

PENGARUH KONSELING *BEHAVIOR* DENGAN TEKNIK *SELF-MANAGEMENT* UNTUK MENGURANGI KECENDERUNGAN PROKRASTINASI DITINJAU DARI JENIS KELAMIN PADA SISWA KELAS X SMAN 6 TASIKMALAYA

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Penelitian ini dilatarbelakangi oleh tingginya kecenderungan prokrastinasi akademik yang menghambat pencapaian tugas perkembangan dan prestasi belajar peserta didik kelas X. Penelitian ini bertujuan menguji pengaruh konseling *Behavior* dengan teknik *Self-Management* terhadap penurunan prokrastinasi akademik berdasarkan perlakuan, jenis kelamin, serta interaksi keduanya. Penelitian menggunakan pendekatan kuasi eksperimen dengan desain faktorial 2×2. Sampel terdiri atas 64 siswa kelas X yang dipilih melalui *random sampling intact group*, meliputi kelas eksperimen (15 laki-laki dan 17 perempuan) serta kelas kontrol (14 laki-laki dan 18 perempuan). Data dikumpulkan menggunakan skala prokrastinasi akademik yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan *Two-Way ANOVA* dan *Paired Samples t-Test*. Hasil penelitian menunjukkan bahwa konseling *Behavior* dengan teknik *Self-Management* secara signifikan menurunkan prokrastinasi akademik, terdapat perbedaan berdasarkan jenis kelamin, serta ditemukan efek interaksi yang signifikan antara perlakuan dan jenis kelamin. Teknik *Self-Management* terbukti lebih efektif pada siswa laki-laki, namun tetap memberikan penurunan prokrastinasi yang signifikan pada siswa perempuan.

Kata kunci: konseling *Behavior*, *self-management*, prokrastinasi, jenis kelamin.

***THE EFFECTIVENESS OF BEHAVIORAL COUNSELING USING
SELF-MANAGEMENT TECHNIQUES IN REDUCING ACADEMIC
PROCRASTINATION TENDENCIES BY GENDER AMONG TENTH-
GRADE STUDENTS AT SMAN 6 TASIKMALAYA***

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This study was motivated by the high prevalence of academic procrastination, which hinders students' developmental tasks and academic achievement. It aimed to examine the effect of Behavioral Counseling using the Self-Management technique on reducing academic procrastination, to investigate differences based on gender, and to analyze the interaction effect between treatment and gender. A quasi-experimental method with a 2×2 factorial design was employed. The sample consisted of 64 tenth-grade students selected through random sampling intact group, including an experimental group (15 males and 17 females) and a control group (14 males and 18 females). Data were collected using a validated and reliable Academic Procrastination Scale and analyzed using Two-Way Analysis of Variance (Two-Way ANOVA) and Paired Samples t-Test. The findings revealed that Behavioral Counseling with the Self-Management technique significantly reduced academic procrastination, with significant differences based on gender and a significant interaction between treatment and gender. The Self-Management technique proved effective in reducing academic procrastination among both male and female students.

Keywords: behavioral counseling, self-management, academic procrastination, gender.