



The Effect of the CBT Counseling Approach to Overcoming Academic Procrastination: A Systematic Literature Review

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ABSTRACT

Academic procrastination is a behavior of delaying academic tasks that leads to a lack of optimization of individual academic performance and also causes negative impacts on individual psychology. Guidance and Counseling services can apply certain approaches or techniques to overcome academic procrastination. One of them is CBT counseling approach that targets changes in the irrational mindset of procrastinators and improves their behavior. Through SLR, this study examines the effect of CBT counseling approach in reducing academic procrastination behavior. The national article search used the Google Scholar database with a publication period between 2020 and 2024 and found 9 articles. Based on the review of these articles, it was concluded that CBT counseling approach is able to reduce academic procrastination behavior.

Keywords: CBT, academic procrastination, reduce

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INTRODUCTION

One of the responsibilities of students in the process of gaining knowledge is to study seriously and complete assignments on time. If students are able to realize their responsibilities, they will tend to enjoy every learning process and not feel burdened no matter how heavy the tasks are. However, in reality there are individuals who tend not to understand their responsibilities well, so they have a behavior of delaying learning and academic tasks known as academic procrastination behavior.

Academic procrastination is defined by Rothblum as a dysfunctional and irrational delay of academic tasks (Peixoto et al., 2021). It is usually associated with anxiety and the negative consequences of the pain of academic failure. In addition, it is

also stated that academic procrastination is a delay in starting or completing an academic task that someone will do, but there is not enough motivation to do it (Zarrin et al., 2020). Academic procrastination is also said to be a dimension of procrastination behavior that becomes a barrier to tasks that are correlated with academic life, such as homework, exam preparation, and submitting assignments that must be reported (Akday & Delibalta, 2020).

Ferrari explains that academic procrastination has the following characteristics: (i) delay in starting and completing tasks; (ii) delay in completing tasks; (iii) time gap between plans and actual performance; and (iv) doing more enjoyable activities. Based on these behavioral characteristics, it can be said that academic procrastination is a detrimental behavior because it ignores personal responsibility (Ghufron & Risnawita, 2010: 158).

Based on current research in Indonesia, it was found that grade IX students on acceleration programs in Malang City had a procrastination level of 52.1% (Asri, 2018). These students were reported to have postponed assignments, were late in completing them so that they did not meet the submission deadline, and did other activities outside of doing assignments. Then, research from Sudjianto & Alimbudiono (2021) also revealed that their research subjects with high and low GPAs had postponed doing assignments and most often on paper assignments because they were perceived as many and difficult. Other empirical data were obtained from the results of a study at the University of 17 August 1945, Samarinda City. This study reported findings that 16.4% of the research subjects were very high procrastinators and another 20.9% were high procrastinators. Then, respectively, moderate procrastinators were 51.6%, low 22.8%, and very low 9% (Umaroh et al., 2020).

Furthermore, academic procrastination behavior has become a global phenomenon in the academic domain and has attracted the attention of many parties because it is related to negative consequences. The negative psychological impact that is widely reported in a procrastinator is an increase in stress (Peixoto et al., 2021; Sudjianto & Alimbudiono, 2021; Fentaw et al., 2022; Shaked & Altarac, 2022). Then a study by Shaked & Altarac (2022) also reported the impact in the form of feelings of frustration as a picture of a disturbed mental condition. In addition, negative impacts were also found in the form of feelings of anxiety (Suhadianto & Pratitis, 2020; Sudjianto & Alimbudiono, 2021). Based on these data, procrastination behavior has contributed to the emergence of negative things in the individual's psyche. This condition is something that can disrupt a person's mental state.

Guidance and Counseling services in formal educational institutions, especially in schools, are an alternative solution for handling various problems experienced by students, including those related to academic procrastination. Guidance and Counseling (BK) consists of individual services and group services. Guidance and Counseling (BK) services in schools have a very vital role for the welfare and mental health of students. This is in line with the objectives of Guidance and Counseling, namely, to help achieve educational goals, teaching, and help individuals achieve well-being (Walgito, 2004:

33). Furthermore, the ultimate goal of guidance and counseling is so that clients (students) avoid various problems, in this case problems related to mental, social, or spiritual illnesses, or it can be said that each individual has a healthy mentality (Nasution & Abdillah, 2019: 10).

With the various problems that exist in schools, the role of Guidance and Counseling services becomes increasingly apparent if a counselor is able to provide good services and take an appropriate approach to each existing problem. In accordance with the nature of counseling services according to Nasution & Abdillah (2019: 6), namely:

1. Interaction. Interaction means a reciprocal relationship between counselor and counselee both directly and indirectly.

2. Professional activities. Counseling process activities, selection of approaches, and counseling strategies are based on theory and carried out by professionals (counselors) who are prepared, educated, and trained for a relatively long time by accredited higher education institutions.

3. Having a problem. Clients usually come to counselors because they have a problem, and this problem is still considered normal, such as learning problems, adjustment, choosing a major, career plans so that they can be resolved by the counselor and the client themselves.

4. Having a method or technique. Counseling is carried out using a certain method or approach. Counselors can use psychoanalytic, behavioral, transactional analysis, rational emotive therapy and other approaches.

With the existence of a problem, the counselor must accept it with an appropriate approach and professionally in order to provide maximum assistance to students (counselees).

Cognitive-Behavioral Therapy (CBT) is a type of therapy that focuses on the understanding that mental disorders and psychological stress are caused by unhealthy thought patterns. Developed by Beck (1970) and Ellis (1962), this approach argues that the way a person thinks is flawed or negative can exacerbate emotional and behavioral problems. According to Beck, these thought patterns involve false beliefs about oneself, the universe, and the future, which trigger automatic thoughts that are detrimental in certain situations. The approach aims to change these thought patterns, which in turn reduces emotional stress and behavioral problems. Over time, different CBT methods have been developed to treat a variety of mental disorders with similar approaches. Although each disorder has different techniques, they all follow the same basic principles. The main goals of this approach are to reduce symptoms, improve functioning, and help the patient recover from the disorder. To achieve these goals, the patient works with a therapist to examine and change faulty thought patterns and behaviors. Modern CBT combines techniques that focus on thoughts, feelings, and behaviors to help patients cope with their problems (Hoffman, et al., 2012).

Since its inception, CBT protocols have been developed to specifically treat a variety of disorders, focusing on the factors that contribute to unhealthy thought patterns

and behaviors. While each protocol has different techniques, they all follow the same basic principles in their treatment approach. In line with the medical approach in psychiatry, the primary goal of treatment is to reduce symptoms, improve functioning, and help the patient recover from the disorder. To achieve this, the patient takes an active role in the problem-solving process with the therapist, by examining and challenging faulty thought patterns and changing unhealthy behaviors. Modern CBT encompasses a variety of techniques that incorporate cognitive (thought patterns), behavioral, and emotional aspects. While the therapy focuses more on the mind, physical, emotional, and behavioral factors are also recognized as playing a significant role in maintaining the disorder (Hoffman et al., 2012).

Academic procrastination is a behavior related to cognitive-behavioral. Therefore, CBT counseling has relevance to handling academic procrastination behavior. In CBT, there are several steps related to ways of thinking that are influenced by irrational beliefs, especially in terms of procrastination (Rozenal & Carlbring, 2014). Research shows that irrational beliefs, such as avoiding tasks, can be overcome with cognitive restructuring, which helps change incorrect ways of thinking and interferes with proper thought processes.

CBT works by making clients think more scientifically and rationally. In this therapy, clients are invited to explore and change unhealthy or maladaptive thoughts that influence their behavior, and help them change the way they think and act in order to achieve positive changes (VandenBos, 2007). There are various techniques in this therapy, such as self-monitoring, self-reward, and self-contracting, all of which aim to make clients more active in the therapy process (Putri et al., 2022).

RESEARCH METHODOLOGY

This research method uses a Systematic Literature Review (SLR). The stages are to find references from various sources that are relevant to a case or problem that has been found and studied. SLR is a way to collect and analyze scientific evidence to answer specific research questions in a clear and reproducible way. SLR attempts to include all published evidence on the topic and assess how strong the evidence is. The main purpose of SLR is to reduce bias and increase clarity at each stage of the review, by using clear and systematic methods to select relevant studies, assess their quality, and summarize them objectively (Liberati et al, 2009; Petticrew, 2001). The SLR approach uses the PRISMA chart guide that shows the number of studies that have been assessed, from which sources the studies came, how many were not included and why, and how many were ultimately included in the analysis (Lame, 2019).

Table. 1 Inclusion Criteria

Criteria	Inclusion	Exclusion
Subject	Research article focusing on the application of CBT counseling approaches	Research articles not related to CBT counseling approaches to reduce academic procrastination

to reduce academic procrastination		
Language	Indonesian and English	Not Indonesian and English
Source	Scientific article	Not a scientific article
Article Type	Original research	Not original research
Research Period	2020-2024	Articles published less than 2020

After collecting data through Google Scholar, the study used PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analysis

RESULT AND DISCUSSION

1. Result

Based on a search through Google Scholar, the researcher found 9 journals that including the required criteria. After reading and analyzing the articles presented, the researcher aligned the articles with the research questions asked. The table of literature review results is as follows:

Table 2. Literature Review Results

No	Author	Research Title	Result
1	Buana, Epin Candra., & Zulwidyaningtyas, Ebtanis (2024)	The Effect of Cognitive Restructuring Techniques to Reduce Academic Procrastination of High School Students	Cognitive Restructuring Techniques through group counseling had an effect in reducing student's academic procrastination.
2	Ilma, M. Zidni., Wibowo, & Sutoyo, Anwar (2024)	The Effectiveness of Cognitive Behavior Therapy Group Counseling with Cognitive Restructuring and Self-Talk Techniques to Reduce Student's Academic Procrastination	Academic procrastination can be reduced through CBT counseling with self-talk technique.
3	Fajri, Rizqi Isnaeni., Muslimah., & Nurkhasanah, Verty (2024)	(CBT) Approach Group Counseling to Reduce Academic Procrastination in Junior High School Students	Group counseling with a cognitive behavior therapy approach is effective in reducing academic procrastination

			in junior high school students.
4	Evriani, Tintan., & Fardana, Nur Ainy (2024)	How Does the Effectiveness of Cognitive Behavior Therapy in Reducing Academic Anxiety Influence the Academic Procrastination of Undergraduate Student?	Cognitive-behavioral therapy and the use of breathing control techniques can reduce the level of academic anxiety that influences academic procrastination.
5	Sundah, Ariantje J. A (2022)	Improved Ability to Reduce Academic Procrastination through Counseling Cognitive Behavior	Cognitive behavioral counseling (CBC) could significantly improve the ability to reduce academic procrastination.
6	Putri, Mela Elfida., Wibowo, Mungin Eddy., & Sugiyo (2021)	The Effectiveness of Group Counseling with Cognitive Restructuring and Self-Management Techniques to Reduce Academic Procrastination	Group counseling with cognitive restructuring technique, self management technique, their combination worked effectively to reduce academic procrastination.
7	Erawati, Eka (2021)	Upaya Menurunkan Prokrastinasi Akademik Akibat Kecanduan Game Online pada Siswa SMP Selama Masa Pandemi Covid 19 Melalui Konseling Kognitif Perilaku	Cognitive behavioral counselling (CBC) approach is effective in reducing academic procrastination due to online game addiction in junior high school students.
8	Khasanah, Uswatun (2020)	Konseling dengan Strategi Restruturisasi Kognitif untuk Menurunkan Sikap Prokrastinasi Akademik Siswa	Students' academic procrastination can be significantly reduced through cognitive restructuring strategy group counseling.
9	Safitri, Febriani (2020)	Pengaruh Penggunaan Strategi Restrukturing Kognitif dalam Konseling Kelompok CBT terhadap	There is an influence in providing treatment on academic procrastination in mathematics subjects.

Prokrastinasi	Akademik
pada Mata Pelajaran	
Matematika Siswa Kelas X	
MIPA 2 SMA Al Islam	
Krian Sidoarjo	

2. Discussion

The Effect of the CBT Counseling Approach to Overcoming Academic Procrastination

Buana et al., (2024) conducted research about the effect of group counseling techniques of cognitive restructuring to reduce academic procrastination. The research method used in this research is Mix Method with a Sequential Explanatory design. This research was conducted in 2023, at SMP Negeri 1 Kepung, Kediri. The population in this study involved third-grade students with a total of 108 students and 7 students with high levels of procrastination were selected. The selection of these 7 students was based on a purposive sampling method because only these students met the criteria needed for research. The method used in the data collection process uses a questionnaire. The questionnaire was used twice, namely before (pretest) students were given the intervention and after (posttest) were given the intervention.

Data analysis on this research to determine whether there is an effect on students' academic procrastination level after being given cognitive restructuring is using statistical analysis, analysis using the t-test. This implementation procedure follows specific procedures for professional counselors to follow when using cognitive restructuring (1) collect background information. (2) assist the counselee in becoming aware of the thought process. (3) examine the counselee's rational thought process. (4) assist the counselee in evaluating the counselee's beliefs about logical thought patterns. (5) help the client learn to change his internal beliefs and assumptions. (6) repeat the rational thought process once again, helping the client form goals that the client will be able to achieve. (7) combine thought-stopping with home-work. The result of this study showed that cognitive restructuring techniques through group counseling had an effect in reducing student's academic procrastination.

Other research by Putri et al., (2021) examined the effectiveness of group counseling techniques of cognitive restructuring and self-management to reduce academic procrastination. The subjects of their study were 24 students with high levels of procrastination, and were divided into 4 groups consisting of 6 students in each group. Data on the level of procrastination from these 24 students were collected using a psychological scale adopted from McCloskey (2011); Alexandrova (2015); and He (2017). This scale is called the Procastination Scale (APS). This study is an experimental study with a 2x2 factorial design. Several procedures were carried out in this study.

First, the provision of pretest using academic procrastination scale. Second, the implementation of CBT group counseling (cognitive restructuring and self-management

techniques) as interventions in 5 sessions for group 1, (cognitive restructuring) in 5 sessions for group 2, (self-management) in 5 sessions for group 3 and group which got not treatment received 5 sessions for group 4. This group 4 was the control group. Furthermore, each group was assigned to take posttest in the fifth session of group counseling. The results of the posttest of each group were analyzed and examined in terms of changes before and after the treatment was given, compared to see any differences between those which received the group counseling with techniques and non-technique, and determine interactions on each group. The result there are some differences in the effectiveness level of the four groups in the way they reduced students' academic procrastination. Thoroughly, the group counseling with the combination of cognitive restructuring and self management techniques is more effective to reduce the procrastination than the group counseling which separately utilizes cognitive restructuring and self-management techniques.

Furthermore, Sundah's research is also related to the effectiveness of cognitive behavioral counseling in reducing academic procrastination. This research involved using quantitative methods through experiments. The questionnaire was chosen for an adaptation to measure procrastination and the ability to overcome it. This instrument was administered before and after experiment. A pretest-posttest design was used for this research, with a control group chosen based on the following considerations. The sample population comprised 20 students in the 8th grade class of 2021. Ten participants were selected by appointment of the homeroom teacher through class documentation data showing their inability to complete school assignments. The control group consisted of 10 individuals who did not receive treatment. The findings of this study that Cognitive Behavioral Counseling (CBC) was found to reduce procrastination in those who received the treatment significantly (Sundah, 2022).

Another study that used the CBT approach to overcome academic procrastination was conducted by Erawati (2021). This study uses Guidance and Counseling Action Research (PTBK) or also known as Guidance and Counseling action research (GCAR). GCAR is an action research conducted by guidance teachers (school counselors) at school. Sampling was conducted through purposive sampling technique from all students of class VIII of SMPN 55 Surabaya. The instruments used were; observation data of the number of assignments that students had completed online through the Microsoft Office 365 Teams application, the results of student interviews with counselors by paying attention to the measurement of the scale of online game addiction tendencies developed by Persada, et al. (2017). The subjects of the study consisted of 10 students of class VIII of SMP Negeri 55 Surabaya. With the highest level of procrastination out of 216 students in class VIII. All of them are male.

The research instruments used in this study were: (1) a treatment/intervention instrument in the form of an individual counseling Service Program Design (RPL) with a cognitive behavioral approach and (2) a data collection instrument, namely data from observations of the number of tasks given online via the Microsoft Office 365 Teams application. The findings of this study are in line with previous research which explains

that CBT counseling approaches are able to reduce academic procrastination due to online game addiction.

The same study was conducted to determine the effectiveness of the CBT approach on procrastination behavior (Ilma et al., 2024). 17 research subjects involved in this study were chosen from the population of 60 students who had the high level of academic procrastination based on the scale trial. In details, those included in this study must fulfill the following characteristics, namely registered students at school, having medium to high level of academic procrastination (noticed from the score of the pretest), and willing to participate in this study. All students were grouped as experimental and received different techniques, namely the CBT group counseling treatment with cognitive restructuring technique and the CBT group counseling treatment with self-talk technique. The results of this study indicate that cognitive behavioral therapy counseling with self-talk techniques is effective in reducing procrastination.

Furthermore, similar research was conducted by Fajri et al., (2024). This research uses quantitative experimental methods and the design is Quasi Experimental Design because this design has a control group, but does not fully control external variables that influence the implementation of the experimental group. The population was 17 students while the sample. The respondents in this research were class VII junior high school students. Data collection used: 1) Questionnaire technique (Questionnaire) using the Linkert scale regarding academic procrastination. 2) Documentation techniques for assessing social interactions. The design for providing cognitive behavior therapy approach group counseling treatment is four meetings. The conclusion of this research is that group counseling with a cognitive behavior therapy approach is effective in reducing academic procrastination in junior high school students.

Based on research by Khasanah (2020), the same results were also found, namely that students' academic procrastination can be significantly reduced through cognitive restructuring strategy group counseling. This research is included in quantitative research with a pre-experimental one group pretest-posttest design. This research was applied to students of class VII-B at UPT SMP Negeri 28 Gresik with a student population of 29 students and consisting of 16 male students and 13 female students. Sampling was done using purposive sampling technique obtained 5 students. Research data were collected using the student's academic procrastination attitude scale.

Evriani & Fardana (2024) implements counseling CBT with the aim of reducing academic anxiety that influence the academic procrastination. This research uses a single-case experimental design. Research participants were selected based on categories, namely students who were experiencing academic problems. The subject who participated in this research was a 24-year-old student who was studying psychology. The data collection techniques were carried out using interviews, using psychological test instruments (SSCT, EPPS, and graphic tests), and using the academic anxiety scale. Analysis of research data using individual analysis which has some data in the baseline and treatment phases. The intervention uses CBT counseling techniques

which consist of five sessions with each session lasting 60 minutes, held once a week. During counseling, participants can work together well and can follow a series of counseling stages. The Cognitive Behavior Therapy provided to participants includes cognitive therapy, behavior, and relaxation techniques. Based on the results of implementing interventions using cognitive behavioral therapy techniques for participants who experience academic anxiety, it can be concluded that cognitive-behavioral therapy and the use of breathing control techniques can reduce the level of academic anxiety that influences academic procrastination.

In addition, research by Safitri (2020) showed similar results that cognitive restructuring strategies in group counseling had an effect on reducing students' academic procrastination in mathematics subjects. This study uses a pre-experimental one group pre-test post-test design research type, with a one-group design without a comparison group. This study used purposive sampling from students of class X MIPA 2 SMA Al Islam Krian Sidoarjo as the research population of 35 students, then the subjects were determined based on the results of student data collection by distributing instruments in the form of questionnaires to find out students who experienced academic procrastination in high mathematics subjects. From the results of data collection, 4 students were obtained as research samples, then given treatment in the form of group counseling CBT (Cognitive Behavior Therapy).

CONCLUSION

Based on the 9 studies reviewed, it can be concluded that CBT counseling approach has been used as an intervention in dealing with academic procrastination in students and college students. In general, interventions are carried out in group settings. The study showed significant results where CBT counseling approach can reduce the level of academic procrastination in students. Further studies are needed to determine the effectiveness of other counseling approaches and techniques in reducing academic procrastination behavior.

Counseling with a Cognitive Behavioral Therapy (CBT) approach can help overcome academic procrastination by identifying and changing negative thought patterns and avoidance behaviors that hinder productivity. By using problem-solving, goal-setting, and time-management techniques, CBT is effective in increasing motivation and discipline in completing academic tasks.

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