

Positive Psychology-Based Counselling Intervention to Reduce Academic Procrastination Among Guidance and Counselling Students

Ainur Rosidah¹, Eko Susanto², Arman³

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Pringsewu Lampung, Indonesia¹

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Metro, Indonesia²

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Pringsewu Lampung, Indonesia³

E-mail: ainurrosidah@umpri.ac.id¹, eko@konselor.org², arman@umpri.ac.id³

Correspondent Author: Ainur Rosidah, ainurrosidah@umpri.ac.id

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Abstrack

Academic procrastination hurts students' academic performance and emotional well-being. Addressing this issue is essential in higher education settings. This study examines the effectiveness of positive psychology-based counselling in reducing academic procrastination among guidance and counselling students. This study involved 16 students from Muhammadiyah University of Pringsewu, Indonesia, who used the Pure Procrastination Scale (PPS) to measure their levels of procrastination. A pretest-posttest control group design was applied. The experimental group received a positive psychology intervention consisting of 8 weekly sessions, while the control group participated in conventional group counselling. Data were analyzed using an independent t-test, which showed a significant difference between the two groups after the intervention ($p = 0.001$), with a strong effect size (Cohen's $d = 2.46$). Furthermore, the intervention increased conscientiousness, self-restraint, and self-control, all of which are important for academic discipline. These results indicate that positive psychology-based counselling is effective in reducing academic procrastination and enhancing students' self-regulation skills.

Keywords: academic procrastination, positive psychology-based counseling, conscientiousness, self-restraint, self-control

Abstrak

Prokrastinasi akademik berdampak negatif terhadap prestasi akademik dan kesejahteraan emosional mahasiswa. Mengatasi masalah ini sangat penting dalam konteks pendidikan tinggi. Penelitian ini mengkaji efektivitas konseling berbasis psikologi positif dalam mengurangi prokrastinasi akademik pada mahasiswa program studi Bimbingan dan Konseling. Penelitian ini melibatkan 16 mahasiswa dari Universitas Muhammadiyah Pringsewu, Indonesia, dengan menggunakan Pure Procrastination Scale (PPS) untuk mengukur tingkat prokrastinasi. Desain penelitian yang digunakan adalah pretest-posttest dengan kelompok kontrol. Kelompok eksperimen menerima intervensi psikologi positif yang terdiri dari 8 sesi mingguan, sedangkan kelompok kontrol mengikuti konseling kelompok konvensional. Data dianalisis menggunakan uji-t independen yang menunjukkan perbedaan signifikan antara kedua kelompok setelah intervensi ($p = 0,001$) dengan ukuran efek yang kuat (Cohen's $d = 2,46$). Selain itu, intervensi ini meningkatkan tanggung jawab, kemampuan menahan diri, dan pengendalian diri yang penting untuk kedisiplinan akademik. Hasil ini menunjukkan bahwa konseling berbasis psikologi positif efektif dalam mengurangi prokrastinasi akademik dan meningkatkan kemampuan regulasi diri mahasiswa.

Keywords: prokrastinasi akademik, konseling berbasis psikologi positif, tanggung jawab, kemampuan menahan diri, pengendalian diri

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INTRODUCTION

Academic procrastination among students is a significant phenomenon that has a substantial impact on academic performance. Many students often delay academic tasks, such as completing assignments or preparing for exams, until just before the deadline. This not only affects academic achievement but also increases stress and anxiety levels among students (Rahmawati et al., 2024). Procrastination is often caused by factors such as poor time management, inability to prioritize, and fear of failure. Several studies show that academic procrastination has become a global issue across various higher education contexts (Bäulke & Dresel, 2023).

Academic procrastination can manifest in various behavioral forms, ranging from delays in completing assignments to an inability to start an academic project. One common form of academic procrastination is the habit of postponing work until the deadline approaches, which often affects the quality of students' work. Additionally, some students tend to avoid tasks they perceive as difficult or intimidating, known as avoidance procrastination (Rahmawati et al., 2024). Procrastination can also take the form of overthinking tasks and continuously delaying them under the pretext of wanting to do better (Bäulke & Dresel, 2023). Overall, academic procrastination is a variable behavior, with some students actively postponing tasks while others passively avoid them.

The causes of academic procrastination are diverse and complex. A primary factor is the inability to manage time effectively. Students lacking good time management skills tend to feel overwhelmed by the volume of tasks, leading them to delay work as a way to avoid stress (Fentaw et al., 2022). Moreover, fear of failure and low self-efficacy often trigger students to postpone their academic assignments (Cholili et al., 2024). Students with high levels of anxiety or perfectionism are also more prone to procrastination because they feel their work must be perfect, which ultimately leads to longer delays (Araya-Castillo et al., 2023).

Academic procrastination has significant negative impacts on students' academic performance. Students who tend to delay their tasks often experience a decline in the quality of academic outcomes due to insufficient time to complete tasks optimally (Cerneavski, 2024). Procrastination is also associated with lower academic achievement, especially when delays cause students to miss important deadlines or have inadequate time to fully prepare for exams (Conde et al., 2024). Continuous procrastination diminishes students' motivation, ultimately affecting their overall academic performance in higher education (Villegas et al., 2023).

The impact of academic procrastination extends beyond academic performance, significantly affecting students' mental health. Students who engage in procrastination behaviors often experience anxiety, stress, and even depression due to the pressure of accumulating tasks and impending deadlines (Umar et al., 2023). Ego depletion or mental fatigue exacerbates the condition of students trapped in procrastination habits, where high anxiety levels worsen their tendency to procrastinate (Fan et al., 2024).

To address academic procrastination effectively, a deeper understanding of psychological well-being and motivation is crucial. One widely recognized framework in positive psychology is Seligman's PERMA model, which encompasses five core elements of well-being: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment. These dimensions provide a comprehensive structure for designing



interventions that aim not only to reduce procrastination but also to enhance students' holistic well-being (Tunç, 2022; Yuen, 2024).

Moreover, Self-Determination Theory (SDT) offers a robust explanation for procrastination from a motivational perspective. According to SDT, procrastination may emerge when individuals experience low levels of autonomous motivation and an unsatisfied need for competence, autonomy, and relatedness, all of which are essential to academic engagement and regulation (Bakali Tahiri & Mouratidis, 2024). When these needs are fulfilled, students are more likely to take initiative and persist in educational tasks, reducing procrastination behavior.

Previous studies have primarily focused on cognitive-behavioral therapy (CBT) as a method for reducing academic procrastination. While CBT has proven effective in targeting maladaptive thought patterns, it often overlooks the development of positive psychological traits, such as optimism, resilience, and meaning-making. This highlights a research gap in exploring strength-based approaches, such as those grounded in positive psychology, which aim not only to address symptoms but also to build long-term internal resources for self-regulation and well-being (Yuen, 2024).

Additionally, Guidance and Counselling students were purposefully selected for this study because they are expected to become future professionals who assist others in managing psychological and behavioral challenges. Ironically, they themselves are not immune to academic procrastination, which could undermine their professional preparation. By focusing on this group, the study offers insights into how positive psychological interventions can strengthen both their academic functioning and counseling competencies.

One increasingly popular method to address academic procrastination is counseling based on positive psychology interventions. This method focuses on developing individual strengths, such as optimism, resilience, and happiness, to minimize students' tendencies to delay tasks (Mohebbi et al., 2024). Positive psychology interventions help students recognize their potential and address the negative emotions that often underlie academic procrastination (Jamalooei et al., 2024). With this approach, students are more likely to develop a positive outlook on academic tasks, improving their motivation and self-discipline.

Positive psychology-based counseling offers several advantages, such as improving students' emotional well-being and helping them develop more productive mindsets (Son et al., 2024). Additionally, this intervention has proven effective in enhancing emotional control, self-esteem, and resilience in facing academic stress (Kounenou et al., 2022). However, despite its many benefits, positive psychology-based counseling also has some limitations. One of these is the variability in intervention outcomes depending on students' individual characteristics, with some requiring more intensive or specific approaches to address their academic procrastination (Abbasi et al., 2022). Furthermore, this program demands long-term commitment and active participation from students, which may be challenging for those who lack motivation.

Previous studies have shown promising results from positive psychology-based intervention counseling in reducing academic procrastination. Moradi et al. (2017) demonstrated that applying positive thinking skills helped female high school students



reduce their procrastination levels by transforming negative thought patterns into more constructive ones.

Although widely researched, a research gap remains in gaining an in-depth understanding of the long-term effectiveness of positive psychology-based intervention counseling in addressing academic procrastination. Some studies tend to be limited to specific populations, such as students in particular fields or those with specific psychological issues, meaning the results may not be generalizable to all students (Winarso et al., 2023). Furthermore, while many studies highlight the positive impact of this intervention, few have directly evaluated the differences in effectiveness between positive psychology-based counseling and other intervention methods, such as cognitive-behavioral therapy or mindfulness-based therapy (Çelik & Odacı, 2018). Thus, further research is needed to explore the effectiveness of this counseling in broader and more in-depth contexts.

This research is critical in the field of guidance and counseling, particularly in the academic context, as academic procrastination is one of the main issues faced by many students. Procrastination not only affects academic achievement but can also negatively impact students' psychological well-being, increasing stress, anxiety, and feelings of helplessness (Asani et al., 2022). Although various interventions have been developed to address this issue, positive psychology-based counseling offers a novel approach that emphasizes the strengthening of positive aspects within students, such as resilience, optimism, and emotional control, which are rarely emphasized in conventional methods (Wicaksono & Wulandari, 2024). Moreover, this research is expected to enrich the literature on interventions that can be integrated into guidance and counseling programs in educational institutions, providing empirical evidence of the effectiveness of positive psychology approaches in reducing academic procrastination more effectively and holistically.

This study makes a novel contribution in several aspects. First, it applies a structured positive psychology-based group counselling model specifically tailored to Guidance and Counselling students, a population rarely the focus of intervention studies on academic procrastination. Second, unlike previous research that mainly relied on cognitive-behavioral frameworks, this study integrates core principles from the PERMA model and Self-Determination Theory, emphasizing the development of internal strengths such as optimism, conscientiousness, and self-control. Third, the study not only examines the reduction in procrastination behavior but also investigates mediating factors such as self-restraint and intrinsic motivation. This dual focus on outcomes and underlying mechanisms provides a more holistic understanding of how positive psychology can be operationalized in educational counselling settings. This research aims to investigate the effectiveness of positive psychology-based counseling interventions in reducing academic procrastination among students.

METHOD

This study employed a pretest-posttest control group design to assess the effectiveness of positive psychology-based counseling interventions in reducing academic procrastination among students.



The sample was purposively selected from 43 second and third-year students of the Guidance and Counselling Program at Muhammadiyah University of Pringsewu. After sampling, random assignment was applied to determine the experimental and control groups. Based on the assignment results, 8 students from each group were selected as research subjects, evenly divided between the experimental and control groups. Each group consisted of students with high and moderate levels of academic procrastination behavior.

The positive psychology-based counselling intervention consisted of 8 structured weekly sessions, each lasting 90 minutes. The sessions were based on established techniques in positive psychology, including strength identification, gratitude exercises, goal setting, and optimism training. The content was adapted from the PERMA model and other positive psychology frameworks to support self-regulation and reduce procrastination behavior.

Table 1.
A Detailed Outline Of The Intervention

Session	Theme	Activities/Techniques
1	Identifying Personal Strengths	VIA Character Strengths Survey, group discussion
2	Goal Setting	SMART Goals framework, visualization exercise
3	Building Optimism	Best Possible Self writing task
4	Practicing Gratitude	Gratitude journaling, group sharing
5	Enhancing Engagement	Flow experience reflections, mindful activity
6	Strengthening Relationships	Kindness letter, appreciation circle
7	Meaning and Purpose	Life purpose mapping, Ikigai framework exploration
8	Integration and Reflection	Future action planning, feedback session

The instrument used in this study to measure academic procrastination is the Pure Procrastination Scale (PPS), developed by Svartdal, which has been widely utilized in psychological research due to its robust psychometric properties. The PPS assesses procrastination as a multidimensional construct, focusing on three core aspects: decisional delay, behavioral delay, and timeliness failure. The first aspect, decisional delay, refers to the tendency to postpone making decisions even when timely decisions are necessary. Indicators of this aspect include frequent hesitation and chronic indecisiveness when facing academic tasks. The second aspect, behavioral delay, captures the habitual postponement of actual task execution, especially those that are necessary or important. Indicators include avoiding initiating assignments and delaying studying until deadlines approach. The third aspect, timeliness failure, relates to the failure to complete tasks within set deadlines or agreed-upon schedules. Missed deadlines, frequent late submissions, or inadequate time management indicate this. Each item on the PPS is rated using a Likert scale, reflecting the frequency of procrastination behaviors. The PPS has been validated in multiple contexts and adapted linguistically to suit diverse populations,



ensuring its reliability and construct validity in measuring academic procrastination among students.

An independent t-test was conducted to examine the difference in academic procrastination levels between the experimental and control groups after the intervention. A normality test using the Shapiro-Wilk method and a homogeneity test using Levene's Statistic Test were also conducted to confirm the assumptions for parametric analysis.

Randomization was conducted after purposive sampling using a computer-generated random allocation method. Participants were assigned to experimental and control groups using Microsoft Excel's random number generator to ensure objectivity and reduce allocation bias.

The Research Ethics Committee of Universitas Muhammadiyah Pringsewu approved this study. All participants signed informed consent forms prior to their participation. They were informed of their right to withdraw from the study at any time without consequences.

RESULT AND DISCUSSION

The findings of this study indicate that positive psychology-based counseling interventions are effective in reducing academic procrastination among students. The research design employed was a pretest-posttest control group design, where the experimental group received a positive psychology-based counseling intervention. In contrast, the control group received group counseling without the application of the positive psychology approach. Based on descriptive analysis, there was a significant decrease in academic procrastination levels in the experimental group compared to the control group. The average pretest scores in both groups were relatively similar, but after the intervention, the experimental group showed a greater reduction.

Hypothetical testing

The normality test using the Shapiro-Wilk method (Table 1) indicated that the pretest and posttest data from both groups were normally distributed ($p > 0.05$). Furthermore, the homogeneity test results, as determined by Levene's Statistic Test (Table 2), showed that the variance between the two groups was homogeneous ($p > 0.05$), allowing for the use of parametric statistical analysis.

Table 2.
 Normality Test Results
Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Pretest (Kelas Kontrol)	.223	8	.200*	.856	8	.109
Posttest (Kelas Kontrol)	.259	8	.124	.884	8	.206
Pretest (Kelas Experimen)	.235	8	.200*	.909	8	.348
Posttest (Kelas Experimen)	.267	8	.098	.829	8	.057

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Table 3.
 Homogeneity Test Results
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.380	3	28	.269
	Based on Median	1.105	3	28	.364
	Based on Median and with adjusted df	1.105	3	24.802	.366
	Based on trimmed mean	1.375	3	28	.271

An independent t-test was conducted to examine the difference in academic procrastination levels between the experimental and control groups after the intervention (Table 3). The results indicated that the experimental group experienced a significantly greater reduction in procrastination levels compared to the control group (Sig. (2-tailed) = 0.001 < 0.05).

Table 4.
 Independent Sample Test Results
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Result		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variance s assumed		.130	.724	-4.919	14	.001	-10.750	2.186	-	-6.062
									15.438	
Equal variance s not assumed				-4.919	13.974	.001	-10.750	2.186	-	-6.062
									15.438	

To provide a more comprehensive understanding of the intervention effects, a within-group analysis was conducted using paired sample t-tests for both the experimental and control groups. The results showed a significant reduction in academic procrastination in the experimental group from pretest (M = 38.25, SD = 3.54) to posttest (M = 27.50, SD = 4.38), $t(7) = 7.13$, $p < .001$. Conversely, the control group did not show a statistically significant change between the pretest (M = 37.88, SD = 4.10) and posttest (M = 36.75, SD = 4.62), $t(7) = 1.12$, $p = .299$.



Additionally, a line graph was created to visualize the changes in procrastination levels over time for both groups. The graph (Figure 1) clearly illustrates the substantial decline in the experimental group, in contrast to the relatively stable trend in the control group.

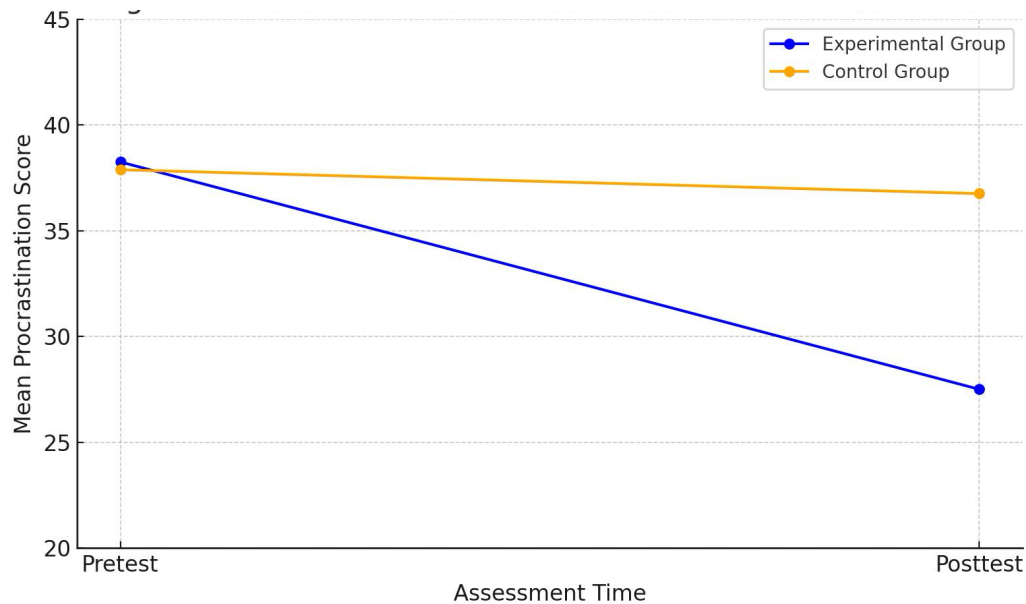


Figure 1. Pretest–Posttest Trends in Academic Procrastination for Experimental and Control Groups

Additionally, this study investigated factors influencing academic procrastination, such as conscientiousness, self-restraint, and self-control (Figure 2). Based on descriptive data, the experimental group demonstrated higher scores in these three aspects compared to the control group after the intervention. The average conscientiousness score in the experimental group was 12.33, while in the control group, it was 8.67. In terms of self-restraint, the experimental group had an average score of 12.56, whereas the control group scored only 8.11. Meanwhile, the experimental group achieved an average score of 12.44 in self-control, compared to 8.44 in the control group. These findings suggest that positive psychology-based counseling interventions are not only effective in reducing academic procrastination but also play a role in enhancing essential aspects related to self-regulation and academic discipline in students.



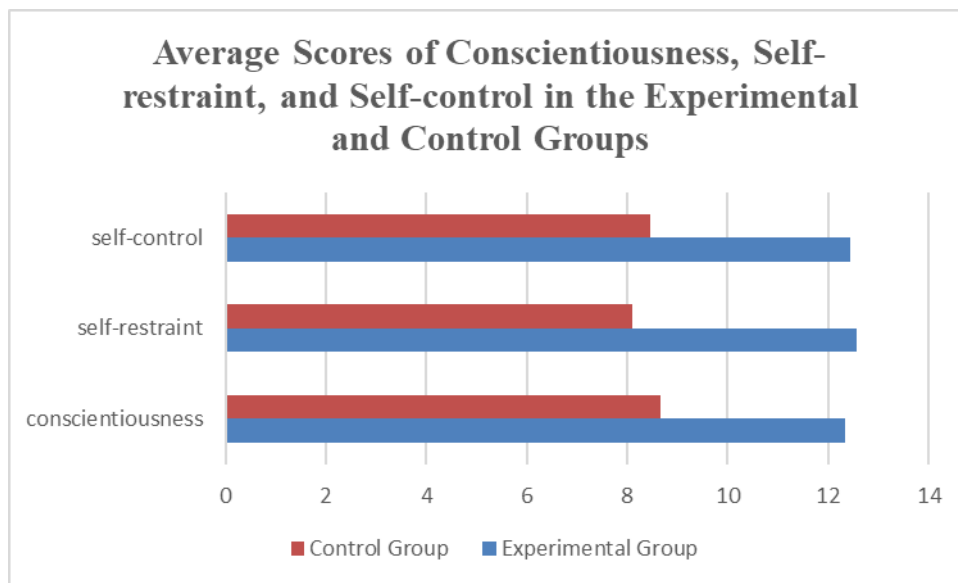


Figure 2. Average Scores of Conscientiousness, Self-restraint, dan Self-control in the Experimental and Control Groups

The results of this study indicate that positive psychology-based counseling interventions are effective in reducing academic procrastination among students. These findings align with a study by (Salguero-Pazos & Reyes-de-Cózar, 2023), who conducted a systematic review of interventions aimed at lowering academic procrastination. They found that positive psychology-based approaches can enhance factors such as optimism, psychological well-being, and self-regulation, which are crucial in overcoming procrastination. This suggests that an approach that focuses not only on symptom reduction but also on fostering individuals' positive potential has a significant impact on improving academic performance and self-control.

The research also revealed that the experimental group showed significant improvements in the aspects of conscientiousness, self-restraint, and self-control. This aligns with the findings of Furlan & Cristofolini (2022), which demonstrated that interventions focusing on self-control and discipline are directly related to reducing academic procrastination. In their study, conscientiousness and self-control were the two main factors influencing students' decisions to delay academic tasks.

The results of this study support the findings of Rad et al. (Rad et al., 2023), who examined the effectiveness of mindfulness interventions in reducing academic procrastination. Both mindfulness and positive psychology approaches share similarities in their efforts to enhance self-awareness and emotional regulation, which are essential components of students' self-control. In this context, mindfulness improves present-moment attention and reduces the tendency to delay tasks, while positive psychology emphasizes optimism and happiness as tools to combat procrastination.

The increased self-restraint in the experimental group also indicates better self-control in delaying gratification, which is closely related to procrastination. Baars et al. (Baars et al., 2023) found that students who can delay gratification and possess good self-control tend to have lower levels of procrastination. Therefore, the findings of this study



reinforce that developing self-restraint through positive psychology-based counseling can help students overcome the urge to procrastinate on academic tasks.

One key mechanism through which positive psychology interventions reduce procrastination is the enhancement of conscientiousness, a personality trait associated with self-discipline, responsibility, and goal-oriented behavior. In this study, students in the experimental group demonstrated increased conscientiousness scores, which likely facilitated their ability to plan, initiate, and complete tasks on time. By strengthening this internal trait, the intervention indirectly contributed to reducing tendencies towards procrastination. This supports the idea that internal personality shifts, rather than just behavioral corrections, play a critical role in sustaining long-term change.

Furthermore, the findings of this study can be contrasted with those from CBT-based interventions. For instance, Berber Çelik and Odacı (2018) implemented a psycho-educational group program based on reality therapy within the CBT framework to manage academic procrastination. While CBT focuses on identifying and modifying dysfunctional thoughts and behaviors, the positive psychology intervention in this study emphasized enhancing positive personal resources, including optimism, strength awareness, and self-determination. As a result, it may have yielded stronger improvements in self-control and intrinsic motivation, which are essential for autonomous behavioral regulation. This aligns with the idea that interventions grounded in positive psychology foster deeper psychological engagement and personal growth, which can lead to more sustainable behavioral change.

While previous studies have explored the effectiveness of CBT and mindfulness interventions, this study offers a unique contribution by specifically targeting Guidance and Counselling students, who are being trained to manage behavioral and psychological challenges in others. The irony that these future professionals themselves are vulnerable to procrastination underscores the importance of early and targeted intervention. The positive psychology-based approach used here may be especially relevant for this group, as it emphasizes internal strength-building, autonomy, and long-term emotional resilience skills directly aligned with their future counseling roles.

Furthermore, an exploratory analysis was conducted to examine whether the intervention had differing effects on students with high versus moderate levels of academic procrastination. Descriptive data suggest that students with higher initial procrastination scores showed greater absolute reductions in posttest scores compared to those with moderate levels. This implies that the intervention may be particularly beneficial for individuals experiencing more severe procrastination behaviors, warranting further analysis with a larger sample for subgroup comparison.

These findings are also consistent with those of Zarei et al. (2022), who emphasized that positive cognitive-behavioral therapy interventions can improve students' tolerance to boredom and reduce academic procrastination. The increased conscientiousness scores in this study suggest that students who are more aware of their academic responsibilities are less likely to procrastinate. This aspect is crucial, considering that students with low levels of conscientiousness tend to be more easily distracted and delay tasks.

Moreover, the results of this study can be compared to those of Firoozmokhtar et al (2023) those who developed a happiness education package to enhance grit, hope, self-control, and resilience against procrastination. In their research, grit the ability to



persevere over the long term toward academic goals, was identified as a key factor in overcoming procrastination. This aligns with the findings that improvements in conscientiousness and self-control in this study are linked to students' ability to persist and remain consistent in their academic tasks.

Oram (2021) highlighted the importance of self-determination theory in understanding academic procrastination. This theory suggests that procrastination occurs when individuals feel a lack of autonomy, competence, and relatedness. The positive psychology-based counseling in this study may have helped students feel more intrinsically motivated, ultimately contributing to the reduction in procrastination levels.

The study by Miyake & Kane (2022) proposed a holistic approach to reducing academic procrastination through classroom interventions. In this context, they emphasized the importance of interventions that not only focus on reducing procrastination habits but also on enhancing students' internal capacities, such as self-control, self-awareness, and a sense of responsibility. This research demonstrates that positive psychology interventions offer a comprehensive approach, as they not only focus on reducing procrastination but also aim to enhance aspects such as conscientiousness, self-restraint, and self-control.

The improvement in conscientiousness within the experimental group confirms that this intervention can raise students' awareness of their academic responsibilities. Conscientiousness itself is a personality trait closely associated with academic success and an individual's ability to act in a disciplined and responsible manner (Zarei et al., 2022). These findings highlight the importance of facilitating the development of such traits through positive psychology-based approaches.

In the study by Firoozmokhtar et al. (2023), they found that developing aspects of grit and self-control is crucial in reducing the levels of academic procrastination among high school students. These findings are consistent with current research, which indicates that enhanced self-control in the experimental group is a key factor in reducing academic procrastination. Self-control plays a critical role in helping students manage the urge to procrastinate and stay focused on their academic tasks.

This study also shows that self-restraint, which reflects the ability to resist external distractions, significantly increased in the experimental group. These results align with the research conducted by Rad et al. (2023), which found that mindfulness and self-control interventions can enhance students' ability to resist the temptation to procrastinate and help them remain focused on long-term goals. Therefore, positive psychology-based counseling can be considered an effective approach to improving these abilities, which in turn helps reduce academic procrastination.

The improvements in conscientiousness, self-restraint, and self-control in the experimental group indicate that positive psychology interventions are not only effective in reducing academic procrastination but also in shaping students into more disciplined and responsible individuals. This finding aligns with the research by Baars et al. (2019), which suggests that motivation-based and self-regulation interventions can enhance students' self-discipline and reduce their tendency to procrastinate on academic tasks.

Beyond group-level comparisons, further analysis explored the associations between changes in self-regulation constructs and academic procrastination. Pearson correlation analysis revealed a strong negative relationship between improvements in



self-control and reductions in procrastination ($r = -0.71, p < .01$), as well as between self-restraint ($r = -0.65, p < .01$) and conscientiousness ($r = -0.58, p < .05$). These results suggest that students who experienced greater improvements in these traits also showed larger decreases in procrastination behavior.

These findings support the mediation framework grounded in Self-Determination Theory and the PERMA model. Enhanced self-control and conscientiousness may serve as mediating mechanisms that enable students to overcome avoidance tendencies. According to Oram (2021), self-control facilitates task initiation and completion by minimizing impulsive avoidance responses, while conscientiousness promotes goal-oriented persistence. These internal capacities, strengthened through the intervention, likely mediated the relationship between counseling and behavioral outcomes. Although a formal mediation model was not tested in this study, the correlational evidence provides a theoretical and empirical basis for future exploration of these pathways.

In the study conducted by Furlan & Cristofolini (2022), various interventions aimed at reducing academic procrastination were analyzed based on their theoretical foundations. They concluded that approaches focusing on enhancing self-regulation and strengthening positive psychological aspects such as hope and optimism have a significant impact on changing students' academic behavior. These findings support the results of this study, which show that the increase in self-control and self-restraint in the experimental group reflects a more profound change in how students manage their time and academic responsibilities.

The study by Asani et al. (2022) further emphasizes the effectiveness of mindfulness-based cognitive therapy in improving emotional regulation and academic optimism in students who experience procrastination. Although this research did not directly employ a mindfulness approach, the increase in self-control and self-restraint observed in this study suggests that positive psychology interventions can also contribute to enhancing students' ability to resist the urge to procrastinate, as seen in mindfulness-based approaches.

This study also confirms the findings of Prawitasari (2024), which state that academic procrastination is not merely a time management issue, but is closely related to psychological aspects such as self-confidence, emotional regulation, and coping strategies. Therefore, the improvement in conscientiousness within the experimental group demonstrates that this intervention helps students become more self-aware of the importance of completing tasks on time and maintaining higher academic motivation.

Thus, this study not only confirms the effectiveness of positive psychology-based counseling interventions in reducing academic procrastination but also provides evidence that these interventions have broader positive impacts, particularly in terms of developing important aspects of self-control and awareness of academic responsibility.

This study has several practical implications. First, the findings suggest that positive psychology-based counselling can be used as an effective intervention strategy in educational institutions to help students dealing with academic procrastination. Second, the research highlights the importance of incorporating elements such as self-restraint, self-control, and conscientiousness into student development programs, given their positive impact on academic performance. The results of this study also pave the way for further research, particularly in identifying other variables that may contribute to



academic procrastination, such as emotional or environmental factors. For instance, the study by Asani et al. (2022) shows that academic emotions, such as anxiety and academic optimism, also play a significant role in influencing student procrastination.

Moreover, the findings provide direction for curriculum developers and practitioners in designing targeted intervention programs. Among the eight modules implemented, gratitude journaling and strengths identification emerged as the most impactful activities, as observed through session feedback and student reflections. Gratitude exercises helped students shift their focus from stressors to personal growth, while identifying strengths boosted confidence and self-efficacy. Therefore, higher education counseling programs may consider prioritizing these two modules when implementing similar interventions, particularly for students with high levels of procrastination or low self-awareness.

Despite the significant findings, this study has several limitations that should be acknowledged. First, the sample size was relatively small and limited to students from a single academic program at Muhammadiyah University of Pringsewu, which may limit the generalizability of the results to other populations or educational settings. Second, while the intervention showed promising results in a short-term context, the study did not include a follow-up phase to assess the long-term sustainability of the counselling effects on academic procrastination. Additionally, individual differences, such as personality traits, motivation levels, or prior counseling experiences, were not controlled, which could have influenced the outcomes. For future research, it is recommended that similar studies be conducted with larger and more diverse samples, including students from various academic disciplines and institutions. Moreover, longitudinal research designs could be employed to evaluate the long-term effectiveness of positive psychology-based counselling. Future studies may also explore the integration of this approach with other therapeutic models, such as mindfulness or cognitive-behavioral interventions, to develop more comprehensive strategies for reducing academic procrastination.

CONCLUSION

The findings of this study indicate that positive psychology-based counselling interventions are significantly effective in reducing academic procrastination among students. The experimental group that received this intervention experienced a greater decrease in academic procrastination compared to the control group, which received only group counseling. The t-test results revealed a significant difference between the two groups following the intervention, with the experimental group exhibiting improvements in conscientiousness, self-restraint, and self-control.

The increased scores in these aspects within the experimental group suggest that, beyond reducing procrastination, this intervention also enhances students' awareness of academic responsibility, impulse control, and self-regulation. Therefore, a positive psychology-based approach can serve as an effective academic procrastination intervention strategy, focusing not only on reducing the habit of delaying tasks but also on strengthening the character traits necessary for academic success.

The results of this study offer practical implications for the development of counseling programs in higher education, particularly in addressing issues related to academic procrastination. Intervention programs that incorporate positive psychology



principles can help students develop better self-management skills, enabling them to be more responsible and productive in completing their academic tasks.

The findings support the integration of positive psychology into college counselling curricula, particularly through structured modules such as gratitude journaling, strength-based coaching, and optimism training. These practices can enhance students' emotional resilience and reduce procrastination in a sustainable way. Furthermore, longitudinal studies are recommended to assess the long-term impact of such interventions and determine their applicability across different academic disciplines and institutional contexts. Future research could also explore the combination of positive psychology with other therapeutic models to enhance the effectiveness of interventions.

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