

Guidance and Counseling for Academic Procrastination Among Graduate Students

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Abstract

Academic procrastination is a common problem at the higher education level, including among graduate students who must complete their thesis or dissertation within a limited period of time. Guidance and counseling services are expected to help students manage this behavior. Many studies currently examine the role of counseling in reducing academic procrastination, so a review of journal papers on this topic is needed. This study uses a Systematic Literature Review (SLR) method to analyze journal papers published from 2015 to 2026. Three Research Questions (RQ) were formulated for this study. The final results show that the most researched counseling approaches are Cognitive Behavior Therapy (CBT) and behavioral counseling, the most widely used data collection technique is a questionnaire/scale with a quasi-experimental one-group pretest-posttest design, and the factor that most influences academic procrastination is self-regulated learning. The results of this study are expected to provide information that can help guidance and counseling practitioners in graduate education can develop more effective intervention programs to reduce students' academic procrastination. These findings imply that guidance and counseling practitioners, particularly in graduate education, need to consider Cognitive Behavior Therapy and behavioral counseling approaches, combined with strategies to strengthen students' self-regulated learning, when designing more effective intervention programs to address academic procrastination.

Keywords: Academic Procrastination, Guidance and Counseling, Graduate Students

INTRODUCTION

Graduate education requires students to demonstrate independent learning, time management, and a high level of intrinsic motivation in completing academic assignments, particularly the writing of theses and dissertations. Unlike undergraduate programs, graduate students face far more complex academic demands, ranging from a deeper mastery of research methodology and the pressure to produce original scholarly work to balancing time between studies, work, and family responsibilities. These conditions require mature self-regulation skills so that students can complete their studies on time. As found by Kelley and Salisbury-Glennon (2016), self-regulation predicts the time taken to complete a dissertation and correlates with intrinsic task value among doctoral students.

Low motivation to learn, in turn, can lead to delays in completing academic assignments, as emphasized by Choiri and Nirwana (2025), who highlight the importance of active learning strategies for maintaining students' motivation and learning outcomes in today's educational landscape. However, the lack of direct supervision from academic advisors and the extended timeframes for completing assignments may cause many graduate students to experience academic procrastination, that is, the tendency to delay starting or completing academic tasks despite being aware of the negative consequences, such as delayed graduation, increased psychological stress, and a decline in the quality of their scholarly work. Guidance and counseling,

as professional support services, are expected to help students recognize and overcome this behavior. This study was conducted with the aim of providing information through a review of previous research on the role of guidance and counseling in reducing academic procrastination, particularly among graduate students.

The phenomenon of academic procrastination among graduate students does not occur in isolation but is influenced by various interrelated factors. Aziz (2015) proposed a model of academic procrastination behavior among graduate students, which indicates that the postponement of academic tasks at this level is influenced by a combination of internal factors such as self-regulation and self-efficacy as well as external factors, such as the relationship with the academic advisor and the demands of the academic environment. The complexity of these factors indicates that addressing academic procrastination among graduate students cannot be done uniformly but requires a guidance and counseling approach tailored to the specific characteristics and needs of graduate students.

A study conducted by Ariyanto et al. (2019) on 120 college students who were completing their theses found that the level of academic procrastination fell into the moderate category, with a significant positive correlation between low self-control and a high tendency toward academic procrastination. Similar findings by Rifqa and Sukma (2023) indicate that low self-control is associated with high levels of academic procrastination among students, further emphasizing the importance of guidance and counseling services in addressing this issue. This underscores that strengthening self-control is a crucial aspect that must be addressed in guidance and counseling services, including for graduate students facing more complex academic demands. Furthermore, research by Hidayat and Handayani on self-regulated learning indicates that students with strong self-regulation skills tend to be better able to manage their time and set learning goals, thereby minimizing the risk of academic procrastination (Hidayat & Handayani, 2018).

Furthermore, research conducted by Rantekata and Mubarak (2025), showed that group counseling using behavioral shaping techniques was effective in significantly reducing the level of academic procrastination among graduate students, as determined by a nonparametric paired t-test. This study is one of the few that specifically targets a graduate student population, given that the majority of research on guidance and counseling for academic procrastination has thus far focused on undergraduate students and high school students; consequently, findings regarding the effectiveness of interventions at the graduate level remain relatively limited and scattered.

Based on the above discussion, it can be concluded that guidance and counseling services, whether through approaches focused on strengthening self-control, enhancing self-regulated learning, or using behavioral group counseling interventions, have an impact on reducing academic procrastination among college students. However, these studies are still scattered across various approaches, designs, and populations, so there is not yet a comprehensive picture of which counseling approaches have been most extensively studied, which research designs are most commonly used, and which factors most significantly influence students' academic procrastination, particularly at the graduate level. Therefore, in this study, the researcher employed a Systematic Literature Review (SLR) method to review previous studies on the role of guidance and counseling in addressing students' academic procrastination, particularly at the graduate level, by addressing three main research questions: (1) which counseling approaches or techniques are most frequently used, (2) what research designs and data collection techniques are most commonly used, and (3) what factors most significantly influence students' academic procrastination. The results of this review are expected to serve as a reference for guidance and counseling practitioners to improve the effectiveness of their services.

METHODS

Design

This study employed the Systematic Literature Review (SLR) method, a research method aimed at systematically identifying, evaluating, and interpreting all research findings relevant to a specific topic. The research stages used in this study followed the SLR framework developed by Triandini et al. (2019), consisting of three main phases: planning, conducting, and reporting.

Research Object

The object of this study was the role of guidance and counseling in addressing academic procrastination among graduate students. Guidance and counseling were chosen as the research focus because the counseling approaches and techniques used are highly diverse and can serve as considerations for guidance and counseling practitioners to improve the effectiveness of their services in reducing students' academic procrastination.

Research Methodology

The methodology in this study involves the following process flow:

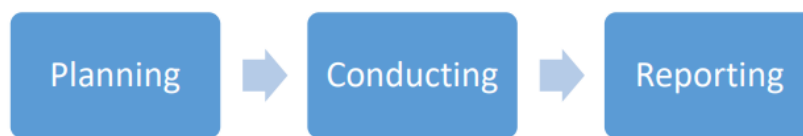


Figure 1. Research Phases (*Planning, Conducting, Reporting*)

The research stages consist of the planning stage, which is the initial stage of conducting the SLR; followed by the conducting stage, which is the implementation of the SLR; and the final stage, reporting, which involves writing up the SLR into a report.

Research Question

At this stage, research questions relevant to the study topic are formulated. The following are the research questions for this study:

1. RQ1: What guidance and counseling approaches or techniques are used to reduce academic procrastination among college students?
2. RQ2: What research designs and data collection techniques are used in studies on academic procrastination and counseling?
3. RQ3: What factors influence students' academic procrastination?

In summary, this study formulates three research questions that guide the systematic literature review process. RQ1 focuses on identifying the guidance and counseling approaches or techniques applied to reduce academic procrastination, RQ2 examines the research designs and data collection techniques employed in prior studies, and RQ3 explores the factors that influence students' academic procrastination. These three questions are summarized in Table 1 below.

Table 1. Research Questions

Code	Research Question
RQ1	What guidance and counseling approaches or techniques are used to reduce academic procrastination among college students?
RQ2	What research design and data collection techniques are used in studies on academic procrastination and counseling?
RQ3	What factors influence students' academic procrastination?

Search Process

The search process involves identifying sources relevant to the research questions. The search for sources was conducted on Google Scholar, Garuda (Garba Rujukan Digital), and ScienceDirect.

Inclusion and Exclusion Criteria

At this stage, criteria are established to determine whether the data found are suitable for use as research sources. The following criteria define whether data is considered suitable as a research source:

1. The data spans the period from 2015 to 2026.
2. The data is obtained from Google Scholar, Garuda, and ScienceDirect.
3. The data used consists only of journal articles related to guidance and counseling as well as academic procrastination among students.

Based on these criteria, three inclusion requirements were established to determine whether an article is suitable for use as a data source in this study, namely the publication period, the source database, and the article topic, as presented in Table 2.

Table 2. Inclusion Criteria

No	Inclusion Criteria
1	The data spans the period from 2015 to 2026.
2	The data is obtained from Google Scholar, Garuda, and ScienceDirect.
3	The data used consists only of journal articles related to guidance and counseling as well as academic procrastination among students.

Quality Assessment

In this stage, the identified data were evaluated based on the following questions:

1. QA1: Was the journal article published between 2015 and 2026?
2. QA2: Does the journal article discuss academic procrastination among students?
3. QA3: Does the journal article describe forms of intervention or guidance and counseling services?

Each article was assigned a score based on the questions above: "Yes" for articles that meet the quality assessment criteria, and "No" for those that do not.

The quality assessment stage was conducted to ensure that only articles meeting the predetermined quality standards were included in the review. Each article was evaluated using three assessment questions, as shown in Table 3, and was given a score of "Yes" if it met the criterion or "No" if it does not.

Table 3. Quality Assessment Questions

Code	Quality Assessment Question
QA1	Was the journal article published between 2015 and 2026?
QA2	Does the journal article discuss academic procrastination among students?
QA3	Does the journal article describe forms of intervention or guidance and counseling services?

Data Collection

In this stage, the data required for the study were collected for subsequent analysis. The following are the steps for data collection:

1. Visit the Google Scholar, Garuda, and ScienceDirect websites.
2. Enter the keywords “guidance and counseling” AND “academic procrastination” AND “students,” as well as the English keyword variations “academic procrastination” AND “counseling.”
3. In the “Specific Range” field, enter the year 2015 in the first box and 2026 in the second box. This indicates that the selected journal articles cover the period from 2015 to 2026.

Data collection was carried out through a structured search process consisting of three main steps, starting with selecting the database, determining the search keywords, and limiting the publication year range, as summarized in Table 4.

Table 4. Data Collection Steps

Step	Description
1	Visit the Google Scholar, Garuda, and ScienceDirect websites.
2	Enter the keywords “guidance and counseling” AND “academic procrastination” AND “students,” as well as the English keyword variations “academic procrastination” AND “counseling.”
3	In the “Specific Range” field, enter the year 2015 in the first box and 2026 in the second box, indicating that the selected journal articles cover the period from 2015 to 2026.

Data Analysis

The collected data were analyzed by grouping and tabulating each paper based on the categories of counseling approach, research design, data collection techniques, and factors influencing academic procrastination, thereby addressing all the predetermined research questions.

RESULTS AND DISCUSSION

Result

Results of the Search Process and Inclusion and Exclusion Criteria

The results of the search process and the application of the inclusion and exclusion criteria yielded only 18 journal articles that met the criteria: articles published between 2015 and 2026 that discussed “academic procrastination” and “guidance and counseling.” The information obtained was then categorized into several types of journals. The following are the types of journals that were successfully identified:

Table 1. Journal Articles Published Between 2015 and 2026

No	Journal Type	Year	Number
1	Counsellia: Jurnal Bimbingan dan Konseling	2018	1
2	Journal of Islamic Education	2015	1
3	Sultan Agung Fundamental Research Journal	2021	1
4	Jurnal Kajian Bimbingan dan Konseling	2020	1
5	Jurnal Bimbingan Konseling (UNNES)	2016	1
6	Tesis Magister UNNES	2023	1
7	Jurnal Pendidikan dan Konseling (JPDK)	2022	1
8	Wahana Didaktika: Jurnal Ilmu Kependidikan	2018	1
9	ARZUSIN	2024	1
10	Insight: Jurnal Ilmiah Psikologi	2016	1
11	Jurnal Penelitian Psikologi	2018	1
12	Educational Psychology Review	2023	1
13	Frontiers in Psychology	2018	1
14	Educational Research Review	2018	1
15	Jurnal Psikologi Teori dan Terapan	2021	1
16	Proceeding (Konseling Kelompok UIN Sunan Kalijaga)	2022	1
17	Hasil meta-sintesis literatur prokrastinasi akademik	2018	1

Quality Assessment Results

The following are the results of the quality assessment, presented in tabular form:

Table 2. Quality Assessment Results

No	Author	Year	QA1	QA2	QA3	Result
1	Triandini et al.	2022	Yes	Yes	Yes	Accepted
2	R. Aziz	2015	Yes	Yes	Yes	Accepted
3	Abdillah & Fitriana	2021	Yes	Yes	Yes	Accepted
4	Iki Yusran	2023	Yes	Yes	Yes	Accepted
5	I. H. Erfantinni & Japar	2016	Yes	Yes	Yes	Accepted
6	Asri & Kadafi	2020	Yes	Yes	Yes	Accepted
7	Prasetya & Nurjannah	2021	Yes	Yes	Yes	Accepted
8	Ramadhani & Sari	2018	Yes	Yes	Yes	Accepted
9	Sa'diah & Nurfarhanah	2024	Yes	Yes	No	Accepted
10	Dewinta & Prasetiawan	2022	Yes	Yes	Yes	Accepted
11	Latifah & Damajanti Kusuma	2018	Yes	No	Yes	Accepted
12	Sarajar, K.S.	2016	Yes	Yes	Yes	Accepted
13	Turner & Hodis	2023	Yes	Yes	Yes	Accepted
14	Rozental et al.,	2018	Yes	Yes	Yes	Accepted
15	Asri, D, N.	2018	Yes	Yes	No	Accepted
16	Muyana	2018	Yes	Yes	Yes	Accepted
17	Khoirunnisa et al.	2021	Yes	Yes	No	Accepted

Data Analysis

At this stage, the data were analyzed, and the results address the previously defined Research Questions (RQs) and discuss counseling approaches, research techniques, and factors influencing academic procrastination that frequently emerged from 2015 to 2026.

Results of RQ1: Counseling Approaches/Techniques

Based on Research Question 1 (RQ1) regarding the guidance and counseling approaches or techniques used, the papers were categorized according to the counseling approaches studied. The results shown in Table 3 indicate that many researchers have preferred to conduct research using Cognitive Behavioral Therapy (CBT)/Rational Emotive Behavioral Therapy (REBT) and behavioral counseling approaches. Meanwhile, classical guidance and reality counseling approaches have been relatively less studied compared to other approaches.

Table 3. Categories of Counseling Approaches/Techniques

No	Counseling Approach/Technique	Research Papers	Number
1	CBT/REBT (cognitive restructuring, self-management)	Abdillah and Fitriana (2021); Yusran (2023); Erfantinni et al. (2016)	3
2	Konseling Behavioral (shaping, self-management)	Triandini et al. (2022); Abdillah and Fitriana (2021); Asri & Kadafi (2020); Prasetya and Nurjannah (2021)	4
3	Self-Regulated Learning (SRL) Training	Latifah (2018); Sarajar (2016); Khoirunnisa et al. (2021)	3
4	Bimbingan Kelompok (discovery learning, PBL)	Ramadhani and Sari (2018); Dewinta and Prasetiawan (2022)	2
5	Konseling Berfokus Solusi/Konseling Singkat	Muyana (2018)	1
6	Intervensi Internet-based/Hybrid Counseling	Turner and Hodis (2023); Rozental et al. (2018)	2

The prevalence of CBT/REBT and behavioral counseling approaches in the reviewed studies suggests that these two approaches are considered effective for addressing the thought patterns and behaviors of delay that lie at the core of academic procrastination. CBT/REBT approaches generally focus on restructuring the irrational thoughts underlying procrastination, such as the belief that a task must be perfected before it is started, whereas behavioral counseling through techniques such as shaping and self-management places greater emphasis on gradually and systematically developing more adaptive study habits. These findings are further supported by the case study by Daniati et al. (2026) which demonstrated that the application of Cognitive Behavioral Therapy in individual counseling effectively addresses undergraduate thesis procrastination, reinforcing CBT's position as one of the most widely adopted approaches for addressing academic procrastination at the higher education level.

The effectiveness of behavior modification-based approaches is also evident in the context of other behavioral issues, as seen in the study by Choiri et al. (2026) which found that behavior modification-based group counseling using social skills training techniques effectively prevents "phubbing" behavior among college students, demonstrating the flexibility of behavioral approaches in addressing various forms of problematic behavior within the college student population. Conversely, the limited number of studies using classical guidance or reality counseling approaches may present a gap for researchers and guidance and counseling practitioners to develop and test the effectiveness of these two approaches, particularly in the context of graduate students, who have different characteristics and needs from those of high school students and undergraduate students.

Results of RQ2: Research Design and Data Collection Techniques

Based on Research Question 2 (RQ2) regarding research design and data collection techniques, the results categorized the papers according to their design and data collection techniques. The results shown in Table 4 indicate that the most commonly used research design was the quasi-experimental one-group pretest-posttest design, with data collection techniques consisting of questionnaires or procrastination scales.

Table 4. Categories of Research Designs and Data Collection Techniques

No	Research Design/Data Collection Technique	Number of Subjects/Sample	Research Papers	Number
1	Quasi-experimental single-group pretest-posttest (procrastination scale)	22 students	Triandini et al. (2022)	1
2	Quantitative descriptive questionnaire/scale	229 students	Asri (2018)	1
3	Correlational questionnaire/scale	Varies (± 100 –300)	Latifah (2018); Khoirunnisa et al. (2021)	2
4	Systematic Review/Meta-analysis (synthesis of other studies)	21–27 studies	Sarajar (2016); Turner and Hodis (2023); Muyana (2018)	3
5	Qualitative (interviews & meta-synthesis)	Not specified	Aziz (2015); Muyana (2018)	2
6	Pre-experimental one group pretest-posttest	Varies	Yusran (2023); Erfantinni et al. (2016)	2
7	Quasi-experimental group counseling	Bervariasi	Abdillah and Fitriana (2021); Asri and Kadafi (2020); Prasetya and Nurjannah (2021); Ramadhani and Sari (2018); Dewinta and Prasetiawan (2022)	5

The tendency to use quasi-experimental one-group pretest-posttest designs or pre-experimental designs in the majority of studies indicates that testing the effectiveness of guidance and counseling services for academic procrastination is still largely conducted on a small scale and in limited contexts, without a control group. This situation has the potential to reduce the internal validity of the research results, as the observed changes in procrastination scores are not necessarily solely due to the intervention provided but may also be influenced by other factors, such as the testing effect. The predominant use of questionnaires or procrastination scales as data collection methods also indicates that measurements still rely on self-reports, which carry the risk of social desirability bias among respondents. Therefore, future research should consider using experimental designs with control groups as well as data triangulation, for example, through interviews

or behavioral observations, to ensure more reliable results, particularly among graduate student populations, which are relatively small in each academic program.

Results of RQ3: Factors Influencing Academic Procrastination

Based on Research Question 3 (RQ3) regarding the factors influencing students' academic procrastination, the results were categorized by the factors influencing procrastination. The results shown in Table 5 indicate that self-regulated learning is the most frequently studied factor and one of the factors most frequently reported as influences students' academic procrastination. Next, self-efficacy was the second most common factor, and social support/advisor relationships were the third most common factor.

Table 5. Categories of Factors Influencing Academic Procrastination

No	Factor	Research Paper	Number
1	Self-Regulated Learning	Latifah (2018); Sarajar (2016); Muyana (2018); Khoirunnisa et al. (2021)	4
2	Self-Efficacy	Muyana (2018); Aziz (2015)	2
3	Social Support/Relationship with Advisor	Aziz (2015); Muyana (2018); Khoirunnisa et al. (2021)	3
4	Academic Anxiety	Muyana (2018)	1
5	Perfectionism	Muyana (2018)	1
6	Task Aversiveness	Aziz (2015); Muyana (2018)	2
7	Time Management	Asri and Kadafi (2020); Muyana (2018)	2
8	Learning Environment Conditions (Online/Pandemic)	Triandini et al. (2022); Khoirunnisa et al. (2021)	2

The finding that self-regulated learning is the most widely studied factor influencing academic procrastination aligns with the view that procrastination is essentially a failure in self-regulation, not merely a matter of time management. Students with low self-regulation tend to have difficulty setting goals, monitoring progress, and evaluating their learning achievements, making them more prone to delaying academic tasks. Furthermore, the emergence of self-efficacy and social support/relationships with academic advisors as the next dominant factors indicates that academic procrastination among graduate students is not solely an individual issue but is also influenced by the quality of relationships and the academic climate within the program. The perceived unpleasantness of tasks (task aversiveness) was also found to contribute to students' tendency to postpone academic tasks, as revealed in a study by Syahrian et al. (2022) on undergraduate students. These findings suggest that guidance and counseling services for graduate students should ideally not only focus on improving individual self-regulation skills but also involve strengthening communication and the mentoring relationship between students and their academic advisors.

Summary of Data Analysis Results

Based on the results of each research question (RQ), information has been obtained regarding counseling approaches, data collection designs and techniques, and factors influencing academic

procrastination among college students, which have frequently emerged and been studied by researchers from 2015 to 2026.

Table 6. Categories with the Highest Frequency of RQ

RQ	Aspect	Category with the Highest Frequency
1	Counseling Approaches/Techniques	CBT/REBT and Behavioral Counseling
2	Data Collection Design & Techniques	Quasi-experimental, questionnaires/procrastination scales
3	Factors of Academic Procrastination	Self-Regulated Learning

Overall, the results of this study indicate that the answers to the three research questions are interrelated: the most widely studied counseling approaches (CBT/REBT and behavioral) are essentially designed to address self-regulation factors that have been shown to have the most dominant influence on academic procrastination, and their effectiveness has largely been tested through small-scale quasi-experimental designs. However, this review also has limitations: the sources of the journal articles reviewed are still limited to three databases (Google Scholar, Garuda, and ScienceDirect), and the number of studies specifically targeting graduate students remains relatively small compared to research on other educational levels. Therefore, this study needs to be supplemented with further primary research that specifically tests the effectiveness of various counseling approaches among a population of graduate students using stronger research designs.

CONCLUSION

Based on the results of this study, it can be concluded that, according to the Systematic Literature Review (SLR), the most frequently studied counseling approaches are Cognitive Behavioral Therapy (CBT)/Rational Emotive Behavioral Therapy (REBT) and behavioral counseling. The most commonly used research design and data collection techniques were the quasi-experimental design, employing questionnaires or academic procrastination scales. Self-regulated learning was the most frequently studied factor associated with academic procrastination among students, including at the graduate level, is self-regulated learning. In addition, several other factors were found to be associated with academic procrastination, namely self-efficacy, social support, the relationship with the academic advisor, academic anxiety, perfectionism, task characteristics, time management, and the learning environment. It is hoped that the results of this study can serve as a reference for guidance and counseling practitioners in the graduate school setting to develop more appropriate and effective intervention programs to reduce academic procrastination among students.

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