

Research Article

Solution Focused Brief Counseling (SFBC): Study in Students with Academic Procrastination

M. Edi Kurnanto^{*a}

[a] State Institute of Islamic Studies (IAIN) Pontianak

Abstract

This research was motivated by preliminary research findings which show the level of academic procrastination among the students of Islamic Religious Education Department (PAI) of the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak at 71.88% which is in the high category, even at 8.75% which is in the very high class and the findings of several studies which stated that SFBC effectively overcomes various psychological problems. The research aims to prove the effectiveness of the Treatment Model of Academic Procrastination based on SFBC to reduce the behavior of academic procrastination among students who are writing their undergraduate thesis. In practice, this research used the Research and Development (R&D) approach and the model effectiveness testing, which was conducted with One Group Pretest-Posttest Experimental Design. The data were collected using a questionnaire and analyzed using percentages and t-test. The results showed that the outcomes of the pretest-posttest average score decreased by 36.533 (from 231.666 to 195.133). Furthermore, the SFBC Model t-test showed a significance value of 0.00 (less than the alpha value of 0.05). Thus, the SFBC is sufficient to reduce the behavior of academic procrastination among the students of the Department of Islamic Religious Education (PAI) of the State Institute of Islamic Studies (IAIN) Pontianak.

Keywords: academic procrastination; solution focused brief counseling; sfbc

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Received: 2018-10-17. Published: 2019-06-30 *Corresponding Email: kurnantoedi@yahoo.co.id



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Introduction

The task of writing the undergraduate thesis is the final assignment that must be undertaken by all undergraduate students, including students of the Faculty of Tarbiyah and Teacher Training at the State Institute of Islamic Studies (IAIN) Pontianak. To obtain a bachelor's degree, every student must carry out research by the field of study in the form of an undergraduate thesis. This requirement serves as a means to form students' research competence.

However, in the process of writing the thesis, students often face various psychological problems, one of which is the habit of delaying the work by doing other activities so as to abandon the task of preparing the thesis. This habit of postponing work in the world of psychology and guidance and counseling is called procrastination. Since thesis-writing belongs in the academic area, this procrastination is called academic procrastination.

Academic procrastination is very important to examine and find the solution, because according to [Solomon & Rothblum \(1984\)](#), [Steel \(2007\)](#); [Suriyah \(2007\)](#), as quoted by [Ursia et al. \(2013\)](#) it is in the high category. For example, a study by Suriyah (Ursia et al, 2013: 2), which was conducted on students of the Faculty of Psychology at the Surabaya University showed that the students had a high to a very high level of procrastination which was 30.9% (out of 316 students). Besides having high

frequency, procrastination has a lot of disadvantages, both in terms of material and immaterial (Muhid, 2009, Siaputra, Prawitasari, Hastjarjo, Azwar, 2011; Steel, 2007; Tanriady, 2009; Utomo, 2010). According to Ferrari and Morales (2007), academic procrastination hurts students in the form of the amount of time wasted without producing something useful. Procrastination can also lead to a decrease in productivity and work ethics of the individual, resulting in lower individual quality (Utomo, 2010). Besides, procrastination could cause stress and affect personal-psychological dysfunction. Individuals who procrastinate will face deadlines, and this can be a pressure for them, which causes stress .

A recent study that the researcher did on students who were preparing a thesis at the Department of Islamic Religious Education (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak in 2015. Indicated that the level of academic procrastination among the students was in the high category, where it was done 71.88 % the students. Even 8.75% of these students experienced academic procrastination at a very high level. In addition, this study also concluded that the cause of academic procrastination among students of the Department of Islamic Religious Education (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak in the academic year of 2014/2015 is anxiety, perfectionism, difficulty in making decisions, dependency, threat of the assignment, low self-confidence, laziness, lack of acceptance self-esteem, fear of success, tendency to feel tired, rebellion against the rules, risk-taking and peer influence where it contributes to the occurrence of academic procrastination among students amounting to 68.64% while the rest is caused by other factors that are not included in this research variables.

Academic procrastination is the behavior of delaying work in the educational field among students by doing other activities that are fun and unimportant, not purposive, and not paying attention to the time to cause adverse effects or losses on the students themselves. The behavior of academic procrastination is a psychological issue associated with one's habit of delaying the work they are actually supposed to complete. This behavior, if not controlled, will be an issue that results in low performance. For the students, especially are preparing the thesis, procrastination will result in delays in the process of completion of the argument. Students who have a habit of procrastination will have a long study period, or their thesis may not be completed (Fauziah, 2015).

Academic procrastination behavior occurs in six areas of academic functioning: (a) writing assignment, (b) studying for exams, (c) reading, (d) administrative task, (f) attending meetings, and (g) overall academic performance. The following indicators indicate this behavior: (1) Delaying to start or finish work on the task at hand. (2) Delays in doing the job. (3) the time gap between the plan and the actual performance. (4) Doing other more fun activities instead of the task to complete.

The researcher believes that the behavior of academic procrastination has now become a theoretical "disease outbreak," which should immediately be cured. Otherwise, the educational requirements of students who are writing the thesis will be a significant obstacle in the process of completion of studies. Also, given the process of thesis writing is done by students in the final semester, which in general is the eighth semester even higher. The solution should not be time-consuming but has an impact immediately felt by students with a procrastination habit. In this regard, treatment through counseling services can be the right way. This is based on the philosophy of the counseling process itself, which, according to Nurihsan (2006: 10) is an effort to empower counselees so that they can identify their problems as well as solutions that they can choose to address the issues.

However, not all counseling service processes can be applied in dealing with the problem of academic procrastination behavior among students who are preparing a thesis. Because in general, students who are doing a thesis are also kept with the dateline, so handling this problem must also use a strategy or model counseling that does not take much time. In this regard, the researcher believes that Solution Focused Brief Counseling is a counseling model that can meet these expectations. That is why this research aims to formulate Solution Focused Brief Counseling (SFBC) to handle student academic procrastination behavior problems and measure how far SFBC is sufficient to overcome such a problem.

Solution Focused Brief Counseling is a form of brief counseling/therapy built on the power of the counselees by helping them to come up and construct solutions to the problems they face. This counseling model is more concerned with the future than the past or the present. In practice, Solution Focused Brief Counseling is performed with the following techniques and procedures: (a) Creating collaborative relationships. (b) Changes in pre-counseling. (c) exception questions. (d) miracle questions. (e) scaling problems. (f) first session task formula. (g) feedback of the counselor to the counselee. (h) termination

The argument on why the Solution Focused Brief Counseling (SFBC) is used in dealing with the behavior of academic procrastination among college students who are preparing their thesis is that SFBC has been widely used in overcoming other psychological problems, as Tina Hayati Dahlan (2009) did to improve almost all aspects of students' mental strengths. Furthermore, Heny Ernawati (2010) came up with the conclusion from her research that SFBC can improve student achievement motivation. Another study, conducted by Dwi Lestari (2013) also concluded that SFBC could decrease verbal bullying behavior among students. The most recent study, conducted by Khulaimata Zalfa (2014), finds that SFBC can develop resilience among boarding school students. Based on some of these results, the researcher believes that SFBC is also useful in reducing academic procrastination behavior. Another aspect that underlies the use of SFBC is the amount of time used by this technique, as seen from its name, i.e., brief. In short, the counseling time offered by this technique is assumed appropriate by the researcher to apply for students who are "fighting" with time in completing the thesis. This is due to the short time deadline in the preparation of the argument.

Method

This research used the Research and Development procedure, which is a research procedure implemented to develop an applicative product in the field under study. This research used two research approaches simultaneously, quantitative and qualitative. The quantitative approach was used to describe the level of students' academic procrastination before and after the treatment. Meanwhile, the qualitative approach was used to determine the rational validity of the Hypotetic Model of Solutions Focused Brief Counseling. Technically, the use of this approach is done by taking three main steps, namely: descriptive analysis method, collaborative, participatory method, and experimental method.

The descriptive analysis method was used to explain systematically, factually, and accurately about the facts related to the substance of the research, namely the behavior of procrastination among the students. That measures the level of expression of academic procrastination before and after the treatment. The collaborative, participatory method in this study was conducted to test the feasibility of the Hypotetic Model of Solutions Focused Brief Counseling conducted through the rationality test. The rationality test was conducted in Focused Group Discussion (FGD) activities involving experts as well as guidance and counseling students. Meanwhile, to test the effectiveness of the Solutions Focused Brief Counseling model, experiments were conducted using One Group Pretest-Posttest Design.

The populations in this study were students of the Department of Islamic Religious Education (PAI) of the Faculty of Tarbiyah and Teacher Training at the State Institute of Islamic Studies (IAIN) Pontianak who are completing the task of preparing the thesis in the even semester of the academic year of 2015/2016. Based on data from the Academic and Student Affairs of the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak, students who are in the process of completion of thesis amounted to 268 (as target population). Given the large number, then in this research, it is necessary to apply a sampling process. However, given the counseling process must pay attention to the principle of volunteerism, the sampling process in this study could not be done with random techniques as appropriate. The researcher only involved

students who were willing to attend counseling sessions with the researcher. The number of students who participated in the counseling session with the researcher was as many as 15 students as an acceptance population. Thus, this study used 15 students as an acceptance population.

Result and Discussion

Level of Students' Academic Procrastination Before Receiving SFBC Treatment

Based on the data analysis, the results showed that the level of academic procrastination among the students of the Department of Islamic Religious Education (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing an even semester academic year of 2015/2016 before getting treatment by using Solution Focused Brief Counseling (SFBC), the categories are very high (46.67%) and 6.67% falling into the top group. In more detail, the procrastination rate profile is presented in Table 1 below.

Table 1. Level of Students' Academic Procrastination before Treatment

Score interval	Criterion	Fi	Percentage
235 - 238	Very high	7	46.67
231 - 234	High	1	6.67
227 - 230	Moderate	5	33.33
223 - 226	Low	2	13.33
Total		15	100.00

With this category, it means that the level of academic procrastination among the students of Islamic Education Department (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing the thesis in the even semester of the academic year of 2015/2016 is that 46.67% experienced academic procrastination with a very high level. This means that most of the students of the Department of Islamic Religious Education at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing the thesis in the academic year of 2015/2016 were accustomed to delays in the process of making their thesis with a very high frequency.

With the results outlined above, it is clear that this study reinforces some previous research findings that the behavior of academic procrastination takes place in various places and settings (Solomon & Rothblum (1984); Steel (2007); Surijah (2007); Ursia et al., (2013); Muhid, (2009); Siaputra, et al., (2011)). The behavior of academic procrastination among students of the Department of Islamic Education (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing the thesis covered all aspects of the thesis preparation activities, starting from the preparation of proposals, proposal improvement, administration processing, reference searching, guidance process, improving the results of guidance and re-reading of leadership with lecturers. This finding indicates that most students of the Department of Islamic Religious Education (PAI) of the State Institute of Islamic Studies (IAIN) Pontianak, who were preparing their thesis, were trapped in academic procrastination behavior. So, it can be predicted that the research process they did to do their thesis had taken a long time.

The task of preparing the thesis, in practice, encompasses all academic activities, because it includes writing, reading, completing the administration, attending meetings for guidance with lecturers and other general educational activities. Furthermore, taking into account the impact of procrastination behavior, namely the amount of time wasted without producing something useful (Ferrari and Morales, in Ursia, Siaputra, and Sutanto, 2013: 2), decreased productivity and work ethic of individuals. Even procrastination can also cause stress to the students (Ursia, Siaputra, and Sutanto, 2013: 2), so, this behavior should be overcome so that students can complete their thesis on time. This is consistent with the result of research by Ursia, Siaputra, and Sutanto (2013: 2), which concluded that students who procrastinate would take longer to complete their studies than students

who do not. The same opinion was also expressed by Steel (Surijah and Djundjing (2007: 352) in their research, which also concluded that there is a negative correlation between procrastination and academic achievement of 0.23. It means, the higher the level of student procrastination, the lower the academic progress they will obtain. Thus it can be said that academic procrastination also affects small academic achievement among students.

This research tries to find a solution to the problem, not to continue to happen to the students. The answer the researcher chose in this connection was the use of Solution Focused Brief Counseling (SFBC) to reduce the behavior of the procrastination. In practice, this treatment was carried out using a group counseling approach.

Level of Students' Academic Procrastination After Receiving SFBC Treatment

After getting treatment by using Solution Focused Brief Counseling (SFBC), the level of academic procrastination among the students of the Islamic Education Department (PAI) at the State Institute of Islamic Studies (IAIN) Pontianak in the academic year of 2015/2016 was 40.00 %. Which falls into the moderate category, and 33.33%, which falls into the low class. The detailed description can be seen in the following table:

Table 2. Level of Students' Academic Procrastination after Treatment

Score interval	Criterion	Fi	Percentage
205 - 212	Very high	2	13.33
198 - 204	High	2	13.33
191 - 197	Moderate	6	40.00
184 - 190	Low	5	33.33
Total		15	100.00

Among the students of Islamic Education Department (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing the thesis in the even semester of the academic year of 2014/2015 after getting SFBC treatment was 40.00 which is in the moderate category, and 33.33% in the low category. This means that most of the students of the Department of Islamic Religious Education (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak who were preparing the thesis in the even semester of the academic year of 2014/2015 after the SFBC treatment had lower procrastination level. Those who experienced academic procrastination with the very high category made up 13.33%, as well as those in the top group, with a percentage of 13.33%.

Based on these data, it can be seen that after getting treatment with SFBC, students' procrastination behavior can be lowered. In the preliminary data before treatment was given, students experienced a very high category of academic procrastination (46.67%) and 6.67% included in the top division. Meanwhile, after getting the treatment, those in the very high were 13.33%, so were those in the senior class amounting to 13.33%. It means that students who experienced academic procrastination with a very high category decreased by 33.34%. Thus it is clear that the treatment provided to students using SFBC has been able to reduce their academic procrastination behavior.

Effectiveness of SFBC in Reducing Academic Procrastination Behavior

The model effectiveness test is performed by finding the gain score of pretest and posttest through two paired sample t-test. The variance test for the two means of two paired-sample groups is a parametric statistical test technique, so it must meet two assumption tests, that is data normality test and homogeneity test.

Data Normality Test

The normality test in this research was carried out by using a Kolmogorov Smirnov test, with the condition that the data follow the normal distribution if the significance value > alpha ($\alpha = 0.05$). In this study, the Kolmogorov Smirnov test was performed using the help of the IBM SPSS statistical

software package 23.00 for Windows. The summary of the data normality test in this research can be seen in Table 3. Based on Table 3 it is known that all data have been normally distributed. This is seen from the value of significance, which is higher than the cost of alpha ($\alpha = 0.05$). Thus, the analysis can proceed.

Variance Test of the Effectiveness of SFBC in Reducing Academic Procrastination

To determine SFBC is effective in reducing the behavior of academic procrastination among college students, two paired sample t-test was conducted. This t-test is used to compare if treatment with SFBC can reduce students' academic procrastination behavior. The provision in performing the t-test is as follows: if t value > t table or significance probability < alpha (0.05), then reject the Null Hypothesis (Ho). To find out the effectiveness of model in reducing academic procrastination behavior among students, it can be seen from the t-test summary using SPSS IBM 23.00 Package Software for Windows in Table 4.

About the table 4, it can be interpreted that the SFBC Model is useful to reduce academic procrastination behavior among the students of the PAI Department at the State Institute of Islamic Studies (IAIN) Pontianak. It can be seen from the result of the t-test above that the significance value is less than the alpha value. Furthermore, to prove that there are differences in student academic procrastination behavior before and after treatment, it can be seen from the average score of pretest and posttest, as shown in Table 5.

Based on the table 5, we can see that the average score decreased, i.e., in the pretest, the average scores of student academic procrastination amounted to 231.666, while in the posttest, the average rating was 195.133. Thus, after treatment with SFBC, the procrastination rate of students decreased by 36.533.

The results of this study are by some preliminary research findings, as described by Slameto (tt), in a review of several studies related to the use of SFBC, concluding that, indeed. Solution Focused Counseling (SFBC) has conclusively been proved to be able to overcome problems or achieve goals of counseling. Similarly, research conducted by Tina Hayati Dahlan (2009) concluded that SFBC could improve almost all aspects of students' psychological strengths. Furthermore, Heny Ernawati (2010) found from her research that SFBC can improve students' achievement motivation. Another study, conducted by Dwi Lestari (2013) also concluded that SFBC could decrease verbal bullying behavior among students. The most recent study, conducted by Khulaimata Zalfa (2014), found that SFBC can develop resilience among Islamic boarding school students (santri).

Table 3. Data Normality Test Result

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.173	15	.200*	.922	15	.210
Post test	.213	15	.065	.890	15	.067

Table 4. Variance Test of Two Paired Samples

Pair 1	PRE TEST - POST TEST	T	Df	Sig. (2-tailed)
		19.182	14	.000

Table 5. Paired Samples Statistics

Pair 1		Mean	N	Std. Deviation	Std. Error Mean
		Pre test	231.6667	15	5.02375
	Post test	195.1333	15	8.00773	2.06759

Conclusion

Taking into account the presentation and discussion of research findings above, the general conclusions of this study are as follows: "the Academic Procrastination Treatment Model based on FSBC is effective to Reduce Academic Procrastination Behavior among Students of Islamic Education Department (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak. The specific conclusions are as follows; (1) The level of academic procrastination of students of Islamic Religious Education Department (PAI) at of the State Institute of Islamic Studies (IAIN) Pontianak, who were preparing the thesis before receiving treatment using SFBC was 46.67% which fell into the very high category. (2) The level of academic procrastination of the students of the Department of Islamic Religious Education (PAI) at the State Institute of Islamic Studies (IAIN) Pontianak after receiving treatment using SFBC was 40.00% in the category of moderate and 33.33% in the group of low. (3) Academic Procrastination Treatment Model based on FSBC is effective to Reduce Academic Procrastination Behavior among Students of Islamic Education Department (PAI) at the Faculty of Tarbiyah and Teacher Training (FTIK) of the State Institute of Islamic Studies (IAIN) Pontianak was arranged in the form of formulation consisting of Philosophical Foundation, Service Objectives, Service Materials, Service Procedure, Role of Counselor, Evaluation and Service Success Indicators. (4) Based on the t-test, the FSBC-Based Academic Procrastination Treatment Model showed a significance value of 0.00 (less than alpha value: 0.05). Therefore, this model is beneficial in treating cases of procrastination among students. This is also proved by the results of the decrease in average score, namely in the pretest, the average rating of student academic procrastination amounted to 231.666, while in the posttest, the average score was 195.133. Thus, after the treatment with SFBC, the average rating of students' procrastination level decreased by 36.533.

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