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Academic Procrastination in Junior High School Students: A Descriptive Study in Bantaeng Regency, Indonesia

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Abstract: Academic procrastination is a common issue among adolescents and has the potential to hinder academic achievement and the development of learning skills. However, contextual descriptive mapping at the regional level, including in Bantaeng Regency, remains limited. This study aims to describe the level of academic procrastination among junior high school (SMP) students in Bantaeng Regency. The research employed a quantitative descriptive approach involving 360 students from grades VII–IX as participants. Procrastination was measured using an 8-item Likert scale with a score range of 1–5, and the Procrastination Index was calculated based on the average score of each item, where higher scores indicate higher levels of procrastination. Data were analyzed using descriptive statistics and categorized into low, moderate, and high levels. The results showed that 0.0% of students were in the low category, 16.4% in the moderate category, and 83.6% in the high category, with the high category being the most dominant in the studied population. Academic procrastination was found to be relatively high, particularly in activities requiring planning skills, persistence, and time management. This study provides a contextual descriptive mapping of academic procrastination in Bantaeng Regency, serving as an initial basis for schools and policymakers to design more targeted and effective interventions, particularly those focusing on strengthening students' self-regulation, study planning, and time management skills.

Keywords: Academic Procrastination, Self-Regulation, Time Management

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A. Introduction

Academic procrastination is a tendency to delay starting or completing learning tasks despite being aware of the negative consequences. Academic procrastination is a behavioral tendency within individuals to spend time delaying or intentionally not

immediately doing tasks that should be completed (Astuti et al., 2021). According to Husain, et. al., (2023), procrastination is a tendency to postpone and delay the completion of a task or job. This phenomenon frequently occurs among students in early adolescence, particularly those at the junior high school level.

Junior High School is a crucial stage of education because at this level students enter adolescence, generally aged 12–14 years. Adolescence is a transitional period bridging childhood and adulthood. Rahmania et al., (2007) states that this transitional process has the potential to cause stress in adolescents due to various changes occurring within the individual as well as within the family and school environment.

This phenomenon is also commonly found in school settings. In the ongoing learning process, there are still students who tend to delay their work, a behavior known as academic procrastination. Academic procrastination refers to intentional or unintentional delays in learning activities, characterized by habits such as postponing assignments given by teachers, putting off study time, and failing to submit assignments (Husain, et. al., 2023). In the context of schools in regional areas, teachers and school counselors often report an accumulation of assignments near deadlines, high attachment to gadgets during class hours, and difficulties in setting priorities. One form of irresponsible behavior among junior high school students is ineffective learning management in the form of task postponement, where students often delay starting or completing school assignments that have been given (Kuswidyawati & Setyandari, 2023). These findings indicate that academic procrastination does not arise spontaneously but is influenced by certain contributing factors. Students who engage in academic procrastination are estimated to make little use of the available deadlines to complete their tasks. Delays that are not accompanied by adaptive strategies may potentially reduce academic achievement. Bantaeng Regency, with its diverse social, economic, and school ecosystem characteristics, requires a concise, reliable, and relevant baseline map to assess the level of academic procrastination among junior high school students as a foundation for designing targeted prevention and intervention programs.

B. Methods

This study is a quantitative descriptive research aimed at providing an overview of a phenomenon based on empirical data through the processes of data presentation, analysis, and interpretation. Data were collected by analyzing the subjects' response scores on the Academic Procrastination Scale, resulting in a profile of the level of procrastination among junior high school students. The study was conducted in several public and private junior high schools in Bantaeng Regency. Data collection took place in early August 2025 (first week) during class hours/school activities as agreed upon with the respective schools.

The variable of this study is academic procrastination. Operationally, academic procrastination is defined as an individual's evaluation of their behavior in delaying academic tasks, and it is measured through the total score on the Academic

Procrastination Scale. The scale was developed based on the theory of Ferrari (Rahmania et al., 2007), which conceptualizes academic procrastination as consisting of four aspects: (a) delay in starting tasks, (b) delay in completing tasks, (c) slowness during task performance resulting in below-standard performance or even failure to complete tasks, and (d) engagement in more pleasurable activities when one should be working on tasks.

The sampling technique used was stratified proportional random sampling to ensure that the sample represented two types of schools, public junior high schools and private junior high schools, in the context of Bantaeng Regency. The sampling frame was constructed from the list of schools and the aggregate number of students; there were 44 schools with a total of 6,200 students, consisting of 25 public junior high schools (4,852 students) and 19 private junior high schools (1,348 students). Sample allocation was determined proportionally using the formula $n_h = (N_h / N_{total}) \times 360$, with rounding applied to ensure the total met the target. Operationally, selection was carried out in two stages: (1) random selection of classes within each school type according to the proportional quota; and (2) random selection of students from the selected classes until the quota was fulfilled. Inclusion criteria were active students who were present and consented to participate; incomplete responses were excluded from the analysis.

Table 1. Proportional Sample Allocation by Strata

Type of School	Amount	N_H (Population)	Proportion (N_H/N_Total)	N_H (Proportional)	Note
SMP Negeri	25	4852	0.783	282	Proportional rounding to the nearest whole number
SMP Swasta	19	1348	0.217	78	Proportional rounding to the nearest whole number
Total	44	6200	1.000	360	Sample total

The Academic Procrastination Scale was developed by the researcher based on Ferrari's theory (Rahmania et al., 2007). It consists of 15 valid items with a Cronbach's alpha coefficient of 0.848, and item–total correlation values ranging from 0.326 to 0.604. The items on the scale are answered using four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree, scored respectively as 4, 3, 2, and 1. One example item on the scale is: "I prefer to sleep even though there is an assignment that must be submitted tomorrow." This study is a quantitative descriptive research; therefore, data analysis was conducted using descriptive statistics, including grouping subjects' scores into categories determined based on the mean and standard deviation obtained from statistical output, with the assistance of statistical software.

C. Results and Discussion

Normality testing of the Procrastination Index was conducted using the Shapiro–Wilk test on three groups: the overall sample (N = 360), public junior high schools (n = 282),

and private junior high schools (n = 78). The results showed significance values of p > 0.05 for all groups, indicating that the assumption of normality was not rejected. Indicators of distribution shape also supported these findings, as the skewness values were close to zero and kurtosis values were around the reference point. Thus, the use of parametric statistics for descriptive reporting (mean, standard deviation, and 95% confidence interval) was considered appropriate, including descriptive comparison of mean values between groups (public–private) as well as additional segmentation if needed.

Table 2. Normality Test Results

Group	N	Mean	SD	Skewness	Kurtosis	Shapiro-W	Sig. (p)
Entirety	360	3.733	0.19	0.074	-0.393	0.995	0.2279
SMP Negeri	282	3.747	0.191	-0.031	-0.519	0.992	0.1661
SMP Swasta	78	3.683	0.176	0.439	0.81	0.98	0.2610

We then categorized the academic procrastination scores and the frequency of academic procrastination based on the empirical mean and standard deviation. Each subject's score was classified into low, moderate, and high categories. The results of the categorization of subjects' scores can be seen in Table 3.

Tabel 3. Composition of Procrastination Levels

Group	Low	Medium	High
Entirety (n=360)	0 (0,0%)	59 (16,4%)	301 (83,6%)
SMP Negeri (n=282)	0 (0,0%)	47 (16,7%)	235 (83,3%)
SMP Swasta (n=78)	0 (0,0%)	13 (16,7%)	65 (83,3%)

The results of the descriptive analysis indicate that the level of procrastination among junior high school students in Bantaeng Regency tends to be high. The overall mean Procrastination Index was 3.75 (SD 0.20; 95% CI [3.73, 3.77]), with 83.6% of students in the high category and 16.4% in the moderate category. When separated by school type, a similar pattern emerged: public junior high schools (n = 282) had a mean of 3.76 (SD 0.20; 95% CI [3.74, 3.78]), while private junior high schools (n = 78) had a mean of 3.71 (SD 0.19; 95% CI [3.67, 3.75]). There was no meaningful proportion in the low category.

These findings are consistent with the study by Ramadhani et al. (2020), which showed that students at SMA Negeri 1 Muara Sugihan, Banyuasin Regency, who experienced academic procrastination were predominantly in the high category, with an average score of 90.92, indicating a negative direction. Similarly, Setiawati & Nurjanah (2024), in their study at SMP Kristoforus 1, found that some students had high levels of academic procrastination, with a percentage of 5%. Another similar study by Zaki et al. (2023) showed that the majority of Grade IX students at SMP Negeri 27 Palembang were in the high academic procrastination category. These findings align with previous studies indicating that most students tend to have high levels of procrastination. This condition highlights the need for further efforts to reduce procrastination tendencies so that they do not negatively affect students' academic achievement. The most prominent aspects of procrastinative behavior among participants were the tendency to delay starting and completing tasks, as well as the gap between planned intentions and actual implementation

in learning activities.

These findings indicate a consistent pattern across both public and private schools, suggesting that the issue is systemic rather than localized to particular schools. This phenomenon can be observed directly in declining student academic performance. Procrastination is caused by several factors, namely internal and external factors. Internal factors refer to influences originating within the individual, such as motivation, health, intelligence level, and psychological condition. External factors refer to influences originating outside the individual, such as environment, parenting style, and others (Setiawati & Nurjanah, 2024). According to Zakiyah et al. (2022), internal factors include physical aspects such as physiological conditions (e.g., fatigue) and psychological aspects such as personality type and motivation; the higher the intrinsic motivation an individual has when facing a task, the lower the tendency to procrastinate. External factors include influences such as parenting patterns, control and supervision in the family environment, including authoritarian parenting conditions, and school environment factors such as the large number of assignments that must be completed within a similar timeframe. In other words, academic procrastination cannot be separated from the various factors that shape it. These causes may originate from both internal aspects within students and external influences such as parenting styles and school regulations (Setiawati & Nurjanah, 2024). Research by Kartikasari et al., (2022) emphasizes that external factors such as parental support can help students overcome procrastination in completing academic tasks at school. Supriyatno (2022) found that two common forms of procrastination activities among students in school are delaying homework and postponing direct school assignments. This is consistent with findings by Nurlina et al., (2022). On the other hand, academic procrastination can be experienced by all students regardless of their life background. Astuti et al. (2021) reported that there is no difference in procrastination tendencies between males and females from a self-regulation perspective; high scores indicate weak components of planning–self-monitoring and time management. Sari et al. (2022) found that self-regulation and time management are negatively associated with procrastination; when both are low, students are more likely to delay tasks even when aware of academic consequences. In addition to motivational and regulatory factors, Yuanting Jin et al. (2024) revealed that gadget distraction worsens procrastination behavior; smartphone use and distraction increase procrastination, which in turn raises academic anxiety and reduces time management ability, ultimately affecting school activities by lowering discipline and increasing delays.

The tendency of junior high school students in Bantaeng Regency to exhibit procrastinative behavior falls into the high category, especially in activities requiring planning ability, perseverance, and time management. At this developmental stage, students are still in the process of maturing higher-order cognitive functions that regulate, direct, and control their thoughts and behavior, particularly in planning and self-control. This condition makes adolescents more vulnerable to procrastination, especially when faced with tasks requiring high levels of consistency and discipline. This is consistent with the study by Handaru

et al. (2014), which reported that among 50 university students surveyed, the majority admitted to postponing study activities for exams and delaying weekly assignments. Other contributing factors include low intrinsic motivation, perceptions of task difficulty, and learning environments that do not sufficiently support self-regulation. A similar study by Supriyatno (2022) conducted at MTs Al-Bukhori Brebes found that some students showed indications of academic procrastination behavior, including delaying homework, being less responsive to assigned tasks, reluctance to submit assignments on time, a tendency toward laziness in completing exercises, and low learning motivation.

The development of the digital ecosystem in recent years has changed the way adolescents interact with information and engage in the learning process. This digital development has also contributed to the increase in procrastination behavior among students. The expanding digital access across Bantaeng Regency brings two main consequences that are relevant to be examined within the framework of education and adolescent self-regulation. The condition of "always-on availability," characterized by private device ownership, affordable data packages, and the high penetration of social media platforms and online games, has blurred the boundary between study time and leisure time. Students can easily access digital entertainment at night, which results in delayed task initiation and shorter attention spans for academic activities. The use of online games has a significant influence on academic procrastination behavior. Addiction to online gaming is marked by great difficulty for individuals to detach from the game; this dependency produces serious negative effects, one of which is losing awareness of the real world. This can lead them to neglect their primary responsibilities, such as studying during school hours and completing academic tasks (Erawati, 2021).

Online gaming often becomes a primary priority in adolescents' lives and dominates their attention, and individual personality characteristics also play a role in triggering the habit of delaying academic tasks (Sabella et al., 2021). Research by Putri et al. (2023) also found that online game addiction is positively and significantly associated with academic procrastination. In other words, the higher the level of students' dependence on online games, the greater their tendency to delay academic tasks. A similar study by Hadiarni et al. (2024) reported that students tend to use social media during their free or leisure time as a source of entertainment due to the attractive features offered by these platforms. This habit causes students to spend more time browsing social media than completing academic tasks that should be their priority. If this habit continues without supervision, it may reduce students' interest in learning and negatively affect their academic achievement. Asyifak (2023) concluded in a study among students that there is a significant positive relationship between internet addiction and academic procrastination, and a significant negative relationship between future time perspective and academic procrastination. High levels of internet addiction and low future time perspective tend to increase procrastination behavior, whereas lower internet addiction and higher future time perspective tend to reduce academic procrastination.

Meanwhile, parents' digital literacy plays an important role in shaping how children and adolescents use the internet. Research shows that children tend to use the internet more safely and effectively when parents have adequate technological understanding, including functional, evaluative, and content-filtering skills. Parental involvement in regulating and limiting children's and adolescents' internet use has an important relationship with academic procrastination behavior. When adolescents are given full freedom to access the internet without adequate regulation, the risk of digital distraction increases, which may disrupt their self-management abilities, part of executive functions such as planning, impulse control, and cognitive flexibility. Research by Hariyadi & Arliman (2018) confirms that parental digital literacy strongly influences children's and adolescents' internet use patterns. The digital literacy gap among both students and parents limits their ability to establish adaptive device-use rules (rather than total prohibition) and weakens strategies for regulating and managing internet use. It is also important to note that overly strict restrictions without dialogue or guidance may lead to resistance or hidden use among students, which can worsen self-regulation and increase the risk of procrastination. Research by Putri & Suryadi (2023) among students at SMKN 10 Indramayu confirms a relationship between internet addiction and academic procrastination. Meier (2022) found that students' tendency to stay connected to the internet, particularly for social media use, can increase the likelihood of delaying positive activities. These conditions weaken adolescents' ability to delay gratification and maintain commitment to long-term academic goals. However, a study by Fathoni (2024) involving 134 junior high school students reported that social media addiction did not have a significant effect on academic procrastination. Meier (2022) suggests that technology is not the sole determinant; school policies and programs should focus on strengthening planning skills, self-control, and task structure rather than merely restricting social media access.

Academic procrastination is one of the major challenges in modern education. This phenomenon refers to students' tendency to delay completing academic tasks or activities despite being aware of the possible negative consequences. Various studies show that procrastination significantly affects academic achievement, psychological well-being, and character development. Therefore, efforts to reduce procrastination cannot rely solely on individual students but must involve the active role of educational institutions and government as policymakers and facilitators of the education system. Integrating time-management literacy into the curriculum and strengthening the school and family ecosystem play an important role in reducing procrastination. Schools have a fundamental role in shaping students' learning behavior and self-regulation. Through structured learning systems, teachers and educators can help students develop the ability to manage time, set priorities, and cope with academic pressure. Schools can implement learning approaches oriented toward developing metacognitive skills. For example, teachers can integrate time-management and task-planning training into the daily curriculum. In this way, students not only receive academic material but also learn how to organize effective learning strategies. Schools can also create an

academic culture that supports responsibility and discipline in learning. A learning environment that emphasizes punctuality and commitment to tasks can encourage students to internalize the values of hard work and consistency. Teachers play an important role in providing clear instructions, realistic deadlines, and constructive feedback on students' work. When expectations and support are balanced, students feel greater control over their learning process and become more motivated to complete tasks on time. Students who perceive their teachers as having clear expectations and providing consistent support tend to use more active self-regulation strategies, which helps increase their engagement in learning (Wang et al., 2024).

In addition to formal learning, schools can utilize guidance and counseling services to address procrastinative behavior. These services function as a space for students to understand internal causes of delaying habits, such as fear of failure, perfectionism, or lack of intrinsic motivation. School counselors can provide interventions based on positive psychology, such as cognitive-behavioral techniques and self-management training. A study by Yuliantika et al. (2025) at SMP Negeri 1 Kalibaru showed that the application of self-management techniques was effective in reducing academic procrastination among Grade VIII students. Research by Buana & Zulwidyaningtyas (2025) found that the use of cognitive restructuring techniques through group counseling was effective in reducing students' academic procrastination tendencies, demonstrated by improvements in students' ability to manage tasks and transform negative thinking patterns into more productive ones. The findings showed positive behavioral changes, such as reduced delay in completing academic tasks, improved punctuality in submitting assignments, and better ability to organize study schedules and other activities. Group counseling programs can also serve as an effective means of fostering collective awareness and peer support among students. Agustina (2024) concluded that group counseling using self-management techniques significantly reduced students' procrastination levels by improving their self-regulation in completing academic tasks. In group guidance services, students can share experiences, learning strategies, and develop social and emotional skills. According to Selpiani et. al., (2025), guidance and counseling services help students manage time and reduce delaying behavior, as students who participated in counseling programs showed improvement in recognizing the causes of procrastination and building more effective study habits. This social aspect is important because procrastination is rooted not only in cognitive factors but also in the social context in which students interact and experience pressure.

A conducive learning environment also strongly influences students' academic behavior. Schools that provide comfortable learning facilities, adequate access to learning resources, and a positive psychological climate can reduce the tendency toward procrastination. For example, the use of digital technology in learning must be balanced with digital literacy training so that students use devices to support productivity rather than distraction. Kaur (2022) explains that supportive school environments, including learning facilities, social climate, and classroom

atmosphere, have an important influence on students' procrastination behavior. Students who perceive their school environment as more conducive tend to procrastinate less compared to those in less supportive environments. The learning evaluation system in schools also needs attention. Anis et al. (2023) found that learning conditions aligned with students' learning styles can reduce procrastination by increasing student engagement. Evaluations that focus solely on final outcomes often trigger performance anxiety and encourage students to delay tasks due to fear of failure. In contrast, formative and process-based assessment helps students view learning as an ongoing process rather than merely achieving grades. This approach not only reduces psychological pressure but also increases responsibility and active engagement in learning. Case et al. (2021) emphasize that assessment designs focused only on final outcomes without process support may trigger procrastination, whereas formative approaches with feedback can reduce procrastination and promote deeper learning.

Schools also have the responsibility to involve parents in shaping students' learning habits. Effective communication between teachers and parents can strengthen external support for students in managing time and academic responsibilities. Wu et al. (2022) found that when parents regularly support schoolwork, including communication with teachers and involvement in assignments, students' motivation to learn increases. Parents need to be informed about the signs of procrastination and how to assist children without creating excessive pressure. Harmonious collaboration between school and family creates an educational ecosystem balanced between control and emotional support. Hasmar (2024) found that parental involvement in curriculum implementation through structured collaboration with schools plays an important role in increasing their participation in children's education. Effective communication between teachers and parents not only strengthens emotional support but also facilitates monitoring of students' learning activities. Another study by Everitt (2020) found a significant correlation between the level of school-parent collaboration and parental involvement in children's education; when schools actively engage parents, parental participation increases, thereby strengthening external support for students.

Beyond schools, the government plays a strategic role in creating an education system that supports the reduction of procrastination. Education policies that focus solely on academic achievement without considering students' psychosocial aspects may worsen procrastinative behavior. Therefore, policies must balance academic demands with students' mental well-being. The government can integrate character education and psychological literacy into the national curriculum. Ayu et al. (2025) concluded that integrating mental health literacy, stress-management techniques, and social-emotional learning (SEL) into school curricula significantly improves students' emotional resilience, reduces academic stress, and strengthens interpersonal relationships at school. These programs focus not only on moral values but also on developing self-management skills such as self-discipline, perseverance, and time regulation. By explicitly

incorporating these components into the curriculum, students become accustomed to practicing self-control skills from an early stage. The government can also provide professional training for teachers and school counselors regarding intervention strategies for procrastinative behavior. This aligns with Ayu et al. (2025), who emphasized that teacher competence in regulating students' emotional and learning habits is key to reducing procrastination. Such training is essential so educators understand students' psychological dynamics and can provide targeted guidance. Teachers who are able to recognize early signs of procrastination can intervene before it develops into a persistent habit that hinders achievement. Government policy must also consider students' psychological well-being. National programs such as mental health awareness in education can help schools build comprehensive support systems. The government can provide resource support, including professional personnel and infrastructure, to strengthen counseling services in schools. Kirnan et al. (2025) found that school-based mental health education programs improved students' understanding of mental health and opened pathways for help-seeking, highlighting the importance of policy-supported support systems. In addition, the government can develop flexible and adaptive education evaluation systems. Systems that emphasize learning processes and individual development are more effective in reducing procrastination than overly competitive, result-based systems. Alternative assessment models such as portfolio assessment and project-based learning can increase students' intrinsic motivation by providing space for creativity and self-reflection. Vonti (2016) found that evaluation systems emphasizing learning processes and individual development, such as portfolio and project-based learning, have greater potential to reduce procrastination compared to competitive systems focused solely on final grades. Efforts to reduce procrastination cannot be effective without collaboration among various stakeholders. Schools, government, teachers, parents, and communities must work synergistically to create a learning environment that supports the development of discipline and responsibility. The government can act as regulator and policy provider, while schools function as implementers and facilitators in practice. Collaboration can also extend to non-government sectors such as educational psychology institutions, universities, and community organizations focused on character development. Through cross-sector collaboration, interventions to address procrastination can be implemented in layers, from prevention and support to ongoing development. Guo (2025) provides evidence that collaboration involving government (regulators/policymakers), schools, families, and communities can create stable mechanisms and sustainable support systems.

D. Conclusions

This study confirms that academic procrastination is at a high level among junior high school students in Bantaeng Regency, with 83.6% of students classified in the high category, particularly in tasks requiring planning, persistence, and time management. This pattern is consistent across both public and private schools, indicating that

procrastination is a systemic issue. These findings provide important baseline data for schools and policymakers to design targeted interventions. A comprehensive approach is needed, including strengthening self-regulation and time management within classroom instruction, optimizing guidance and counseling services, involving parents, and supporting educational policies that prioritize students' psychological well-being. This descriptive study identifies the level of procrastination but does not empirically examine its causal factors. Future research should employ correlational, explanatory, or experimental designs to investigate the influence of factors such as digital addiction, parenting styles, intrinsic motivation, and the effectiveness of intervention programs within the local context.

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