

Exploring Students' Academic Procrastination at Indonesian Senior High School in Indonesia

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ABSTRACT

Academic procrastination has been considered one of the most prevalent issues hampering students' academic achievement. It is the intentional postponement of academics and activities, despite the procrastinator's awareness that this is detrimental to the learning process. To delve into this particular issue, the researchers examined the causes of academic procrastination and the strategies provided by teachers to deal with students' academic procrastination. A qualitative approach was utilized to investigate the issue by using an interview data collection technique. The investigation was conducted at Senior High School 7 Banda Aceh, Indonesia. Three teachers and 5 students were involved in this qualitative research. Findings indicated that two factors caused students' procrastination, internal and external factors, are poor time management, students' health condition, social media addiction, and task aversiveness. Teachers implement several strategies to deal with these conditions, including giving motivation, setting up a better schedule or time management, and collaboration between teachers and parents

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Introduction

Procrastination is the habit of putting off tasks that need to be completed on time. According to Steel (2007), procrastination is a conscious behavior of putting off work that needs doing, although aware of the negative consequences in the future. Procrastination has a negative impact on individual performance, as procrastinators tend to rush through tasks when faced with a deadline. Procrastination is a common phenomenon in academic settings. It has been studied extensively from different theoretical perspectives, and numerous causes and consequences have been proposed. Recent research supports the

idea that academic procrastination can be viewed as a situational problem and a failure of self-regulated learning.

Academic procrastination is the act of delaying tasks and activities related to the learning process. According to Steel and Klingsieck (2016), academic procrastination is the intentional postponement of academics and activities, despite the procrastinator's awareness that this is detrimental to the learning process. Similarly, Senécal, Julian, and Guay (2003) defined academic procrastination as an irrational tendency to procrastinate at the beginning or end of academic tasks. Pychyl and Sirois (2016) defined academic procrastination as the habit of avoiding or delaying academic work, even when it is important or urgent. This behavior can lead to discomfort or even depression when faced with a deadline and poorer performance. It is a detrimental habit that reduces motivation to learn, causes a decrease in academic grades, and can even lead to fatal failures such as dropping out of school (Gorosit and Hen, 2021).

Therefore, in order to help students overcome their procrastination tendencies, interventions should target both situational factors and self-regulation deficits (Zacks & Hen, 2018). Particularly among students, chronic procrastination appears to be problematic. According to Kim and Seo (2015), many studies show that procrastination affects students' grades and well-being, with serious consequences for academic performance. Task procrastination is a common problem that students and people experience (Sudirman, Reza, Yusri, Rina, and Bah, 2023). Some procrastinators often feel guilty after procrastinating, even some of them postpone the behaviour like a disease that takes over their lives. Procrastination can have a detrimental effect on performance and is linked to poorer mental health. Recurring procrastination often leads to stress, worry, and feeling guilty. Furthermore, it is associated with fewer instances of seeking mental health support and increased treatment delays, resulting in greater distress and the worsening of illness (Rozental & Carlbring, 2014).

Several studies related to academic procrastination showed that the main internal factor causing academic procrastination is students' physical condition, while the school environment is the external factor that most affects students' academic procrastination (Candra, Wibowo, and Setyowani, 2014; Wulandari, Fatimah, and Suherman, 2021). Their findings found that students struggle to understand their instructors' material, which

hinders their progress. Additionally, a lack of self-confidence is another inhibiting factor. In addition, poor time management and difficulty balancing assignments with other commitments worsen the problem (Muluk et al., 2021). Moreover, the monotony of online learning from home can cause students to feel bored. The lack of parental guidance, motivation, and encouragement to study diligently, along with limited signals, mobile phones, and internet quotas, also contribute to this phenomenon.

Another study by Zainuddin and Saputra (2022) discovered that guidance and counselling teachers have played a role in providing direct and indirect services to overcome academic procrastination, and the main factors causing academic procrastination are physical health conditions, students' psychological conditions, parenting patterns, and the influence of peer association. A study conducted by Ndruru, Zagato, and Laia (2022) found that students engage in various forms of academic procrastination, including submitting assignments late, delaying the completion of assignments, and postponing study time. Both internal and external factors affect academic procrastination. Internal factors include laziness, boredom, and poor time management skills, while external factors include the lack of parental support for learning activities and inadequate home facilities, as well as peer pressure. Guidance and counseling teachers can help prevent and address academic procrastination by providing support and understanding to students.

Based on previous studies, the researchers are interested to find the causes of academic procrastination and the role of the teachers in overcoming students' academic procrastination within the context of EFL learners at one of senior high schools in Aceh, Indonesia. specifically, the researchers would like to examine: 1) the causes of academic procrastination experienced by students, and 2) the treatment provided by teachers to deal with students' academic procrastination?

Literature Review

Academic Procrastination

Students will consistently encounter assignments in school or college. The academic disposition of a student is inherently linked to the assignments assigned by every lecturer or instructor in each respective course. The substantial workload of college and school coursework imposed on students often leads to academic procrastination

among pupils. Some experts interpret procrastination negatively and pessimistically. Balkis & Duru (2007) stated that procrastination is an interactive occurrence in which one disregard or delays a timely attendance to an obligatory assignment or judgment. Fajhriani (2020) states that students are susceptible to academic procrastination. On nearly every occasion, students are required to perform or finish their academic tasks. These are the factors that can contribute to academic procrastination. Therefore, students face a substantial likelihood of delaying their lecture assignments. Indeed, certain students require assistance in effectively managing their time and have challenges in fulfilling their assigned duties. Consequently, a significant number of the tasks assigned to him required completion, encompassing both the acquisition of knowledge and the completion of assignments.

Procrastination is often regarded as a chronic and enduring condition, yet one that can be mitigated to a more typical level. However, certain experts argue that procrastination can be effectively addressed by modifying students' behaviour, specifically their cognitive processes and motivation (Prawitasari, 2012). Procrastination is the outcome of a blend of scepticism regarding students' competence to complete a work, an incapacity to postpone gratification, and attributing fault to external factors rather than oneself.

Factors of Academic Procrastination

There are two elements that exert influence on individuals' tendency to procrastinate, internal and external elements. Internal elements originate from the students themselves, whilst external influences stem from the surrounding environment, including friends, family, time, and technology. It is a well-established fact that every activity is influenced by certain factors. It is akin to academic procrastination. Internal Factor

Internal meaning comes from the students' themselves such as their inner thought and feelings. One of which is perfectionism.

Rice, Richardson, and Clark (2012) state that a perfectionist is inclined to set high goals or ambitious objectives. Occasionally, the criteria are impractical and challenging to accomplish. Perfectionism is a contributing factor to academic procrastination. A perfectionist only thinks about how to do something perfectly and get the best results.

This is a significant matter to a perfectionist. Nevertheless, they often do not realize it and assume it must be fulfilled.

Another internal factor is self-efficacy. Baharak et al. (2014) define self-efficacy as an individual's personal belief in their ability to successfully complete a task and take responsibility for it. Belief serves as the foundation for everything, as it has the potential to motivate and inspire individuals. Hence, self-efficacy plays a crucial part in successfully doing a task. According to Hajloo (2014), a strong belief has the power to impact the selection of tasks, the level of effort exerted, and the level of dedication to academic pursuits. According to Witen and Martinez (2005), motivation plays a crucial role in enhancing an individual's persistence and speed in completing assignments. Many students need more confidence and feel they cannot complete their assignments. That is why self-efficacy is one of the main internal factors that a student must have by a student.

a) External Factor

These characteristics are influenced by the surrounding environment of the students. It can be attributed to environmental factors, such as the teacher's role and task aversiveness to the assignment. Task aversiveness is one of the external factors leading to procrastination. According to the Oxford Dictionary, aversive refers to a state of opposition towards something. Opposing is synonymous with a disagreeable sensation. When faced with academic procrastination, students who have negative feelings towards their assignments are more likely to engage in academic procrastination. According to Steel, individuals are more likely to shun assignments that they despise and instead choose for activities that are more stimulating. Students who strongly dislike or are averse to a certain assignment are more likely to procrastinate in completing it. Another external factor triggering students' procrastination is teachers' role. According to Witen and Martinez (2005), teachers are responsible for imparting knowledge to students. The teacher's actions, words, and inquiries have a significant impact on the student's psychological state. In addition to addressing psychological issues, the programme also covers the issue of academic procrastinating tendencies.

A teacher is the most prominent role for the students in the class. The way they organize the effectiveness in the teaching and learning process will influence students'

interest. So, as a teacher, they have to build up a good environment and form students' behavior better. The critical point is that the students can feel comfortable with their teachers and respect them while trying to do their best for assignments or tasks.

Finding and Discussion

Findings

This study aims to analyse the causes of academic procrastination experienced by EFL students and the treatment that teachers provided to reduce students' academic procrastination. The participants were five students in their second year at SMA Negeri 7 Banda Aceh and three English teachers in the same school. One-on-one interviews were conducted to obtain the data. Furthermore, during the interview, the researcher communicated using English and Indonesian. It aims to get more information from the research participants and to avoid misunderstanding. Then, the participants were labelled as S1 for Student 1, S2 for Student 2, and so on. Teacher as participant also labelled as T1 for Teacher 1, T2 for Teacher 2, and T3 for Teacher 3.

1. The Causes of Academic Procrastination experienced by Students

Based on the interview, some factors affect EFL students' academic procrastination. Those factors are time management, physical factor, internet addiction, and difficulties/misunderstanding.

Time management

The first factor that causes EFL students' academic procrastination is time management. Time management is closely linked to academic procrastination. In this study, students mentioned that they procrastinate due to various other activities.

S1 explained :

Because there are other activities that make me have to postpone the assignment, such as activities outside of academics, namely extracurricular activities.

S2 also stated :

My parents want me to not neglect religious knowledge, so I go to majlis ta'lim every night. It's honestly quite tiring, and although sometimes I steal time to do assignments during other activities, because of the many tasks and busy schedule, I often postpone some other tasks.

Based on the responses, students mentioned that they have difficulties in managing their time. Some of them prioritize other activities.

In other responses, students also stated that they prefer to do the assignment on the due date because the deadline is still far away.

S4 said :

The deadline is still far away, so I don't need to do the assignment as soon as possible.

S5 also said :

I always think that I have more time to finish my homework. Suddenly, I realize the deadline is approaching.

On the other hand, some students intentionally procrastinate, as mentioned by S4, who feels more comfortable working on assignments at the last minute.

S3 also stated :

I find working on assignments at the last minute more enjoyable because all the ideas come suddenly. If I work on them early, I don't even think of ideas like that. However, I also feel pressed because of the deadline.

In conclusion, students face struggles in managing their time, resulting in procrastination. The reasons include having other prioritized activities, underestimating distant deadlines, and intentionally working on tasks at the last minute. Ultimately, they face difficulties due to time constraints.

Physical factors

The second factor is physical factors which are related to students' physical health. As stated below:

S2 stated :

When feeling dizzy, I choose to postpone all tasks.

S1 claimed :

Because I'm tired, when I come home from school, I feel tired so I prefer to rest and postpone my assignments for a while. When I realized it was getting late, the feeling of procrastination became more dominant.

S3 said :

If I have other activities, I usually feel too tired to do assignments, so I postpone all my assignments, and I choose to take a rest. The assignments could be done when I feel fresh.

S4 explained :

Because of the busy and monotonous schedule, I often feel easily tired. When I'm physically unfit, I have to think hard and sometimes find it difficult to concentrate. This makes it difficult for me to work on assignments, so I postpone them until I feel more focused.

Based on the responses above, there are several main factors affecting students' physical well-being that contribute to procrastination. These factors include fatigue and headaches, which make it difficult for them to focus on tasks and choose to rest instead.

Social media addiction

All students agree that the biggest factor contributing to procrastination is influenced by gadgets, where students spend time on social media. As stated below:

S4 said :

But I end up putting it off for hours because I'm inattentive due to gadgets.

S5 also said :

Often due to negligence with gadgets and also because of the influence of the environment that many people around also postpone tasks.

In addition, S3 added that the factor of social media is the main cause of procrastination.

S3 claimed :

I'm addicted to social media, I can spend hours scrolling through TikTok, Instagram, or Twitter.

The opinions of the students above indicate that they spend a lot of time on social media. Then, they decide to postpone doing tasks until the deadline. In this case, social media is highly addictive, causing individuals to neglect their obligations. Social media becomes a very difficult distraction to avoid.

S1 explained :

When doing tasks, I enjoy doing it while chatting with friends. I ask some questions about the tasks, but the downside is I find it difficult to resist the distraction from the fun of chatting with friends. Before I knew it, I spent hours chatting and ended up falling asleep without completing the tasks

S2 also explained :

I like to explore TikTok, there are many useful short videos, including helping with tasks. But while scrolling, there are also many interesting videos, so I get distracted and end up not completing the tasks

Social media is very helpful in many ways, such as increasing knowledge and making it easier for everyone to know the latest news. However, social media can also have negative effects if not used properly, such as causing neglect and addiction to social media.

Task Aversiveness

Task aversiveness is a term that refers to the level of discomfort or unpleasantness of a task or job. Based on the interview, students feel that the assignments are too hard. They haven't fully understood the lessons, so they choose to postpone doing the tasks.

S1 said :

The assignment is too difficult, I don't understand it.

S2 also said :

I don't understand the assignment, sometimes I even work on it at school on the day it's due.

S4 explained :

I don't understand the material taught by the teacher, I also don't understand the assignment instructions.

The opinions above indicate that students have difficulty completing assignments. They don't understand the learning material and are not interested in the subject.

S3 claimed :

For me, English lessons are boring and a bit difficult. The verbs or vocab are a little difficult for me to understand and others. And also when giving material from the teacher and directions for doing assignments it is difficult for me to understand.

In conclusion, procrastination can also occur if students find it difficult to understand the tasks, so they choose not to do difficult tasks and opt for other enjoyable activities.

2. Teachers' Strategies to reduce students' Procrastination

Students' procrastination is an ever-present issue in the classroom. As a teacher, finding a solution to this problem is imperative. There are several things that teachers can do to address students' procrastination.

Giving motivation

Motivation is crucial, as teachers observe that students often lack motivation in school-related matters, such as completing school assignments. In every classroom, there are always students who engage in academic procrastination, as they lack motivation and feel lazy.

T1 explained :

From my perspective, students procrastinate because of laziness. However, they also frequently experience boredom with numerous tasks from other subjects, leading them to intentionally postpone their work by engaging in more enjoyable activities. Despite my efforts to motivate them, I believe they should also cultivate self-motivation. On the other hand, teachers also mentioned their strategy for providing motivation, which involves giving advice continuously in a more personal and private manner.

T2 stated:

As an English teacher, I often remind and advise students to do their assignments. If it doesn't work, then I make the decision to discuss this with the student's homeroom teacher.

T3 also stated :

I also try to motivate students by experimenting with different learning methods so that they don't get too bored with the monotonous learning system. However, students also need to strive for learning methods that are enjoyable and suitable for themselves because every individual has unique learning needs.

Boredom and fatigue often occur in all activities, including the learning process. Therefore, both teachers and students must make efforts together to address them.

Setting a schedule

Students are expected to complete their assignments without procrastinating until the last minute. Teachers will guide students to create schedules or notes for their assignments. This approach is intended to help students work on their tasks gradually.

T1 explained:

I often remind students to complete assignments and sometimes provide them with a considerable amount of time to submit them.

T2 also explained

I instruct students on effective time management techniques and tips to help them remember assignments easily and work on them efficiently.

T3 claimed:

I rarely assign homework; instead, I frequently give in-class exercises that must be completed on the same day.

From the teachers' answer, it can be concluded that the teacher is active in reminding students to complete assignments, providing guidance on time management, and preferring to assign tasks in class rather than at home. The goal is to help students manage their time effectively and enhance learning effectiveness in the classroom.

Collaborations of teachers and parents role

The teacher endeavor to regularly remind students who procrastinate about their assignments. The role of parents becomes the final step in efforts to reduce student procrastination. After several attempts that yield no success, the role of parents will be implemented. Teachers will communicate with students' guardians to address the issue of student procrastination. These efforts are aimed at encouraging parents to take a role in monitoring their children as well.

As stated by teacher 1:

My role as a teacher is to motivate students, but if procrastination persists, every subject teacher can address the issues on a specific form provided to report teaching and learning constraints. This information will then be forwarded to the students, serving as the first warning. At this stage, students make agreements with subject teachers and both parties sign the form. If this proves ineffective, the matter will be handled by the class teacher. If there is still no improvement, it will be escalated to guidance and counseling teachers for mediation, involving parents.

T2 also stated :

I generally warn each student, and if it's not effective, I counsel them individually, asking about their challenges, which is quite effective. However, in some cases, I have to report to the class teacher for follow-up

T3 explained :

Since there is no significant procrastination in my class, I don't need to communicate about procrastination with parents, although occasionally concerned parents will proactively contact me to inquire about their child's well-being.

Parents play a crucial role in addressing students' academic procrastination. They shape their children's attitudes towards work and time management, provide support and guidance, and facilitate communication with teachers to address issues promptly. Ultimately, parental involvement is key in helping students develop the discipline and skills needed to overcome procrastination and succeed academically.

Discussion

This research aimed to find out the factor of students' academic procrastination and teachers' strategies to reduce academic procrastination among EFL students in SMAN 7. This discussion is based on the result of the interview of 8 participants, there are 5 students and 3 teachers. In this part, the researcher provides the discussion, then answers the research questions, and relates all the explanations with theory and previous study.

2. *The Causes of Academic Procrastination experienced by Students*

The first research question concerns the causes of academic procrastination experienced by students. The responses indicate that four major factors cause their procrastination: a lack of time management, students' health conditions, social media addiction, and difficulty with tasks.

The most common factor causing students to procrastinate is their inability to manage time effectively. The responses highlight reasons for students' time management struggles, such as extracurricular activities and religious obligations competing with academics. There is a need for improved prioritisation skills. Additionally, some students procrastinate due to distant deadlines, leading to later stress. While some find last-minute work creatively stimulating, it also brings pressure. Time management is a controlled practice process or a specific activity over time for the purpose of performing specific tasks or actions. In short, it is the ability to optimally organise, plan, and use time for specific tasks (Dimitrova & Ali-Mncheva, 2018; Muluk et al., 2021). Therefore, the higher the time management skills, the lower the level of student procrastination. Conversely, the lower the time management skills, the higher the level of procrastination in thesis preparation.

The physical condition of students also influences their tendency to postpone academic work. Four out of five students stated that physical fatigue is a factor in their procrastination. Some prioritize rest to recharge before tackling tasks, while others struggle with concentration due to fatigue. Academic burnout is a common condition among students. Excessive learning activities perceived by students will trigger and lead to various issues, starting with academic burnout. Excessive pressure on students can cause unhealthy levels of stress. The consequences of excessive stress can lead individuals to experience physical ailments, fatigue, feelings of falling behind in work, depression, and despair (Roza, 2018).

Excessive use of social media also impacts students' procrastination. The students' statements indicate a prevalent issue of spending excessive time on social media platforms, leading to procrastination and task delays. S4 and S5 attribute procrastination to gadget distractions and environmental influences, while S3 highlights social media addiction as a primary cause. This addiction makes individuals prioritize social media over their responsibilities, making it challenging to avoid. Additionally, S1 and S2 discuss how chatting with friends or scrolling through TikTok can lead to procrastination, as the enjoyment of these activities outweighs the focus on completing tasks. The widespread use of social media can affect time management for everyone if not managed properly or if addicted to social media. According to Anreassen and Pallsesen (in Wulandari 2020), social media addiction is a condition in which individuals excessively focus on social media, have a strong desire to continue using it, and spend a lot of time and energy accessing it, ignoring other aspects such as studying, communication, and even physical health. This can affect student activities or waste time, leading to negligence in tasks due to excessive focus on using social media. The resulting impact is delayed work or, in psychological terms, procrastination.

Another factor influencing students' procrastination is task aversiveness. The students' statements reveal a common challenge in understanding and completing assignments. S1, S2, and S4 express difficulty comprehending the material and instructions provided by teachers, leading to struggles with task completion. Additionally, S3 highlights a lack of interest and difficulty in grasping English lessons, particularly with complex vocabulary and instructions. According to Sedarmayanti, capability is a capacity possessed by

individuals to perform various tasks within their job (Mahardika, 2019). Students' self-efficacy beliefs can emerge when they understand the subject matter well and take notes on the explained material, thereby not experiencing difficulty when completing academic tasks (Muyana, 2018).

3. *Teachers' strategies to reduce and overcome students' procrastination.*

Based on the responses, there are three strategies that teachers can employ to address students' academic procrastination: providing motivation, establishing schedules, and giving reminders. The primary strategy for teachers is to provide motivation for students who procrastinate. They explain the reasons behind students' task procrastination and methods to tackle them. Some students delay tasks due to laziness or boredom, while teachers offer personal support to motivate them, sometimes through collaboration with colleagues. Educators aim to diversify learning methods, yet students also need to discover engaging learning approaches that fit their needs. Overall, overcoming task procrastination necessitates a combination of external motivation, intrinsic drive, diverse learning experiences, and collaboration among educators. Sardiman (in Sundaroh, Sobari, & Irmayanti, 2020) asserts the role of motivation in learning, which can foster enthusiasm, joy, and eagerness in learning. Therefore, individuals with high learning motivation are unlikely to procrastinate, as it can hinder their goal achievement and disrupt academic activities.

Another teachers' strategy is setting schedules for the students. The findings reveal diverse teaching strategies to support student task management and time management skills. T1 emphasizes regular reminders and occasionally extending deadlines, aiming to prevent procrastination. T2 focuses on directly guiding students in effective time management and task completion techniques. Conversely, T3 opts for in-class activities with same-day deadlines, promoting immediate engagement and reinforcing learning concepts. These approaches collectively aim to empower students to take ownership of their academic responsibilities and become more organized and efficient in their studies.

Last strategies is teachers collaborate with parents to reduce students' academic procrastination. The statements reveal collaborative efforts among teachers, parents, and guidance counselors to address student issues such as procrastination. T1 outlines a systematic approach, escalating matters to the class teacher and involving parents if

needed, ensuring comprehensive resolution. T2 emphasizes communication with parents through the guidance counselor, ensuring their involvement in finding solutions. Conversely, T3's proactive classroom approach reduces the need for direct communication with the homeroom teacher, but occasional parental inquiries demonstrate a supportive relationship. These findings highlight the importance of collaboration in addressing student challenges and fostering a supportive learning environment. According to Ferrari (Wahyuni, 2015), two factors influence procrastination behavior: external and internal factors. External factors include physical health, affecting individuals in completing their tasks, and psychological conditions, while external factors encompass family environments such as parenting styles, parental concern, societal environment, and school environment. Parental concern has psychological effects on children's learning activities. With parental concern, children will be more enthusiastic and diligent in their learning tasks, and motivated to learn, making it easier for them to complete tasks because they know that it's not only themselves who have the desire to progress, but also their parents. The quality of a child's achievement will influence their future educational development. With parental concern in providing motivation and enthusiasm to their children in the educational process, it can certainly improve their learning achievement. This is consistent with Slameto's (Anisa, 2019) assertion that parental concern for their children's education is one of the responsibilities and obligations of parents

Methods

Research Design

The researchers used qualitative research in this study to gain a deeper comprehension of the subject matter. The research was conducted at Senior High School 7 in Banda Aceh, Indonesia. Respondents were English teachers and second-year students at Senior High School 7 in Banda Aceh. The purposive sampling strategy was employed since not all samples meet the criteria of the phenomenon being examined.

Population and sample

There were 5 English teachers and 281 second-year students at Senior High School 7 in Banda Aceh. The researchers employed purposive sampling to select respondents for

the research. Therefore, the researcher selected 3 English teachers with approximately ten years of experience in teaching English and 5 students who had or often committed academic procrastination in English subjects. The academic procrastination exhibited by these 5 students included frequently completing assignments at the last minute, submitting assignments late, and occasionally failing to submit English assignments given by their English teachers. Furthermore, the researcher selected students in their second year of high school for interview, as they have already undergone at least one year of learning and received assistance from teachers in overcoming their academic procrastination at SMA Negeri 7 Banda Aceh.

Data Collection

Data gathering methods might encompass several approaches such as observing specific occurrences, conducting interviews, and administering questionnaires (Creswell, 2014). Within the context of this study, the researchers utilized interviews as a data gathering method in which questions are asked to interview subjects verbally to obtain precise and impartial information. Hence, it is imperative to establish coordination between the interviewer and the interviewees to successfully conduct the interview.

Conducting the interview allows the researcher to acquire more comprehensive information that cannot be obtained by observation alone. The interview was performed in a one-on-one format, with the researcher directly posing questions to a single interviewee to gather data (Creswell, 2012). The researchers individually contacted the individuals, with every interview lasted for 10-15 minutes. Prior to commencing the interview, the researchers initially provided the participants with concise information regarding the study's history, objectives, importance, research methodology, and the safeguarding of participants' confidentiality.

Data Analysis

The researchers methodically analysed the data acquired from interviews. Data analysis is the transformation of data into a more comprehensible format. Qualitative data analysis is conducted using an inductive approach. Research begins with factual facts. The researcher conducts firsthand observations of the field, systematically examines, analyses, interprets, and deduces conclusions from the observed events in the field. The researcher concentrates on analysing the data collected from the field. Based

on this data, the researcher conducted an analysis to derive conclusions, which subsequently formed the study outcomes.

The researcher conducts data analysis using the Miles and Huberman framework consisting of a series of interactive models that encompass four distinct steps: data gathering, data reduction, data display, and conclusion drawing/verification (Miles et al., 2014).

Conclusion

This study presents students' academic procrastination. It focused on finding out the factors of students' academic procrastination and teachers' strategies to reduce students' procrastination at SMA Negeri 7 Banda Aceh. The findings highlight two main points. The interviews revealed that participants mentioned four factors of the causes of their academic procrastination such as the lack of time management, physical factors, addiction of social media, and task aversiveness.

Teachers revealed some strategies that they have applied to reduce students' academic procrastination, including giving motivation, setting the schedule or deadline to students, and collaborations between teachers and parents.

In conclusion, the researcher found that there are three internal factors and one external factor that causes students to procrastinate. The internal factors are the lack of time management, physical factors, addiction of social media. Meanwhile the external factor is task aversiveness. In addition, teachers have implemented quite effective strategies to reduce student procrastination such as providing motivation, scheduling students' tasks, as well as collaborating with the guidance counselor and parents to enhance students' enthusiasm in learning and completing assignments.

The conclusion should summarise the main state of play at the point of writing and consider the next steps. Summarise and conclude, restating the main argument and presenting key conclusions and recommendations—state how your findings/new framework can be applied in practice. Explain what the implications are for further research.

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