



# The Effectiveness of Solution-Focused Brief Counseling in Improving Internal Locus of Control among Students with Academic Procrastination

Nury Awalia Musyarofah<sup>1\*</sup>, Feida Noor Laila Isti'adah<sup>2</sup>, Gian Sugiana Sugara<sup>3</sup>

Universitas Muhammadiyah Tasikmalaya, Kota Tasikmalaya, Indonesia

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## KEYWORDS

*Solution-Focused Brief Counseling; Internal Locus of Control; Students; Academic Procrastination*

## ABSTRACT

*This study aims to determine the effect of solution-oriented brief counseling on increasing internal locus of control in students who experience academic procrastination. The research subjects are students with low internal locus of control criteria and high academic procrastination, which will be used as experimental objects. The method used is an experiment with the Single Subject Research (SSR) method with an A-B-A design. The instrument used is a questionnaire on locus of control and academic procrastination made through Google Forms. Visual analysis compared observation results in three conditions: Baseline A1 (before intervention), Baseline B (Intervention), Baseline A2 (After Intervention). All three results showed an increase in the frequency of internal locus of control in students who experienced academic procrastination from low to high. Interventions using solution-focused brief counseling proved effective. Schools can use this counseling as a preventive effort to improve internal locus of control in students who experience academic procrastination. The contribution of the results of this study as a foundation in developing or modifying brief counseling models to focus on aspects of internal locus of control as a key in increasing student responsibility for student academic tasks.*

## KATA KUNCI

Konseling Singkat Berfokus Solusi; Locus of Control Internal; Siswa; Prokrastinasi Akademik

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dari konseling singkat berorientasi solusi terhadap peningkatan lokus kendali internal pada siswa yang mengalami prokrastinasi akademik. Subjek penelitian yaitu pada siswa yang memiliki kriteria lokus kendali internal rendah dan prokrastinasi akademiknya tinggi yang akan dijadikan objek eksperimen. Metode yang digunakan yaitu eksperimen dengan metode Single Subject Research (SSR) dengan desain A-B-A. Instrumen yang digunakan berupa angket lokus kendali dan prokrastinasi akademik yang dibuat melalui google form. Analisis visual dilakukan untuk membandingkan hasil observasi dalam tiga kondisi: Baseline A1 (sebelum intervensi), Baseline B (Intervensi), Baseline A2 (Setelah Intervensi). Ketiga hasil konseli menunjukkan peningkatan dalam frekuensi lokus kendali internal pada siswa yang mengalami prokrastinasi akademik dari kategori rendah menjadi kategori tinggi. Intervensi menggunakan konseling singkat berorientasi solusi terbukti efektif. Sekolah dapat menggunakan konseling ini sebagai upaya preventif untuk meningkatkan lokus kendali internal pada siswa yang mengalami prokrastinasi akademik. Kontribusi hasil penelitian ini sebagai landasan dalam mengembangkan atau memodifikasi model konseling singkat untuk fokus pada aspek internal locus of control sebagai kunci dalam meningkatkan tanggung jawab siswa terhadap tugas akademik siswa.

## 1. INTRODUCTION

Academic procrastination is a common problem faced by many people in various circles of society, including students. In line with research conducted by Permana (2019) regarding the description of academic procras-

\* **Corresponding Author:** Nury Awalia Musyarofah; [awalianury09@gmail.com](mailto:awalianury09@gmail.com)

Juru Department of Guidance and Counseling, Faculty of Education, Universitas Muhammadiyah Tasikmalaya, Tasikmalaya, Indonesia  
Address: Jl. Tamansari No.KM 2,5, Mulyasari, Kec. Tamansari, Kab. Tasikmalaya, Jawa Barat 46196, Indonesia

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tionation in Darul Falah Cililin High School students with the results of the study showing academic procrastination in the high category with 317 respondents, the highest accumulative percentage in the science department is 38%, while in the social studies department 41%. One of the factors that students experience academic procrastination is low internal locus of control. This is in line with research conducted by Soleh et al. (2020), which illustrates that the more internal locus of control increases, the lower the level of academic procrastination. However, research on the effectiveness of solution-focused brief counseling to increase internal locus of control in students who experience academic procrastination has not been studied in Indonesia. Therefore, the researcher is interested in examining the effectiveness of solution-focused brief counseling in improving internal locus of control in students who experience academic procrastination.

Procrastination comes from Latin, namely "pro and crastinus," where "pro" means "forward" and "crastinus," which means "tomorrow" (Stell et al., 2016). McCloskey (2011) explains that academic procrastination is a habit of delaying actions and activities related to learning. De Paola & Scoppa (2015) states that in the academic context, procrastination explains the habit of procrastinating academic work, such as doing homework, preparing for exams, or completing papers until close to the available completion deadline. McCloskey (2011) suggests six factors: psychological beliefs about ability, distraction, social factors, time management, personal initiative, and laziness. Research conducted by Antoni et al. (2019) suggests several factors, including locus of control, can influence academic procrastination. Internal locus of control shows the extent to which a person feels that what happens to them is the result of the individual's abilities, behavior, or even actions, not due to factors outside of control such as luck or fate. Those with a tendency to an internal locus of control understand success as a result of the individual's efforts and actions, which, during learning, are more likely to utilize their time more effectively (Deniz et al., 2009).

Asante & Affum-Osei (2019) defines locus of control as the extent to which individuals feel that external factors, such as opportunities and the power of others, are in control of events that affect the individual. Sarafino et al. (2011) describe the internal locus of control as an individual's comprehensive understanding of their experiences due to their actions or behaviors. Levenson et al. (2016) state that locus of control is an individual's belief about the trigger of the events he experiences.

Hoang et al. (2024) argue that individuals with an internal locus of control have several characteristics, including being hardworking, showing a high level of initiative, able to try to find solutions to problems, striving to think optimally, always understanding that effort is the key to success. Levenson (Michelson, 2014) says three components can be used in measuring internal locus of control, including internality (ability to make efforts and decisions), luck or chance (fate, luck, or coincidence), and other external forces (dependence on others, lack of confidence, blaming others).

Sugara (2022, p.: 3) solution-oriented brief counseling is an approach that looks to the future and is goal-oriented. It also emphasizes the individual's natural strengths and resilience, focusing on problem exclusion and the concept of solutions that individuals find in their lives. Procrastination comes from Latin, namely "pro and crastinus," where "pro" means "forward" and "crastinus," which means "tomorrow" (Stell et al., 2016). McCloskey (2011) explains that academic procrastination is a habit of delaying actions and activities related to learning. McCloskey (2011) suggests six factors: psychological beliefs about ability, distraction, social factors, time management, personal initiative, and laziness. Research conducted by Antoni et al. (2019) suggests several factors, including locus of control, can influence academic procrastination. Internal locus of control shows the extent to which a person feels that what happens to them is the result of the individual's abilities, behavior, or even actions, not due to factors outside of control such as luck or fate. Those with a tendency to an internal locus of control understand success as a result of the individual's efforts and actions, which, during learning, are more likely to utilize their time more effectively (Deniz et al., 2009). Levenson et al. (2016) state that locus of control is an individual's belief about the trigger of events experienced in his life.

Thus, a solution-focused brief counseling approach to improve internal locus of control in students who experience academic procrastination aims to build solutions to increasing confidence in their abilities. Hsu (2011, pp. 233-248) also found that individuals with a high internal locus of control can determine the achievements and failures they will get according to their efforts and results and take responsibility for what happens.

This research aims to determine the general description of academic procrastination in students of SMAN 3 Tasikmalaya, based on the results of preliminary studies conducted not a few students who experience procrastination, to determine the description of internal locus of control in academic procrastination students at SMAN 3 Tasikmalaya, to determine the design of SFBT counseling model improve internal locus of control in

students who experience academic procrastination, to determine the effectiveness of SFBT counseling service design in improving internal locus of control in students who experience academic procrastination.

## 2. METHOD

### 2.1 Research Design

This research uses an experimental research design with the Single Subject Research (SSR) method because it focuses on individual data as a sample in a research study. Rochat & Manolov (2024) suggests that the A-B-A design is used, which shows the cause-and-effect relationship between the dependent and independent variables stronger and clearer than the A-B design.

### 2.2 Research Subject

This research was conducted at SMAN 3 Tasikmalaya City in 2024, at Jl, Colonel Basyir Surya No.89, Sukanagara, Kec. Purbaratu, Kab, Tasikmalaya, Jawa Barat. 46196.

The population in this study were students of class X SMAN 3 Tasikmalaya City. The sample used in this study used a non-probability sampling technique, namely the purposive sample technique, in which the sampling method was adjusted to the research objectives (Anwar, 2009: 34). Based on the purpose of the sample in the study, namely on students who have low internal locus of control criteria and high academic procrastination that will be used as experimental objects. As for sampling students who will be given a solution-focused brief counseling intervention, as many as three people will be needed.

### 2.3 Data Collection

This study uses two questionnaires, the locus of control questionnaire and the academic procrastination questionnaire, which is presented via a Google form.

### 2.4 Data Analysis

This type of data analysis uses visual data analysis to evaluate data graphs to reach conclusions about the effects of consistent and reliable interventions. Statistical analysis in single-subject experimental research aims to measure the effectiveness of changes between baseline and intervention conditions and determine the significance of these differences (Brossart et al., 2006). Research procedures include the implementation of pre-tests, interventions, and post-tests.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1 Results

Chart 1. Analysis of Academic Procrastination (Counselee 1)

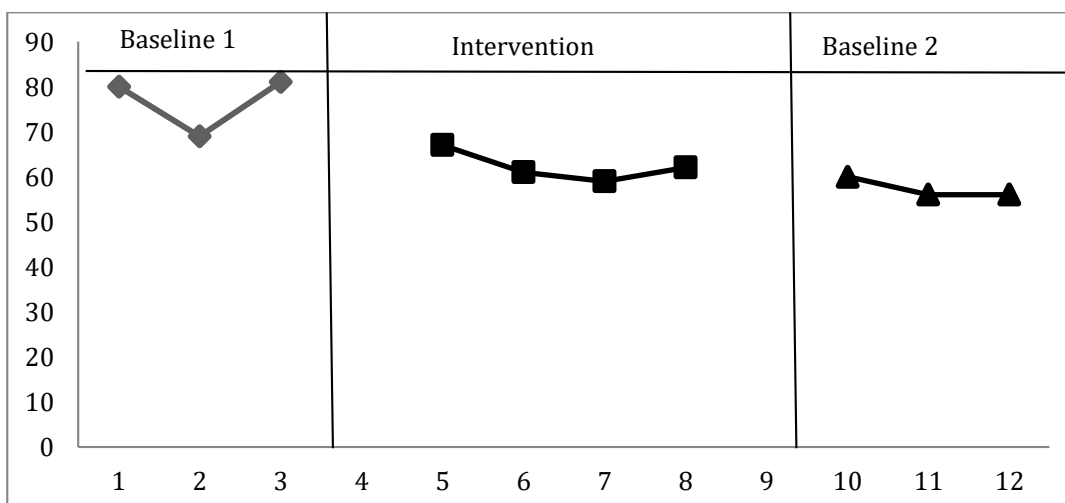


Table 1. Calculation Results of Academic Procrastination (Counselee 1)

Baseline 1		Intervention		Baseline 2		gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
76,67	6,66	62,25	3,40	57,33	2,31	19,34	4,71	2,90	0,83

The table above shows a decrease in academic procrastination scores in the first counselee after being given a solution-focused brief counseling intervention. Graph analysis shows a decrease in the average academic procrastination score with baseline 1 (M = 76.67 SD = 6.66). During intervention (M = 62.25 SD 3.40) and baseline 2 (M = 57.33 SD = 2.31). An effect size of 2.90 means strong, and a NAP value of 0.83 means sufficient.

Chart 2. Analysis of Internal Locus of Control (Counselee 1)

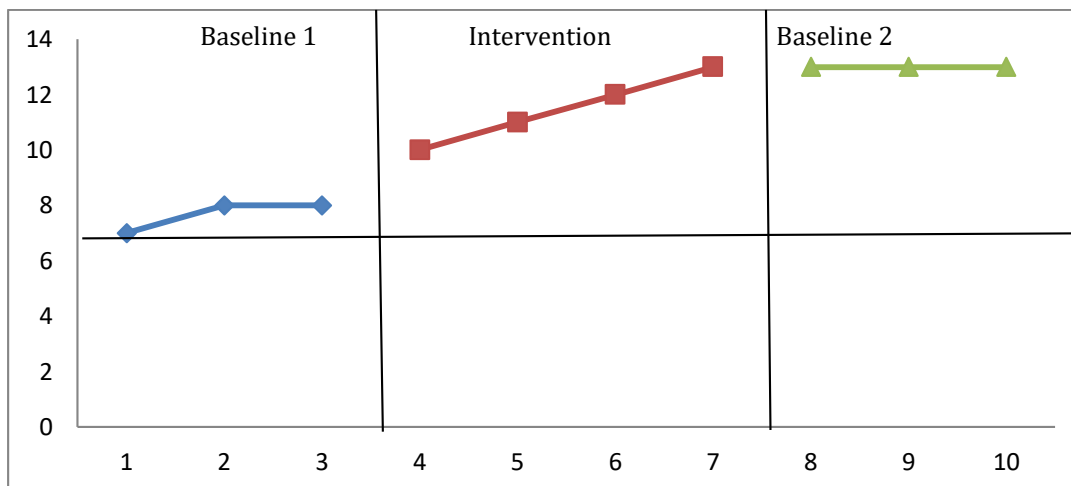


Table 2. Calculation Results of Internal Locus of Control (Counselee 1)

Baseline 1		Intervention		Baseline 2		Gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
7,67	0,58	11,5	1,29	13	0	5,33	9,48	9,19	0,75

The table above shows an increase in the internal locus of control score in the first counselee, namely counselee 1, after a solution-focused brief counseling intervention. Graph analysis shows an increase in the average locus of control score with baseline 1 (M = 7.67 SD = 0.58) during intervention (M = 11.5 SD 0.5) and baseline 2 (M = 13 SD = 0), with an effect size value of 9.19 which means strong, and an NAP value of 0.75 which means moderate.

Chart 3. Analysis of Academic Procrastination (Counselee 2)

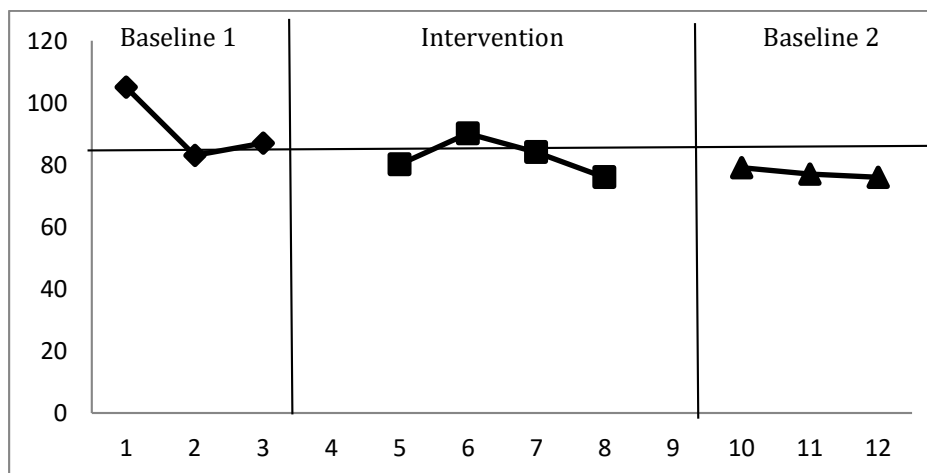


Table 3. Calculation Results of Internal Locus of Control (Counselee 2)

Baseline 1		Intervention		Baseline 2		gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
91,67	11,72	82,5	5,97	77,33	1,53	14,34	1,98	1,22	0,83

The table above shows a decrease in academic procrastination scores in the second counselee (counselee 2) after a solution-focused brief counseling intervention. Graph analysis shows a decrease in the average academic procrastination score with baseline 1 (M = 91.67 SD = 11.72). During intervention (M = 82.25 SD 5.97) and baseline 2 (M = 77.33 SD = 1.53). An effect size value of 1.22 means strong, and NAP value of 0.83 means sufficient.

Chart 4. Analysis of Internal Locus of Control (Counselee 2)

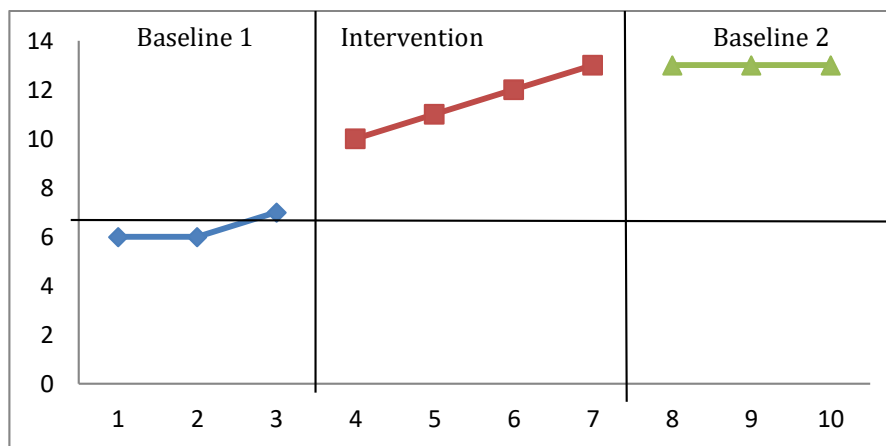


Table 4. Calculation Results of Internal Locus of Control (Counselee 2)

Baseline 1		Intervention		Baseline 2		Gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
6,33	0,58	11,5	1,29	13	0	6,67	11,86	11,50	0,75

The table above shows an increase in the internal locus of control score in the second counselee, namely counselee 2, after a solution-focused brief counseling intervention. Graph analysis shows a decrease in the average academic procrastination score with baseline 1 (M = 6.33 SD = 0.58). During intervention (M = 11.5 SD 1.29) and baseline 2 (M = 13 SD = 0). It has an effect size value of 11.50, which means it has a strong effect, and NAP value of 0.75, with moderate intervention.

Chart 5. Analysis of Internal Locus of Control (Counselee 3)

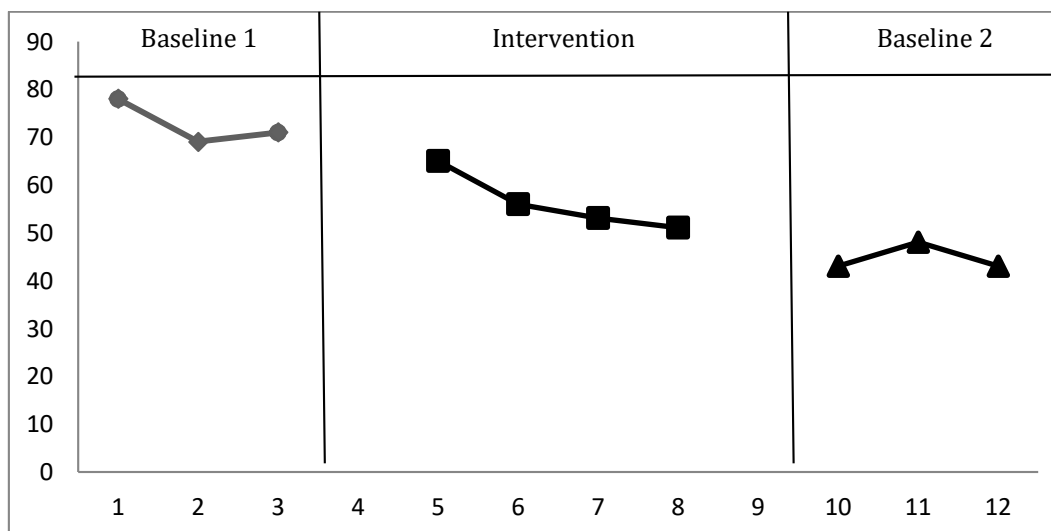


Table 5. Calculation Results of Internal Locus of Control (Counselee 3)

Baseline 1		Intervention		Baseline 2		Gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
72,67	4,73	56,25	6,18	44,67	2,89	28	9,60	5,92	0,83

The table above shows a decrease in academic procrastination scores in the third counselee (counselee 3) after a solution-focused brief counseling intervention. Chart analysis specifically shows a decrease in the average academic procrastination score with baseline 1 (M = 72.67 SD = 4.73). During intervention (M = 56.25 SD 6.18) and baseline 2 (M = 44.67 SD = 2.89). An effect size value of 5.92 means strong, and NAP value of 0.83 means moderate.

Chart 6. Analysis of Internal Locus of Control (Counselee 3)

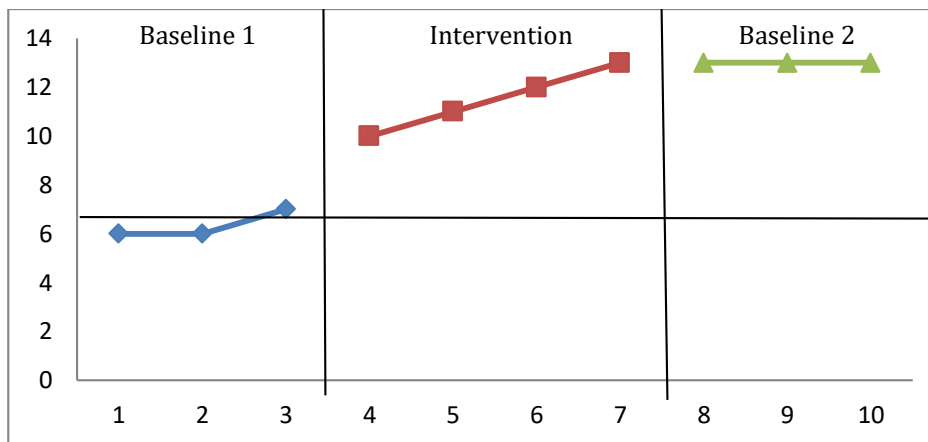


Table 6. Calculation Results of Internal Locus of Control (Counselee 3)

Baseline 1		Intervention		Baseline 2		Gain	RCI	Effect size	NAP
M	SD	M	SD	M	SD				
6,33	0,58	11,5	1,29	13	0	6,67	11,86	11,50	0,75

Namely counselee 3, after being given a solution-focused brief counseling intervention. Chart analysis shows an increase in the average internal locus of control score with baseline 1 (M = 6.33 SD = 0.58). During intervention (M = 11.5 SD 1.29) and baseline 2 (M = 13 SD = 0), with an effect size of 11.50, it has a high effect and NAP value of 0.75 with moderate intervention.

### 3.2. Discussion

#### 1. Overview of Internal Locus of Control in students who experience academic procrastination

The results showed that at SMAN 3 Tasikmalaya City, in class X, out of 346 students with an internal locus of control, there was a high category of 339 students and a low category of 7 students. Meanwhile, students with an external locus of control have a high category of 26 students and a low category of 320 students. This is in line with research conducted by Soleh et al. (2020), which illustrates that the more internal locus of control increases, the lower the level of academic procrastination. Individuals with an internal locus of control believe that success and failure result from their actions and efforts. Individuals with an external locus of control believe that external factors, such as chance, fate, or the influence of others, determine the results they get (Antwi-Boasiako, 2017).

Based on the study results, the profile of academic procrastination at SMAN 3 Tasikmalaya City in class X, with a total of 346 students, consisted of academic procrastination at a high, medium, and low level. Academic procrastination is the inability to complete academic tasks according to the desired schedule or the tendency to procrastinate on tasks so that they approach the predetermined deadline. McCloskey (2011) defines academic procrastination as a tendency to delay activities related to educational tasks. The factors that influence individuals to perform academic procrastination can be divided into internal and external factors. Internal factors are caused by a lack of self-control, confidence in one's abilities, social anxiety, and lack of self-awareness. At the same time, external factors refer to factors from outside the individual, such as parenting and environmental conditions that

lack supervision. Pogorskiy & Beckmann (2023) suggested that students' academic procrastination is influenced by the use of technology, especially gadgets, which are external factors that have the potential to trigger academic procrastination if not balanced with good self-regulation skills.

The tendency of students to experience academic procrastination based on research shows the lack of internal locus of control possessed by students. Phares (1984) suggests three elements that can affect the internal locus of control: family or parental factors, consistency of experience, and social factors. Students who often procrastinate on assignments tend to have a low internal locus of control, which can feel the impact of academic procrastination. Sun & Kim (2022) revealed that the disadvantages of procrastination behavior include tasks that are not completed or completed with less than optimal quality because they are rushing toward the deadline. Procrastination can also cause anxiety during the task and increase errors due to working in limited time. In addition, the impact of academic procrastination is explained by Steel & Klingsieck (2015) in the form of decreased academic achievement and student well-being, as well as increased stress and regret. Internal locus of control refers to an individual's belief that success and failure directly result from one's actions and behavior (Aisyah & Syukur, 2019). Therefore, students need to tend to an internal locus of control to understand success as a result of their efforts and actions, which during learning is more likely to utilize their time more effectively (Deniz et al., 2009). Individuals with an internal locus of control have important characteristics, such as the belief that success comes from their efforts, independence in decision-making, a sense of responsibility, and positive expectations for their efforts.

## 2. Analysis of Findings The effectiveness of solution-focused brief counseling in increasing internal locus of control in students who experience academic procrastination.

Based on the results of research conducted on students with low internal locus of control and high academic procrastination, the scores obtained after conducting solution-focused brief counseling interventions show that solution-focused brief counseling effectively increases internal locus of control scores in students who experience academic procrastination. Three counselees are research subjects who are students who often procrastinate, with the lowest internal locus of control score. The techniques provided in providing interventions for each counseling session are acceptable and successful, so they effectively increase internal locus of control scores and reduce academic procrastination scores. This can be seen from the data on the differences the counselees experienced before and after the solution-oriented brief counseling intervention. Before the intervention, the three counselees had been unable to control themselves. Hence, the counselees delayed school assignments until close to the collection deadline, even though the assignment was not done. It is different after providing a solution-focused brief counseling intervention for four sessions; the three counselees found the effect size and score changes. They can be seen from the counselee being able to control himself so that the tasks are done; even the counselee can relearn the material the teacher has previously conveyed.

Before the counseling intervention was given, the counselee was distracted by external factors, so the counselee experienced academic procrastination. Consumers often ignore their duties by doing other activities that are less useful. Wiwatowska et al. (2023) emphasize that procrastination reflects the tendency of individuals to postpone tasks by being busy doing activities that are not useful, resulting in obstruction of task completion, non-completion, and often delay. Therefore, the counselee needs to have an internal locus of control so that the counselee can reduce his level of academic procrastination. Internal locus of control is a psychological construct representing individual beliefs about the ability to control the future (Hsio et al., 2016). Individuals with internal locus of control tend to have physical and psychological well-being, including mental and physical health. This aligns with the positive orientation in solution-oriented brief counseling based on the optimistic assumption that all humans are healthy and can create solutions to improve their lives (Sugara, 2022).

Then, after the intervention was given, the three counselees realized that the internal locus of control was important for the counselees so that they did not engage in academic procrastination and believed in their abilities. Salamanca (2020) explained that individuals with an internal locus of control believe that their efforts determine the results they achieve. This is in line with research conducted by Satrio & Nurhadianti (2024) that there is a significant relationship between internal locus of control and academic procrastination by showing that the better the internal locus of control, the lower the academic procrastination. In addition, the three counselors began to realize that continuous procrastination hurt themselves and their future. There are several negative impacts on students when procrastinating in their academics. Namely, students will experience unhealthy eating patterns and sleep patterns, increased stress, anxiety, and guilt (Xu, 2016), are at risk of cheating, have different qualities from students who do not procrastinate (Patrzek et al., 2015), and get low grades (Janssen, 2015). Therefore, students understand the importance of having an internal locus of control so that individuals can control themselves against

things that influence individuals to commit academic procrastination and focus on their problems, which causes more problems they face. In addition, the counselee can find solutions to increase his internal locus of control and reduce academic procrastination. This is in line with Hoanget et al. (2024) who argue that individuals with an internal locus of control have several characteristics, tend to be hardworking, show a high level of initiative, are able to try to find solutions to problems, strive to think optimally, always understand that effort is the key to success. The changes experienced by the counselee align with the concept of solution-oriented brief counseling, a counseling approach that looks to the future and is goal-oriented (Sugara, 2022). In addition, Thielecke et al. (2023) states that solution-oriented brief counseling is an approach in therapy or counseling that has a simple and easy-to-understand concept and focuses more on the practice of how to find solutions to the problems faced.

Judging from the explanation above, the counselee has a low internal locus of control and a high academic procrastination score because external things distort it. Hsu et al. (2017) emphasize that procrastination reflects the tendency of individuals to postpone tasks by being busy doing activities that are not useful, resulting in obstruction of task completion, non-completion, and often delay. Therefore, the counselee needs to have an internal locus of control so that the counselee can reduce his level of academic procrastination. Internal locus of control is a psychological construct representing individual beliefs about the ability to control the future (Hsio et al., 2016). This is in line with the positive orientation in solution-oriented brief counseling based on the optimistic assumption that all humans are healthy and can create solutions that can improve their lives (Sugara, 2022).

The competency-based solution-oriented brief counseling approach focuses on the strengths rather than the failures experienced by the counselee (Sugara, 2022). In addition, solution-oriented brief counseling is a method that focuses on the future and goals. This approach prioritizes the strengths and resilience of individuals by paying attention to the exclusion of their problems and the solutions they find (Sugara, 2022, p. 3).

The findings provide an overview of the effectiveness of solution-oriented brief counseling in dealing with academic procrastination problems with a focus on increasing locus of control, with effective results seen from the changes in the three counselees before and after the intervention. These changes are the objectives of solution-oriented brief counseling, which aims to help counselees better understand their potential and identify abnormalities in times of distress. Solution-focused brief counseling believes that every individual can determine significant goals for themselves and has the power to solve the problems they are facing.

#### **4. RESEARCH IMPLICATIONS**

The theoretical benefits, namely as a scientific effort in the field of education, especially those related to the effectiveness of SFBT counseling services to increase internal locus of control in students who experience academic procrastination, as reference material for future researchers. And practical benefits, namely as additional information for schools and teachers regarding the effectiveness of solution-focused brief counseling services to increase internal locus of control in students who experience academic procrastination, to make references as input and consideration for schools.

#### **5. CONCLUSIONS**

Based on the results of research and discussion, it is concluded that the description of students who do academic procrastination at SMAN 3 Tasikmalaya City is at a moderate level, which means that there are still many students who have a high intensity in procrastinating. Meanwhile, the description of students' internal locus of control is at a high level, which means that students believe in their ability to control the future.

The counseling model is designed to include as many as four counseling sessions using solution-oriented brief counseling to increase internal locus of control in students who experience academic procrastination. The first session, using exception questions, aims to explore exceptions that lead to situations that the counselee experienced in the past when the problem they are experiencing did not arise, and using miracle questions aims so that the counselee can imagine the occurrence of miracles regarding the problems they tell have been resolved and can open up opportunities for possibilities that will occur in the future. The second session, using success book questions, aims to enable the counselee to see the problem through the book they are holding during the counseling session regarding the problem they are facing is complete and see themselves who have been able to achieve the goals they want. So that new exceptions and solutions will emerge from the counselee. The third session, using the success chair question, aims to enable the counselee to imagine themselves in the next five years that have been released from the problems that they are currently facing. The counselee can imagine and say what they need to do



in the present to be themselves in the next five years. In this case, it can also make the counselee more confident and more consistent about the solutions they build so that the counselee can accelerate achieving their goals. It proved effective because of the results of the solution-oriented brief counseling intervention given to three counsees to improve the internal locus of control in students who experience academic procrastination. This counseling can increase internal locus of control scores and reduce academic procrastination scores. This is indicated by an increase in the internal locus of control score graph and a decrease in the academic procrastination score graph. In addition, some changes occur in the counselee, shown in the positive changes the counselee experiences in each session.

Based on the results of the research that has been done, the following are the recommendations:

- a. For the School  
Schools can support service activities, such as workshops or mentoring sessions, to make learning plans with measurable steps and set realistic deadlines. This can help students have control over their success and provide clear reasons to avoid procrastination.
- b. For School Counseling Teachers  
Counselors/counseling teachers should apply solution-oriented brief counseling as an alternative to increasing internal locus of control, especially for students who experience academic procrastination.
- c. For Students  
Students hope to participate in workshop activities held by the school properly so that it has the benefit of helping students have control over their success and so that students do not experience delays in academic assignments.
- d. For Further Researchers  
For further research, it is recommended to research increasing mindfulness to reduce the anxiety that can cause students to procrastinate. This is with the hope that students who are calmer and aware of their ability to complete tasks will be more motivated to act.

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## AUTHOR CONTRIBUTION STATEMENT

The first author contributed to data collection, analysis, and compiling the results report. The second and third authors contributed to compiling the theoretical framework for preparing this article.

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