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The Application of Self-Management Techniques within Individual Counseling to Reduce Academic Procrastination among High School Students

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Academic procrastination; Individual counseling; Self-Management technique; High School Students

ABSTRACT

This study aims to describe the academic procrastination behavior of students at SMA Negeri 26 Bone and evaluate the Self-Management technique's effectiveness in reducing such behavior. The study uses a quantitative approach with a Single Subject Research (SSR) method and an A-B-A design. The subjects were two second-year students with high levels of academic procrastination. Data were collected through observations and interviews and then analyzed descriptively and visually. The results show that the subjects' academic procrastination was high before the intervention. After applying the Self-Management technique, there was a significant decrease in their procrastination behavior. In conclusion, the Self-Management technique effectively reduces academic procrastination among students at SMA Negeri 26 Bone. The implications of this study provide a basis for teachers and counselors to implement Self-Management techniques as an intervention strategy to improve students' learning discipline and academic achievement.

KATA KUNCI

Prokrastinasi Akademik; Konseling individual; Self Management; Siswa SMA.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gambaran perilaku prokrastinasi akademik siswa di SMA Negeri 26 Bone dan mengevaluasi efektivitas teknik Self Management dalam mengurangi perilaku tersebut. Pendekatan yang digunakan adalah kuantitatif dengan metode Single Subject Research (SSR) dan desain A-B-A. Subjek penelitian terdiri dari dua siswa kelas dua yang memiliki tingkat prokrastinasi akademik tinggi. Data dikumpulkan melalui observasi dan wawancara, kemudian dianalisis secara deskriptif dan visual. Hasil penelitian menunjukkan bahwa sebelum intervensi, tingkat prokrastinasi akademik subjek berada pada kategori tinggi. Setelah penerapan teknik Self Management, terjadi penurunan signifikan dalam perilaku prokrastinasi akademik kedua siswa tersebut. Kesimpulannya, teknik Self Management efektif dalam mengurangi prokrastinasi akademik pada siswa SMA Negeri 26 Bone. Implikasi penelitian ini memberikan dasar bagi guru dan konselor untuk menerapkan teknik Self Management sebagai strategi intervensi guna meningkatkan disiplin belajar dan prestasi akademik siswa.

1. INTRODUCTION

National education requires students to possess broad knowledge, strong moral character, independence, and a sense of responsibility, which can be achieved through learning (Ramadhani et al., 2024). However, many students delay studying and completing assignments, a behavior known as academic procrastination (Akram et al., 2019). This behavior can lead to failure and hinder the achievement of optimal academic outcomes (Tian et al., 2021). According to Sirois (2022), procrastination postpones tasks, often associated with laziness and the risk of failure due to incomplete or suboptimal results. In Latin, the term for procrastination is "procrastination." Warniasih et al. (2024) classify procrastination into two types based on the reason behind the delay: dysfunctional procrastination and functional procrastination. Dysfunctional procrastination involves purposeless and harmful delays, while

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functional procrastination involves intentional delays with clear purposes, which may help complete tasks more effectively (Miswanto, 2020). Generally, procrastination is defined as the intentional and repeated postponement of tasks, often involving unnecessary activities instead of addressing important responsibilities. Dysfunctional procrastination may have negative consequences, including decisional procrastination, which involves decision-making delays, and avoidance procrastination, where individuals avoid challenging tasks. Jayalakshmi and Punithavalli (2024) define academic procrastination as the deliberate and repeated postponement of starting or completing academic tasks. It can be observed through specific behaviors, one of which is the tendency to engage in more enjoyable activities (Sangeetha, 2024). Procrastinators often divert time from academic tasks to leisure activities such as reading magazines, watching TV, chatting, going out, or listening to music, ultimately delaying task completion (Finch, 2021).

A common issue among students today is the inability to manage time effectively. Many often delay tasks by engaging in unproductive activities, resulting in wasted time (Hudaifah, 2020). Teenage students tend to prioritize entertainment over academic responsibilities. This is reflected in habits such as staying up late, frequenting malls, watching television for hours, being addicted to online games, and procrastinating academic work (Hudaifah, 2020). Based on the viewpoints above, academic procrastination can be understood as a repeated, intentional delay in completing mandatory tasks while choosing to engage in more enjoyable activities (Buana & Zulwidyaningtyas, (2025). This behavior is often caused by difficulty in time management and irrational beliefs about one's ability to complete tasks, which may result in anxiety due to unfinished responsibilities.

Interviews with homeroom teachers and school counselors at SMA Negeri 26 Bone in August 2024 revealed the presence of academic procrastination among students. They frequently postponed assignments, submitted work late, chatted during lessons, and were underprepared for exams. These students appeared more drawn to pleasurable activities and avoided difficult tasks. Contributing factors included low self-awareness, lack of motivation, and poor time management. They preferred entertainment over studying, and overly strict parental attitudes played a role. Therefore, counseling services are needed to help students manage their time and improve their academic motivation.

Academic procrastination can be addressed through better self-control and improved time management. Students who procrastinate often struggle with self-regulation, an essential part of self-management (Parantika et al., 2020). Identifying individual needs through self-management techniques can help reduce procrastination behavior. According to Diaz (2024), self-management helps students behave appropriately by taking responsibility for regulating their actions to become more independent and capable of planning for their future. Self-management is a support process that allows students to control their thoughts, words, and behaviors, encouraging them to avoid harmful actions and promote positive and constructive behaviors (Perianto et al., 2025). In this context, self-management refers to the consistency and harmony between thoughts, speech, and actions, ensuring that what one thinks aligns with what one says and does (Asni et al., 2021). This alignment is essential from the beginning so students can achieve their goals, as success is a right for everyone. Through this technique, students struggling with procrastination are expected to begin aligning correct thoughts, words, and actions to form positive habits and build strong character. This can help students achieve better and more meaningful results in all areas of life (Jannati & Hamandia, 2024).

Previous studies, such as those conducted by Mujiyanto et al. (2025) and Wahyudi and Maulida (2025), have shown that self-management techniques are effective in helping students regulate themselves, manage study time, and develop discipline. This technique is widely used in counseling to enhance student responsibility and the overall effectiveness of the learning process. Through structured planning, goal setting, self-monitoring, and self-reinforcement, self-management empowers students to take greater ownership of their academic behavior and learning outcomes. Numerous studies have shown that students who apply self-management strategies are more capable of regulating their time, maintaining focus, and adhering to academic commitments. By fostering self-discipline and accountability, self-management techniques contribute to improved academic performance and the development of lifelong learning skills essential for personal and professional growth.

Although the effectiveness of self-management has been well established, few studies have specifically explored its integration into individual counseling services to address academic procrastination. This is where the gap and novelty of this study lie: applying self-management techniques within an individual counseling framework as a curative effort for students who struggle with academic procrastination. This research aims to determine how effective the technique is in reducing procrastination among high school students, particularly at SMA Negeri 26 Bone, and to contribute to developing more personalized and student-centered counseling interventions.

2. METHOD

2.1 Research Design

This study uses a quantitative approach, employing a Single Subject Research (SSR) experimental design with an A B A structure. This design allows the researcher to select participants based on specific criteria relevant to the study (Creswell & Creswell, 2018). According to Pandang and Anas (2019), SSR researchers aim to determine whether an intervention affects participants' behavior by observing individuals over an extended period and recording their behavior before and after the intervention.

The A B A design used in this study involved two participants. The A B A structure develops the A B design and is recognized for showing a cause-and-effect relationship between the independent and dependent variables. The basic procedure of the A B A design includes continuous measurement of the target behavior during the initial baseline phase (A1), followed by an intervention phase (B), and then a second baseline phase (A2). The second baseline serves as a control for the intervention phase, which allows for conclusions to be drawn regarding the functional relationship between the independent and dependent variables.

2.2 Research Subjects

The research was conducted at SMA Negeri 26 Bone, located in Bone Regency, South Sulawesi Province, in 2024. The study lasted for two months, from January to February 2024.

The researcher acted as the data collector and the primary instrument in the field. Subjects were selected through direct observation, and the researcher distributed a simple questionnaire. Based on the observations and questionnaire results, students identified as exhibiting academic procrastination were selected. Two students with a high level of procrastination were chosen as research subjects, referred to by the initials ND and SW.

2.3 Data Collection

a. Observation

The researcher developed the observation technique to record events, student reactions, and various occurrences while implementing the self-management technique aimed at reducing academic procrastination among students at SMA Negeri 26 Bone. The observation instrument used in this study was a behavior monitoring sheet. The main behaviors observed were the time taken to complete and submit assignments.

Table 1. Academic Procrastination Assessment Criteria

Criteria	Academic procrastination score
Do the task immediately after it is given	0
Complete assignments two days before submission	1
Working on assignments the day before submitting them	2
Doing assignments the night before the day they are due	3
Doing assignments on deadline day	4
Submitting assignments the day after the deadline	5
Submitting assignments two days after the deadline	6
Submitting assignments three days after the deadline	7
Did not submit the assignment	8

Quantitative data obtained from the calculated observation scores of the subjects were processed to generate results for the first baseline (A1), the intervention phase, and the second baseline (A2). The findings in each phase were analyzed using percentage scores.

2. Interview

The interview process was conducted to build open, friendly, and empathetic communication with the homeroom teacher, the guidance and counseling teacher, and the counselees. This helped obtain accurate information about the problems experienced by the counselees

2.4 Data Analysis

Data analysis in this study aimed to evaluate the test results related to students' academic procrastination behavior. The methods used include descriptive statistical analysis and visual analysis.

Descriptive analysis was used to describe the academic procrastination behavior of students at SMA Negeri 26 Bone. It began with continuous measurement of the target behavior during the first baseline phase (A1) over a specific period, followed by measurement during the intervention phase (B), and finally during the second baseline phase (A2). The second baseline acted as a control to help determine whether there was a functional relationship between the independent and dependent variables.

Visual analysis is a key technique used to assess an intervention's effectiveness based on the study's graphical data. First, the length of each condition was evaluated based on the number of data points collected, which was adjusted according to the focus of the problem and the type of intervention used. Second, the analysis focused on changes in a single dependent variable (the target behavior) to identify the effect of the independent variable (intervention). This involved comparing behavior changes during the baseline and intervention phases. If changes occurred only in the target behavior during the intervention phase and not in other variables, this indicated a direct effect of the applied intervention. Third, the trend or direction of the data was carefully considered to understand the dynamics of the subject's behavior over time. By examining the graph's level and trend, the researcher could assess the impact of the intervention phase more reliably. These trends were categorized as increasing, stable, or decreasing, each reflecting specific outcomes based on the intervention goals.

2.5 Further Data Analysis

Implementing the self-management technique to reduce academic procrastination behavior among students at SMA Negeri 26 Bone consisted of four stages across eleven sessions. The stages included: (1) Self-monitoring, the student observes and records their behavior; (2) Self-contracting, making a commitment or agreement with oneself; (3) Self-control, managing environmental triggers and personal responses; (3) Providing rewards, giving self-reinforcement when the desired behavior is maintained

The steps in the research procedure, starting from identifying the subjects to the second baseline measurement, were as follows: (1) Identifying the research subjects, namely two students from class XI IIS 2 who were identified as experiencing high levels of academic procrastination; (2) Continuous measurement in the first baseline phase (A1) is conducted to establish an initial overview of the students' procrastination behavior before applying the self-management technique; (3) The self-management technique was applied to the subjects when implementing the intervention phase (B); (4) Conducting the second baseline measurement (A2), which took place after the intervention. This second measurement phase served as a control to help determine whether there was a functional relationship between the independent variable (self-management technique) and the dependent variable (academic procrastination behavior).

3. RESULTS AND DISCUSSION

3.1 Results

Based on the measurement results, the data showed that during the first baseline condition (A1), subject ND engaged in academic procrastination by delaying assignment submission for 2 days, while subject SW delayed for 3 days. Both subjects, ND and SW, were categorized as having high academic procrastination. The following explains the data analysis for subjects ND and SW during the A1 baseline condition.

a) In-Condition Analysis of Subjects ND and SW at Baseline Condition A1

The A1 baseline analysis examined the initial data collected by observing academic procrastination behavior in subjects ND and SW before providing any intervention.

Table 2. Measurement Data of Procrastination Behavior of ND and SW Subjects in Baseline A1 Condition

Session	Maximum score	Score ND	Score SW	Score ND	Score SW
			Baseline A1		
1	8	6	7	75	87,5
2	8	6	7	75	87,5
3	8	6	7	75	87,5

The length of the condition shows that there are several sessions in each condition. Visually, the length of the conditions in Baseline A1 conditions can be seen in the following table:

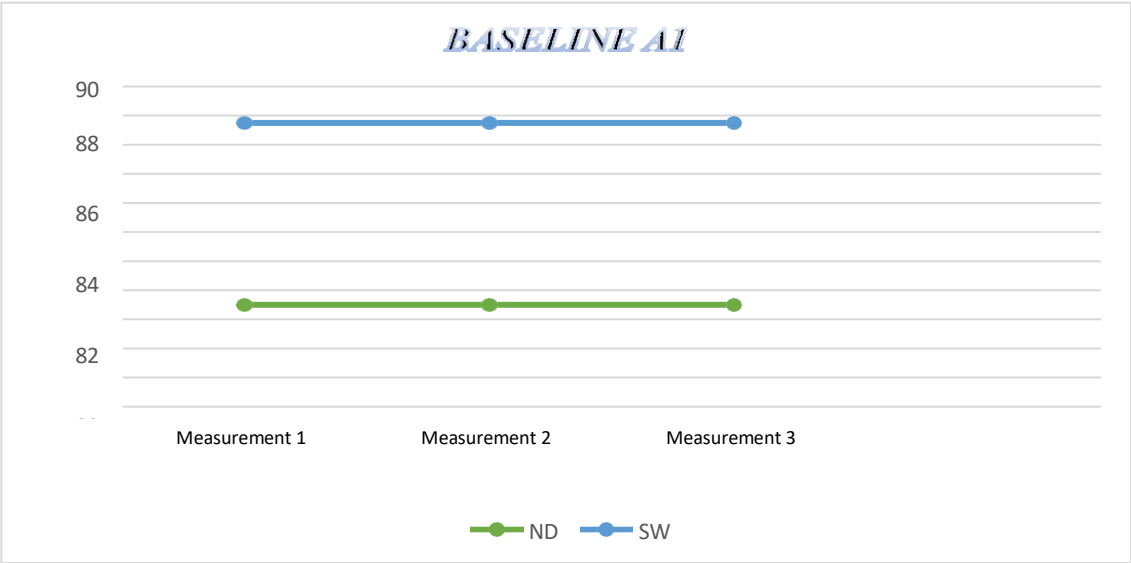
Table 3. Length of Condition Results of Student Procrastination Behavior ND and SW Subjects

Subject	ND	SW
Condition	A1	A1
Condition Length	3	3

The length of the conditions in the table above means that the number of sessions in the A1 baseline condition is 3. This means that the measurement of student procrastination before being given treatment for ND and SW subjects was carried out 3 times. The data obtained from the measurement of the first session to the third session is stable, so the A1 baseline measurement can be stopped.

Using the split middle method, the estimation of directional tendency is carried out to see student procrastination behavior described by lines going up, parallel, or down.

The following is a graph of directional trends in baseline A1 conditions:



Based on the graph above, the estimation of the directional tendency of the procrastination behavior of the ND and SW subject students in the A1 baseline condition obtained a horizontal directional trend, meaning that in this condition, there was no change; this can be seen in the first session to the third session the ND subject obtained a score of 75 while the SW subject obtained a score of 87.5 so it can be concluded that the level of procrastination of the ND and SW subject students remained (=).

The estimated directional tendency above can be included in the following table:

Table 4. Data on the Estimation of the Trend of Direction of Student Procrastination Behavior of ND and SW Subjects at Baseline A1

Subject	ND	SW
Condition	A1	A1
Estimated Directional Tendency	(=)	(=)

To determine the stability tendency of the procrastination behavior of ND and SW subjects in the A1 baseline condition, a stability criterion of 15% or 0.15 was used. The details are as follows:

Table 5. Data on the Trend of Stability of Procrastination Behavior of ND and SW Subjects in Baseline A1 Conditions.

Trend Stability	Subject	
	ND	SW
Stability Range	0,5	1,05
Mean Level	6	7
Upper Limit	6,45	7,52
Lower Limit	5,55	6,48

Table 6. Percentage of Stability of Academic Procrastination Behavior of ND and SW

Subject	The number of data points in the range	: Number of data points	= Presentase stabilitas (X 100%)
ND	3	: 3	= 100%
SW	3	: 3	= 100%

The 85% - 100% stability percentage is said to be stable, while below that (<85%) is said to be unstable because of the results. The data is categorized as stable because the result of calculating the subject's stability tendency for baseline condition A1 is 100%. If the stability tendency obtained is above the stability criteria determined, then the intervention process or giving treatment to students can be continued.

Table 7. Trend of Stability of Student Procrastination Behavior of ND and SW Subjects in Baseline Condition A1

Subjek	ND	SW
Kondisi	A1	A1
Kecenderungan Stabilitas	100%	100%

The stability trend in the table above shows that the level of procrastination behavior of ND and SW subject students in baseline A1 conditions is at a percentage of 100%, meaning that it is in a stable category.

Determining the data trace is the same as estimating the direction trend above. Thus, the table can be entered as below:

Table 8. Trend of Data Trace of Procrastination Behavior of ND and SW Subject Students at Baseline A1 Condition

Subject	ND	SW
Condition	A1	A1
Trend Data Trace	(=)	(=)

Based on the table above shows that the trend of trace data in baseline condition A1 is flat, meaning that there is no change in this condition; it can be seen from the first session to the third session of observation results obtained from ND and SW subjects.

Determining the level of stability and range is done by entering each of the smallest and largest data sets in the table. Thus, it can be seen in the table below:

Table 9. Level of Stability and Range of Student Procrastination Behavior of ND and SW Subjects in Baseline Condition A1

Subject	ND	SW
Condition	A1	A1
Stability level and Range	75-75	87,5-87,5

Implementing the genogram technique given to the experimental group from pretest to posttest lasted five meetings (see attachment list). The details of the activities are as follows:

From the table above, it can be seen that the data in the A1 baseline condition is stable based on the results of the calculation of the stability trend, which is 100% with a range of 75-75 for subject ND and a range of 87.5-87.5 for subject SW.

Level changes are made by marking the first data (session 1) with the last data (session 3) in baseline 1 (A1) conditions. Calculate the difference between the two data sets and determine the direction of increase or decrease. Then, put a sign (+) if it decreases, (-) if it increases, and (=) if there is no change. Thus, the table can be entered as below:

Table 10. Determination of Changes in Data Levels of Procrastination Behavior of ND and SW Subjects in Baseline Condition A1

Subject	Last data	First data	Amount of Level Change
ND	6	6	0
SW	7	7	0

Table 11. Changes in Data Levels of Procrastination Behavior of ND and SW Subject Students at Baseline Condition A1

Subject	ND	SW
Condition	A1	A1
Level Change	75-75	87,5-87,5
	(0)	(0)

Based on the explanation of the various tables from the length of the condition to the change in level above, it can be concluded that the level of procrastination of ND and SW subjects at baseline A1 is that there is no change in value from session 1 to session three so that it is said to be stable or fixed and student procrastination behavior is classified as high.

b) Description of the Decrease in Procrastination of ND and SW Subject Students After Being Given Treatment (Baseline 2 / A2)

The procrastination behavior of ND and SW subject students after treatment in the form of self-management techniques has decreased compared to before treatment. Based on the results of measurements taken 3 times after the intervention process was stopped on January 29, 2024, subjects ND and SW always collected assignments on time.

Subject ND at baseline A2 has received a low score, and subject SW has received a score that is not stable but is already in the low category. The score obtained by subject ND was 2 in the ninth, tenth, and eleventh sessions. The SW subject scored 4 in the ninth session, the tenth session, and the eleventh session was 3. The highest score on the measurement is eight, which is then converted to several 100.

Analysis in baseline A2 conditions is an analysis conducted to see changes in data in a condition, namely baseline A2. The data from the A2 baseline analysis can be seen in the following table:s

Table 12. Observation Data of Student Procrastination Behavior of ND and SW Subjects at Baseline A2 Condition

Session	Maximum Score	Score		Score	
		ND	SW	ND	SW
		Baseline A2			
9	8	2	4	25	50
10	8	2	3	25	37,5
11	8	2	3	25	37,5

The data above can be made into a graph to see more clearly the changes that occur in the procrastination behavior of ND and SW subject students in the A2 baseline condition. The graph is as follows:

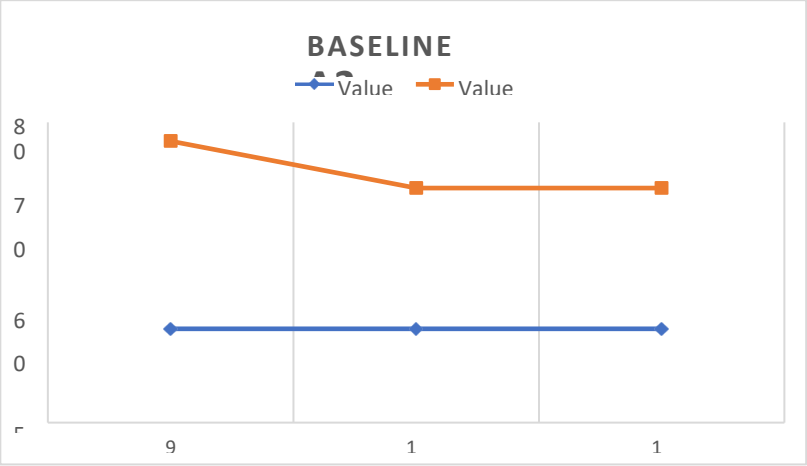


Figure 4. Measurement Results of Procrastination Behavior of ND and SW Subjects at Baseline Condition A2

Condition length is the amount of data that shows sessions in each condition. Visually, the length of the conditions in the A2 baseline condition can be seen in the following table:

Table 13. Condition Length Data from Observation Results of ND and SW Subjects' Student Procrastination Behavior at A2 Baseline

Subjek	ND	SW
Kondisi	*Baseline* A2	*Baseline* A2
Panjang Kondisi	3	3

The length of the conditions in the table above means that the number of sessions in the A2 baseline condition is 3. This means that after the intervention is stopped, measurements are taken 3 times to look back at procrastination behavior after self-management ends and to allow the conclusion of a functional relationship between the independent variable and the dependent variable.

Using the split middle method, the estimation of directional trends is carried out to see student procrastination behavior described by lines going up, parallel, or down. The following graph is the directional trend in the conditions of Table 14:

Table 14. Data on the Estimation of Directional Tendency of Student Procrastination Behavior of ND and SW Subjects in Baseline Condition A2

Condition	Baseline A2	
Subject	ND	SW
Estimated Directional Tendency	(=)	(+)

From the table and graph above, it can be concluded that the data on the procrastination behavior of ND and SW subject students decreased after the intervention process was stopped.

To determine the stability tendency of the procrastination behavior of ND and SW subjects in the A2 baseline condition, a stability criterion of 15% or 0.15 is used. A stability percentage of 85-100% is said to be stable, whereas if the data score gets stability below that, it is said to be unstable or variable (Sunanto, 2005).

Table 15. Data on the Trend of Stability of Student Procrastination Behavior of ND and SW Subjects at Baseline A2 Condition

Stability Trend	Subject	
	ND	SW
Stability Range	0,3	0,6
Mean Level	2	3,3
Upper Limit	2,15	3,6
Lower Limit	1,85	3

Table 16. Percentage of Stability of Procrastination Behavior of ND and SW students in baseline condition A2

Subject	The number of data points in the range	: Number of data points	= Presentase stabilitas (X 100%)
ND	3	3	100%
SW	1	3	33%

The percentage of stability of 85% - 100% is said to be stable, while below that (<85%) is said to be unstable (variable). The result of calculating the stability tendency in reducing the procrastination behavior of ND subject students in the A2 baseline condition is 100%, so the data obtained is stable (variable). As for the SW subject, the results of calculating the stability tendency of the SW subject students are 33% or unstable (variable). In the A2 baseline condition, it is not required to be stable as in the A1 baseline condition so that the research can be stopped.

Based on the stability tendency graph above, the table can be entered as below:

Table 17. Results of the Trend of Stability of Procrastination Behavior of ND and SW students

Subject	ND	SW
Condition	*Baseline* A2	*Baseline* A2

Subject	ND	SW
Directional Tendency	Stabil	Variabel
	100%	33%

The stability trend contained in the table above shows that the procrastination behavior of ND subject students is 100%, and SW in the A2 baseline condition is at a percentage of 33%, but still in the low category.

Determining the data trace is the same as estimating the direction trend above. Thus, the table can be entered as below:

Table 18. Trend of Data Trace of Procrastination Behavior of ND and SW students Baseline A2

Subject	ND	SW
Condition	*Baseline A2*	*Baseline A2*
Data Trail	(=)	(+)

The table above shows that the trend of trace data in the A2 baseline condition is decreasing, meaning there is a positive change in this condition, seen from the ninth session to the eleventh session of observation results obtained from ND and SW subjects.

Determining the level of stability and range is done by entering each of the smallest and largest data sets in the table. Thus, it can be seen in the table below:

Table 19. Level of Stability and Range of Student Procrastination Behavior of Subjects ND and SW at Baseline Condition A2

Subject	ND	SW
Condition	*Baseline* A2	*Baseline* A2
Stability Level and	Stable	Variables
	25-25	50-37,5

The table above shows the stability level of ND subjects, which is stable, with a 100% stability percentage. The SW subject's stability level in the condition is unstable, with a 0% stability percentage, with the data range starting from 50-37.5.

Level changes are made by marking the first data (session 9) with the last data (session 11) in baseline 2 (A2) conditions. Calculate the difference between the two data sets and determine the direction of increase or decrease. Then, put a sign (+) if it decreases, (-) if it increases, and (=) if there is no change. The level change in this study is to see how the data is in the last session. This means that in the baseline 2 (A2) condition, there is no change in level (the direction is fixed), meaning that the data from observing the procrastination behavior of the ND subject students remains in the low category. Meanwhile, the baseline condition A2 of the first session on subject SW was 50, and the last session was 37.5. This means that in the baseline 2 (A2) condition, there was a change in the level of 12.5 with a downward direction, meaning that the data on the observation of the SW subject's student procrastination behavior decreased.

Table 20. Determination of Changes in Levels of Data on Procrastination Behavior of ND and SW Subject Students at Baseline A2 Condition

Subject	First Data	Last Data	Amount of Level Change
ND	25	- 25	0
SW	50	- 37,5	12,5

Thus, the level of data change in baseline 2 (A2) conditions can be written as in the table below:

Table 21. Changes in Data Levels of Procrastination Behavior of ND and SW Subject Students at Baseline Condition A2

Subjek	ND	SW
Kondisi	*Baseline* A2	*Baseline* A2

Subjek	ND	SW
Perubahan Level	25-25	50-37,5
	(0)	(12,5)

Based on the explanation of the various tables from the length of the condition to the change in the level above, it can be concluded that the level of procrastination behavior of subject ND at baseline A2 is 25 with a horizontal direction. While the SW subject at baseline A2 was 37.5 with a downward direction

3.2. Discussion

a) Overview of the Level of Procrastination Behavior in Subjects ND and SW Before Receiving the Self-Management Intervention

Based on the measurement results during the baseline A1 condition, it was found that subjects ND and SW had a high level of academic procrastination. Subject ND delayed submitting assignments by two days, while subject SW delayed by three days. From the three measurement sessions during baseline A1, ND's procrastination score remained steady at 75, while SW's stayed at 87.5, indicating that this behavior was stable before the intervention was applied. The consistency in these results suggests that the procrastination behavior exhibited by both subjects is not just a temporary habit but a pattern deeply embedded in their routines (Corneille & de Wit, 2022).

The trend estimation using the split-middle method showed that procrastination behavior in subjects ND and SW tended to be stable, demonstrated by a flat line in the graph. In other words, procrastination habits did not increase or decrease during the baseline period. The stability of procrastination behavior was analyzed using a 15% stability criterion (0.15), revealing that ND's stability range was 0.5, with a mean level of 6. At the same time, SW had a stability range of 1.05 with a mean level of 7. With a 100% stability percentage, these results indicate that the procrastination habits of both subjects had become deeply ingrained and difficult to change without intervention. According to Niazov et al. (2022), academic procrastination is the tendency to delay tasks that should be completed within a set time frame, often linked to low self-efficacy and a lack of intrinsic motivation.

The high stability of procrastination behavior in both subjects shows that this pattern is well-established and requires appropriate intervention strategies to reduce it. This is supported by research from Ferrari (Feyzi Behnagh & Ferrari, 2022), which states that individuals with a strong tendency to procrastinate often use avoidance mechanisms toward tasks they perceive as uncomfortable or challenging. Additional research by Jayalakshmi and Punithavalli (2024) also highlights that academic procrastination can be influenced by anxiety, poor planning, and ineffective time management.

Furthermore, the data trend shows no change in procrastination scores from the first to the third session, consistent scores of 75 for ND and 87.5 for SW. This means the procrastination behavior of both subjects remained steady without significant fluctuations. This is further supported by level change analysis, which showed a result of 0 for both subjects, meaning there was no increase or decrease in their habit of delaying tasks during the baseline A1 phase.

Another factor that likely contributes to procrastination in subjects ND and SW is a lack of effective time management and self-regulation skills. According to Valente et al. (2024), individuals with strong self-regulation skills tend to manage tasks more effectively and procrastinate less. Conversely, those lacking these skills are more prone to procrastination, especially in academic settings with a strong demand for independent task completion (Rad et al., 2025).

The implications of these findings suggest that the academic procrastination behavior of subjects ND and SW is likely to continue and negatively impact their academic achievement without appropriate intervention. Therefore, an effective intervention strategy is needed to help them reduce their tendency to procrastinate and improve their time management skills.

One strategy that can be applied is the Self-management technique, which focuses on developing self-regulation skills such as task planning, setting realistic goals, and managing time more effectively (Yadav et al., 2023). By applying this technique, both subjects will increase their awareness of the importance of managing time well and reduce their tendency to delay assignments.

Overall, these findings reinforce previous research indicating that academic procrastination is a common problem among students and can be influenced by low motivation, poor self-management skills, and the tendency to avoid tasks perceived as difficult or anxiety-provoking (Maraba & Bulut, 2022). Therefore, systematic and

structured efforts are needed to help individuals experiencing academic procrastination develop more adaptive strategies to handle their academic tasks.

b) Overview of the Decrease in Procrastination in Students ND and SW After Receiving Treatment (Baseline 2/A2)

This study shows that the procrastination behavior of students ND and SW decreased after receiving an intervention using the self-management technique. Based on measurements taken after the intervention ended, both subjects submitted assignments on time. Observation data showed that subject ND had a stable score of 2 during the last three measurement sessions, while subject SW's score dropped from 4 in the ninth session to 3 in the tenth and eleventh sessions. With a maximum score of 8 converted to 100, it can be concluded that both subjects improved their procrastination behavior (Table 12). These findings support previous research indicating that self-management techniques can help individuals increase self-control, reduce task delay, and improve self-efficacy in completing academic tasks (Dewi et al., 2025).

Additionally, trend analysis using the split-middle method showed that the procrastination behavior of both subjects decreased after the intervention ended. The resulting graph shows a downward trend line, indicating a consistent positive change in behavior (Figure 5). This aligns with earlier studies stating that self-management techniques effectively raise students' awareness of the importance of time management and timely completion of academic work (Agustina, 2024). Furthermore, research by Slocum et al. (2022) confirms that consistent data patterns can demonstrate a functional relationship between the intervention applied and the results obtained.

Regarding the stability of change, the analysis showed that subject ND had a stability level of 100%, while subject SW had a stability level of 33% (Table 16). The higher stability for subject ND suggests that the behavioral change was more lasting than for subject SW. This indicates that the effectiveness of self-management can vary depending on individual factors such as self-awareness and discipline in applying the strategies provided. Previous studies state that the success of self-management interventions heavily depends on students' self-regulation skills and a supportive environment for continuous practice of these techniques (Chongchong & Bikar Singh, 2024).

Further, level change analysis showed that subject ND did not experience any change within a 25-point score range, while subject SW's score decreased from 50 to 37.5, reflecting a 12.5-point improvement (Table 21). This suggests that although the intervention positively affected both subjects, the more significant decrease in subject SW indicates that factors like internal motivation and habit patterns can influence the speed and effectiveness of behavior change. Other research points out that students with higher motivation adapt more quickly to self-management techniques than those with lower self-regulation (Stan, 2021).

Overall, this study confirms that self-management techniques effectively reduce procrastination behavior in students. The steady decrease in subject ND and the gradual decrease in subject SW demonstrate that the intervention had a positive impact. However, the change stability for subject SW needs improvement for more lasting effects. These findings support earlier research showing that self-management strategies can enhance learning effectiveness, build academic discipline, and reduce procrastination tendencies (Putri et al., 2021). Therefore, this technique can be recommended as an effective approach to address procrastination behavior in students, especially in educational contexts that require independence and academic responsibility.

4. RESEARCH IMPLICATIONS

a) Implications for Schools and Guidance Counselors

Schools, especially guidance counselors, can use self-management techniques as an intervention method to address students' academic procrastination behavior. Counseling programs can be more focused by incorporating self-management strategies into the curriculum to help students manage their time and academic tasks better.

b) Implications for Students

Students can apply self-management techniques not only in academic settings but also in their daily lives, which can enhance their independence and discipline. Using these techniques helps students recognize their procrastination habits, understand the triggers behind this behavior, and implement strategies to overcome it.

c) Implications for Future Research

This study can serve as a reference for further research, particularly in guidance and counseling, to explore the effectiveness of self-management techniques on various academic and non-academic issues. Future studies could involve larger sample sizes or combine self-management techniques with other intervention methods to evaluate

their broader effectiveness. In this way, the study contributes valuable insights to education, especially in helping students overcome academic procrastination through self-management techniques.

5. CONCLUSION

Before the treatment (baseline A1), the academic procrastination behavior of the student subjects ND and SW was notably high. This indicates that both students tended to delay completing their academic tasks, which could negatively impact their overall academic performance and learning outcomes. A self-management technique was introduced and applied throughout five counseling sessions to address this challenge. Throughout this process, ND and SW actively engaged and participated fully in the counseling activities, demonstrating commitment and willingness to change their habits. Their involvement was consistent until the conclusion of the sessions, which played an important role in the effectiveness of the intervention.

From the perspective of progress and results, the application of self-management techniques positively impacted reducing procrastination behavior. This was evident through the downward trend in their procrastination scores, reflecting a gradual improvement in their ability to manage and promptly complete academic tasks. When comparing the scores from baseline A1 (before treatment) to baseline A2 (after treatment), both subjects had a clear and significant reduction in academic procrastination. These findings suggest that the self-management approach was effective in helping ND and SW overcome their procrastination tendencies. Therefore, self-management techniques offer a practical and beneficial method to support students struggling with academic procrastination.

Future research should involve larger and more diverse samples to enhance the generalizability of findings regarding the effectiveness of self-management techniques in reducing academic procrastination among high school students. Additionally, it is important to explore combining self-management techniques with other counseling approaches, such as cognitive behavioral therapy or motivational interviewing, to determine whether integrated interventions yield better outcomes. Longitudinal studies are also needed to observe the long-term impact of applying these techniques on students' procrastination behavior and academic achievement. Further research could examine the role of individual differences, such as motivation and self-regulation skills, to identify factors that influence the effectiveness of self-management techniques. Lastly, developing digital technology tools to support self-management techniques within the context of individual counseling could also be a focus for future studies.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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