

Humanistic Counseling Service Model in Changing the Academic Procrastination Behavior of UIN Students KH. Achmad Siddiq Jember

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Abstract: This article aims to describe the guidance service model with a humanistic approach at UIN Jember. This research uses a qualitative method with an exploratory case study approach. The primary data sources are the dean of the Faculty of Tarbiyah, academic advisors, and students. This research uses in-depth interviews, participant observation, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing, ensuring the validity of the data obtained through data triangulation and confirmability techniques. The analysis of the findings concluded that counseling services are provided by academic advisors through humanistic counseling service, diagnosing the reasons for procrastination, and recognizing the impact of this behavior on themselves. Furthermore, academic advisors focus on self-potential. Counseling helps shift the focus from fear of failure to achieving potential.

Keywords: individual counseling, humanistic, academic procrastination, students

Abstrak: Artikel bertujuan untuk mendeskripsikan model layanan bimbingan dengan pendekatan humanistic di UIN Jember. Penelitian ini menggunakan jenis kualitatif dengan pendekatan studi kasus eksploratif terhadap sumber data primer yaitu dekan fakultas tarbiyah, dosen pembimbing akademik dan mahasiswa dengan cara wawancara mendalam, observasi partisipatif dan dokumentasi. Analisis data dilakukan dengan tahapan reduksi data, penyajian data dan penarikan kesimpulan dengan menjamin keabsahan data yang diperoleh melalui teknik triangulasi data dan konfirmabilitas. Hasil analisis temuan mendapatkan kesimpulan bahwa layanan konseling dilakukan oleh dosen pembimbing akademik melalui pendekatan humanistik dengan mendiagnosis mengapa mereka menunda-nunda dan mengenali dampak perilakunya terhadap diri mereka sendiri. Selain itu, dosen pembimbing akademik fokus pada potensi diri. Konseling membantu memindahkan fokus dari ketakutan akan

kegagalan menjadi pencapaian potensi.

Kata Kunci: konseling individu, humanistik, prokrastinasi akademik, mahasiswa.

INTRODUCTION

University students face numerous academic demands that require discipline, responsibility, and effective time management.¹ However, in practice, a significant proportion of students exhibit academic procrastination. Academic procrastination refers to delaying the initiation or completion of assignments, and in some cases, failing to complete them entirely². Students may prioritize other tasks, and such postponements can result in increased anxiety, fear, or panic.³

Research conducted at state universities in East Java, indicated that 75.5% of students exhibited moderate levels of academic procrastination,⁴ while 24.5% demonstrated high levels.⁵ Faradila's research further revealed that 60.8% of respondents frequently experienced stress due to accumulated assignments resulting from procrastination.⁶

These findings support the assertion that procrastination negatively

¹ Ahmad Zarkasyi, "The Efficacy of Mindfulness Counseling Management in Improving Self-Regulation: An Action Research Study in an Islamic High School," *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 17, no. 01 (2026): 21–31, <https://doi.org/10.62730/syaikhuna.v17i01.7813>.

² Yefei Wang dkk., "Academic procrastination in college students: The role of self-leadership," *Personality and Individual Differences* 178 (Agustus 2021): 110866, <https://doi.org/10.1016/j.paid.2021.110866>.

³ Niklas Ziegler dan Marie-Christine Opendakker, "The development of academic procrastination in first-year secondary education students: The link with metacognitive self-regulation, self-efficacy, and effort regulation," *Learning and Individual Differences* 64 (Mei 2018): 71–82, <https://doi.org/10.1016/j.lindif.2018.04.009>.

⁴ Kuncono Teguh Yunanto dkk., "Students' Academic Procrastination in Writing a Thesis Reviewed from Academic Resilience and Grit," *Proceeding of the International Conference on Multidisciplinary Research for Sustainable Innovation* 1 (Agustus 2024): 123–27, <https://doi.org/10.31098/icmrsi.v1i.791>.

⁵ Adaninggar Septi Subekti, "Academic Procrastination among Indonesian University Learners: Interaction with Cheating, Absenteeism, and L2 Achievement," *Journal of Language and Education* 9, no. 1 (2023): 128–37, <https://doi.org/10.17323/jle.2023.14717>.

⁶ Siti Faradilla dkk., *Exploring Students' Academic Procrastination at Indonesian Senior High School in Indonesia*, t.t.

impacts both academic achievement and psychological well-being.⁷ Academic procrastination in higher education needs to be addressed to improve students' academic experiences and results. Faculty leaders can help by making sure academic advisors support students in dealing with procrastination. Academic advisors can do this by offering counseling and supervision.⁸

Several studies show a link between counseling and lower academic procrastination. The more counseling students receive, the less likely they are to procrastinate.⁹ Meliana found that authoritarian parenting can influence how much students procrastinate¹⁰. Erfan's research showed that counseling with an informational approach helps students procrastinate less on assignments.¹¹ Rizal also found that when guidance counselors limit social media use, it helps reduce procrastination on schoolwork.¹²

Individual counseling services are considered more effective, as they allow academic advisors to understand each student's challenges better.¹³ In most Islamic higher education institutions, Academic Advisors (DPA) primarily focus on administrative tasks and address personal and social issues only broadly. Many DPAs lack the training and knowledge required to apply effective guidance and counseling principles.

⁷ Pitaloka Pasha Rino dan Deni Setiawan, *Disciplined Behaviour And Students' Responsibility Through The Role Of The Classroom Environment: A Qualitative Study*, t.t.

⁸ Luis Araya-Castillo dkk., "Procrastination in University Students: A Proposal of a Theoretical Model," *Behavioral Sciences* 13, no. 2 (2023): 128, <https://doi.org/10.3390/bs13020128>.

⁹ Alma Vorfi Lama dkk., "Measure Levels of Social Conformity, Self-Regulation, and Self-Identity Development Among Students," *At-Tadzkir: Islamic Education Journal* 5, no. 1 (2026): 52-61, <https://doi.org/10.59373/attadzkir.v5i1.237>.

¹⁰ Meliana Wulan Suci dan Anwar, "Academic Procrastination among University Students in Yogyakarta in Terms Of Locus Of Control," *PROCEEDING INTERNATIONAL CONFERENCE ON PSYCHOLOGY*, 26 Agustus 2024, 495-500.

¹¹ Erfan Ramadhani dkk., "Academic procrastination: A systematic review of causal factors and interventions," *Journal of Behavioral and Cognitive Therapy* 36, no. 1 (2026): 100552, <https://doi.org/10.1016/j.jbct.2025.100552>.

¹² "Academic Procrastination of Guidance and Counseling Students | Rizal | AL-ISHLAH: Jurnal Pendidikan," diakses 1 Mei 2026, <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/3602>.

¹³ "Help with Procrastination, Test Anxiety and Other Study Skills Challenges | Academic Advising," diakses 1 Mei 2026, <https://advising.stanford.edu/current-students/advising-student-handbook/academic-skills>.

Students need not only solutions to their problems but also mentoring that fosters self-understanding, confidence, and decision-making skills through a humanistic behavioral approach.¹⁴ Counseling services based on a humanistic behavioral model are most effective when provided by academic advisors, especially at Kiai Haji Achmad Siddiq State Islamic University (UIN) Jember, where the dormitory system enables frequent interaction. Researchers found that individual counseling services can reduce academic procrastination among students at UIN Kiai Haji Achmad Siddiq Jember.

RESEARCH METHODS

This study employed a qualitative approach utilizing field research,¹⁵ which involves collecting data at the site where the phenomena under investigation occur. The research was conducted at Kiai Haji Achmad Siddiq State Islamic University (UIN) Jember. Data collection methods included interviews, documentation, and observation.¹⁶

Interviews were conducted to collect data on student academic procrastination and the provision of guidance and counseling services.¹⁷ Primary data sources included the heads of study programs, lecturers in the Guidance and Counseling course, and students at UIN Kiai Haji Achmad Siddiq Jember.

Collected data included student numbers, names, attendance records, and cumulative GPAs. Additional documents from the career center and faculty guidance and counseling service, such as vision and mission statements, program details, and activity records, were also reviewed. The

¹⁴"Viewing Procrastination Through a Humanistic Lens | Psychology Today United Kingdom," diakses 1 Mei 2026, <https://www.psychologytoday.com/gb/blog/the-humanistic-explorer/202403/viewing-procrastination-through-a-humanistic-lens>.

¹⁵"Qualitative Approach - an overview | ScienceDirect Topics," diakses 1 Mei 2026, <https://www.sciencedirect.com/topics/engineering/qualitative-approach>.

¹⁶Loraine Busetto dkk., "How to Use and Assess Qualitative Research Methods," *Neurological Research and Practice* 2, no. 1 (2020): 14, <https://doi.org/10.1186/s42466-020-00059-z>.

¹⁷"Full article: Deductive qualitative research: an integrative approach to designing studies," diakses 1 Mei 2026, <https://www.tandfonline.com/doi/full/10.1080/14780887.2025.2604773>.

researcher, serving as academic advisor, conducted observations over a three-week period as specified in the research response letter.

Data analysis followed the Miles and Huberman model, which includes data reduction, collection, display, and verification.¹⁸ Data triangulation was applied to ensure validity. According to Moleong triangulation can be used in auditing techniques involving sources, methods, investigators, and theories.¹⁹ This study used source triangulation by comparing and cross-checking the reliability of information with other sources.

RESULT

The humanistic counseling approach is a therapeutic method that emphasizes human potential for growth, self-actualization, and independent decision-making. Based on the theories of Abraham Maslow and Carl Rogers, it focuses on empathy, unconditional acceptance, and authenticity to help clients understand themselves and find meaning in life.

This counseling service supports students experiencing academic procrastination by using group dynamics to foster personal, academic, social, and career development. Group counseling is conducted through interviews and observations.

According to Mukni'ah Dean of the Faculty of Tarbiyah at UIN Jember, she said:

“There are several students in their first year of study who have a high level of procrastination. This is evident from reports received

¹⁸ Günter Mey, “Qualitative Methodology,” dalam *International Handbook of Psychology Learning and Teaching* (Springer, Cham, 2022), https://doi.org/10.1007/978-3-030-26248-8_22-2.

¹⁹ Primadi Candra Susanto dkk., “Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory,” *Siber Journal of Advanced Multidisciplinary 2*, no. 2 (2024): 262–75, <https://doi.org/10.38035/sjam.v2i2.207>.

from academic advisors. Some advisors noted that certain students frequently fail to complete assignments, arrive late to class, and even delay graduation due to procrastination on their theses."²⁰

Humanistic counseling addresses procrastination by emphasizing self-awareness, unconditional acceptance, and intrinsic motivation. This approach enables individuals to understand the underlying causes of procrastination, such as fear of failure, and to take responsibility for change in order to achieve their full potential. Counselors foster warm, empathetic relationships to support the development of a positive self-concept.

At UIN Jember, academic advisors implement the humanistic counseling service model to address procrastination among students. This process is conducted through the following stages:

1. Enhancing self-awareness of personal responsibility

Changing procrastinatory behavior begins with understanding the underlying problem. This involves analyzing the circumstances and conditions that prevent the completion of tasks or activities. Individuals are encouraged to pause, reflect, and critically assess their attitudes toward the assigned tasks. It is essential to determine whether the task constitutes a personal responsibility and whether the individual is accountable for its completion. This was explained by Mr. Mukaffan, who stated:

"Tasks that require a long period of time should be broken down into short, well-planned segments. Short assignments typically don't lead to procrastination."²¹

Interviews with academic advisors highlighted the importance of

²⁰ Interview. Mukni'ah Dean of the Faculty of Tarbiyah UIN Jember. 23 Januari 2026.

²¹ Interview. Mukaffan at the Faculty of Tarbiyah, UIN Jember. 27 Januari 2026

implementing academic guidance across all faculties at UIN Jember, for the following reasons:

“Academic guidance serves as a structured approach to assist students in directing, mentoring, and developing their potential. This process aims to help students achieve optimal academic outcomes and complete their studies efficiently and within the designated timeframe.”²²

Complex and time-consuming assignments should be divided into shorter sections, allowing each part to be addressed on a daily, weekly, or monthly basis. This organizational strategy ensures that the entire assignment is completed by the specified deadline.

2. Strategies for Managing Overwhelm

To prevent overwhelm, large or challenging assignments should be divided into smaller, manageable components and planned accordingly. Students should focus their attention exclusively on the current task. This approach is supported by Mr. Nuruddin, who stated:

“Students should be encouraged to minimize perfectionism, as this tendency can lead to feelings of helplessness. Rather than striving for expertise, students are expected to perform to the best of their abilities. Feedback is then provided, and students are expected to implement this feedback as accurately as possible in subsequent activities”²³

Academic advisors prioritize sustained effort and observable improvement over perfection. Their responsibilities include developing planning programs to prevent and address academic procrastination, creating counseling models for procrastinators, and organizing peer counseling activities. Advisors and counselors are expected to provide

²² Interview. Mukni'ah, Dean of the Faculty of Tarbiyah UIN Jember. 23 Januari 2026

²³ Interview. Nuruddin, lecturer at the Faculty of Tarbiyah, UIN Jember. January 25, 2026

effective and comprehensive support in accordance with their professional responsibilities.

Additionally, academic advisors emphasize the importance of prioritizing essential tasks. This guidance enables students to initiate assignments promptly, maintain consistent progress, and complete their work within the allotted timeframe.

3. Monitoring behavioral changes

Students should actively monitor their daily activities and track assignment progress by marking completed tasks on a to-do list or schedule. Take time to acknowledge the satisfaction of completing each task.

Following counseling sessions for students experiencing procrastination, both the researcher and Mr. Machfudz, the academic advisor, observed the progress of those who participated in the faculty's services at UIN Jember. According to Mr. Machfudz, the monitoring results are as follows:

“Improvements in procrastination were not solely attributed to the advisor. Course instructors also observed that several students who attended counseling showed progress in completing assignments.”²⁴

During monitoring, students openly discussed psychological challenges and became more engaged in learning activities. They managed emotions and controlled behaviors such as boredom, fatigue, and absenteeism, which had previously affected their performance. The research also enabled students to identify and address learning difficulties, helping them focus more effectively on their studies and personal development.

²⁴ Interview. Nuruddin, lecturer at the Faculty of Tarbiyah, UIN Jember. January 25, 2026

4. Self-Appreciation

Interviews with Academic Advisors (DPA) provide insights into their perspectives on optimizing student academic success. According to the advisors, academic achievement is a shared aspiration among students and lecturers:

“Success is attained when students demonstrate a high level of self-awareness in developing effective study attitudes and habits, which leads to optimal academic outcomes. This is particularly evident among students who possess strong soft skills. Successful students are characterized by their ability to complete their studies within the expected timeframe. At UIN Jember, academic success is defined by students’ capacity to balance theoretical understanding with practical application in their daily lives.”²⁵

Rewarding oneself after completing tasks contributes to building self-esteem, reducing stress, and maintaining motivation. Such rewards should be meaningful and foster a sense of peace and renewal, rather than being excessive.

Incorporating enjoyable activities, such as watching television, taking walks, consuming preferred foods, or resting, can serve as effective rewards following task completion. Furthermore, continuous nurturing and development of self-esteem are essential for maintaining present-focused attention.

DISCUSSION

Research findings indicate that academic advisors at UIN Jember employ a humanistic approach to address student procrastination. Advisors deliver professional services through a series of four individual counseling sessions, accompanied by ongoing follow-up until students complete their studies.

²⁵ Interview. Mukni'ah, Dekan Faculty of Tarbiyah UIN Jember. 23 Januari 2026

Research demonstrates that academic advisors (PAs) play a critical role in supporting student success, although there is potential for further enhancement of their involvement. Effective academic guidance at UIN Jember necessitates active participation from students, advisors, and university leadership ²⁶.

The service model implemented by lecturers at UIN Jember to address student procrastination focuses on enhancing self-regulation skills through a humanistic approach. This model incorporates periods of concentrated work lasting twenty five minutes, followed by a five-minute break. Evidence indicates that this method improves concentration and prevents mental fatigue. Additionally, the five minute technique, which encourages individuals to commit to a task for five minutes, has been shown to facilitate task initiation.

Counseling services grounded in humanistic theory highlight the significance of managing learning behaviors to prevent procrastination. Interventions that prioritize self-regulation strategies, including self-monitoring and goal setting, can promote greater discipline in assignment completion. This approach is consistent with research demonstrating a significant relationship between self-awareness and reduced procrastination.²⁷

In addition, establishing a study environment that is organized, quiet, and free from distractions is essential. Disabling phone notifications and closing unnecessary computer tabs can substantially decrease the likelihood of procrastination. Empirical studies indicate that environments with frequent distractions, especially from digital media, contribute to increased

²⁶ "Help with Procrastination, Test Anxiety and Other Study Skills Challenges | Academic Advising."

²⁷ "Viewing Procrastination Through a Humanistic Lens | Psychology Today United Kingdom."

procrastination. Consequently, creating a distraction-free study space, for example by using time-blocking applications or website blockers, is recommended. Sustaining both physical and mental well-being is fundamental to maintaining productivity²⁸.

These findings support the perspective that procrastination is a multidimensional phenomenon shaped by both internal factors, such as self-control, and external influences, including social media. Theoretically, this study reinforces the conceptualization of procrastination as a failure to address underlying causes, such as fear of failure, and to assume responsibility for personal growth. It underscores the role of self-control as a key predictor of academic behavior. From a practical standpoint, these results inform the development of student self-improvement programs, including time management training, academic counseling, and self-regulation interventions aimed at reducing procrastination.

CONCLUSION

Analysis of the research findings indicates that the humanistic counseling service model at UIN KH. Achmad Shiddiq Jember addresses academic procrastination through several key steps. These include fostering self-awareness in fulfilling responsibilities and providing guidance to prevent tasks from being hindered by perfectionism. Academic advisors, through individual communication, diagnose the underlying causes of procrastination and help students recognize the impact of their behavior. Additionally, advisors emphasize the development of self-potential. Counseling interventions facilitate a shift in focus from fear of failure to the pursuit of personal achievement.

Monitoring behavioral changes should involve not only academic advisors but also the broader academic community. Additionally, providing rewards for

²⁸ Ramadhani dkk., "Academic procrastination."

each completed assignment reinforces positive behavior.

The findings suggest that effective solutions to address procrastination should prioritize the development of practical skills and the transformation of mindsets. Equipping students with effective time management strategies is essential. Techniques such as utilizing the Eisenhower Matrix to create priority lists and establishing realistic daily schedules can assist students in identifying urgent and important tasks. Steel emphasized that procrastination constitutes a form of self-regulation failure, often associated with inadequate time management skills.

Consequently, students should receive time management training, such as instruction in task prioritization and daily scheduling. Research indicates that enhanced time management skills can reduce the tendency to procrastinate, particularly among students with demanding academic commitments.

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