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**IMPLEMENTATION OF SELF-MONITORING STRATEGY OF SELF-
MANAGEMENT TECHNIQUE TO REDUCE ACADEMIC
PROCRASTINATION**

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ABSTRACT

Students are agents of change, becoming someone who can provide solutions to the problems faced by a community of nations and countries. Students who do not have readiness to live a new life at the higher education level will certainly have difficulty in adjusting to the new learning atmosphere. One of the consequences that arises from the difficulty of self-adjustment is the emergence of procrastination behavior called procrastination. This behavior needs to be eliminated so as not to hamper students academic activities. This study aims to determine the causes of students having academic procrastination behavior and modify this behavior so that it can eliminate academic procrastination behavior in these students. This type of research is qualitative research with single subject research with observation and interview methods. Observation is done by observing the behavior of the subject and the application of the techniques that have been designed. The technique used to change behavior is self management technique with self monitoring strategy. Interviews were conducted with the subject directly regarding the problem experienced, namely procrastination. The results showed that the application of self management techniques with self monitoring strategies can change students academic procrastination behavior.

Keywords : Self-management, Self-monitoring, Academic Procrastination

INTRODUCTION

Being a student is both an honor and a challenge. How not, the expectations and responsibilities carried by students are so great. The definition of a student cannot be interpreted word by word, a student is an agent of change, a person who can provide solutions to the problems faced by a community of nations and their countries (Fauziah 2015). Students are a group of young people who are studying or studying in college. The activities and duties of students as learners are learning, namely learning science, organizing, socializing and learning to become leaders to achieve success in their lives (Sagita, Daharnis, and Syahniar 2017). Students are often referred to as a group of scholars and intellectuals who hold a heavy burden on their shoulders to determine the future fate of the nation (As'ari 2007).

Students who are not prepared for a new life at the higher education level will certainly have difficulty in adjusting to the new learning atmosphere. When in secondary school education, students will always get more attention from their teachers or homeroom teachers. This is mainly in the bill of study assignments or homework. Of course, it is different when at the university level, students are required to be independently able to manage how they carry out their duties as students. Starting from organizing study hours, tidying up schedules, dividing time with other activities, and doing college assignments.

Data in the field found that students consist of various types. Starting from students who only focus as students who study and do assignments, students who work while working and students who also participate in many organizations on campus. Students who only focus on being students who study and do assignments are typical students who want to focus, graduate quickly, and their learning concentration is not disturbed. Then, students who while working are typical of students who mostly work to make ends meet where they study. Meanwhile, students who also participate in many organizations on campus are students who want to have many relationships, experiences, and new knowledge that are not obtained while studying in class.

The three types of students above have their own characteristics and more or less. There is nothing wrong with their choice of what kind of student they want to be. What makes students problematic is when they are unable to manage their time and learning strategies. Dividing time and energy between other activities in addition to their main duties as students. The consequences that can occur are decreased motivation to learn, lack of concentration on learning, missing material in class, and procrastinating academic assignments. This behavior of procrastinating academic tasks is also called academic procrastination. Procrastination is considered an obstacle for students in achieving academic success because it can reduce the quality and quantity of learning, increase stress levels, and have a negative impact on student life. Academic procrastination is the behavior of delaying to do or complete academic tasks (Muyana 2018). This behavior can be seen in students who procrastinate starting or completing assignments or homework, submitting assignments past the deadline, delaying reading study materials, being lazy to take notes, being late for class and tending to prefer to study on the last night before the exam.

This study aims to determine the causes of students having academic procrastination behavior and modify these behaviors so that they can reduce academic procrastination behavior in these students. The technique used in changing this academic procrastination behavior is using self management through self

monitoring techniques. Through the strategies and techniques applied, it will be able to change the academic procrastination behavior possessed by students.

METHODOLOGY

The methodology of this research is single subject research with observation and interview. This research with single subject research aims to determine the magnitude of the influence of the treatment given repeatedly on the behavior you want to change in a certain time. The things that are observed are the subject's procrastination behavior and the application of self management techniques with self monitoring strategies to overcome it. While the interview includes the things behind the subject's procrastination behavior and its consequences. Interviews were conducted directly using interview guidelines that had been compiled previously. The data obtained will be analyzed and the results presented descriptively.

RESULT AND DISCUSSION

Procrastination

Procrastination has been a problem since ancient times. The Egyptians mentioned that procrastination is a useful habit to avoid unnecessary work or effort, thus saving energy. Procrastination is also defined as a dangerous habit of laziness in completing a job or task to survive (Burka & Lenora, 2008). Procrastination can be possible as a causal stress that has contributed to psychological dysfunction and maladaptive behavior patterns (Ferrari et al., 1995). Based on some of these opinions, it can be concluded that procrastination is a maladaptive behavior or habit to delay or avoid activities in completing something. Meanwhile, academic procrastination is procrastination or procrastination behavior that occurs in the academic area. For example, delaying working on a college project because you feel the deadline is long.

The procrastinate behavior referred to here is different from not having time to do something. Some people procrastinate because the activity is lower on their priority list, some people procrastinate because they don't have time, and some people casually postpone doing something. One of the characteristics of procrastination is that when someone puts off a job or task, they are not overly burdened. They may not consider how long it will take and tend to underestimate the time. Some of them also make other activities to procrastinate. Including students who do academic procrastination and make organizational activities as an excuse. A study conducted by Solomon & Rothblum (1984) shows the results that procrastination is not solely a deficit in study habits or time management, but involves a complex interplay of behavioral, cognitive, and affective components.

There are four characteristics that can be used to conceptualize procrastination, namely preference for pressure, deliberate decision to procrastinate, ability to work on time, and satisfaction with the result (Chowdhury & Pychyl, 2018). Academic procrastination by a person occurs due to several factors. Some of the things that cause procrastination are self-regulation, self-esteem, self-efficacy, emotions, fear of failure, and personality (Wang et al., 2021). This is related to the results of research conducted by Suhadianto & Pratitis (2020) which states that the majority of the causes of academic procrastination are due to the assumption that the task is too difficult and the laziness factor. Meanwhile, external factors that

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cause academic procrastination include the strategies used by teachers in teaching, the academic environment, and institutional regulations.

Procrastination will certainly have an impact on the person who does it. The negative consequences obtained by students who do academic procrastination are lower assignment grades, test scores, and even Grade Point Average (GPA) when compared to students who do not procrastinate (Tice and Baumeister, 1997; Steel et al., 2001; Kim and Seo, 2015 in (Amarnath et al., 2023)). This opinion is reinforced by a statement from Moonaghi & Beydokhti (2017) that procrastination is considered as something that interferes with academic achievement.

Self Management

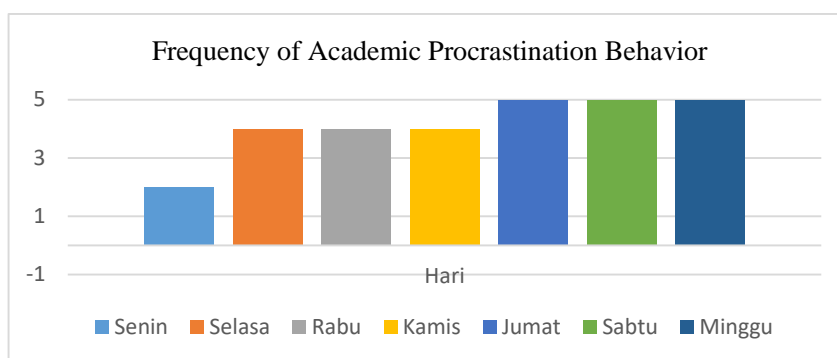
Self management is one of the techniques in counseling that directs a person to direct their own behavior change using a combination of strategies. Strategies that can be used include self-monitoring, self-reward, and stimulus control. In the application of self management techniques, the counselee plays an active role, both in some and all basic components. According to Komalasari (in Astuti & Lestari, 2020) these basic components include (1) determining the target behavior of change; (2) monitoring behavior; (3) determining the procedure to be applied; (4) implementing it; and (5) evaluating the effectiveness of the procedure.

In this study, researchers used one strategy from self management, namely self monitoring. The selection of self-monitoring techniques is based on the opinion of Mark Snyder that a person with high self-monitoring tends to be sensitive to the expressions and self-presentations of other people that are relevant in social situations and use these cues as guidelines for monitoring themselves. So they are very attentive and sensitive to differences (Snyder, 1979). Self monitoring itself is one part of self management which is usually used to collect baseline data in a treatment process, because in self monitoring, a counselee is asked to observe and collect data about the behavior to be changed, antecedents, and consequences of behavior. In a counseling setting, the stages of self monitoring according to Cormier are (1) rational strategy; (2) choosing a response; (3) recording the response; (4) mapping the response; (5) showing data; and (6) data analysis. If self monitoring is felt to reduce maladaptive behavior, in this case procrastination, then the intervention can be stopped, while if it is deemed less able to reduce, then the intervention can be continued to the next strategy of self management, namely self reward or stimulus control.

Implementation

Self monitoring can be an alternative strategy in changing academic procrastination behavior. Where this behavior is the behavior of procrastinating doing academic tasks. Through self management techniques using self management strategies can change academic procrastination behavior in students. Self monitoring can be used in monitoring progress in managing schedules for doing assignments and studying so that students can feel motivated to be better at managing their time. The results of the initial observation of procrastination behavior that will be used as a baseline are as follows :

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DISCUSSION

The diagram above shows that procrastination behavior is described in scores of 1 to 5. Score 1 is shown for procrastination behavior < 1 hour, score 2 for procrastination behavior > 1 hour, score 3 for procrastination behavior > 2 hours, score 4 for procrastination behavior up to 4 hours, and score 5 for procrastination behavior > 5 hours.

Based on self-monitoring data that has been made by the subject, it reveals that on Monday the subject is active on campus from morning to afternoon then continued with teaching courses, then continued with his organization meetings until the evening and usually the remaining time at night he uses to relax and play social media. On the next weekday until Thursday, the subject has free time in the evening and he does not use it to do assignments or study. The subject is used to doing assignments or studying before the deadline. So, when he feels that the assignment deadline is still long, he tends to relax. Then, on weekends he also uses it to enjoy time off to play and enjoy time with family at home or with his friends. So, through the self-monitoring data that has been disclosed, get the results of the diagram as above.

The subject knows what the causes and consequences are when procrastinating. He has a habit of doing assignments when it is close to the dateline and as a result he does not have much time to do it. He always uses his free time first to play social media, such as tiktok, youtube and instagram. Often, he uses the free time available to prioritize his pleasure as a YouTube content creator. Then, with this short time, he cannot do his duties properly and optimally. He stated that there were repeated regrets when he delayed the task, but he still could not overcome this. Until finally it had an impact on the grades for several of his courses which decreased because the tasks he could not complete optimally.

Through the application of self management with self monitoring strategies, the subject independently and with the help of the author, applies self management to overcome the procrastination behavior. The first step taken is to identify daily activities so as to reveal what causes the behavior to appear. The second step, the subject is directed to record and write down his solid activities and free time. The third step, the author helps provide an overview of the subject on how to carry out self-monitoring in the future with the notes made by the subject. In the fourth step, the subject was asked to meet again with the author in order to show the data and the results of his self-monitoring. The last step taken is to analyze how successful self management can change the procrastination behavior possessed by the subject. The implementation is described in the following table

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No	Steps	Description
1	Rational strategy	The counselor explains the purpose and overview of the self-monitoring procedure. In this case, the observer provides an overview of how self management works using self-monitoring strategies.
2	Choosing a response	The counselor help to identify and determine what should be monitored.
3	Recording the response	The counselor gives examples of when to take notes, how to take notes, and the tools or format to record them. In this case the observer helps the subject to identify what activities he does every day. The identified activities are college activities and outside of college. Based on data in the field, the results show that subjects who have a tendency to procrastinate academic tasks have various activities outside of lectures such as being a course teacher and becoming a YouTube content creator. The subject has a lecture schedule starting from Monday to Thursday. Lecture time starts from morning until noon. Then in the afternoon he became a course teacher and had free time at night except Monday, because on Monday he also had a meeting schedule for his organization. However, she has free time in the evenings on weekdays from Tuesday to Thursday. He never used the weekend time to do his assignments and the subject stated that he could have used that time to complete his assignments.
4	Mapping the response	The subject is given an oral or written explanation of how to graphically map day by day the desired target behavior. In this case, the observer provides an explanation to the subject on how to develop a self-monitoring agreement made for himself. Observers help subject to find effective times to study and do assignments. Through the schedule of activities and the agreement on the effective time to do what the subject has made, it can be used as a reference and basis for changing behavior.

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5 Showing Data	The subject is asked to show the mapping completely and openly. This stage is carried out after a week of the observer giving the subject time to monitor himself based on the self-agreement that was made with the observer during the first counseling process. The subject displayed the results of monitoring himself for a week in using his effective time to study and do assignments.
6 Data Analysis	The subject compares his behavior data with the expected goals or standards. The observer helps the subject to analyze the results of self-monitoring that has been made. The subject stated that the agreement on effective time that had been made could help the subject organize himself more properly in studying and doing assignments. He also said that he could change the behavior of procrastinating doing his academic assignments because he felt motivated by the self-agreement that he had made.

Based on the description table above, it can be seen that in the process of changing behavior using self-monitoring strategies, the subject can carry out almost all stages well. The subject can progress well because he is motivated by his own agreement. During the self-monitoring process, the subject uses his effective time to do his tasks.

CONCLUSION

Academic procrastination is the behavior of delaying to do academic tasks. academic tasks referred to in this case are college assignments. When tasks are not done immediately, the result is that other tasks will arrive and will accumulate. So, the more days that will happen is that the task will be more and more while the time you have will be less and less. This study uses one subject who is an academic procrastinator. After treatment using self management techniques with self monitoring strategies, the subject revealed that he was encouraged not to procrastinate because he was committed to himself.

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