

Training for Reduce Academic Procrastination among University Student in Indonesia: A Literature Review

Teguh Dwi Putranto¹, Dwi Prasetyo²

^{1,2}*Communication Science Department, Universitas Negeri Surabaya, Ketintang Street 15, Surabaya, Indonesia*
teguhputranto@unesa.ac.id; dwiprasetyo@unesa.ac.id

Abstract: Background: Academic procrastination experienced by university students does not only hinder their plans to work immediately after graduation. If not handled immediately, academic procrastination can trigger serious problem, such as mental health problems of the university student. This condition is certainly an obstacle that needs to be resolved so that it does not become a problem in the academic realm continuously. Objective: To find out training for reduce academic procrastination among university student in Indonesia. Methods: This study uses a qualitative approach with the Literature Review method. The unit of analysis in this study is journal articles collected through a search process on "Garuda (<http://garuda.kemdikbud.go.id/>)" by entering the keyword "Student academic procrastination training." The articles used were those published in 2010 - 2025. Results: Researchers have obtained 8 articles from search results with the keywords "Student academic procrastination training". All eight articles were used in this research. There are several forms of interventions used to reduce academic procrastination in previous studies. These interventions include self-management training, achievement motivation training, prayer training, self-regulation training, and problem focused coping training. Conclusion: It was found that academic procrastination can be reduced through structured interventions such as 1) Achievement motivation training, 2) Self-regulated learning, and 3) Self-management. Self-management training is recommended towards the end of the semester (generally during the tenth to fourteenth week). This training is appropriate for students who are facing a major assignment such as a final report, thesis, or exam.

Keywords: Academic Procrastination; Literature Review; Mental Health; University Student.

1 INTRODUCTION

The phenomenon of students not graduating on time is a clichéd problem faced by every university from the past to the present. Procrastination also has long-term effects that not only affect the future of students after graduating from university. Procrastination also helps reduce academic performance which makes them unable to graduate on time. Procrastination is generally defined as the intentional postponement of a planned action, even in light of adverse outcomes (Klingsieck, 2013a; Pychyl & Sirois, 2016; Steel, 2007). Procrastination can be seen as the inclination to defer activities necessary for reaching a specific goal and is particularly prevalent in academic settings, where students may intentionally delay a task because they are unsure how to execute it or dislike it (Lay, 1986). More precisely, Rothblum et al (1986) characterized the notion of academic procrastination as an irrational and dysfunctional delay of academic responsibilities, typically linked with anxiety and negative effects such as academic failure and distress (e.g., anxiety).

Academic procrastination also can be defined as a deliberate and irrational delay in starting or completing an academic task that is detrimental to the person doing it (Klingsieck, 2013; Steel & Klingsieck, 2016; Zacks & Hen, 2018). Referring to the definition of academic procrastination, academic procrastination cannot be seen as procrastination behavior caused by situational factors, but more than that, academic procrastination has become a kind of habit caused by psychological factors, such as irrational thinking about a task.

Procrastination triggers prolonged stress in students, especially for students who are in the final stages. Some of the effects of procrastination on mental health include excessive stress and anxiety. Coupled with the emergence of depression due to the pressure of piling tasks and being unable to meet expectations. Scholars have also noted that academic procrastination can have detrimental effects on students' mental health, including distress and discomfort as time passes

without tasks being finished, feelings of inadequacy, and unpleasant emotions like guilt and anxiety (Kerbaui, 2001). Students' learning and academic performance may be hampered by these negative feelings and ideas (Sampaio & Bariani, 2011). Regarding the causes of procrastination, Solomon & Rothblum (1984) discovered that students seem to put off doing assignments they dislike. These findings suggest that when students encounter academic tasks that they find unpleasant, they tend to put them off. But it's also likely that students put off doing things they enjoy.

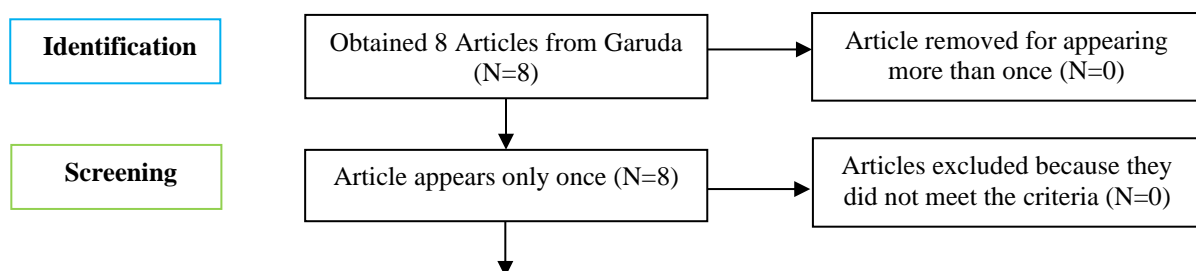
A proven mediator for managing the shame cycle that occurs when experiencing procrastination is self-awareness and self-compassion. Creating a non-shaming, safe, and supportive environment between students and teachers, and regulating one's own emotions through the use of self-awareness and self-compassion techniques. In addition, creating a sense of safety is key to good outcomes both academically and from a mental health perspective (Mitchell, 2022). Still according to Mitchell (2022) mental health has several indicators, including depression, anxiety and stress which are significant predictors of procrastination, separately for male and female students. Mental health indicators, such as depression, anxiety, and stress are significant predictors of procrastination in student samples of both genders. Reviewed using correlation analysis related to age and procrastination in students. In both male and female samples, mental health indicators including depression, anxiety, and stress, have a high positive correlation that is statistically significant. While the age of the respondents is not statistically significantly related to negative affectivity or procrastination (Gutić et al., 2023). For female students, depression was a statistically significant predictor of procrastination. Anxiety and stress, as well as student age, were not shown to be significant predictors of procrastination in either boys or girls (Gutić et al., 2023). Although various studies have linked academic procrastination to psychological factors such as stress, anxiety, and depression, there is still very little research discussing training or interventions to address this behavior, especially in the context of university students in Indonesia. Based on previous research, academic procrastination and mental health have been discussed related to factors and relationships, so in this study, the research objective is to find out training in reducing academic procrastination among university student in Indonesia.

2 MATERIALS AND METHODS

Literature review is acknowledged as an essential and supplementary component of the process in quantitative, qualitative, and mixed methods research. In applied research, literature review has a significant role in the advancement of knowledge based on the documentation of previous studies (Brocke et al., 2009). With the swift progression of science and the enhancement of research methods, particularly within academic literature; thus, the research methods must be able to keep pace with the latest advancements and attain cutting-edge research outcomes with collective evidence value (Snyder, 2019). Another factor that supports the position of literature review as a research method is that the literature review process, when conducted according to established guidelines and with care, provides a robust basis for guiding the decision-making and work practices of scholars (Paré et al., 2015).

The type of data source used in this research is journal articles. In this research involves searching for published research publications, used in this study. Garuda (<http://garuda.kemdikbud.go.id/>) was used to conduct the search. Using the keyword by including the keywords “*Pelatihan prokrastinasi akademik mahasiswa*”. The researcher also established several inclusion and exclusion criteria. At the inclusion stage, several criteria were used such as article status, publication time. For article status, the articles used are published articles. Regarding the publication time, the period used in the selection of journal articles is articles published during the period 2010 to 2025. Meanwhile, journal articles that were not included or that became exclusion criteria were those that were not from the Garuda database, published before 2010. Some final projects such as theses, theses, dissertations or others were not used in this study.

There are 8 journal articles were found in the first stage of the journal search. The PRISMA model consists of several stages including identification, screening, eligibility, and included. Further explanation is contained in the literature review diagram in Figure 1.



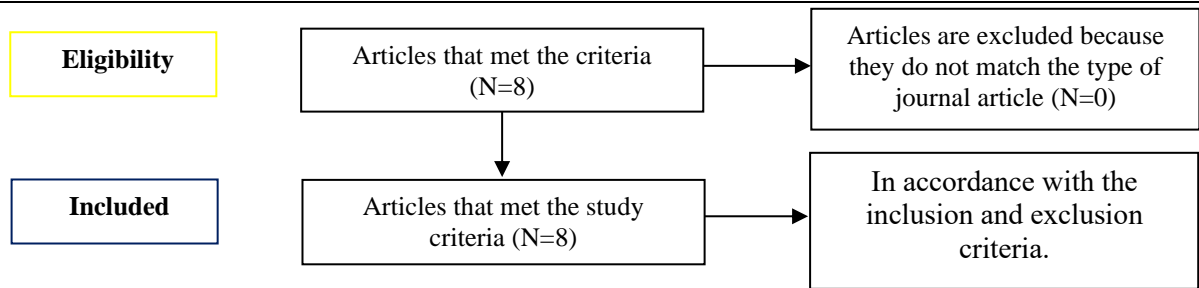


Figure 1. Diagram of PRISMA Model
 (Source: Data processed based on PRISMA 2020 guidelines)

3 RESULTS

After going through the PRISMA Model, 8 articles met all inclusion and exclusion criteria. Further explanations related to the literature review are contained in the following table 2.

Table 2. Results of Literature Review

No	Year	Author	Title	Result
1	2013	Mohamad Arif Purwanto; Anna Armeini Rangkuti	Self-Management Training and Academic Procrastination in College Students	There is a significant influence of perception of leadership styles toward job satisfaction among the employee in Blitzmegaplex Teras Kota, with a correlation coefficient (rxy) is 0,523 and R Square (R2) is 0,273.
2	2015	Nofi Nur Yuhenita	Achievement Motivation Training to Reduce the Tendency of Academic Procrastination of Guidance and Counseling Study Program Students, University of Muhammadiyah Magelang	There was significant academic procrastination tendency difference between control group and experimental group. The average score academic procrastination pretest of experimental group was 115.25 and average posttest score was 94.4.
3	2016	Muhamad Fauzan Azima; Nita Trimulyaningsih; Uly Gusniarti	The Effect of Prayer Training to Reduce Academic Procrastination in College Students	In the experimental group for differences pre and post test obtained value $Z = -0.368$, $p = 0.713$ ($p > 0.05$). As for differences in pre-test and post-test in the control group, the value of $Z = -1.826$, $p = 0.068$ ($p > 0.05$). It can be concluded that there is no difference in academic procrastination before and after the shalat's training. Thus, the research hypothesis was rejected.
4	2018	Galih Ratna Puri Palupi; Rin Widya Agustin; Pratista Arya Satwika	The Effect of Self-Management Training on Academic Procrastination of FK UNS Students in Completing Thesis	There is no significant effect of self-management training on the academic procrastination of FK UNS students in completing the thesis indicated by the significance test value (p) of 0.063 ($p > 0.05$) which means that the research hypothesis is rejected.
5	2020	Elda Trialisa Putri; Mentari Nadia Widyanta; Khofifah Wahyuningdias; Azisyah Rizky Azrul Daeng Rannu	Effectiveness of Self-Regulation Training on Academic Procrastination in College Students	There is a decrease in the level of academic procrastination behavior after being given self-regulation training with t count = 6.968 ($> t$ table = 1.66298) p value = 0.000 ($p < 0.05$).

No	Year	Author	Title	Result
6	2021	Rini Eka Sari; Andreas Yudha Fery Nugroho	Problem Focused Coping Training to Reduce Academic Procrastination in College Students	There is a significant effect of providing problem focused coping training in reducing academic procrastination behavior in students. Which means that the hypothesis proposed in this study is accepted.
7	2024	Ulfy Marsyah; Yuli Aslamawati; Temi Damayanti Djamhoer	Self-Regulated Learning Training Reduces Academic Procrastination in Thesis Preparation Students	Self-regulated learning training effectively reduces students' academic procrastination level by -15%.
8	2024	Annisa Rahmah Ghaffari; Anisa Arief; Phasya Isyedwina Febriani; Tifanny Angellina; Prima Aulia	The Effectiveness of Self Management Training in Reducing Academic Procrastination Behavior in Class K Students of Psychology Department Batch 2022 at Padang State University	There is a decrease in academic procrastination scores in subjects after being given self-management training, where the results of the Paired Sample T-test show a t value of 2.900 with Sig. of 0.027 ($p < 0.005$).

Source: Data processed by researcher (2025)

The first study showed that the numbers show that variable leadership styles accounted for as much as 27% of the variance in job satisfaction. This implies that up to 27% of the variables in leadership style affect job satisfaction, and vice versa. This can be used as a guide for businesses to enhance their leadership style in order to boost employee happiness and preserve production. As a result of this conclusion, more research is recommended on other unexplored factors, such as the fulfillment of expectations for salary, interpersonal relationships, the work environment, and physical health (Purwanto & Rangkuti, 2013). The second study showed that the control group's academic procrastination pretest had an average score of 118.85, while the average posttest score was 124.65. This study ultimately finds that academic procrastination among students may be reduced by providing achievement motivation training. All stakeholders, the guidance and counseling service unit, lecturers, and college counselors may use this study to lessen academic procrastination by giving students training in achievement motivation (Yuhanita, 2015).

The third study showed that the hypothesis that prayer training would lessen students' academic procrastination, which this research put forth, was disproven. However, the interview data reveals that students believe that this prayer instruction helps them develop a new understanding of the significance and advantages of prayer, not just in worship but also in other areas of their lives, such as school (Azima et al., 2016). The fourth study showed that the participants' academic procrastination reduced, but these improvements were short-lived. As a result of these findings, the study looked at any technological challenges encountered in the field (Palupi et al., 2018). The fifth study showed that in general, research participants experience positive outcomes, such as an increased awareness of the significance of self-regulation and procrastination and a greater desire to stop putting things off. Furthermore, they become more self-assured, more conscious of the value of time management, better at understanding themselves and establishing goals, and more introspective about how to improve (Putri et al., 2020). The sixth study showed that other aspects of the individual that influence a person to engage in academic procrastination behavior, such as poor self-control, and also have an impact on the attitude, techniques, and lessons imparted, have been identified in numerous studies (Sari & Nugroho, 2021).

The seventh study showed that students in the Faculty of Education who are working on a thesis can benefit from training intervention in self-regulated learning to lower their academic procrastination. Following the intervention, students who were working on their thesis before and after receiving self-regulated learning training experienced a reduction in their academic procrastination. This suggests that the participants are beginning to learn how to handle the obstacles they encounter while working on their thesis, allowing them to finish it right away (Marsyah et al., 2024). The eighth study showed that academic procrastination can be reduced with self-management training. This demonstrates that self-management training has an impact on academic procrastination behavior, particularly by lowering the academic procrastination scale score among Psychology students who are research participants. According to qualitative analysis, students gain from taking part in self-management training, which teaches them how to manage themselves and reduce procrastination. The training that has been conducted enables students to develop and recognize the answer to academic procrastination, which reduces their tendency to put things off (Ghaffari et al., 2024).

4 DISCUSSIONS

Based on the results of the study, it was found that academic procrastination can be reduced through structured interventions. Three interventions proven effective include: Achievement Motivation Training, Self-Regulated Learning (SRL) Training, and Self-Management Training. These three approaches have different focuses, ideal implementation times, and student segments, reflecting the diversity of causes and manifestations of procrastination in academic contexts. These three approaches are not mutually exclusive, but rather complementary, and can be designed as tiered interventions following students' learning phases.

In the context of Indonesian students, several factors make this intervention relevant. First, students' levels of motivation and self-management vary, primarily due to differences in educational and socioeconomic backgrounds. Second, the academic culture, which tends to be reactive rather than proactive, makes such interventions crucial for fostering healthy study habits. Third, practices such as achievement motivation training are particularly well-suited for implementation at the beginning of the semester, when Indonesian students tend to need a boost after a long vacation. Fourth, SRL and self-management are highly relevant to students' habits in completing theses or final assignments, which are often delayed due to poor discipline and time management. However, spiritual and reflective practices (such as prayer), while not directly reducing procrastination, still contribute as psychological reinforcements in building mental resilience, inner peace, and self-confidence.

Research conducted by Putri & Dewi (2021) shows that there is a significant relationship between academic procrastination during learning. This shows that if the learning motivation of high school students is high, the academic procrastination of students will tend to be low. In this research, achievement motivation training can be used effectively as an intervention to reduce academic procrastination because achievement motivation directly targets the root causes of procrastination, namely lack of internal drive (motivation) and the tendency to avoid challenging tasks. The training aims to increase the drive to achieve success, build self-confidence in completing tasks, instil goal orientation, and help students overcome fear of failure or perfectionism. Achievement motivation training is more recommended to be implemented at the beginning of the semester (e.g. in the first week to the third week). This consideration is based on when students start designing academic goals and need initial motivation. In addition, it can also be done after a long holiday period in each semester. The moment is suitable for rebuilding the spirit of learning after a long break. In addition, this training can maximize the motivational effect from the beginning to prevent procrastination before it is formed. This training forms a strong internal foundation.

Further previous research conducted by Pujiastuti et al (2023) involving 132 high school students also showed that self-regulation has a positive effect on academic procrastination. The effect of self-regulation on academic procrastination by the R Square value of 0.647, which means that the variation of academic procrastination is influenced by self-regulation by 64.7%. In this study, academic procrastination was experienced by university students, which Self-Regulated Learning (SRL) training is very effective as a training to reduce academic procrastination because it directly targets study behaviour, time management, self-control, and motivation from all the main elements that contribute to procrastination. Suitable for students who often postpone their final project, thesis, or weekly assignments. Can be integrated into campus counselling services, soft skills training, or academic support classes. High effectiveness if accompanied by regular guidance or peer monitoring. Self-Regulated Learning (SRL) Training is recommended during the middle of the semester (between the fifth to eighth week). The consideration is chosen because students begin to feel the task load increases and time management begins to decline. Additional classes ahead of midterm or final exams. SRL has its uses when students start to experience study management difficulties. Training can also be incorporated into soft skills programs or academic training from the campus.

Further previous research conducted by Baroroh et al (2023) shows that the increase in self-management variables will cause low academic procrastination variables. Conversely, the lower the self-management variable, the higher the academic procrastination variable. In this study, Self-management training is very effective as a training to reduce academic procrastination because it directly targets daily behaviour, decision-making, self-control, and the ability to take responsibility for one's own time and tasks. Suitable for students with chronic procrastination problems. Ideal for heavy assignments such as final reports, and major exams. Should be combined with peer mentor support or weekly check-ins for sustainability. Self-management training is recommended towards the end of the semester (generally during the tenth to fourteenth week). This training is appropriate for students who are facing a major assignment such as a final report, thesis, or exam. This training is aimed at dealing with behavioural problems that have become chronic or accumulated. It requires a concrete approach and long-term support such as weekly mentoring or peer monitoring.

This study has several limitations, including: first, the long-term effectiveness of the intervention has not been thoroughly evaluated. Many interventions show positive results in the short term, but there is no strong data on the sustainability of these effects over a semester or longer. Second, the limited generalizability of the results. Most previous studies have

focused on high school or college students in limited regions, making them unable to be generalized to the entire population of Indonesian students with diverse cultural and academic backgrounds. Third, the lack of integration with the formal education system. The intervention is still an additional (extracurricular) activity, not yet integrated into the official curriculum or campus learning system. Fourth, the limited measurement of spiritual or reflective qualities as supporting variables in the process of reducing procrastination.

5 CONCLUSIONS

It was found that academic procrastination can be reduced through structured interventions such as 1) Achievement motivation training, 2) Self-regulated learning, and 3) Self-management. Self-management training is recommended towards the end of the semester (generally during the tenth to fourteenth week). This training is appropriate for students who are facing a major assignment such as a final report, thesis, or exam. This training is aimed at dealing with behavioural problems that have become chronic or accumulated. It requires a concrete approach and long-term support such as weekly mentoring or peer monitoring. Suggestions for further research include the need for longitudinal studies to assess the sustainability of intervention effects over a full semester or longer. Combination interventions, such as combining achievement motivation and SRL, are also needed to examine their synergistic effects.

ACKNOWLEDGEMENTS

The authors would express their gratitude for respective affiliation, State University of Surabaya for research support.

REFERENCES

- Azima, M., Trimulyaningsih, N., & Gusniarti, U. (2016). Pengaruh Pelatihan Shalat untuk Menurunkan Prokrastinasi Akademik pada Mahasiswa. *JIP (Jurnal Intervensi Psikologi)*, 8(1), 109–126. <http://journal.uii.ac.id/intervensipsikologi/article/view/7761/6758>
- Baroroh, D., Rahmi, H., & Prabowo, T. (2023). Manajemen Diri dengan Prokrastinasi Akademik Menyelesaikan Tugas Skripsi pada Mahasiswa Semester Akhir Prodi Bimbingan Konseling. *Jurnal Psikologi Mandiri*, 6(1).
- Brocke, J., Simons, A., Niehaves, B., Riemer, K., Plattfaut, R., & Cleven, A. (2009). Reconstructing the Giant: On the Importance of Rigour in Documenting the Literature Search Process. *17th European Conference On Information Systems*.
- Ghaffari, A., Arief, A., Febriani, P., Angellina, T., & Aulia, P. (2024). Efektivitas Pelatihan Self Management dalam Mengurangi Perilaku Prokrastinasi Akademik pada Mahasiswa Kelas K Jurusan Psikologi Angkatan 2022 di Universitas Negeri Padang. *Afeksi: Jurnal Psikologi*, 3(2), 113–122. <https://jurnal.anfa.co.id/index.php/afeksi/article/view/1924/1785>
- Gutić, M., Vukčević, B., Stevanović, A., Milidrag, A., Bulatović, I., & Safiye, T. (2023). Procrastination and Mental Health Status among students in Serbia: a cross-sectional study. *J Edu Psyc Res*, 5(1), 632–637.
- Klingsieck, K. (2013a). Procrastination: When Good Things Don't Come to Those Who Wait. *European Psychologist*, 18(1), 24–34.
- Klingsieck, K. (2013b). Procrastination in different life-domains: Is procrastination domain specific? *Current Psychology*, 32, 175–185.
- Lay, C. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20(4), 474–495.
- Marsyah, U., Aslamawati, Y., & Djamhoer, T. (2024). Pelatihan Self-Regulated Learning Mereduksi Prokrastinasi Akademik pada Mahasiswa yang Menyusun Skripsi. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 15(1), 61–71. <https://ejournal.unp.ac.id/index.php/psikologi/article/view/126653/109553>
- Mitchell, K. (2022). How perfectionism, procrastination and parenting styles impact students mental health and how mindfulness and self-compassion may be the antidote. *Mental Health and Higher Education in Australia*, 191–208.
- Palupi, G., Agustin, R., & Satwika, P. (2018). Pengaruh Pelatihan Manajemen Diri terhadap Prokrastinasi Akademik Mahasiswa FK UNS dalam Menyelesaikan Skripsi. *Wacana*, 10(2). <https://jurnalwacana.psikologi.fk.uns.ac.id/index.php/wacana/article/view/124/121>
- Paré, G., Trudel, M., Jaana, M., & Kitsiou, S. (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information & Management*, 52(2), 183–199. <https://doi.org/https://doi.org/10.1016/j.im.2014.08.008>
- Pujiastuti, R., Sari, M., Imawati, D., & Syahputri, S. (2023). Pengaruh regulasi diri terhadap prokrastinasi akademik siswa kelas XII di SMA Negeri 11 Samarinda. *Motivasi Jurnal Mahasiswa Psikologi*, 8(1), 1–7.
- Purwanto, M., & Ranguti, A. (2013). Pelatihan Manajemen Diri dan Prokrastinasi Akademik pada Mahasiswa. *Jurnal Penelitian Dan Pengukuran Psikologi*, 2(1), 1–7. <http://journal.unj.ac.id/unj/index.php/jppp/article/view/4353/3271>
- Putri, D., & Dewi, D. (2021). Hubungan antara motivasi belajar dengan prokrastinasi akademik saat pembelajaran jarak jauh. *Character Jurnal Penelitian Psikologi*, 8(8), 72–82.
- Putri, E., Widyanta, M., Wahyuningdias, K., & Rannu, A. (2020). Efektivitas Pelatihan Regulasi Diri Terhadap Prokrastinasi Akademik Pada Mahasiswa. *Psikostudia : Jurnal Psikologi*, 9(1), 46–54. <http://ejournals.unmul.ac.id/index.php/PSIKO/article/view/2541/pdf>
- Pychyl, T., & Sirois, F. (2016). Procrastination, emotion regulation, and well-being. In *Procrastination, health, and well-being* (pp. 163–188). Elsevier.
- Rothblum, E., Solomon, L., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low

- procrastinators. *Journal of Counseling Psychology*, 33(4), 387.
- Sampaio, R., & Bariani, I. (2011). Procrastinação acadêmica: um estudo exploratório. *Estudos Interdisciplinares Em Psicologia*, 2(2), 242–262.
- Sari, R., & Nugroho, A. (2021). Pelatihan Problem Focused Coping untuk Mengurangi Prokrastinasi Akademik pada Mahasiswa. *SOSIOHUMANIORA: Jurnal Ilmiah Ilmu Sosial Dan Humaniora*, 7(1), 24–33. <https://jurnal.ustjogja.ac.id/index.php/sosio/article/view/8998/3744>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(November), 333–339. <https://doi.org/https://doi.org/10.1016/j.jbusres.2019.07.039>
- Solomon, L., & Rothblum, E. (1984). Academic procrastination: frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503.
- Steel, P. (2007). The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65.
- Steel, P., & Klingsieck, K. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36–46.
- Yuhanita, N. (2015). Pelatihan Motivasi Berprestasi Untuk Menurunkan Kecenderungan Prokrastinasi Akademik Mahasiswa Program Studi Bimbingan dan Konseling Universitas Muhammadiyah Magelang. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 4(1), 51–62. <http://journal.uad.ac.id/index.php/PSIKOPEDAGOGIA/article/view/4496/2512>
- Zacks, S., & Hen, M. (2018). Academic interventions for academic procrastination: A review of the literature. *Journal of Prevention & Intervention in the Community*, 46(2), 117–130.