

THE PHENOMENON OF ACADEMIC PROCRASTINATION AMONG UNIVERSITY STUDENTS PARTICIPATING IN STUDENT ACTIVITY UNIT (UKM) ORGANIZATIONS AT THE FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITAS PANCASAKTI TEGAL

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Abstract

Students are individuals who pursue higher education and have a role as agents of change who are expected to contribute to society through knowledge and personal competencies. Students are expected not only to achieve academically but also to participate in student organizations as a means of developing leadership, communication, teamwork, and social skills. However, intensive organizational activities may affect students' ability to manage time and potentially lead to academic procrastination. This study aims to describe the factors underlying academic procrastination among students participating in Student Activity Unit (UKM) activities, their time management in balancing organizational and academic activities, and the efforts undertaken to overcome procrastination. This study employed a qualitative approach with a case study design. The subjects were two active students participating in UKM Mapakti at the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal, selected through purposive sampling. Data were collected through interviews, observation, and documentation. Data analysis used the interactive model of Miles and Huberman, while data validity was ensured through source and technique triangulation. The findings indicate that academic procrastination was influenced by time-management ability, priority setting, organizational adaptation, activity intensity, organizational responsibilities, and conflicts between organizational and academic schedules. The participants did not show high levels of academic procrastination because they were able to manage their time and responsibilities. They prevented procrastination by setting priorities, completing assignments according to deadlines, and utilizing organizational support, including academic dispensations when organizational activities conflicted with academic obligations. The study concludes that participation in student organizations does not automatically cause academic procrastination. Time management, priority setting, organizational adaptation, and adequate support play important roles in balancing academic and organizational responsibilities.

Keywords: academic; procrastination; time management; student organization;

1 INTRODUCTION

Students are individuals who pursue education at the higher education level and have a role as agents of change who are expected to contribute to society through the mastery of knowledge and the development of personal competencies (Freire, 2022). According to Gafur (2015), university students are learners who have developed independence in seeking and developing knowledge and are therefore expected to manage various responsibilities. In fulfilling this role, students are not only required to achieve academically but are also encouraged to participate in student activities as a means of developing potential, leadership, communication, and social skills that are useful for community life and the world of work.

One form of student activity commonly undertaken is participation in student organizations or Student Activity Units (UKM). Organizational involvement provides students with opportunities to develop critical thinking, teamwork, problem-solving, and responsibility. Nevertheless, organizational activities often require considerable time, energy, and attention. When students are unable to balance organizational activities with academic obligations, coursework may be neglected and not completed within the required deadline. Such conditions may lead to academic problems, one of which is academic procrastination.

Academic procrastination refers to the tendency to delay completing academic tasks and to choose other activities considered more enjoyable (Matthew Senangsa, 2023). This behavior remains a common problem among university students because it may reduce learning productivity, hinder task completion, and even contribute to delayed graduation. Academic procrastination is influenced by various factors,

including laziness, beliefs about one's abilities, distractions, social problems, time management, initiative, and personal problems (Muyana & Dahlan, 2018). Nisa et al. (2019) further explain that poor time-management ability, lack of concentration, anxiety about failure, and low self-confidence may contribute to academic procrastination.

Previous studies have demonstrated that academic procrastination remains a concern among university students in Indonesia. Kosasi, Siregar, and Elvinawanty (2019) found that students of the Informatics Engineering Study Program at Universitas Prima Indonesia had relatively high levels of academic procrastination. Muyana (2018) reported that 81% of students in the Psychology Study Program at Universitas Ahmad Dahlan were categorized as having high academic procrastination and 6% as very high. Hardiyanti (2016) found a significant negative relationship between self-management and academic procrastination, indicating that students with better self-management tend to be more capable of controlling their behavior and completing assignments on time. Herdiani and Tegal (2022) also identified internal motivation as an important factor in encouraging students to complete academic tasks, while Tri (2022) explained that excessive internet use may increase procrastination when it is not accompanied by adequate self-control.

The phenomenon is also relevant in the context of Universitas Pancasakti Tegal, which provides various Student Activity Units as a means for students to develop interests, talents, and competencies outside academic activities. Based on an initial interview conducted on March 14, 2023, information was obtained that students who actively participated in organizations often experienced difficulties in dividing their time between organizational activities and coursework. Dense organizational agendas caused some students to postpone academic tasks until close to submission deadlines. This condition suggests that organizational activity may become a risk factor for academic procrastination when it is not accompanied by effective time management and priority setting.

Although previous studies have discussed academic procrastination and factors such as time management and self-management, the experience of students who actively balance academic responsibilities with organizational responsibilities requires deeper contextual understanding. A qualitative case study can provide a more detailed description of how organizational intensity, role demands, priority setting, and organizational support are experienced by students in their daily activities. Therefore, this study focuses on the phenomenon of academic procrastination among students participating in Student Activity Units at the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal.

The research questions are: (1) What factors underlie the tendency toward academic procrastination among students participating in UKM activities? (2) How do students manage their time between organizational and academic activities? and (3) What efforts do students undertake to overcome the tendency toward academic procrastination? This study aims to describe these aspects and provide an understanding that can support students and higher education institutions in balancing organizational involvement with academic responsibilities.

2 METHODOLOGY

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the phenomenon of academic procrastination among students who actively participated in Student Activity Units (UKM) at the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal, in the 2025/2026 academic year. A qualitative approach was selected because it enables researchers to understand a phenomenon based on participants' experiences and perspectives, while the case study design was used to examine the phenomenon in depth within its real-life context (Creswell, 2014; Sugiyono, 2022).

The participants consisted of two active UKM members, namely students in semester IV and semester VI, selected using purposive sampling because they met the characteristics relevant to the research focus. The research data consisted of primary data obtained directly from the participants and secondary data obtained from documentation and relevant literature. The two participants were identified as RA, a new member of the organization, and ZM, the general secretary of UKM Mapakti.

Data were collected through semi-structured interviews, observation, and documentation. Interviews were used to obtain in-depth information regarding participants' experiences, causes, and forms of academic procrastination. Observation was conducted to examine participants' academic and organizational activities, while documentation was used as supporting evidence in the form of photographs, notes, and relevant documents. The use of these three techniques was intended to obtain comprehensive data about the phenomenon under study (Creswell, 2014; Sugiyono, 2022).

Data analysis employed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1994). The analysis was conducted continuously from data collection until findings capable of explaining the research phenomenon

were obtained. Data credibility was maintained through source and technique triangulation by comparing information from interviews, observations, and documentation (Sugiyono, 2022).

3 RESULTS AND DISCUSSION

The study involved two active students of the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal, who participated in UKM Mapakti: RA as a new member and ZM as the general secretary. Based on interviews, observations, and documentation, three main findings were identified: factors underlying the tendency toward academic procrastination, students' time management in balancing organizational and academic activities, and efforts undertaken to overcome the tendency toward academic procrastination.

3.1 Factors Underlying Academic Procrastination

The findings indicate that the tendency toward academic procrastination among actively organized students was influenced by a combination of internal and external factors. Internal factors included the process of adapting to the organizational environment, time-management ability, and the ability to regulate oneself when facing multiple academic and organizational demands. External factors included the high intensity of organizational activities, numerous organizational responsibilities, and schedule conflicts between organizational activities and lectures. Although neither participant demonstrated a high level of academic procrastination, both acknowledged that organizational activities often consumed time and energy and could potentially delay the completion of academic assignments.

RA who was a new member of the organization, experienced a process of adaptation to the organizational environment. The adaptation process required RA to adjust to organizational schedules, activities, and responsibilities while continuing to meet academic obligations. This condition shows that students who are newly involved in organizations need to develop an appropriate balance between their new organizational roles and their existing academic responsibilities.

ZM who served as the general secretary, had greater organizational responsibilities. The position required attention to organizational administration and coordination, which could increase the demands placed on time and energy. Nevertheless, ZM was still able to prioritize academic obligations. This indicates that organizational responsibility does not necessarily result in academic procrastination when students possess adequate self-management and priority-setting abilities.

The findings indicate that organizational involvement itself was not the primary cause of academic procrastination but could become a risk factor when students had not developed adequate self-management skills. Organizational activities may have positive effects when students are able to arrange priorities, but they may trigger procrastination when students struggle to balance competing demands. This condition was particularly apparent in ZM, who held greater organizational responsibility than RA and consequently experienced greater pressure in dividing attention between academic and organizational responsibilities.

These findings are consistent with Syukur et al. (2020), who reported that actively organized students tend to experience difficulties in dividing their time and are therefore at risk of delaying academic tasks. Muharsih et al. (2024) also explained that role conflict between academic and organizational obligations may increase students' psychological burden when it is not accompanied by adequate self-management. The findings further support Muyana and Dahlan (2018), who identified time management as an important factor associated with academic procrastination.

3.2 Students Time Management in Balancing Organizational and Academic Activities

The findings showed that the two participants applied different time-management strategies in carrying out their roles as students and organizational members. RA applied a priority scale by completing tasks according to their level of importance. ZM emphasized that academic activities must remain the main priority despite having substantial organizational responsibilities. These strategies demonstrate an awareness that success in organizational activities should not compromise academic obligations. RA managed academic and organizational responsibilities by identifying which activities needed to be completed first. Academic assignments that had closer deadlines or greater urgency were placed higher on the priority scale. This strategy enabled RA to participate in organizational activities while still completing academic obligations. ZM also placed academic activities as the main priority. As the general secretary, ZM had organizational duties that could require considerable time, but academic responsibilities remained a primary consideration. When organizational activities and academic schedules occurred at the same time, ZM attempted to arrange responsibilities so that academic tasks were not neglected.

The ability to determine priorities is an important form of self-management that may help prevent academic procrastination. Students who are able to identify tasks based on urgency can allocate time more effectively, thereby reducing the tendency to postpone work. Conversely, students without adequate time planning may be more vulnerable to task accumulation, which can eventually delay the completion of academic responsibilities. These findings support Nisa et al. (2019), who found that time management is a factor significantly associated with academic procrastination. Students who are able to organize schedules, determine priorities, and use time effectively tend to show lower levels of procrastination. The findings also reinforce Hardiyanti (2016), which showed that better self-management is associated with lower tendencies toward academic procrastination.

3.3 Efforts to Overcome Academic Procrastination

The findings showed that the participants made several efforts to prevent academic procrastination. These efforts included determining priorities, completing assignments according to deadlines, and prioritizing academic activities when schedules conflicted with organizational activities. In addition to individual efforts, the organizational environment provided support through academic dispensations for members who had academic obligations, enabling students to maintain both roles. One of the main efforts made by the participants was to complete academic assignments according to established deadlines. Completing assignments before or within the deadline prevented the accumulation of academic tasks. This effort was supported by the participants' awareness that academic obligations remained their primary responsibility as students.

Another effort was the use of priority setting. When organizational and academic responsibilities competed for attention, the participants determined which responsibility required immediate attention. This helped them avoid postponing academic work merely because organizational activities were more immediately engaging or demanding. Organizational support also played a role. Academic dispensations allowed students to manage situations in which organizational activities coincided with academic obligations. Such support reduced role conflict and provided students with greater flexibility to fulfill both responsibilities.

The findings indicate that preventing academic procrastination does not depend solely on individual ability but is also influenced by organizational support. Organizations that provide flexible policies for academic responsibilities can help members reduce role conflict, allowing students to fulfill organizational responsibilities without neglecting academic obligations. Successful management of both roles therefore requires synergy between self-management ability and a supportive organizational environment. These findings reinforce Herdiani and Tegal (2022), who stated that internal motivation is an important factor encouraging students to complete academic tasks, while environmental support functions as a reinforcing factor. Efforts to reduce academic procrastination should therefore not be limited to improving time-management skills but should also include the development of organizational environments that support students' academic success.

3.4 Overall Discussion

Overall the study indicates that participation in student organizations does not automatically cause academic procrastination. The most important factors identified were students' ability to manage time, establish priorities, adapt to organizational demands, and maintain a balance between academic and organizational responsibilities. Organizational intensity and role responsibilities can create pressure, but their effects may be minimized when students have adequate self-management and when organizations provide appropriate support. The findings also demonstrate that the balance between organizational and academic responsibilities is a shared process. Students are responsible for setting priorities and completing academic obligations, while organizations can contribute by providing flexible arrangements when academic schedules conflict with organizational activities. This combination can allow organizational involvement to remain a positive developmental experience rather than becoming a source of academic delay.

The findings of this study are important because they show that academic procrastination should not be viewed solely as a consequence of students' participation in organizations. Instead, the relationship is shaped by how students manage competing demands. Students with effective time-management strategies may participate actively in organizations while continuing to meet academic deadlines. Conversely, students who lack priority-setting and self-management skills may be more vulnerable to delaying academic tasks when organizational demands increase.

The results also suggest that student organizations have a responsibility to create conditions that support academic achievement. Organizational schedules, division of responsibilities, and dispensations can be managed in ways that recognize students' primary role as learners. Such arrangements can help

prevent organizational involvement from developing into excessive role conflict. From an educational perspective, universities and student organizations can support students by providing guidance on time management, self-management, and priority setting. Students can be encouraged to prepare realistic schedules, identify urgent academic tasks, and evaluate their workload before accepting additional organizational responsibilities. These efforts can help students obtain the developmental benefits of organizational participation while maintaining academic performance.

4 CONCLUSIONS

Based on the findings, the tendency toward academic procrastination among students who actively participate in Student Activity Units is influenced by internal and external factors. Internal factors include time-management ability, priority setting, and adaptation to the organizational environment, while external factors include the high intensity of organizational activities, organizational responsibilities, and schedule conflicts. Nevertheless, the two participants did not demonstrate high academic procrastination because they were able to manage their roles by maintaining academic activities as a priority.

Good time management, the ability to determine priorities, and organizational support are important in preventing academic procrastination among students who are active in organizations. Higher education institutions and student organizations are therefore expected to support the development of students' time-management and self-management skills so that organizational activities can be carried out in harmony with academic achievement.

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