ACADEMIC PROCRASTINATION AMONG ISLAMIC GUIDANCE AND COUNSELING STUDENTS AT IAIN SORONG

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ABSTRACT

This research aims to assess the level of academic procrastination among students. The method used is a quantitative approach in the form of descriptive research. The primary variable, academic procrastination is measured through indicators such as delays in starting and completing tasks, lateness in task submission, discrepancies between planned and actual performance, and a tendency to prioritize more enjoyable activities over academic responsibilities. The higher the score, the more frequently students engage in academic procrastination, and vice versa. The sampling technique used in this study is saturated sampling, where the entire population of the study is taken as the sample. The sample consists of 35 students from the Islamic Counselling Guidance Program at the State Islamic Institute of Sorong. Data were collected using the Tuckman Procrastination Scale, which revealed that 17.1% of students exhibited a high level of academic procrastination, totalling 6 students; 77.1% of students showed a moderate level of academic procrastination, with a total of 27 students; and 5.8% exhibited a low level of academic procrastination, totalling 2 students. The results of this research can serve as a valuable source of information for the Islamic Counselling Guidance Program at the State Islamic Institute of Sorong, indicating that the level of academic procrastination among students in the Guidance Counselling Islamic Program is moderate.

Keywords: Procrastination; counseling; higher education

1. INTRODUCTION

In Indonesia, there is a well-known saying: "It's okay to take things slowly as long as the goal is achieved, even if it takes a long time." This mindset is deeply ingrained in society, often manifesting as a habit of procrastination. In an academic setting, this tendency is evident in students who frequently delay completing school or college assignments. Siaputra (as cited in Asri, 2018) also notes that procrastination is a common trait among Indonesians. While it may seem like a minor issue, the consequences of this habit should not be underestimated.

Field data indicates that many students postpone completing their academic tasks, prioritizing activities unrelated to their studies (Permana, 2019). Instead of working on assignments, they spend time socializing, playing, relaxing, or even sleeping. The impact of globalization has further influenced lifestyle changes, leading to unlimited social interactions that can distract students from their academic responsibilities.

According to Aziz (2015), academic procrastination is prevalent among both school and college students. Research by Gallagher, Golin, and Kelleher found that 52% of students surveyed struggled with procrastination. Similarly, Steel's study revealed that 80% to 95% of college students engage in procrastination, with approximately 75% identifying themselves as habitual procrastinators (Aziz, 2015).

Interviews conducted on October 15, 2022, with students from the Islamic Guidance and Counseling Study Program at IAIN Sorong identified several reasons for procrastination. These include a lack of motivation, a preference for relaxation, fluctuating moods, and the perception that there is ample time to complete assignments. Additional factors include difficulties in understanding tasks, reliance on peers for assistance, limited access to references, prioritization of extracurricular activities, lack of interest in assignments, personal views on lecturers, demanding schedules due to work and organizational commitments, and misunderstandings of assignment instructions.

Higher education institutions play a crucial role in addressing this issue by responding proactively to changes and managing resources effectively (Nurjan, 2020). Nurjan (2020) also emphasizes that institutional independence is essential for fulfilling their expected roles and maintaining accountability. Ideally, university students are expected to exhibit productive academic behaviors, including timely completion of assignments. However, in reality, many struggle with feelings of laziness, which often stem from psychological factors that drive them to avoid tasks. The inability to begin working on assignments promptly is a clear indicator of procrastination and poor time management—key factors contributing to task delays (Saman, 2017).

Based on these observations, this study seeks to answer the following research question: Is there a significant difference in the level of academic procrastination among students in the Islamic Guidance and Counseling Study Program at the Faculty of Sharia and Da'wah, IAIN Sorong? The primary objective of this research is to examine the variations in procrastination levels when completing assignments among these students.

Academic procrastination refers to the act of delaying academic tasks (Dharma, 2020). More broadly, procrastination is the tendency to postpone important activities in favor of less significant but more enjoyable ones (Wicaksono, 2017). This delay can be brief or prolonged over several days. Often, procrastinators justify their behavior by engaging in activities that provide immediate gratification.

This tendency to delay academic responsibilities can significantly hinder students' learning progress and overall academic achievement. Beyond academic performance, procrastination also negatively impacts students' psychological well-being. Unfortunately, many students fail to recognize the long-term consequences of this habit. While some may effectively

manage their time and complete tasks despite procrastination, research suggests that unchecked procrastination can severely affect academic outcomes (Schraw, Watkins, & Olafson, 2007; Muyana, 2018).

Ferrari and colleagues (as cited in Ghufron & Risnawita, 2011; Saman, 2017) outline four key indicators of academic procrastination: (1) delaying the initiation and completion of tasks, (2) consistently finishing tasks late, (3) a significant gap between planned and actual task completion, and (4) opting for more enjoyable activities over academic responsibilities. These characteristics highlight the tendency of procrastinators to prioritize short-term pleasure over long-term academic success.

The various perspectives discussed by experts provide a strong foundation for this research. The findings of this study aim to offer valuable insights for college counselors, helping them guide students toward developing better academic habits and minimizing the negative effects of procrastination.

2. METHODS

This research employs a descriptive quantitative approach. According to Sugiyono (2019), quantitative descriptive research is based on positivist philosophy and aims to examine a specific population or sample using structured research instruments. Data collection is conducted systematically, and statistical methods are applied for analysis to test predetermined hypotheses. The primary objective of this study is to provide a detailed understanding of academic procrastination among students.

The study population consists of 35 students, all of whom are included in the sample through a saturated sampling technique. Sugiyono (2019) defines saturated sampling as a method in which every member of the population is selected as a sample. In this case, the sample consists of 35 students from the Islamic Guidance and Counselling Study Program. Data were collected using a non-test method, specifically an academic procrastination scale with three response categories: high, medium, and low. The collected data were then analyzed using percentage-based calculations to determine the overall level of procrastination among students.

The research instrument comprises 25 statements adapted from the Tuckman Procrastination Scale, designed to measure students' procrastination levels and classify them into three categories: high, medium, and low. The findings are analyzed using percentage-based techniques to provide a clear depiction of the prevalence of academic procrastination among the participants.

3. RESULTS AND DISCUSSION

The results of the data analysis regarding students' academic procrastination are generally grouped into several categories. The categories of academic procrastination among students in the Islamic Guidance and Counselling Study Program can be found in Table 1 below:

Table 1. Distribution of Academic Procrastination among Students

Category	Percentage	Number
High	17,1 %	6 people
Medium	77,1%	27 people
Low	5,8 %	2 people
Total		35 people

Table 1 presents data on the academic procrastination levels of 35 students who participated in this study. The results indicate that 6 students (17.1%) exhibit high levels of academic procrastination, 27 students (77.1%) fall into the medium category, and 2 students (5.8%) demonstrate low levels of academic procrastination. These findings suggest that the majority of students experience academic procrastination at a moderate level.

The data were collected using the Tuckman Procrastination Scale, which consists of 25 statements designed to assess students' tendencies toward procrastination. The responses were then analyzed using percentage calculations to categorize the students' procrastination levels.

The findings highlight that academic procrastination remains a prevalent issue among students in the Islamic Guidance and Counseling Study Program. Given that a significant proportion of students fall into the medium or high procrastination categories, this issue warrants attention from the Head of the Study Program, lecturers, and academic advisors. Their role in guiding and supporting students is crucial in addressing and mitigating procrastination-related challenges, ultimately fostering better academic habits and performance.
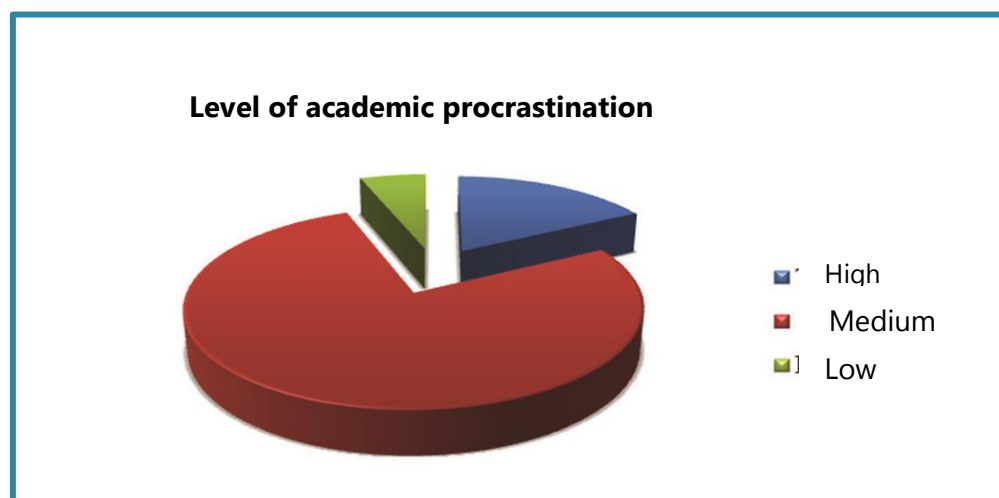

Figure 1. Level of Academic Procrastination among BPI Students at IAIN Sorong

Research indicates that between 25% and 75% of students experience academic procrastination. This aligns with findings by Utaminingsih and Setyabudi (2012), who reported that 43.7% of students exhibited high levels of procrastination, while the remaining 56.3%

demonstrated lower levels. Similarly, Saputra (2015) found that 7.1% of students had high levels of academic procrastination, 79.8% fell into the moderate category, and 13.1% exhibited low levels.

Academic procrastination is not a random occurrence but rather the result of multiple contributing factors. These factors can be broadly categorized as internal and external (Abu & Saral, 2016). Internal factors include perceiving academic tasks as uninteresting, fear of failure, perfectionism, and prioritizing more enjoyable activities over coursework. External factors, on the other hand, stem from influences outside the student, such as a lack of academic support from teachers, peer pressure, and distractions from engaging non-academic activities.

In addition to these, several other elements contribute to academic procrastination. These include (1) early school start times, (2) parenting styles, (3) peer influence, (4) perfectionist tendencies, and (5) opting for leisure activities over academic responsibilities (Esmaeili & Monadi, 2016). Furthermore, students' motivation plays a crucial role in either mitigating or exacerbating procrastination (Katz, Eilot, & Nevo, 2014).
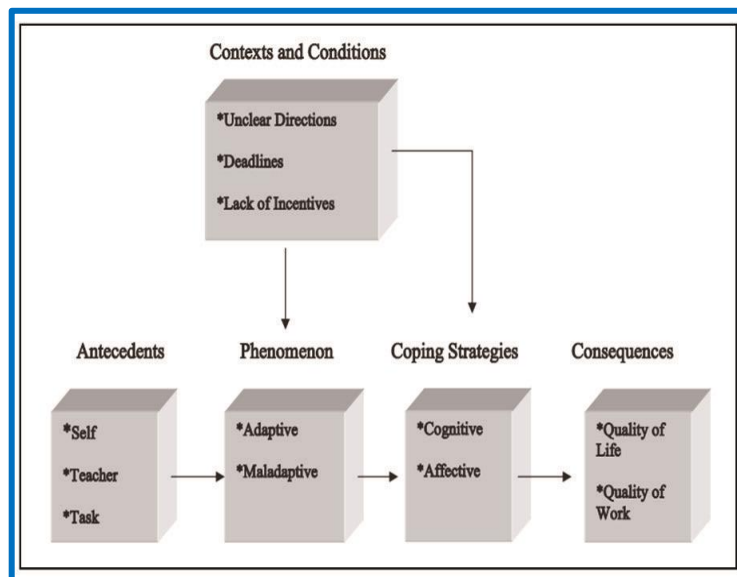

Figure 2. Academic Procrastination Paradigma Model (Source; Schraw, Wadkins & Olafson, (2007)

The academic procrastination paradigm model, illustrated in Figure 2, highlights several key components. First, the **"antecedents of academic procrastination"** encompass three main factors: individual characteristics, the role of teachers or lecturers, and the nature of the task. Second, the **"phenomenon of procrastination itself"** is examined as both a potentially harmful and, in some cases, an adaptive behavior. While procrastination is often detrimental due to its negative consequences, some individuals delay tasks intentionally to achieve higher-quality results.

Third, the **"contexts and conditions"** influencing procrastination include three primary themes: lack of guidance, tight deadlines, and low initiative. A common contributing factor is

that teachers or lecturers may not provide clear instructions regarding the content and structure of assignments, leading to uncertainty and delay. Fourth, the model includes **"coping strategies"** that address procrastination through cognitive and affective approaches, which academic advisors can employ to support students. Finally, the **"consequences of procrastination"** are considered, as procrastination can result in both benefits and drawbacks. While some individuals may feel they perform better under pressure, others risk missing opportunities for deeper understanding, developing habits of laziness, and experiencing physical fatigue.

Given these insights, addressing academic procrastination is essential, as it can significantly impact students' academic success (De Paola & Scoppa, 2015). Lecturers, academic advisors, and program heads play a crucial role in helping students overcome procrastination (Xu, 2016). Therefore, structured intervention programs should be developed to effectively address this issue.

Strategies to reduce procrastination can be implemented at three levels: **individual intervention, group intervention, and large-scale prevention efforts** (Xu, 2016). The first level**, individual intervention**, involves one-on-one counseling to help students manage their procrastination habits. The second level, **group intervention**, provides students with strategies to recognize and mitigate procrastination behaviors. The third level, **large-scale prevention**, involves educating students in broader classroom settings about the risks and negative impacts of procrastination on academic performance.

Among these strategies, **Solution-Focused Brief Counseling (SFBC)** has been identified as an effective approach for addressing academic procrastination. This method operates on the premise that individuals struggle with problems because they have difficulty identifying practical solutions (Sommers-Flanagan & Sommers-Flanagan, 2004; Munawaroh et al., 2017). SFBC is particularly well-suited for college environments, as it facilitates meaningful behavioral changes within a short time frame (Charlesworth & Jackson, 2004; Munawaroh et al., 2017).

SFBC is based on the assumption that individuals already possess the capacity for effective action, even if negative perceptions temporarily obstruct their progress (Corey in Munawaroh, 2017). By applying SFBC, counsellors can help students reframe negative thought patterns and develop concrete solutions to overcome procrastination. In this research, SFBC is integrated with **guided imagery techniques**, which are gradually applied to help students visualize themselves thinking, feeling, and acting in ways that reinforce their ability to manage academic responsibilities effectively. This structured approach enables students to build confidence and adopt proactive strategies to combat procrastination.

Based on the findings discussed above, academic procrastination remains a significant challenge among students in the Islamic Guidance and Counselling Study Program at the Sorong State Islamic Institute. An analysis of 35 students using the Tuckman Procrastination Scale revealed the following results: (1) 17.1% of students (6 individuals) exhibited a high level of academic procrastination; (2) 77.1% (27 students) demonstrated a moderate level of procrastination; and (3) 5.8% (2 students) showed a low level of procrastination.

These findings provide valuable insights for the Islamic Guidance and Counselling Study Program, particularly given that many of its graduates go on to work as religious counsellors, school guidance counsellors, lecturers, and staff members. Understanding the extent of academic procrastination among students can help inform strategies to address and mitigate this issue, ultimately supporting students in developing better time management and academic discipline.

4. CONCLUSION

Based on the findings discussed above, academic procrastination remains a significant challenge among students in the Islamic Guidance and Counselling Study Program at the Sorong State Islamic Institute. An analysis of 35 students using the Tuckman Procrastination Scale revealed the following results: (1) 17.1% of students (6 individuals) exhibited a high level of academic procrastination; (2) 77.1% (27 students) demonstrated a moderate level of procrastination; and (3) 5.8% (2 students) showed a low level of procrastination.

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