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## **EFFORTS TO REDUCE STUDENTS' PROCRASTINATION BEHAVIOR BY IMPLEMENTING INFORMATION SERVICES USING AUDIO VISUAL MEDIA**

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### **Abstract**

A delayed task can be caused by being preoccupied with completing other, less urgent tasks that are not prioritized. In addition, postponing assignments or tasks may also occur intentionally due to laziness, which can become a daily habit. The main factor contributing to procrastination is often a lazy attitude accompanied by the assumption that there is still plenty of time to complete the obligations or assignments that need to be done. Therefore, this study aims to overcome students' academic procrastination behavior through the implementation of informational services using audiovisual media for Grade XI students at SMAN 10 Palembang. The subjects of this study were Grade XI students at SMAN 10 Palembang. This research is a guidance action research (Penelitian Tindakan Layanan or PTL), using pre- and post-test questionnaires. The study was conducted in three cycles, with each cycle consisting of two sessions of informational services. The results of the study indicate that addressing academic procrastination through informational services using audiovisual media is highly effective. This is evidenced by the pre-test percentage in Cycle I, Session I, which was 92%, followed by a post-test percentage of 87%. In Cycle II, the percentage was 71%, and in Cycle III, the result decreased to 68%. Observation sheets for each cycle during the implementation of the services showed that in Cycle I, Session I, the observation score reached 80%, and in Session II it dropped to 75%. In Cycle II, Session I, the percentage was 74%, and in Session II it was 71%. In Cycle III, Session I, the percentage was 68%, and in Session II it remained at 68%.

**Keywords:** *Academic Procrastination, Information Services, Audio-Visual Media*

### **Abstrak**

Suatu pekerjaan yang tertunda bisa disebabkan karena kesibukan dalam menyelesaikan pekerjaan lain yang kurang mendesak tidak menjadi prioritas, selain itu melunda tugas /pekerjaan bisa dilakukan dengan sengaja karena rasa malas dan menjadi kebiasaan sehari-hari. Biasanya faktor utama menunda-nunda pekerjaan adalah sikap malas yang diikuti dengan anggapan bahwa masih banyak kesempatan untuk menyelesaikan kewajiban atau tugas-tugas yang harus diselesaikan. Untuk itu, penelitian ini bertujuan untuk Mengatasi Perilaku Prokrastinasi Akademik Siswa Dengan Penerapan Layanan Informasi menggunakan Media Audio Visual Pada Siswa Kelas XI SMAN 10 Kota Palembang. Subjek dalam penelitian ini adalah siswa Kelas XI SMAN 10 Kota Palembang. Penelitian ini merupakan penelitian tindakan layanan (PTL) menggunakan angket pre dan post- test. Penelitian dilakukan dalam 3

siklus, setiap siklus dilaksanakan 2 kali pertemuan dalam layanan informasi. Hasil dari penelitian ini bahwa Mengatasi Perilaku Prokrastinasi Akademik Dengan Penerapan Layanan Informasi Menggunakan Media Audio Visual sangat efektif. Hal ini dibuktikan dengan siklus I pertemuan I hasil persentase pre- test yaitu 92%, kemudian hasil persentase post-test yang didapat yaitu menjadi 87%. Pada siklus II dengan hasil persentase 71%. Siklus III hasil persentase yang di dapat yaitu 68%. Lembar observasi setiap siklus dalam melaksanakan tindakan layanan siklus I pertemuan I memperoleh persentase 80%, kemudian pada siklus I pertemuan II menjadi 75%. Siklus II pertemuan I persentase yang di dapat 74%, pada siklus II pertemuan II menjadi 71%. Siklus III pertemuan I memperoleh persentase 68%, serta pada siklus III pertemuan II naik menjadi 68%.

**Kata Kunci:** Prokrastinasi Akademik, Layanan Informasi, Media Audio Visual

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## INTRODUCTION

Students often submit school assignments late, or even past the deadline. This is because they feel they still have plenty of time to complete and submit their assignments, leading them to procrastinate. Procrastination is a negative behavior and habit that can negatively impact our lives.

Procrastination can be caused by being busy completing other, less urgent tasks that are not prioritized. Furthermore, postponing assignments or work can be done intentionally due to laziness and become a daily habit. Typically, the primary factor in procrastination is laziness, accompanied by the belief that there are still many opportunities to complete obligations or tasks that must be completed (Rizkia, 2021).

A study by Ferrari & Ticel (2000) found that procrastination can be linked to anxiety and fear of failure. Procrastination is often considered a barrier to academic success for students because it can reduce the quality and quantity of learning, increase stress levels, and negatively impact their lives.

Information services are a service within Guidance and Counseling that aims to provide information to individuals in need. According to Hikmawati (in Telaumbanua, 2022), information services are activities that provide understanding to interested individuals about various things necessary to carry out a task or activity, or to determine the direction of a desired goal or plan. Information services in schools are essential to providing information about student needs. Sesilianus Fau and Irma Sarumaha (in Fau, 2022) state that information services are an essential part of students' school needs. This aims to provide information that students do not know but need to help them think about adapting to their environment. Prayitno (in Kamaluddin, 2011) defines guidance and counseling as support services provided to students, either individually or in groups, aimed at optimal and independent development, in personal, social, learning, and career guidance through various types of services and supporting activities based on applicable norms. Prayitno (in Aristiani, 2016) states that information services are services to supplement an individual's deficiencies in various necessary information. These services are used for their development and life interests. Prayitno (in Yanti & Zaini, 2016)

states the steps for implementing information services, namely: 1) Planning is the initial stage before providing information services, where the guidance and counseling teacher prepares various things needed when providing/implementing information services; 2) Implementation is the stage in providing services to students; and 3) Evaluation of the results of providing information services. The understanding gained through information services is used as a reference material for improving learning activities and achievements, developing ideals, organizing daily life, and making decisions (Tri, in Efendi, 2013).

Guidance and counseling teachers' efforts in providing information services to students help them understand how to overcome academic procrastination, which can benefit their learning process. Media plays a crucial role in the learning process, particularly in attracting student interest in teaching and learning activities at school (Faisal et al., 2019). Media use is crucial because it plays a strategic role in the success of service delivery (Silvany et al., 2021). According to Sanjaya (Faisal et al., 2019), audiovisual media is any medium that contains both audio and visual elements, such as video recordings, various film formats, audio slides, and so on. Providing information services combined with audiovisual media is believed to be effective in addressing students' academic procrastination (Wirawan, 2020). Video media offers numerous benefits, particularly in providing information to students. It can assist students in understanding material or knowledge. Students will concentrate better, and this impacts their understanding because the auditory and visual organs are used simultaneously, requiring significant concentration (Wulansyah et al., 2019).

The phenomenon that researchers found at SMAN 10 Palembang City in February 2025 in class X1 was that there were students who had academic procrastination behavior. High levels of academic procrastination, such as lack of student attention to learning, inactivity in the learning process, and students who prefer lessons with activities outside the classroom. Based on an interview conducted with a guidance counselor on February 10, 2025, the researcher obtained information that the academic procrastination behavior of grade X1 students at SMAN 10 Palembang City could be categorized as high. Therefore, in accordance with this problem, the researcher will implement information services to address students' academic procrastination behavior.

Eko Kurniawan's research (2020) explains that information services using audiovisual media can address students' academic procrastination behavior. This is evident in the significant increase in academic procrastination reduction among the students who were the study subjects. Evi Fitriyanti's (2022) research also shows that information services are effective in helping students understand and overcome academic procrastination behavior through classical Guidance and Counseling (BK) learning. The results of these two studies conclude that student academic procrastination can be minimized through audiovisual media-based information services, as these media can clarify material delivery and avoid overly verbalistic presentations. Furthermore, audiovisual media provides a more engaging and less monotonous delivery, thus increasing student engagement and motivation to change their procrastination behavior.

## **METHOD**

This research is a service action research (PTL). According to Sutja (2021), PTL is an effort to discover improvements or strengthen guidance and counseling service practices that is carried out systematically, cyclically, and reflectively by guidance and counseling practitioners collaboratively in classroom, group, or individual settings. This research was conducted in three

cycles, each cycle consisting of two meetings in the information service. In this study, practitioners collaborated with guidance and counseling teachers.

The subjects in this study were 28 grade X1 students at SMAN 10 Palembang City. In implementing Service Action Research (PTL), two types of data need to be collected: data on the action/service process carried out by the researcher from beginning to end, guided by a scenario, and data on the results of the action/service within the classroom, group, individual, and community scopes (Sutja, 2021). This means that the process data in this study is a report assessing the information service implementation procedure. The guideline for evaluating process data is an observation sheet completed by the observer, in this case the guidance and counseling teacher. Data collection techniques in this study: BK teacher observation sheets, pre-test and post-test questionnaires, interviews, and documentation. The data analysis technique used in this study was percentage analysis, using the percentage formula (Formula A) (Sutja et al., 2017).

## **RESULT AND DISCUS**

### **RESULT**

Prior to the research, the researcher conducted observations and interviews with the guidance counselor, resulting in a sample of 28 students in class X1 of SMAN 10 Palembang City. Class X1 was targeted because most students exhibited high levels of academic procrastination. During the interview, the guidance counselor stated that many students exhibited academic procrastination. In the first meeting of Cycle I, the researcher provided material on "Academic Procrastination," covering the definition of academic procrastination, examples of academic procrastination, and how to overcome it.

In the second meeting of Cycle I, the researcher provided material on the definition of academic procrastination, factors of academic procrastination, explaining examples of each factor, and providing tips and effective ways to overcome academic procrastination in students. The actions taken were deemed suboptimal because they did not achieve the desired results. Therefore, the researcher discussed the results of Cycle II with the collaborator. Furthermore, during the implementation of Cycle I, meeting II, obstacles were encountered during the service activities. The results of the first cycle, meeting one, showed a percentage of 92% on the pre-test questionnaire, followed by 87% on the post-test questionnaire in the second cycle. Implementation of service actions using observation sheets resulted in a percentage of 80% in the first cycle, and then a reduction in 75% in the second cycle. In the first cycle, several aspects were still not optimally implemented by the researcher, therefore, the researcher continued to cycle II.

In the first cycle, meeting one, the researcher presented material on how to overcome academic procrastination. The researcher played a video explaining how to overcome academic procrastination. In the second cycle, meeting two, the researcher presented material on how to apply the method to overcome academic procrastination. The actions taken in the second cycle were deemed suboptimal because they did not yet achieve the desired results. Therefore, the researcher discussed with the collaborator regarding the second cycle. Furthermore, during the second cycle, obstacles were encountered during the service activities. The results of the second cycle, using the post-test questionnaire completed by students, resulted in a percentage of 79%. When implementing the service action using the observation sheet, the percentage in Cycle II, meeting I, was 74%. It decreased to 71% in Cycle II, meeting II. While there was a decrease in

Cycle II, improvements were still needed to achieve better results than before, the researcher continued to Cycle III.

In Cycle III, meeting I, the researcher provided material on why we must overcome academic procrastination. Next, the researcher showed a video on how to overcome laziness in studying. Several aspects of this service action were still not optimal. In Cycle III, meeting II, the researcher provided material on the definition of learning, characteristics of learning, the nature of learning, and learning strategies according to learning styles. The researcher showed a short video entitled "5 Correct Learning Methods That Will Surprise You." The service action was deemed successful because students had decreased their academic procrastination behavior and were now in good quality. Therefore, after the action concluded and reviewing the evaluation results obtained from this cycle, the researcher discussed with the collaborator the implementation of Cycle III, meeting II. However, there were few obstacles encountered during the implementation of this cycle. In the implementation of service actions in cycle III, the percentage obtained was 72% based on the post-test questionnaire results. The results of the observation sheet showed that the percentage in cycle III meeting I was 68% and in cycle III meeting II was 68%. In this cycle, there was a decrease and good results were obtained.

## DISCUS

Cycle	Table 2. Cycle Discussion			
	Overcoming academic procrastination behavior		Improving the Implementation of Service Actions	
	<i>Pre-test</i>	<i>Post-test</i>	Meeting I	Meeting II
Cycle I (Meetings I and II)	92%	87%	80%	75%
Cycle II (Meetings I and II)	-	79%	74%	71%
Cycle III (Meetings I and II)	-	72%	68%	68%

Based on the table above, the researcher conducted an effort to address students' academic procrastination through the implementation of information services using audio-visual media in class X1 of SMAN 10 Palembang City. This service was implemented in stages, spanning cycles I, II, and III.

At each meeting in cycles I and II, there was a decrease in students' academic procrastination. The researcher administered a pre-test questionnaire before the service was implemented. A post-test questionnaire was administered after the service was implemented. In cycle I, meeting I, the percentage of pre-test questionnaire responses was 80%. In cycle I, meeting II, the percentage increased to 75%, compared to the post-test results. The researcher continued with cycle II, meeting II, with a post-test questionnaire response of 71%. After completing cycle II, the researcher continued with cycle III, with a post-test questionnaire response of 68%.

During the service implementation, collaborators completed observation sheets for each cycle to assess the researcher's effectiveness in implementing the service. The observation sheets allowed researchers to identify deficiencies in each cycle. Each cycle saw a decline in service implementation, with 80% in cycle I, meeting II, followed by 75% in cycle I, meeting I, and 74% in cycle II, rising to 71% in cycle II. Afterward, the researcher continued with cycle III, meeting I, and then to 68% in cycle III, meeting II, and then to 68%.

The cycle that best addressed students' academic procrastination was cycle III, meeting II, as students experienced a 68% decrease in academic procrastination, and a 68% decrease in service implementation in cycle III, meeting II. This indicates that the decline in service implementation in cycle III and meeting II was significant, indicating the success of the service implementation. Research relevant to this study is "Implementation of Information Services with Audio Visual Media to Overcome Academic Procrastination in Grade VIII Students at SMP Tarbiyah Islamiyah Hamparan Perak Academic Year 2020/2021" by Eko Kurniawan (2020). Based on the results of the research and discussion by Eko Kurniawan, it can be concluded that information services with audio visual media have a significant effect in overcoming students' academic procrastination behavior. This is evidenced by the results of the pre-test and post-test which showed a decrease in scores from 92% to 68% after two information services were carried out. This decrease indicates that information services are able to provide a more interesting and effective understanding to students regarding the negative impacts of academic procrastination, as well as providing strategies that help students change their procrastination behavior to be more productive in completing their academic tasks.

## CONCLUSION

Based on the results of the research conducted, an effort was made to address students' academic procrastination behavior through the implementation of information services using audio-visual media in class X1 of SMA N 10 Palembang City. This service action was implemented in three cycles, each with two actions: cycle I meeting I, cycle I meeting II, cycle II meeting I, cycle II meeting II, cycle III meeting I, and cycle III meeting III.

The cycle that was most effective in addressing students' academic procrastination behavior was cycle III meeting II, as students experienced a 68% decrease in overcoming academic procrastination behavior, and in cycle III meeting II, they experienced a 92% decrease in implementing the service action. This indicates that cycle III meeting II significantly improved, thus indicating the success of the service implementation. The implementation of this service action helped the research subjects, namely class X1 students, in overcoming academic procrastination behavior. Based on the results of the research that has been conducted, the implications obtained are that in the implementation of BK services for students, it can be used as an illustration when implementing services, especially in information services in helping to overcome problems experienced by students, BK teachers can use the results of this research as a reference and increase insight, especially in overcoming academic procrastination behavior of students, and can create a service program or teaching materials that can make students voluntary and open in participating in activities that make students better than before.

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