-monitoring, self-contracting, stimulus control, and self-reinforcement.

### Keywords:

**Academic procrastination, nursing students, procrastination behavior, self-management, the effect**

## INTRODUCTION

Students are individuals who are studying at universities, both public and private. Students must have an active, creative, innovative and critical mindset to achieve optimal self-potential. In addition, students are considered as a qualified people and have high intellectuals so that they are able to act as an agents of change in the era of the

industrial revolution by improving self-management skills, knowing their potential, making changes, and minimizing risks that can hinder the achievement of the desired goals (1). As a student, it is inseparable from the demands of learning and completing various tasks, including academic tasks that must be completed within a certain time (2). Therefore, effective time management skills are needed to complete all tasks well.

According to Saman (3) not all students can manage their time very well, when they are facing the tasks, laziness is coming, makes students postpone their assignments. This results in new students working on assignments when approaching the *deadline* so that the tasks made are less than optimal. This behavior put completing academic tasks off is known as academic procrastination. Academic procrastination behavior is influenced by two factors, that is internal factors such as physical and psychological conditions, and external factors such as parenting and environmental conditions (4). Apart from that, Izzati & Nastiti (5) mentioned the factors that cause academic procrastination, mentioned the factors that cause academic procrastination in students include choosing more enjoyable activities that bring entertainment, difficulty deciding which tasks to complete first, difficulty managing time, afraid of making a mistake, perfectionism and less of motivation to learn.

The phenomenon of academic procrastination is experienced by almost all students both are outside and inside the country. In the United States, it is estimated that 95% of students are involved in procrastination and about 70% of students routinely do it. In Indonesia, there is no definitive national data on the prevalence of academic procrastination in university students. As for the results of research showed that of 229 students in the guidance and counseling study program at Ahmad Dahlan University Yogyakarta, 21% of students showed academic procrastination behavior in the high category (6).

Academic procrastination can be done by students from various scientific fields, including nursing students. Academic procrastination among nursing students has not been widely studied, even though the nursing department itself has a busy class schedule and quite diverse assignments which are dominated by writing assignments such as writing papers and the reports. Moreover, according to Dewi (7)

the nursing curriculum combines theoretical learning and clinical skills so that nursing students are required to have a good academic skills and abilities in improving the quality of subsequent nursing services. Therefore, it does not rule out the possibility of nursing students experiencing of academic procrastination, such as research conducted at one nursing university in Lampung from 73 students showed that 53.4% experienced high levels of academic procrastination (8).

In addition to research conducted Utami (9) and Hasim (10) at STIKep PPNI West Java showed that academic procrastination behavior was in the high category in undergraduate nursing study program students. This is in accordance with the results of interviews with several STIKep PPNI West Java lecturers that academic problems often occur in nursing undergraduate students where there are still students collecting assignments later than the deadline, students ask for additional time to collect the assignments and some do not even collect that. This things happens because the undergraduate nursing study program emphasizes more on academic competence and longer lecture times, causing a tedium. Therefore, based on the results of interviews with several undergraduate nursing students, it is known that in completing assignments they oftentimes to feel lazy, according to their mood, difficult assignments, takes a long time to submit the assignments, less of motivation, and addiction to social networks that make them unable to manage their time.

This academic procrastination behavior, if not addressed for a long time, will not only have an impact on reducing academic performance and hindering the self-development of nursing students, but also have a serious impact on their quality of life and mental health (11). In addition, academic procrastination can have an impact on students' psychology such as anxiety, stress and depression. Therefore, academic procrastination in students needs

special attention, one way to overcome it is by applying self-management techniques to students (12).

Self-management technique or known as self-management is a cognitive behavioral therapy that can help students to change the behavior by using one strategy or a mixing and matching of strategies. Self-management is important for students so that students can organize, manage and lead themselves effectively (13). In addition, self-management is able to make students more independent, able to manage desired behaviors, thoughts and emotions to increase positive actions and produce new learning skills (14).

Research on the application of self-management techniques can reduce academic procrastination has been conducted by Mulyadi<sup>14</sup> showed that the application of self-management techniques with the pre-experimental one-group pretest- posttest design method can reduce the habit of academic procrastination behavior in STKIP Muhammadiyah Enrekang students. In addition, research conducted on final year students of IAIN BKI showed that self-management techniques can help students manage themselves and control their behavior so as to avoid academic procrastination (15). As for the research from Padha (16) showed that self-management techniques combined with google meet can reduce student procrastination during covid-19.

Research on the application of self-management to academic procrastination has been carried out but in previous studies the population taken was general students, final year students, and secondary students conducted online. Meanwhile, this study will be conducted on undergraduate nursing students offline at STIKep PPNI West Java using a quasy-experimental two

group pretest-posttest design. This research is important to produce a generation of qualified nurses, because the good and bad of the nursing profession is then determined by nursing students who are currently at the lecture level.

## METHODS

This research is a quantitative quasi-experimental method with a two group pretest-posttest design. The number of respondents was 60 people calculated using Gpower software version 3.1.9.7 with sampling using the proportionate stratified random sampling technique consisting of 30 intervention groups and 30 control groups with the inclusion criteria being undergraduate nursing students who were still actively participating in the learning process at STIKep PPNI West Java and have a smartphone while the exclusion criteria in this study are students who are on leave from the college.

The instrument used is the Tuckman Procrastination Scale which was developed by B.W Tuckman in 1991. Consists of 19 question items which will be filled in by respondents in the form of a Google form. This TPS uses a Likert scale range, which on this scale represents personal waste of time, avoidance of tasks and blaming others. With a range of favorable answers, namely 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree) while the range of answers for un-favorable is 1 (strongly agree), 2 (agree), 3 (disagree), 4 (strongly disagree). The validity value of this questionnaire is 0.318 - 0.671, and the reliability value reaches 0.867. The data analysis used is univariate analysis using mean, SD, min, max and bivariate analysis using paired sample t-test and independent sample t-test.

## RESULTS

### 1. Univariate Analysis

**Table 1. Overview of Academic Procrastination of Nursing Students Before and After Intervention in the Intervention Group**

Variables	Intervention Group (N=30)			
	Min	Max	Mean ± SD	Median
<b>Total score</b>				
Pretest	26	51	41.60 ± 6.516	42.50
Posttest	24	41	32.73 ± 5.239	33.00
<b>Wasting time</b>			24.60 ± 3.988	
Pretest	15	31	18.73 ± 3.237	25.00
Posttest	13	25	8.37 ± 1.7	18.50
<b>Task avoidance</b>			8.63 ± 2.189	
Pretest	6	12	7.10 ± 5.664	8.50
Posttest	4	10		7.00
<b>Bakming others</b>				
Pretest	4	12		8.00
Posttest	4	11		7.00

Based on table 1 shows the overall pretest mean value of 41.60 with a median value of 42.50 and a posttest mean value of 32.73 with a median value of 33.00, this shows that the average value before and after being given the intervention in the intervention group is lower than the median value which means that academic procrastination in the intervention group is low. Based on the academic procrastination domain that experienced the largest decrease in average value, it was in the domain of wasting time from the average value before being given a low intervention of 24.60 with a median of 25.00 and after being given the intervention it became high with a decreased average value of 18.73 with a median of 18.50.

**Table 2. Overview of Academic Procrastination of Nursing Students Before and After Intervention in the Control Group**

Variables	Control Group (N=30)			
	Min	Max	Mean ± SD	Median
<b>Total score</b>				
Pretest	32	56	41.50 ± 6.991	40.50
Posttest	30	55	41.33 ± 6.661	41.00
<b>Westing time</b>			24.93 ± 4.370	
Pretest	18	36	24.87 ± 3.803	4.50



Posttest	18	33	8.50 ± 1.961 8.43 ± 2.417	25.00
<b>Task avoidance</b>				
Pretest				
Posttest	5	13	8.07 ± 1.911 8.03 ± 1.671	9.00
<b>Blaming Others</b>				
Pretest	5	13		8.00
Posttest	4	13		8.00
	4	11		8.00

Based on table 2 shows the results of the overall pretest mean value of 41.50 with a median value of 40.50 and a posttest mean value of 41.33 with a median value of 41.00, this shows that the pretest and posttest mean values in the control group are higher than the median value which means that academic procrastination in the control group is high. Based on the academic procrastination domain that experienced the largest decrease in average value, it was in the domain of avoidance of tasks from a low pretest average value of 8.50 with a median of 9.00 and a high posttest value with an average value decreasing to 8.43 with a median of 8.00.

## 2. Bivariate Analysis

**Table 3. Paired Sample T-Test Results Before and After Intervention in the Intervention Group and Control Group**

Academic Pokrastination Variabel	Mean ± SD	Mean Differences	Sig. (2-tailed)
<b>Intervention</b>			
Pretest	41.60 ± 6.516 32.73 ± 5.239	8.867	0.000*
Posttest			
<b>Control</b>			
Pretest	41.50 ± 6.991 41.33 ± 6.661	0.167	0.749
Posttest			

\*) sig. < 0.05

Based on table 3, it is known that the results of the analysis of the average difference in academic procrastination scores in the intervention group pretest value of 41.60 and posttest value of 32.73, this shows that there is a decrease in the average score of 8.867 after being given the application of self-management with a value (sig. 2-tailed) 0.000 < 0.05, which means that  $H_0$  is accepted or there is a significant difference in academic procrastination of nursing students before and after being given the application of self-management.

While the results of the analysis of the average difference in academic procrastination scores in the control group, the pretest value was 41.50 and the posttest value was 41.33, this shows that there is a decrease in the average score of 0.17 with a value of 0.323 < t table 2.002 and a sig value. (2-tailed) 0.749 > 0.05 which means that  $H_0$  is accepted or there is no significant difference between the pretest and posttest in the control group.

**Table 4. Results of Independent Sample T-Test Test After Intervention in the Intervention Group and Control Group**

Group	Mean ± SD	Mean Differences	Sig. (2-tailed)
Intervention	32.73± 5.239	-8.600	0.000*
Control	41.33± 6.661		

\*) sig. < 0.05

Based on table 4, the average value of the intervention group is 32.73 and the control group is 41.33, this shows that there is a mean difference value of -8.600 with a sig value. (2-tailed) 0.000 < 0.05 which means  $H_0$  is accepted or there is a significant difference after the application of self-management in the intervention and control groups. Because there is a significant difference, it can be concluded that there is an effect of the application of self-management on academic procrastination in nursing students at STIKep PPNI West Java.

## DISCUSSION

### 1. Overview of Academic Procrastination in Nursing Students Before and After Intervention in the Intervention Group

Based on the results of the study, it was found that academic procrastination in the intervention group was low with an overall pretest mean value of 41.60 with a median value of 42.50 and a posttest mean value of 32.73 with a median value of 33.00. This research is in line with the research of Tuckman (17) stated that the lower the score obtained, the lower the academic procrastination performed.

Based on the results of perdomain research in the intervention group, it was found that in the domain of wasting time the average value before being given the intervention was low, namely

24.60 with a median of 25.00 and after being given the intervention it became high with a decreasing average value of 18.73 with a median of 18.50. According to Tuckman (17) wasting time is the tendency of students to delay and stretch out time in starting work on assignments. This can be caused by social networking addiction that makes students unable to manage time wisely. Therefore, after being given the application of self-management academic procrastination decreases because students are able to set priorities, goals, planning and able to manage time. Previous research conducted by J. D. Astuti (18) states that by determining goals and priorities, students are able to change themselves in academic procrastination behavior by managing and managing time properly. Time-wasting behavior must be avoided because it can lead to low responsibility and discipline in students so that it has an impact on academic success, especially on student academic achievement.

In the domain of avoidance of tasks, the average value before and after being given a low intervention is from 8.37 with a median of 8.50 decreasing to 6.90 with a median of 7.00. From the screening results, the cause of students avoiding tasks is because the tasks are not understood and difficult. This is in accordance with Tuckman (17) which states that students avoid the tasks because they assume that task is

difficult or boring and choose to do more interesting tasks that are not even related to academic goals. Therefore, by being given the application of self-management, students get motivation that be able to convince them selves of their abilities. Motivation can give the needle and direct students to believe in themselves that the success achieved depends on their own efforts and abilities (19). Therefore, students who have high motivation will have a lower tendency to engage in academic procrastination behavior.

In the domain of blaming others, the mean score before and after the intervention was high, from 8.63 with a median of 8.00 decreasing to 7.10 with a median of 7.00. According to Tuckman (17) students who commit academic procrastination tend to blame others for the suffering they experience. Therefore, by being given the application of self-management, students are able to observe the causes of procrastination behavior in themselves so that they know their roles and responsibilities in overcoming procrastination behavior. In line with research Kohar (20) stated that students who have high responsibility will have lower procrastination behavior. The behavior of blaming others should be avoided because it will affect students' social relationships.

## 2. Overview of Academic Procrastination in Nursing Students Before and After Intervention in the Control Group

Based on the results of the study, it was found that academic procrastination in the control group was high with an overall pretest average value of 41.50 with a median value of 40.50 to 41.33 with a median value of 41.00. This research is in line with the research of Tuckman (17) stated that the higher the score obtained, the higher the procrastination performed.

Based on the results of perdomain research in the control group, it was found that in the domain of wasting time the pretest mean value was high, namely 24.93 with a median of 24.50 and the posttest value was low with a decreased mean value of 24.87 with a median of 25.00. This shows that the domain of wasting time has decreased but not significantly due to students' inability to manage time and set priorities. According to Turmudi (21) students' ability to manage time is the reason for academic procrastination, so to avoid academic procrastination students must have good time management skills.

In the domain of avoidance of tasks, the pretest mean score is low with a mean score of 8.50 and a median of 9.00 while the posttest score is high with a mean score decreasing to 8.43 and a median of 8.00, which means an insignificant decrease. This is due to the irrational aspects of how students view tasks such as long deadlines and tasks that must be completed perfectly. This makes students not immediately complete the task and prefer to do more interesting tasks that are not even related to academic goals. In addition, low motivation will influence students to commit academic procrastination because motivation will foster passion and enthusiasm in achieving the desired behavior (19).

In the domain of blaming others, the results of the high pretest and posttest mean scores of 8.07 with a median of 8.00 decreased to 8.03 with a median of 8.00, which means that there was an insignificant decrease due to environmental factors such as student association. Environments with low levels of supervision will tend to produce procrastination compared to environments that are fully supervised.

## 3. Differences in Academic Procrastination in Nursing Students



### **Before and After Intervention in the Intervention Group and Control Group**

Based on the results of the analysis using the paired sample t-test in the intervention group, the value of academic procrastination before and after the application of self-management was 0.000 ( $p < 0.05$ ) with a decrease in the average score of 8.867. While in the control group, the p-value before and after the intervention was 0.749 ( $p > 0.05$ ) with a decrease in the average score of 0.167. This indicates a decrease in academic procrastination in the intervention group compared to the control group.

The results of this study are in line with research conducted Yospina & Pribadi(22) obtained a p-value of 0.000 ( $p < 0.05$ ) which means it shows that there is a significant difference in academic procrastination before and after the application of self-management in the intervention group.

Self-management technique is one of the cognitive behavioral approaches that can change maladaptive behavior patterns with new behaviors. The application of self-management can also change students' negative habits in regulating and managing their own behavior. The advantages of self-management can increase independence and give students a high sense of confidence so that it helps students understand themselves, direct them selves and control themselves in various life events. Self-management is also simple, directed and focused on the problem so that it shows that the application of self-management is effective in overcoming academic procrastination (14).

In this study, the intervention group experienced a significant decrease in academic procrastination because it was given a structured and systematic application of self-management that

was able to control thoughts, feelings and actions that encouraged students to achieve better behavior changes so as to minimize the habit of academic procrastination. While in the control group there was a decrease but not significant because no intervention was carried out. This decrease can occur because in the control group when informed consent is slightly explained about academic procrastination and self-management which causes the control group to realize that they are being observed as part of the study. In addition, this decrease can be caused by the information that respondents get before the posttest. This led to a decrease in academic procrastination in the intervention group compared to the control group.

#### **4. Differences in Academic Procrastination in Nursing Students After Intervention in the Intervention Group and Control Group**

Based on the results of the intervention of the application of self-management on academic procrastination using the independent sample t-test, it was found that there was a significant effect of the application of self-management on academic procrastination in West Java STIKep PPNI nursing students with a p-value of 0.000 ( $p < 0.05$ ), this indicates that there is a significant difference after the application of self-management in the intervention group and control group. And it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected.

The results of this study are in line with research Yospina & Pribadi (22) after conducting a hypothesis test to determine significant differences in the intervention group and control group, it was found that after the intervention there was a difference in decline between the intervention group and the control group with a p-value of 0.000 ( $p$



<0.05). This happened because the intervention group was given treatment with the application of self-management. The application of self-management has an influence on reducing academic procrastination because students are able to plan, organize and control themselves in achieving goals as a student (18).

With the decline in academic procrastination, students are able to improve time management and leadership skills effectively. This is very instrumental in improving students' learning abilities, as said by Sumanggala (23) that with good self-management, learning activities become more systematic so as to improve student achievement. Therefore, self-management techniques must be applied to students to solve problems, especially academic procrastination, so that students who are able to achieve success both on campus and in society are realized (24).

In this study, in the application of self-management, self-monitoring was carried out by providing a screening sheet that was able to identify the causes of procrastination problems in students so that they knew the efforts to overcome them. In addition, to monitor student behavior during the intervention, a worksheet is also given in the form of a study planner sheet which according to the opinion of Suhadianto & Pratitis (25) handling strategies through task reminder notes help students complete assignments on time. At the self- contracting stage, students make agreements with themselves to be responsible for their behavior. And at the stimulus control stage to create and change the environment, students are given positive suggestions and motivation so that students are able to achieve the expected behavior. In addition, students also compare the results of behavioral

records with behavioral targets that have been made by students so that they can evaluate the effectiveness and efficiency of the program. After all stages are carried out, there is a self-reinforcement (self-reward) stage which serves to strengthen and accelerate the target behavior. According to Thoresen and Mahoney in Nursalim(26) providing self-reward can strengthen and increase a person's motivation and confidence to continue to maintain the desired behavior. This is what influences the application of self-management to change students' attitudes more steadily and stay in the right way.

## CONCLUSION

The results of this research shows that there is an influence of the application of self-management on academic procrastination in nursing students at STIKep PPNI West Java. This can increase students understanding of the relationship between self-management and procrastination which can strengthen nursing students self-management skills. Consequently, it can help educational and mental health service providers in providing special support to nursing students who face challenges in terms of time management and procrastination. Thus, this research has the potential to make a positive contribution to the academic development and well-being of nursing students. For agencies, it is hoped that in giving assignments to control so that the assigned tasks are not so late and material regarding self-management can be included in the nursing education curriculum so that students have the skills who needed to manage time and academic tasks more effectively and for further researchers to continue this research more broadly or in-depth to enrich research on self-management to overcome academic procrastination, especially among the nursing students and to see changes in behavior in the posttest apart from the



questionnaire, there are certainly tasks given by researchers.

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