



Academic Procrastination among Madrasah Students: Forms, Causes, Impacts, and Coping Strategies

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Abstract

This study aims to describe the forms, contributing factors, and impacts of academic procrastination among students. The study employed a descriptive qualitative approach and was conducted at a madrasah. Informants included students, guidance and counseling teachers, homeroom teachers, subject teachers, and parents. Data were collected through semi-structured interviews, non-participatory observation, and documentation, then analyzed using the stages of data reduction, data presentation, and drawing conclusions through triangulation of methods. The results of the study indicate that procrastination manifests as delaying the start of tasks, working on tasks close to the deadline, relying on reminders, and prioritizing social media and video games. Internal factors include low motivation, weak self-regulation, difficulty managing time, laziness, and fear of failure. External factors include cell phone use, peer influence, and limited parental guidance. Procrastination leads to a decline in task quality, stress, anxiety, staying up late, and poor study discipline. Addressing this issue requires collaboration among students, schools, and families. These findings underscore the importance of strengthening students' time management skills and digital literacy.

INTRODUCTION

Academic procrastination is the behavior of delaying the completion of assignments even though students understand the negative consequences that may arise. This behavior is not only related to poor time management but also reflects a failure in self-regulation, low motivation, weak self-control, and an inability to manage negative emotions when facing academic demands (Ragusa et al., 2023; Steel, 2007). During adolescence, this issue becomes even more significant because students are still in the process of developing their ability to control their thoughts, emotions, and behavior (Green et al., 2022). When tasks are perceived as difficult,

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boring, or a threat to self-esteem, students tend to avoid them and choose other activities that provide momentary comfort (Sirois, 2023). However, this strategy can actually increase stress, anxiety, guilt, and pressure as deadlines approach (Sirois & Pychyl, 2013).

Academic procrastination also affects the quality of the learning process and outcomes. Students who are in the habit of putting off assignments have less time to understand the material, correct mistakes, seek help, and complete their work to the best of their ability (Kooren et al., 2024). A meta-analysis Kim & Seo, (2015) shows that procrastination has a negative relationship with academic performance. In addition to reducing learning outcomes (Akpur, 2020), this behavior can weaken motivation to achieve (Quispe-Bendezú et al., 2020), lower self-efficacy (Liu et al., 2020), and foster a habit of avoiding responsibility (Svartdal et al., 2020). If not promptly addressed, procrastination has the potential to develop into a behavioral pattern that manifests not only in academic activities but also in students' daily lives (Loeffler et al., 2019; Tamala et al., 2024).

The factors associated with academic procrastination are multidimensional. From an internal perspective, procrastination may be linked to low academic motivation and students' perceptions of the value of assignments (Klassen et al., 2008; Wu & Fan, 2017), weak self-efficacy in managing learning activities (Klassen & Kuzucu, 2009), difficulties in managing time and effort (Hailikari et al., 2021), and fear of failure (Tan & Prihadi, 2022). Procrastination is also associated with maladaptive perfectionism, particularly excessive worry about mistakes and hesitation in taking action (Sirois, 2023), as well as difficulty regulating negative emotions that arise when facing academic tasks (Mohammadi Bytamar et al., 2020).

From an external perspective, the tendency to procrastinate can be influenced by tasks that are difficult, unpleasant, unstructured, or have excessively long deadlines (Svartdal et al., 2020). The structure of assignments and teachers' teaching styles also need to be considered, as overly controlling teaching styles may be associated with increased procrastination, whereas support for student autonomy is associated with lower levels of procrastination (Codina et al., 2018). Other factors include parenting styles and family support (Li et al., 2023), susceptibility to peer influence (Chen et al., 2016), students' engagement with the academic environment (Chen & Han, 2017), and distractions from smartphones and social media in the learning environment (Touloupis & Campbell, 2024). This complexity indicates that academic procrastination cannot be adequately explained by a single factor but must be comprehensively mapped so that intervention strategies can be tailored to students' characteristics and needs.

Previous research has generally focused on the relationship between procrastination and one or two specific psychological variables, and has often been conducted at a single school or in a single subject area. Furthermore, research findings often stop at classifying procrastination levels into low, moderate, or high categories, without providing diagnostic information regarding the dominant factors that should be prioritized in guidance and counseling services. This situation indicates conceptual, contextual, methodological, and practical gaps in the study of academic procrastination.

Therefore, this study offers a novel approach by mapping the multidimensional factors contributing to academic procrastination among students at Madrasah Tsanawiyah Negeri 7 Agam. The research results are expected to provide an empirical basis for guidance and counseling teachers in designing more targeted preventive and curative services. In addition, this study is expected to strengthen students' character development through the cultivation of discipline, responsibility, self-management, respect for time, and diligence in fulfilling academic obligations.

METHODS

This study employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of students' experiences with academic procrastination and to identify the internal and external factors underlying this behavior (Abishev et al., 2025; Anidar et al., 2026; Aryasutha et al., 2025; Engkizar et al., 2024; 2026; Muhlasin et al., 2026; Oktavia et al., 2023; Wahyuni et al., 2025). The study was conducted at Madrasah Tsanawiyah Negeri 7 Agam, located in Agam Regency, West Sumatra Province, Indonesia.

The research informants included students, guidance counselors, homeroom teachers, subject teachers, and parents. Students were selected to ensure a mix of genders, grade levels, and academic performance. This diversity was necessary to ensure that the data did not merely reflect the experiences of a single group of students. Guidance counselors were selected because they possess information regarding students' learning behaviors and challenges. Homeroom teachers and subject teachers were selected because they are aware of students' punctuality in completing and submitting assignments. Parents or guardians were selected to provide information regarding students' study habits, time management, smartphone usage, and behavior at home.

The number of informants was not rigidly determined from the outset. As an initial plan, the study could involve 12 students, 5 guidance and counseling teachers or subject teachers, and 3 parents or guardians. The recruitment of additional informants was halted once data saturation was reached that is, when additional interviews no longer yielded meaningful new information or themes. The data sources in this study consist of primary and secondary data. Primary data were obtained directly through interviews with students, guidance and counseling teachers, homeroom teachers or subject teachers, and parents or guardians of students. Secondary data were obtained through observations and documentation related to students' academic behavior.

In qualitative research, the researcher serves as the primary instrument. The researcher is responsible for identifying informants, collecting data, conducting interviews and observations, interpreting information, organizing data, and drawing conclusions. To assist with the data collection process, the researcher uses several supporting instruments, namely: a semi-structured interview guide designed based on the research focus but used flexibly. In addition, the researcher employs observation in this study. Observation is conducted in a non-participatory manner. The researcher observed academic behaviors and situations without directly participating in the informants' activities. Observations were conducted while students were attending classes, completing assignments, participating in supplementary learning activities, or receiving guidance and counseling services.

Furthermore, this study also utilized documentation as a tool to analyze relevant data, for which permission had been obtained from the school. The documents included records of late assignment submissions, summaries of assignment completion, records of guidance and counseling services, homeroom teacher's notes, and other academic documents related to the research focus. In addition, the documentation was used to verify the consistency between students' statements and the information provided by teachers or the school. Students' identities in the documents were anonymized to maintain confidentiality. The study employed the data analysis technique developed by Miles and Huberman, following three steps: data reduction, data display, and verification. Furthermore, the researcher conducted triangulation to assess the validity of the data obtained. The researcher used methodological triangulation by comparing data obtained from interviews, observations, and documentation.

RESULT AND DISCUSSION

Forms of Academic Procrastination Among Students

Interview results show that most students have a habit of putting off completing school assignments. This procrastination occurs from the moment they begin the work until the assignment is finished. Most students admitted that they only start working on assignments when the deadline is very close or after the teacher reminds them again.

One student explained:

"If I'm given an assignment today, I usually work on it late at night before it's due. Sometimes I even wait until the morning before leaving for school." (S3)

Another student expressed a similar sentiment.

"I often tell myself there's still time, so I'll do it later. In the end, I end up forgetting until a friend reminds me." (S7)

Another student admitted to preferring activities they find more enjoyable over doing school assignments.

"Once I have my phone in my hand, I tend to forget about my assignments. I usually play games or watch TikTok first, and then I only remember my assignments when it's already late at night." (S10)

Subject teachers also confirmed this habit.

"Most students turn in their assignments right before the deadline. Some even start working on them only after I remind them again in class." (G3)

Research findings indicate that academic procrastination among students manifests as a recurring behavioral pattern, not merely an occasional delay. This pattern is evident in the habit of delaying the start of assignments, working on them only when the deadline is near, relying on reminders from teachers or peers, and choosing other activities considered more enjoyable than completing academic obligations. Thus, the procrastination experienced by students encompasses the entire process, from the initial stages of working on an assignment to its completion.

The habit of delaying the start of assignments is evident in the statements of students who choose to work on assignments at night or in the morning before leaving for school, even though the assignments were assigned several days earlier. This behavior aligns with the concept of procrastination proposed by (Steel, 2007), namely the voluntary act of delaying a task even though the individual is aware that such delay may result in adverse consequences. In the context of this study, students were actually aware of the assignments and submission deadlines but still chose to delay completing them. This indicates that the delay was not caused by a lack of knowledge about the assignments but rather by a failure to direct their behavior in a way that aligns with their academic goals.

Statements from students who believe they still have plenty of time also indicate a tendency to underestimate the time needed to complete assignments. Students assume that the assignment can still be completed at a later time, but they do not create a schedule or clearly set aside time for it. As a result, the assignment is forgotten until a reminder comes from a friend or teacher. This situation highlights students' weak ability to plan, monitor, and manage their learning activities. Wolters explains that academic procrastination is related to low self-regulation, particularly in terms of self-efficacy, goal orientation, the use of metacognitive strategies, and the ability to manage the learning process independently (Wolters, 2003). Thus, students' habit of waiting for reminders from others indicates that their learning behavior still relies heavily on external regulation.

Another form of procrastination is completing assignments close to the submission deadline. This finding is supported by teachers' statements that most students submit their assignments just before the deadline, and some students even begin working on them only after being reminded again in class. This behavior can

be categorized as passive procrastination because the delay is not accompanied by deliberate planning. Students do not intentionally delay their work to achieve better results; rather, they delay because they fail to start the work within the time available. Therefore, completing assignments just before the deadline cannot be understood as a strategy for working under pressure, but rather as a form of inability to manage time and maintain commitment to the task.

Reliance on deadlines and reminders also indicates that new students are motivated to complete assignments only when external pressure begins to mount. As long as the deadline seems far off, students do not feel an urgency to begin their work. However, as the submission date draws nearer, that pressure becomes the primary motivator for action. This situation risks fostering a reactive learning pattern, in which students work only in response to reprimands, reminders, or the threat of being late, rather than out of a sense of academic awareness and responsibility. If this pattern persists, it can hinder the development of students' academic independence.

In addition to procrastination related to time management, this study found that cell phones, digital games, and social media are the dominant distractions. Students' statements in which they admitted to forgetting about their assignments after playing games or watching TikTok reveal a conflict between immediate pleasure and academic benefits that are only felt in the long term. Digital activities provide quick entertainment and satisfaction, whereas completing assignments requires effort, concentration, and perseverance. In such situations, students tend to choose activities with immediate rewards and postpone those whose benefits are not felt right away.

These findings are consistent with those of (Touloupis & Campbell, 2024), who found that problematic social media use contributes to academic procrastination among students at various educational levels. Excessive social media use can reduce students' engagement in academic activities and encourage them to delay completing assignments. Thus, in this study, cell phones and social media are not merely time-filling activities but also serve as sources of distraction that perpetuate procrastination behavior.

In relation to digital behavior, Sari et al., (2025) explain that the development of information technology requires students to have the ability to access, understand, evaluate, and use digital information critically and responsibly. The study found that students' ability to navigate various types of content on social media remains relatively low and emphasizes the importance of integrating information literacy and responsible digital participation into education. Although that study focused on the ability to deal with misleading content, its findings are relevant to this study because responsible use of social media also requires the ability to control the duration, purpose, and context of its use. Digital literacy, therefore, cannot be understood merely as the ability to operate devices but also encompasses the ability to manage technology use so that it does not interfere with academic responsibilities (Sari et al., 2025).

Procrastination also has the potential to reduce the quality of task completion. Students who work on assignments at night or in the morning before leaving for school have limited time to understand instructions, search for learning resources, correct mistakes, and ask for help when they encounter difficulties. As a result, while the assignments may still be turned in, the process of completing them does not provide an optimal learning experience. Kim and Seo, through a meta-analysis of 33 studies involving 38,529 participants, found that procrastination has a negative relationship with academic performance (Kim & Seo, 2015). These findings indicate that the higher a student's tendency to procrastinate, the greater the likelihood that they will achieve suboptimal academic results.

Based on the overall findings, the most prevalent forms of academic procrastination among students are delaying the start of assignments, completing assignments close to the deadline, relying on external reminders, and prioritizing more enjoyable digital activities. These forms are interrelated and indicate issues with self-regulation, time management, distraction control, and responsible use of digital media. Therefore, addressing procrastination cannot be achieved simply by issuing reprimands or assigning additional tasks. Teachers need to help students break tasks down into smaller steps, set intermediate deadlines, monitor their progress, and reflect on their study habits. Restricting cell phone use during study time and strengthening digital literacy are also necessary so that students can use technology purposefully without neglecting their academic responsibilities.

Factors Contributing to Academic Procrastination

First are internal factors. Based on interviews with students, teachers, and parents, internal factors that influence academic procrastination include low motivation to study, poor time management skills, laziness, and a lack of self-confidence when facing tasks considered difficult.

One student said: *"If the assignment is hard, I'm too lazy to start. I'm afraid of making mistakes, so I'll just do it later."* (S5)

Another statement highlights poor time management skills.

"I often lose track of time when I'm on my phone. Before I know it, it's already nighttime and my assignment isn't finished." (S8)

The guidance counselor explained that this habit is a form of poor self-regulation.

"Many students are actually capable of completing their assignments, but they haven't yet learned to manage their study time. As a result, they always put off their assignments." (G1)

One of the internal factors identified in this study is low academic motivation. Students tend to procrastinate on assignments when they lack a strong drive to start and complete them immediately. Assignments are viewed as a burden that must be fulfilled, rather than as part of a learning process that benefits the development of students' abilities. When the benefits of an assignment are not immediately apparent, students are more likely to choose other activities that provide short-term pleasure. This finding aligns with Steel's explanation that low motivation is one of the primary predictors of procrastination (Steel, 2007). Individuals are more likely to procrastinate when the value or benefits of a task are perceived as low, while alternative activities offer quicker gratification.

Low motivation in this study is also related to students' weak self-regulation. The guidance counselor's statement that students actually have the ability to complete assignments but are not yet able to manage their study time indicates a gap between ability and action. Students know that tasks must be completed, but are unable to direct their behavior in a way that aligns with their academic goals. Procrastination in such circumstances can be understood as a failure of self-regulation that is, an individual's inability to control their attention, motivation, time, and behavior in achieving predetermined goals (Steel, 2007).

These findings align with the perspective of self-regulated learning. Wolters explains that students with good self-regulation are able to set goals, choose learning strategies, manage time, monitor progress, and maintain motivation when facing difficulties (Wolters, 2003). Conversely, students with weak self-regulation are more likely to give up, become distracted, and delay task completion. Therefore, the habit of procrastination found in this study does not merely indicate a lack of academic ability but also suggests that students have not yet been able to manage their learning process independently.

The next internal factor is a lack of time-management skills. Students admit to losing track of time when using their cell phones, only realizing at night that their

assignments are not yet finished. This indicates that students are not yet able to prioritize between academic and recreational activities. Study time is not planned in a structured manner, while cell phone use continues without clear time limits. As a result, assignments are continually postponed until the pressure of the deadline becomes overwhelming.

Weaknesses in time management are not only related to an inability to create a schedule but also to an inability to adhere to the schedule that has been created. Students may have the intention to complete assignments, but that intention is not translated into consistent action. From a self-regulation perspective, this situation indicates a weak ability to control impulses and delay immediate gratification in order to achieve long-term academic goals. Thus, time management and self-control are two interrelated aspects that shape students' procrastination behavior.

The study also found that laziness is a cause of procrastination. However, laziness should not be understood merely as a negative trait inherent in students. Laziness can be a surface manifestation of low motivation, fatigue, uncertainty about how to begin a task, low interest, or the emergence of negative emotions when facing academic demands. Sirois explains that procrastination is often used as an avoidance strategy to gain temporary relief from tasks that are perceived as difficult, unpleasant, or emotionally stressful (Sirois & Pychyl, 2013). When students put off a task, the discomfort does indeed decrease temporarily, but the task still needs to be completed, and the pressure will increase as the deadline approaches.

A student's statement, "If the task is hard, I'm too lazy to start. I'm afraid of making mistakes, so I'll just do it later," shows that laziness is linked to a lack of self-confidence and a fear of making mistakes. Students not only avoid the difficulty of the task but also avoid the possibility of getting a poor result. Procrastination is then used as a way to reduce anxiety and protect their self-image. If the task is not done immediately, students do not have to face right away the possibility that they are unable to complete it.

These findings are consistent with Karim's study, which showed that fear of failure has a positive effect on academic procrastination (Karim et al., 2022). The greater a student's fear of failure, the more likely they are to postpone tasks. In that study, fear of failure accounted for 38.6% of academic procrastination. Although the study by Karim et al. was conducted with college students, its psychological mechanisms are relevant for explaining student behavior in this study. Students who doubt their abilities tend to view difficult tasks as threats rather than as challenges that can be tackled step by step (Karim et al., 2022).

A lack of self-confidence can also prevent students from seeking help. Students who fear being perceived as incapable may choose to remain silent and postpone tasks rather than ask a teacher or classmate for help. As a result, difficulties that could actually be resolved through explanation or guidance instead develop into even greater obstacles. Based on these findings, low self-confidence should be understood as a key factor that strengthens the link between task difficulty and academic procrastination.

Second are external factors. In addition to internal factors, the study found that external factors influence academic procrastination, namely social media use, online gaming, peer influence, and a lack of academic support from parents.

One student said:

"Sometimes friends invite me to play first. Once I'm hanging out with friends, I end up putting off my assignments." (S2)

Another student shared:

"I open TikTok more often than I open my books. Once I start watching videos, time just flies by." (S11)

These findings were corroborated by a homeroom teacher.

“The biggest distraction right now is cell phones. Many students focus more on social media than on completing their assignments.” (G2)

Parents also shared similar experiences.

“If I don’t keep reminding him, my son would rather play on his phone than study. Sometimes he doesn’t do his homework until I get angry.” (O2)

Another perspective was shared by parents who have limited time to supervise their children.

“I work until the afternoon, so I can’t always supervise my child’s studying at home.” (O4)

The research findings indicate that students’ academic procrastination is not caused by a single factor, but rather by the interaction between internal and external factors. Internal factors include low motivation to learn, poor time management skills, laziness, low self-regulation, and a lack of self-confidence when facing tasks perceived as difficult. Meanwhile, external factors include the use of social media and online games, peer influence, and limited academic support from parents. The consistency of information provided by students, teachers, and parents indicates that procrastination has become a pattern emerging in learning activities both at school and at home.

In addition to internal factors, the study found that the students’ surroundings also influence academic procrastination. One of the most dominant external factors is cell phone use, particularly for accessing social media and online games. Students admitted to opening TikTok more often than reading books and losing track of time after watching videos. These findings were corroborated by teachers and parents, who stated that students prefer playing on their cell phones rather than completing assignments.

Cell phone use does not automatically lead to procrastination, as digital devices can also serve as learning tools. Problems arise when their use is unfocused, unregulated, and primarily directed toward entertainment. Social media provides content that is constantly updated, brief, engaging, and easily accessible, thereby holding students’ attention longer than intended. In contrast, academic tasks require concentration and effort, and their results are not always immediately apparent. These contrasting characteristics make it easier for students to choose social media over starting their assignments.

Touloupis & Campbell, (2024) found a positive correlation between problematic social media use and academic procrastination among students at the elementary, secondary, and higher education levels. Problematic social media use is also associated with low student engagement and disengagement from academic activities. These findings support the results of this study, which indicate that the use of TikTok and other digital activities is not merely a way to fill free time but can serve as a distraction that hinders students from starting and sustaining their learning activities (Touloupis & Campbell, 2024).

The findings of this study can also be linked to digital literacy. Sari et al., (2025) explain that digital literacy is not only related to the ability to access information but also encompasses the ability to understand, evaluate, and participate responsibly in the digital space. Based on this perspective, the ability to control the purpose and duration of social media use is part of digital responsibility. Students who are able to operate a cell phone are not necessarily able to manage its use in a way that supports the learning process. Therefore, the low level of control over cell phone use found in this study indicates the need to strengthen students’ digital literacy and digital responsibility (Sari et al., 2025).

Findings regarding the use of cell phones as a source of distraction indicate that the ability to access and operate technology is not necessarily accompanied by the ability to manage technology appropriately for academic purposes. Husnasari et al., (2025) found that students’ access to digital devices and the internet is relatively

adequate, but their digital readiness has not developed evenly, particularly in the areas of critical information literacy, digital collaboration, security, and professionalism (Husnasari et al., 2025). Although the study was conducted among vocational education students, its findings are relevant in illustrating that the intensity of digital device use does not always reflect readiness to utilize them productively in learning. In the context of this study, students who used their cell phones more for TikTok and games than for completing assignments demonstrate the need to strengthen their ability to set goals, manage time, and take responsibility in their use of digital technology.

The next external factor is peer influence. Students admitted to putting off assignments when invited to play or hang out with friends. During adolescence, peer acceptance is crucial, so students tend to align their behavior with their friends' habits. When a group of friends prioritizes playing over studying, students may follow that behavior to remain accepted within the group. In this situation, the decision to procrastinate stems not only from individual desire but is also influenced by social norms and peer pressure within the peer group.

Afifah et al., (2025), through a review of 18 scientific sources, found that the majority of studies indicate a positive correlation between peer conformity and academic procrastination. Conformity encourages students to align their actions, values, and habits with the group to gain social acceptance. Thus, invitations from friends to play can reinforce procrastination if students have not yet developed the ability to be assertive and maintain their academic priorities (Afifah et al., 2025).

Nevertheless, peer influence is not always negative. Friends can also serve as sources of support, reminders, study partners, and helpers when students face difficulties. Peer influence becomes negative when group interactions primarily lead students toward activities that interfere with their study time. Therefore, schools need to foster a peer environment that supports study habits, for example through study groups, peer tutoring, and collaborative assignment work with a clear division of responsibilities.

A lack of academic guidance from parents was also identified as an external factor. Parents reported that their children only complete assignments after being reminded or scolded. On the other hand, some parents have limited time because they must work until the afternoon, so they cannot consistently supervise their children's learning activities. These circumstances indicate that a lack of support is not always caused by a lack of attention but may be related to work demands, time constraints, and family circumstances.

Milgram & Toubiana, (1999) demonstrated that parental involvement is associated with children's anxiety and academic procrastination. Such involvement includes paying attention to schoolwork, providing support, and monitoring task completion. However, effective guidance is not synonymous with constantly supervising or scolding children. Parental guidance should help students build study habits, set schedules, understand difficulties, and gradually develop independence (Milgram & Toubiana, 1999).

The finding that students only complete assignments after their parents get angry indicates that their motivation to learn still depends on external pressure. Reprimands may prompt students to complete assignments immediately, but they do not necessarily foster academic awareness and responsibility in the long term. If every learning activity always requires waiting for a parent's command or outburst, students do not have sufficient opportunity to develop self-control. Therefore, parents need to shift their guidance approach from merely giving orders to providing structure, support, and positive reinforcement.

Based on the overall research findings, internal and external factors do not operate in isolation. Low self-regulation makes students more prone to being

distracted by social media, video games, and peer pressure. Conversely, high access to digital activities and a lack of guidance can further weaken students' time management skills and motivation to learn. Similarly, students who lack self-confidence are more likely to avoid difficult tasks if they do not receive support from teachers, peers, and parents.

Therefore, efforts to reduce academic procrastination must be comprehensive. At the individual level, students need to be trained to set goals, break tasks down into smaller parts, create schedules, manage their cell phone use, and feel comfortable asking for help. At the school level, teachers need to provide clear assignment instructions, phased deadlines, feedback, and support for students who are struggling. At the family level, parents need to establish study routines, set rules for digital device use, and provide guidance that fosters independence. This approach is necessary because academic procrastination is not merely a matter of laziness but rather the result of the interaction between motivation, self-regulation, emotional state, digital technology, peer groups, and family support.

The Impact of Academic Procrastination

Research findings show that the habit of putting off assignments affects both students' academic performance and psychological well-being. Some students admit to feeling panicked as submission deadlines approach.

One student said:

"When I have a lot of assignments and they're due tomorrow, I get panicked and sometimes stay up all night." (S6)

Another student shared:

"Because I'm in a rush, the quality of my assignments is often not very good." (S9)

The guidance counselor also observed these effects.

"Students who frequently put off assignments usually experience stress when their work piles up. As a result, their academic performance isn't as good as it could be." (G1)

Subject teachers added:

"The quality of assignments completed close to the deadline is generally not as good as those completed earlier." (G3)

Parents also feel the impact at home.

"When there's a lot of homework, my child gets easily upset when told to study because they feel their work has piled up." (O5)

Overall, the interview results indicate that academic procrastination not only leads to delays in completing assignments but also results in a decline in the quality of learning outcomes, increased anxiety, and the development of undisciplined study habits.

The research findings indicate that academic procrastination affects the quality of learning outcomes, psychological well-being, sleep patterns, and the development of students' study discipline. These effects are evident in students' accounts of feeling panicked when assignments pile up, rushing through tasks, achieving suboptimal results, and having to stay up late to meet submission deadlines. These findings are corroborated by teachers and parents who observe the emergence of stress, a decline in the quality of assignments, and changes in students' emotions as the number of unfinished assignments increases. The consistency of information from students, teachers, and parents indicates that the effects of procrastination are not only subjectively felt by students but are also evident in their learning behavior at school and their interactions at home.

The most obvious academic impact is a decline in the quality of assignments. Students' statements that their assignments are often subpar because they are completed in a rush indicate that time constraints prevent them from completing their work to the best of their ability. When work begins only shortly before the deadline, students have less time to understand the instructions, search for relevant

sources, formulate answers, check for errors, and revise their work. Under these conditions, students' attention is focused more on completing and submitting assignments than on understanding the material being studied.

This finding aligns with the research by Kim & Seo, (2015), which showed that procrastination is negatively associated with academic performance. A meta-analysis of 33 studies involving 38,529 participants found that the higher the tendency to procrastinate, the lower the academic performance achieved. This relationship can be explained by time pressure, which leads to reduced accuracy, depth of understanding, and opportunities to revise assignments. Although the strength of the relationship may be influenced by the type of procrastination measure and the performance indicators used, the study's results confirm that procrastination is a behavior that risks lowering students' academic achievement (Kim & Seo, 2015).

Subject teachers' observations that assignments completed close to the deadline tend to be of lower quality further reinforce the link between procrastination and academic performance. These teacher assessments are important because they are based on observations of the assignment students turn in. Assignments completed under tight deadlines generally fail to demonstrate deep learning because students do not have sufficient opportunity to evaluate their answers. Thus, the impact of procrastination is not only a delay in submitting assignments but also a decline in the quality of the learning process and its outcomes.

These findings align with the longitudinal study by (Tice & Baumeister, 1997), which showed that college students with higher levels of procrastination received lower grades on assignments. The study also found that procrastinators may experience less pressure at the beginning of the assignment period because they temporarily avoid the task. However, as the deadline approaches, the levels of stress and distress they experience increase. Therefore, the sense of relief gained through postponement is only temporary, while the academic and psychological consequences emerge in the final stages of task completion (Tice & Baumeister, 1997).

In addition to affecting academic performance, academic procrastination causes psychological stress in the form of panic, anxiety, and stress. Statements from students who feel panicked when several assignments are due around the same time indicate that procrastination leads to an accumulation of academic workload. Assignments that could initially be completed gradually become a source of stress because they must be completed within a limited timeframe. In such situations, students not only face the demands of completing assignments but also grapple with the fear of failing to meet deadlines and achieving good results.

Sirois, (2023) explains that procrastination is closely linked to emotional regulation. Procrastination is often used as an avoidance strategy to reduce negative emotions that arise when facing tasks, such as boredom, fear of failure, anxiety, or feelings of inadequacy. When students postpone tasks, this discomfort may temporarily subside. However, further postponement creates additional pressure as the time available for completion grows shorter and the workload increases. Procrastination thus creates a cycle of avoidance, temporary relief, increased pressure, and the resurgence of even stronger negative emotions (Sirois, 2023).

This pattern is evident in students who only begin to panic once assignments have piled up and the submission deadline is fast approaching. This panic stems not only from the sheer volume of assignments but also from the realization that the time available is no longer sufficient to handle the workload. Under stress, students' ability to concentrate and set priorities can further decline. As a result, students risk tackling assignments without a plan, jumping from one task to another, or giving up when they feel unable to complete all their work.

Parents' reports that their children become easily irritable when asked to study indicate that the psychological effects of procrastination also impact social relationships at home. This anger can be understood as a reaction to the pressure that arises when students feel overwhelmed by a backlog of assignments. Parents' instructions to study are then perceived as adding to the pressure, even though the actual intention is to help students fulfill their obligations. This situation demonstrates that procrastination can create tension between students and parents, especially when parental guidance is provided at a time when students are already experiencing high levels of stress.

These findings are also consistent with the study by (Johansson et al., 2023), which found an association between procrastination and a number of health and psychological conditions among college students. In that cohort study, higher levels of procrastination were associated with poorer mental health at the follow-up assessment, although the strength of the association was relatively weak. These findings suggest that procrastination should be understood as one of the risk factors for student well-being, but it cannot be considered the sole cause of psychological problems, as mental health is also influenced by various other factors (Johansson et al., 2023).

Another impact identified was disrupted sleep patterns. Students' reports of having to stay up late when assignments pile up indicate that sleep time is sacrificed to complete work that was previously postponed. Staying up late may help students meet deadlines in the short term, but it can reduce their physical and cognitive readiness to participate in learning the following day. Lack of sleep has the potential to cause fatigue, drowsiness, difficulty concentrating, and a reduced ability to comprehend information during learning.

A study by Chan et al., (2023) on school students showed a relationship between sleep duration and academic performance. Students who get an optimal amount of sleep tend to perform better academically than those with insufficient sleep. These findings are relevant to the results of this study because the habit of working on assignments late into the night can reduce students' rest time. However, the relationship between sleep and academic performance must be interpreted with caution, as academic performance is also influenced by motivation, anxiety, study time, family circumstances, and other factors (Chan et al., 2023).

Procrastination and sleep deprivation also have the potential to form a self-reinforcing cycle. Students who procrastinate on assignments are forced to study late into the night, leading to fatigue the following day. Fatigue can reduce motivation and self-control, leading students to postpone their next tasks. If this pattern continues, students can become trapped in a cycle of procrastination, staying up late, fatigue, poor concentration, and further procrastination.

Further research findings indicate that procrastination can lead to undisciplined study habits. Students who are accustomed to working only when a deadline is approaching will become increasingly reliant on external pressure to begin their assignments. Deadlines, reprimands from teachers, and instructions from parents become the primary motivators, while the ability to study independently has not yet developed optimally. This pattern indicates weak self-regulation, as students are not yet able to consistently plan, monitor, and evaluate their learning process.

Steel, (2007) describes procrastination as a form of self-regulation failure. A person may recognize that delaying a task will lead to negative consequences but still chooses activities that provide immediate comfort or satisfaction. If this behavior is repeated frequently, procrastination can develop into a relatively persistent response when students face academic tasks. Therefore, procrastination is not merely a matter of being late but is also related to the formation of ineffective patterns of time management, motivation, and academic responsibility (Steel, 2007).

Based on the overall findings, the impact of academic procrastination can be understood as a series of interconnected events. Procrastination causes assignments to pile up and leaves limited time to complete them. This situation leads to panic and stress, prompting students to rush through their work and causing some students to stay up late. Suboptimal work then results in low-quality assignments. Unsatisfactory results can undermine students' self-confidence and motivation, thereby increasing the risk of procrastination on subsequent assignments.

These findings confirm that addressing procrastination should focus not only on the timely submission of assignments but also on students' psychological well-being and the development of study habits. Teachers can help by breaking large assignments into smaller steps, setting intermediate deadlines, monitoring progress, and providing feedback before the final deadline. Guidance counselors can provide support regarding emotional regulation, stress management, and time management. Meanwhile, parents need to foster supportive communication, help establish study routines, and avoid resorting to anger as a form of guidance only when assignments have piled up. A collaborative approach is necessary so that students can develop discipline, independence, and more adaptive learning strategies.

CONCLUSION

This study shows that academic procrastination among students is not merely a delay in submitting assignments, but rather reflects weak self-regulation, time management, and motivation to learn. Internal factors such as low self-confidence and motivation, as well as external factors such as digital distractions and a lack of guidance, reinforce the habit of procrastination. The impact is evident in a decline in academic performance and the emergence of psychological issues such as stress and anxiety. Therefore, addressing procrastination requires collaboration among students, teachers, counselors, and parents to foster discipline, responsibility, and adaptive study habits. These findings can be applied through phased learning strategies, consistent guidance, and controlled use of technology so that students can develop independent learning skills.

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