

Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

Muhammad Faiz Irfan Aufa^{1*}, Siti Suminarti Fasikhah², Diah Karmiyati³

ABSTRACT

The research conducted aims to determine the effect of time management psychoeducation to reduce the level of academic procrastination of college students. This psychoeducation program is designed to provide an understanding of the tendency of academic procrastination in every student and provide an understanding of how to reduce it so that it does not interfere with student life. Psychoeducation is conducted using presentation methods and individual exercises. Psychoeducation is given to students in several sessions. The design of this study uses a one group pretest and posttest design. The level of academic procrastination was measured using the Academic Procrastination scale. The results showed a decrease in the level of academic procrastination after participating in the psychoeducation program. The average score of the participants' pretest was 79.4, which dropped to 62.8 in the posttest, meaning that there was an influence in the psychoeducation provided. Based on the results obtained, it is recommended that the time management psychoeducation program to reduce the level of academic procrastination in students be given at least once to students in the implementation of new student orientation with the aim that later when dealing with academic procrastination, students can reduce it personally well.

Keywords: *Psychoeducation, Time Management, Academic Procrastination, College Students*

Education is one of the factors to produce quality individuals in social life. In basic education to higher education, individuals are faced with increasingly high demands according to their level (Nastasia & Mujidin, 2023). Individuals who are studying in higher education are called students who are generally in the age range of 18 to 22 years and are included in the developmental phase of late adolescence towards early adulthood (Suiswilujeng, 2023). Students in this phase should be able to regulate their behavior, achieve social roles, be responsible and committed to the work they do, be independent, be able to prioritize activities to be carried out and have emotional maturity (Sari, et. al, 2023;

¹Faculty of Psychology, University of Muhammadiyah Malang, Jl. Raya Tlogomas No. 246 Malang – Jawa Timur, Indonesia

²Faculty of Psychology, University of Muhammadiyah Malang, Jl. Raya Tlogomas No. 246 Malang – Jawa Timur, Indonesia

³Faculty of Psychology, University of Muhammadiyah Malang, Jl. Raya Tlogomas No. 246 Malang – Jawa Timur, Indonesia

*Corresponding Author

Received: January 13, 2025; Revision Received: April 05, 2025; Accepted: April 09, 2025

Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

Ramadhan, et. al., 2023). While academic tasks as a student include completing assignments, making papers, carrying out presentations, group discussions, attending seminars and other activities. These activities are carried out with individual demands to be able to be independent in completing lectures (Kaya, 2024; Novalyne & Soetjningsih, 2022).

The period of completion of the lecture is one of the factors considered to increase the chances of winning the competition in obtaining jobs provided by companies and agencies that require a standard Grade Point Average (GPA), the age of the applicant and the length of the lecture period (Setiyono, et. al., 2024). Conversely, students who graduate late and not on time, although not necessarily losing in terms of competence, will get fewer opportunities because they have a shorter time span. One of the factors that may influence the length of the study period is poor time management and activity management, piling up coursework and the many activities that must be carried out as a student (Susiswilujeng & Saraswati, 2023; Hazla et. al., 2023).

Students should have the ability to manage themselves, for example managing study time, doing academic assignments, and being able to manage time between lectures and activities outside of lectures. Students with high willingness will have no difficulty in organizing activities, they will complete tasks as soon as possible and be able to do time management well. However, there are students who are reluctant to do time management and prefer to buy time and delay completing their assignments (Pertiwi, 2020).

Procrastination in completing academic assignments is done by almost 70% of students abroad. The survey also found that 95% of students from 60 subjects procrastinated in completing academic assignments on the grounds of laziness and many other tasks that must be done (Sari et. al., 2023). Research on 500 students at an A-accredited university in Surabaya found that 73% of students delayed writing papers, 76.8% of students delayed reading books or references, 61.8% of students delayed studying, 54.4% of students delayed completing academic administration, and 56.8% of students delayed or were late for class (Suhadianto & Pratitis, 2020).

The reasons for procrastination aim to gain additional time to do the task and usually choose more enjoyable activities such as playing online games, traveling, and watching television (Muntazhim, 2022; Sari, et. al., 2022). The tendency to almost always delay or avoid academic tasks intentionally to avoid difficulties and accompanied by the emergence of anxiety that interferes is called academic procrastination (Suhadianto & Pratitis, 2020). Forms of academic procrastination or task delays carried out by students are in writing tasks, studying in preparing for exams, reading literature, administrative tasks, and attendance in lectures (Nastasia & Mujidin, 2023; Syahrina & Muarifah, 2023).

Academic procrastination is known to have an impact in the form of a lot of time wasted in vain and neglected assignments, if the task is completed, the results are not optimal, also resulting in the loss of one's opportunities and opportunities (Muntazhim, 2022; Simamora & Nababan, 2021). Procrastination also causes psychological vulnerability in individuals, including tending to experience stress, difficulty concentrating and feelings of anxiety because the time to complete the task is approaching the deadline for collection, and can even cause depression if it does not get serious attention (Nastasia & Mujidin, 2023; Purede & Soetjningsih, 2022). Academic procrastination is also known to cause problems and regrets in social relationships such as disconnection and avoiding communication with

others (Azizah & Ruhaena, 2022; Setiyono, et. al., 2023). The impact of procrastination will also cause procrastination to reoccur in the future and cause decreased work ethic and productivity (Sarasija, 2021).

Aspects of academic procrastination, namely (1) perceived time, means that individuals only have an orientation to the present and do not consider the future. This results in individuals not being on time because they fail to predict the time needed to complete a task (2) intention-action gap (gap between desire and behavior), that in fact individuals already have the desire to do their academic assignments, but when the time is still long, it will tend to fail to be done. However, when it is near the deadline for submitting the task, it turns out that he can complete it according to the target (3) emotional distress, when procrastinating on tasks will bring uncomfortable feelings which will then trigger anxiety in individuals who procrastinate (4) perceived ability, individuals who doubt their abilities and fear failure will have an impact on academic procrastination. Factors that influence a person to do academic procrastination are academic beliefs and abilities = 16%, attention disorders = 9%, social factors = 17%, time management = 33%, personal initiative = 17%, laziness = 8%. Time management is one of the factors that play a major role in influencing academic procrastination (Muyana, 2018).

Time management is an effort to control individual time which includes time assessment, setting goals, planning, prioritizing and monitoring in the hope that it will produce effective things (Pertiwi, 2020). Based on research that time management is very influential on academic procrastination and has a negative correlation (Nisa et. al., 2019; Liu, et. al., 2018). This means that the higher the level of time management, the lower the level of academic procrastination and vice versa. Time management is divided into four aspects, namely (1) Setting goals and priorities, the activity of setting and reviewing short and long-term goals, prioritizing activities and carrying them out, setting time limits, utilizing free time and dividing tasks into small parts to make them easier to do (2) Planning and scheduling, in the form of time management, making to-do lists, (3) Ability to control time (perceived control of time), relates to self-efficacy and leads to individual beliefs or views about how their ability to control time and use existing time (4) Preference for organization, emphasizes the desire to be organized and the approach individuals take in completing tasks. Seeing the data exposure that has been submitted, special attention is needed to reduce the level of academic procrastination by managing the time owned so that it can be used optimally.

METHODOLOGY

Sample

The subjects in this study were X college students in Malang. There were a total of 10 subjects in the study. The age of the research subjects varied, from the youngest being 20 years old and the oldest being 22 years old.

The variables in this study are divided into two, namely the independent variable and the dependent variable. The independent variable in this study is the change in the level of academic procrastination that occurs in individuals. To manipulate the independent variable, presentation methods and independent exercises related to time management will be used. The dependent variable in this study is academic procrastination which is the tendency to almost always delay or avoid academic tasks intentionally to avoid difficulties and is accompanied by the emergence of disturbing anxiety. It will be measured using Pratiwi's

Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

(2011) scale which is compiled based on the theory of Ferrari et. al. (1995) before and after treatment.

This study is a preliminary research to determine the effectiveness of time management psychoeducation on students' academic procrastination level. Therefore, this study will be conducted using a one-group pretest posttest design. This study uses only one group, the experimental group, with no control group. This allows observations to explore qualitative data that can help explain individual phenomena. Acceptance of the research hypothesis is based on the results of the pre- and post-treatment difference test.

Instruments

One measure were used in this study,

Academic Procrastination: The measuring instrument used in this study is Pratiwi's (2011) scale which is compiled based on the theory of Ferrari et. al. (1995) consisting of (1) perceived time, which means that individuals only have an orientation to the present and do not consider the future. This results in individuals not being on time because they fail to predict the time needed to complete a task (2) intention-action gap (gap between desire and behavior), that individuals actually have the desire to do their academic assignments, but when the time is still long, it will tend to fail to do it. However, when it is near the deadline for submitting the task, it turns out that he can complete it according to the target (3) emotional distress, when procrastinating on tasks will bring uncomfortable feelings which will then trigger anxiety in individuals who procrastinate (4) perceived ability, individuals who doubt their abilities and fear failure will have an impact on academic procrastination. This measuring instrument has good internal reliability as indicated by the Cronbach's Alpha coefficient which reaches 0.870. The academic procrastination scale measuring instrument has 25 items and there are 13 favorable statements and 12 unfavorable statements with a scale from 1 to 4.

Procedure

Researchers developed guidelines and materials needed in time management psychoeducation to reduce students' academic procrastination levels. Subject determination was based on individuals who had moderate to high pretest score categories on the academic procrastination scale. Next, time management psychoeducation to reduce students' academic procrastination level continued with five activity sessions (including introductions).

In the first session, the facilitator was introduced to the participants and built a good rapport to create a comfortable atmosphere and provided stationery that would be used during the psychoeducation. Next, the facilitator provided an explanation of the procedure for implementing psychoeducation. In the second session, the facilitator explained the material using presentation techniques with the theme of academic procrastination and the importance of preparing a to-do list. The facilitator directed participants to write a list of academic and non-academic tasks that they must do both on a daily and weekly scale on the paper provided. In the third session, participants were given an explanation related to determining the priority scale based on the covey quadrant and how its important role in reducing the level of academic procrastination faced. Participants categorized the list of tasks that had been written down so that they could determine what should be done first based on the priority scale. In the fourth session, the facilitator provided education regarding the pomodoro technique and its important role in helping maintain focus when working on tasks, especially academic tasks. Participants were shown a video that explained what and how to apply the pomodoro technique. The facilitator directs participants to determine one

Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

academic task to be done for the application of the pomodoro technique which is done together, namely 25 minutes to focus and 5 minutes to rest. In the fifth session, participants were given the opportunity to provide feedback after the psychoeducation series was conducted.

Furthermore, the facilitator provided an academic procrastination scale to be filled in again by the participants (posttest). After all the scales were filled in, they were collected and then the facilitator concluded the activity and gave appreciation to participants who had participated in the implementation of the activity well and according to the directions given. Not forgetting to give a message so that they can apply the psychoeducation that has been carried out in their daily lives and are expected to be able to provide learning also to the closest people so that it is even more useful for the knowledge that has been given.

RESULTS

After data collection was carried out, the researcher conducted a data analysis process using table and diagram analysis to see differences before and after treatment. Statistical data processing using SPSS version 25 with Wilcoxon non-parametric analysis (10 subjects) is explained descriptively by comparing pretest and posttest scores which aims to see the difference between before and after the implementation of psychoeducation. If the posttest score is lower than the pretest score, it means that the psychoeducation given has an effect on the level of academic procrastination of students.

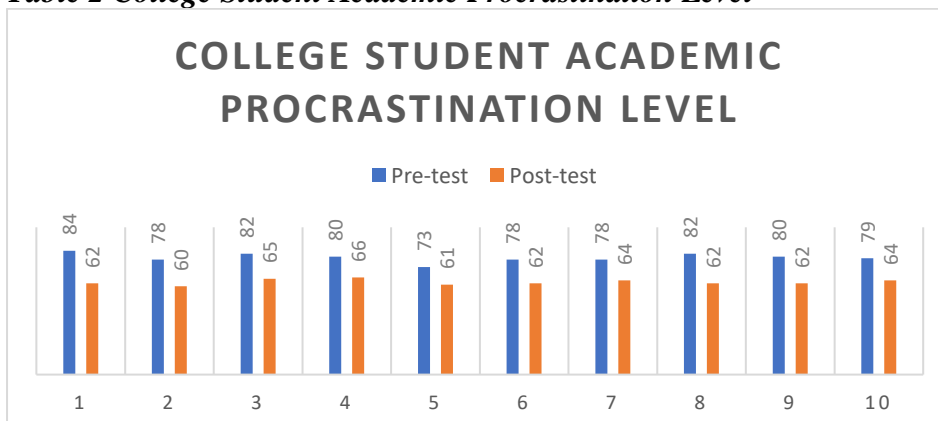
Psychoeducation was carried out on subjects who had filled out the pretest and posttest academic procrastination scales with a total of 10 subjects. The following is shown in Table 2 the results of the Wilcoxon test using SPSS 25 which proves that there is an effect of providing psychoeducation on reducing the level of academic procrastination tendencies in students. These results can be described in the following table:

Table 1 Wilcoxon Test Results pretest and posttest data

Group	Asymp. Sig. (2-tailed)	Description
College Students	0.001	There is an influence

Based on the Wilcoxon test results in table 1, the asymp. Sig. (2-tailed) of $p < 0.05$ ($p = 0.001$). These results mean that the significance assessment of 0.001 is smaller than the p value so that it can be said that the provision of time management psychoeducation has an effect on reducing the level of student academic procrastination.

Table 2 College Student Academic Procrastination Level



Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

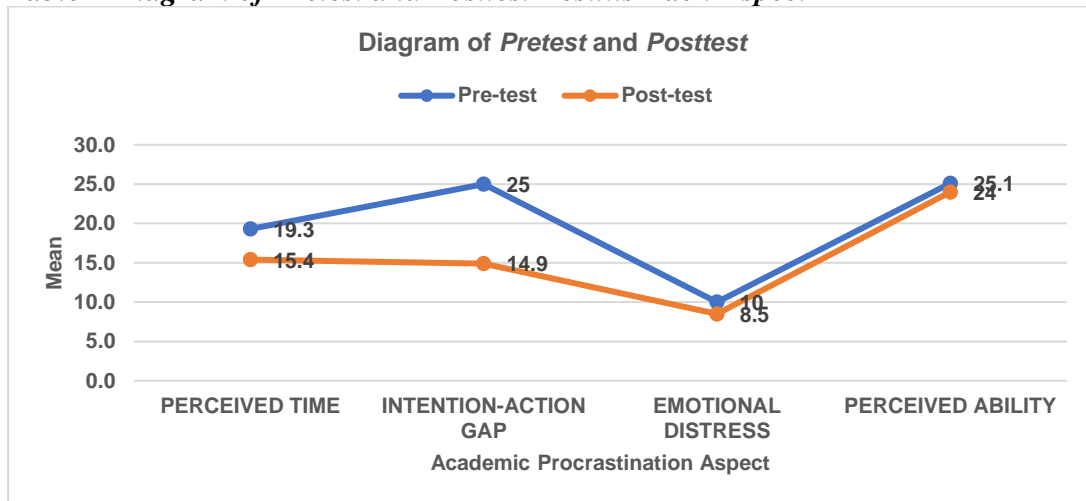
Based on table 2, it can be seen that of the 10 students who participated in psychoeducation activities, initially (pretest) students showed the lowest score starting from 73 and the highest score was 84. While after the time management psychoeducation was carried out to reduce the level of academic procrastination of students and the posttest was carried out, the lowest score started from 60 and the highest score was 66. This score proves that there is a significant effect in providing psychoeducation to reduce the level of academic procrastination in students. Furthermore, the data is made in tabular form to facilitate reading, presented in table 3.

Table 3 Data Categorization

Category	Type	Interval	Frequency	Percentage
Pretest	High	≥75	9	90%
	Medium	62 – 75	1	10%
	Low	≤61	0	0%
Posttest	High	≥75	0	0%
	Medium	62 – 75	8	80%
	Low	≤61	2	20%

Based on table 3, it can be seen that most students before psychoeducation (pretest) had a level of academic procrastination in the high category as many as 9 students (90%) and were at the level of academic procrastination in the medium category as many as 1 student (10%). Furthermore, after being given psychoeducation, it is known that students who are in the moderate category of academic procrastination are 8 students (80%) and those in the low category of academic procrastination are 2 students (20%).

Table 4 Diagram of Pretest and Posttest Results Each Aspect



Based on table 4, it is known that the average value of each aspect, namely perceived time, intention-action gap, emotional distress and perceived ability, shows a decrease when compared between before the implementation of psychoeducation and after the implementation of psychoeducation, especially in the aspects of perceived time and intention-action gap which dropped significantly. Perceived time which was initially at an average score of 19.3 became a score of 15.4 and the intention-action gap which was initially at a score of 25 became a score of 14.9 in the posttest. This confirms that time management psychoeducation can reduce the level of academic procrastination experienced by college students.

DISCUSSION

Based on time management psychoeducation to reduce the level of academic procrastination that has been implemented on students, it shows that there is an influence on reducing the level of academic procrastination. Psychoeducation was conducted through five sessions (including opening), all participants received the same treatment in the implementation of psychoeducation by being given an understanding through presentation methods and individual exercises. In the second, third and fourth sessions, participants were directed to directly practice the material that had been presented so that it could be more meaningful and better understood. From the results of Wilcoxon analysis and data decomposition, the average score of the pretest, which was 79.4, decreased to 62.8 after psychoeducation and measured during the posttest. This means that the time management psychoeducation that has been carried out has a significant impact in reducing the level of academic procrastination experienced by the subject, in this case, college students.

Nasrullah & Khan (2015) stated that good time management is vital for college students to shine. The usage of time by college students is related to their daily routines and activities. The study schedule must be properly planned, implemented and controlled for better results. Various studies showed that time management practices serve for many purposes not only for challenging performance of the students. Time management practices show the way not only to a high level of academic performance, but to good physical condition and lower levels of stress. Meanwhile, all the time management behaviours were significantly positively related to academic achievement of students although the relationship is weak. Time planning is the most significant correlated predictor (Razali et. al, 2018).

Nadinloyi et. al. (2013) emphasized that time management skills can be trained. Given the relationship between time management and academic achievement the use of such training programs could feasibly result in improvements in academic achievement, particularly among college students who are poor time managers. In general, studies report that time management exerts a positive influence on student learning outcomes. For example, college GPA is significantly correlated with time use and can be predicted by planning and time attitudes. Effective time management can be considered a holistic construct, but it encompasses a range of unique behaviors and attitudes that reflect strong self-regulatory skills. The components include planning, setting long- and short-term goals, prioritizing tasks, and overcoming the temptation to procrastinate (Hensley, et. al., 2018).

Wolters & Brady (2021) found that among college student populations, the importance of time management is supported by its association with reduced procrastination, increased academic performance, and improved personal well-being. Further, time management is a target of the most commonly provided interventions for post-secondary students. Within this framework, time management encompasses the various forethought, performance, and post-performance processes through which students self-regulate when and for how long they engage in the activities deemed necessary for reaching their academic goals.

Bembenutty's (2009) work showed that students who are more accurate in their academic time estimation (i.e., have closer actual vs. planned time estimates) complete more homework and have higher mid-term exam grades than their less-accurate peers. While Bembenutty focused on students who were at-risk of failing a course, we found similar results in our larger first-year cohort. First-year college students tend not to be accurate in their time planning, and those poor at time management are also likely to struggle with appropriately revising their plans and goals. It appears important to identify students who are

at-risk academically, and assessments of student time use, planning, and time use revision may be helpful in this regard (Thibodeaux et. al, 2016).

REFERENCES

- Azizah, U. F., & Ruhaena, L. (2022). The role of self-regulatory learning, religiosity, and parental social support with student academic procrastination in distance learning. *Indigenous: Jurnal Ilmiah Psikologi*, 7(2), 176-188. <https://doi.org/10.23917/indigeno.us.v7i1.18087>
- Hazla, R. E., Syakiira, R., & Rahman, S. (2023). Hubungan Self-Regulated Learning dan Prokrastinasi Akademik pada Mahasiswa yang Mengikuti Program Internship. *Jurnal Psikologi : Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 10(1), 117-130. <https://doi.org/10.35891/jip.v10i1.3716>
- Hensley, L. C., Wolters, C. A., Won, S., & Brady, A. C. (2018). Academic probation, time management, and time use in a college success course. *Journal of College Reading and Learning*, 48(2), 105-123.
- Kaya, B. (2024). Smartphone addiction and psychological wellbeing among adolescents: The multiple mediating roles of academic procrastination and school burnout. *British Journal of Guidance & Counselling*, 1–15. <https://doi.org/10.1080/03069885.2024.2304208>
- Liu, F., Xu, Y., Yang, T., Li, Z., Dong, Y., Chen, L., & Sun, X. (2022). The Mediating Roles of Time Management and Learning Strategic Approach in the Relationship Between Smartphone Addiction and Academic Procrastination. *Psychology Research and Behavior Management*, Volume 15, 2639–2648. <https://doi.org/10.2147/PRBM.S373095>
- Muntazhim, M. A. (2022). Hubungan Regulasi Diri dengan Prokrastinasi Akademik pada Mahasiswa yang Sedang Menyusun Skripsi. *Acta Psychologia*, 4(1), 21–28. <https://doi.org/10.21831/ap.v4i1.47654>
- Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- Nadinloyi, K. B., Hajloo, N., Garamaleki, N. S., & Sadeghi, H. (2013). The study efficacy of time management training on increase academic time management of students. *Procedia-Social and Behavioral Sciences*, 84, 134-138.
- Nasrullah_PhD, S., & Khan_PhD, M. S. (2015). The impact of time management on the students' academic achievements. *Journal of Literature, Languages and Linguistics*, 11, 66-71.
- Nastasia, K. & Mujidin. (2023). Hubungan Antara Task Aversiveness dengan Prokrastinasi Akademik pada Mahasiswa di Universitas X. *Psyche 165 Journal*, 226–231. <https://doi.org/10.35134/jpsy165.v16i3.277>
- Nisa, N. K., Mukhlis, H., Wahyudi, D. A., & Putri, R. H. (2019). Manajemen Waktu dengan Prokrastinasi Akademik Pada Mahasiswa Keperawatan. *Journal of Psychological Perspective*, 1(1), 29–34. <https://doi.org/10.47679/jopp.1172019>
- Novalyne, P. O., & Soetjningsih, C. H. (2022). Fenomena Prokrastinasi Akademik Pada Mahasiswa: Bagaimana Kaitannya Dengan Kecanduan Smartphone Saat Pandemi COVID-19 Berlangsung? *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(3), 637. <https://doi.org/10.30872/psikoborneo.v10i3.8636>
- Pertiwi, G. A. (2020). Pengaruh Stres Akademik dan Manajemen Waktu Terhadap Prokrastinasi Akademik. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(4), 738. <https://doi.org/10.30872/psikoborneo.v8i4.5578>
- Purede, M., & Soetjningsih, C. H. (2022). Dukungan Sosial Orang Tua Dengan Prokrastinasi Akademik Dalam Menyelesaikan Tugas Kuliah Daring Pada Mahasiswa Universitas Kristen Satya Wacana Salatiga. *Motiva Jurnal Psikologi*, 5(2), 55. <https://doi.org/10.31293/mv.v5i2.6465>

Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels

- Ramadhan, Y. A., Nugroho, R. A., Umaroh, S. K., & Mariskha, S. E. (2023). Peran Regulasi Diri dalam Belajar terhadap Prokrastinasi Akademik pada Siswa Madrasah Tsanawiyah. *Jurnal Psikologi Integratif*, 11(1), 87-108. <https://doi.org/10.14421/jpsi.v11i1.2757>
- Razali, S. N. A. M., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018). The impact of time management on students' academic achievement. *Journal of Physics: Conference Series* (Vol. 995, p. 012042). IOP Publishing.
- Sarasija, L. N. A. S., Nariswari, A. A., Dewanggana, D. A., Arghita, V. A., Patty, T. S. W., & Tjahjono, H. (2021). Psikoedukasi "Pepro" Untuk Menurunkan Prokrastinasi Akademik Dengan Menggunakan Manajemen Waktu Pada Siswa Siswi Smp Dan Sma/Smk. *Psikologi Konseling*, 18(1), 922. <https://doi.org/10.24114/konseling.v18i1.27835>
- Sari, L. M., Pratitis, N. T., & Haryanti, A. (2022). Internal locus of control dan kemampuan manajemen waktu dengan prokrastinasi akademik pada mahasiswa skripsi. *PSYCOMEDIA : Jurnal Psikologi*, 1(2), 21–30.
- Sari, S., Okfrima, R., & Vael, V. R. (2023). Korelasi Antara Emotional Maturity dengan Prokrastinasi Akademik pada Mahasiswa. *Psyche 165 Journal*, 16(2), 99–104. <https://doi.org/10.35134/jpsy165.v16i2.235>
- Setiyono, G. A., Paramita, R., & Hartini, N. (2023). Psychoeducation of Academic Procrastination in Undergraduate Students. *Psikostudia : Jurnal Psikologi*, 12(4), 468. <https://doi.org/10.30872/psikostudia.v12i4.10370>
- Simamora, M. R., & Nababan, M. L. (2021). Prokrastinasi akademik dan efikasi diri mahasiswa selama masa awal pandemi COVID-19. *Jurnal Sains Psikologi*, 10(2), 66-79. <http://dx.doi.org/10.17977/um023v10i22021p66-79>
- Suhadianto, S., & Pratitis, N. (2020). Eksplorasi Faktor Penyebab, Dampak dan Strategi Untuk Penanganan Prokrastinasi Akademik pada Mahasiswa. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 10(2), 204. <https://doi.org/10.24036/rapun.v10i2.106672>
- Susiswilujeng, R. P., & Saraswati, P. (2023). Personal Growth Initiative sebagai Prediktor terhadap Prokrastinasi Akademik pada Mahasiswa. *Jurnal Psikologi Perseptual*, 8(2), 149–167. <https://doi.org/10.24176/perseptual.v8i2.10367>
- Syahrina, I. A., & Muarifah, A. Conscientiousness dan Self-Regulated Learning Terhadap Prokrastinasi Akademik pada Mahasiswa Jurusan Sistem Komputer. *Psikobuletin: Buletin Ilmiah Psikologi*, 4(3), 250-259. <http://dx.doi.org/10.24014/pib.v4i3.25270>
- Thibodeaux, J., Deutsch, A., Kitsantas, A., & Winsler, A. (2017). First-year college students' time use: Relations with self-regulation and GPA. *Journal of Advanced Academics*, 28(1), 5-27.
- Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. *Educational Psychology Review*, 33(4), 1319-1351.

Acknowledgment

The authors would like to thank all the participants who contributed to this study, as well as those who provided invaluable support and guidance throughout the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Aufa, M.F.I., Fasikhah, S.S. & Karmiyati, D. (2025). Psychoeducation: Time Management to Reduce College Student Academic Procrastination Levels. *International Journal of Indian Psychology*, 13(2), 059-067. DIP:18.01.005.20251302, DOI:10.25215/1302.005