

Implementation of the Pomodoro Technique in Group Guidance Services to Reduce Academic Procrastination Among Grade X MPK-3 Students

Willy Diva Manik¹, Danella Merdiasi², Agus Sutrisno Muljono³

¹Institut Agama Kristen Negeri Palangka Raya, Indonesia; wilypky18@gmail.com

²Institut Agama Kristen Negeri Palangka Raya, Indonesia; danellamerdiasi@gmail.com

³Institut Agama Kristen Negeri Palangka Raya, Indonesia; agussutrisnomuljono79@gmail.com

* +6281521683053

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Abstract

This research was motivated by the discovery of academic procrastination tendencies carried out by some students of class X MPK-3 at SMKN 2 Palangka Raya. This study aims to describe the process of implementing the Pomodoro technique in group guidance services to reduce and determine its impact on students' academic procrastination. The research uses a qualitative approach with the type of Guidance and Counseling Action Research (PTBK). The research subjects consisted of eight students in class X MPK-3. Data collection was carried out through observation, interviews, and documentation, while data analysis used data reduction, data presentation, and conclusion drawing with validity tests through triangulation techniques. The results of the study showed that the implementation of the Pomodoro technique in group guidance services can be carried out through two cycles of PTBK and help students reduce academic procrastination. In addition, group tutoring services with the Pomodoro technique have a positive impact in the form of reduced tendency to delay starting tasks, improved time management skills, increased concentration and reduced distractions, increased productivity in doing tasks and decreased mental pressure when facing tasks. Thus, the Pomodoro technique is suitable as an alternative technique to help reduce academic procrastination.

Keywords

Academic Procrastination, Group Guidance, Pomodoro Technique, PTBK.



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INTRODUCTION

The education system in Indonesia divides high schools into two types, namely Senior High Schools (SMA) and Vocational High Schools (SMK). High school emphasizes more on mastering general science and developing theoretical mastery skills. Learning in high school is directed to prepare students to continue their education to higher education, both public and private. Therefore, subjects in high school are more theoretical and students are required to better understand knowledge in theory. Rochaenah & Linuwih, 2024) (Permatasari, Rokhmawati & Yayuk, 2024) (Permatasari dkk, 2024)

Meanwhile, vocational schools focus on developing skills and competencies in accordance with certain areas of expertise. Vocational school students are faced with demands that not only emphasize the mastery of theoretical knowledge, but also vocational practical

skills and responsibilities in completing various practical and theoretical tasks. This condition requires vocational school students to have the ability to manage time, start work independently, and maintain focus on learning. These abilities are important because they have a direct effect on learning success and students' readiness to face the world of work that demands discipline and responsibility. (Mardiyati & Yuniawati, 2025) (Mardiyati & Yuniawati, 2025) (Permatasari dkk, 2024).

Based on research by Dayantri and Netrawati (2023), not all vocational school students are able to meet these demands optimally. One of the problems that often arise is the tendency of students to delay working on assignments repeatedly because they cannot manage time properly. This event is known as academic procrastination. Procrastination is not just lazy behavior, but a pattern of behavior characterized by difficulty starting tasks, delaying work completion despite being aware of the negative consequences, and choosing other activities that are considered more fun and instantaneous. (Sigh) & Netrawati, 2023) (Sigh) & Netrawati, 2023).

This condition also occurs in some students at SMKN 2 Palangka Raya. Based on the results of the author's initial observations during the implementation of Field Experience Practice (PPL) at SMKN 2 Palangka Raya in October – November 2025, several problems were found. Among them are the tendency of students to delay doing assignments, coming to school late (reinforced by data from the teacher's picket book) and poor student communication ethics. Among the three problems above, what often occurs is the problem of academic procrastination. The author found that a number of class X students majoring in Office Management (MPK)-3 at SMKN 2 Palangka Raya showed problems with academic procrastination behavior that occurred quite frequently.

When carrying out PPL at SMKN 2 Palangka Raya, the author several times provided classical guidance services to students of class X MPK-3. The author often uses the project-based learning model when providing classical guidance services. The use of the project-based learning model requires the author to give project assignments to students, and the assignments that the author shares usually have a one-week deadline in their work. So, students have enough time to complete the project assignments that the author provides.

However, in its implementation, there are some students who do not collect assignments on time and some even do not collect them at all. Through initial observation, the author sees that students tend to underestimate assignments whose collection deadlines are long enough and delay doing them. This does not happen once or twice, but it happens quite often.

The author conducted an initial interview in November 2025 with 4-6 students who were friends of students who committed academic procrastination, about the reasons why students committed these behaviors. As a result, students who answered this behavior occurred because students who did academic procrastination tended to spend their free time playing social media, playing games and "hanging out" with peers. Then in January 2026, the author conducted an initial interview with 6 students who tended to do academic procrastination about the reasons why students did these behaviors.

Student 1 said "the time is still long, so you can still relax" (S1, Interview, January 2026), student 2 said "the task can be done a day or night before the deadline" (S2, Interview, January 2026). Furthermore, student 3 said "if you are lazy to do your task too quickly, it is better to relax first" (S3, Interview, January 2026), student 4 said "forget because the deadline is long and there are still many other tasks" (S4, Interview, January 2026). Furthermore, student 5 stated that ""lazy to do it because of many tasks" (S5, Interview, January 2026) and finally student 6 ""difficult to start working on it" (S6, Interview, January 2026)

Based on the interview above, academic procrastination behavior arises due to students' inability to manage time, a tendency to underestimate tasks and problems in student self-regulation. It can be seen from the student's statement that because the deadline for the assignment is still long, so the student chooses to relax and postpone doing it. In addition, there are also students who state that their assignments are done if they are close to the deadline, do not want to or are lazy to do it too quickly. There are also students who, because they have many assignments, choose to postpone doing them and some have difficulty starting to do assignments.

Looking at the above problems, an action is needed that can minimize, reduce, and educate the handling of academic procrastination in students, so that these behaviors do not become serious problems that are ultimately difficult to solve. Research by Hidayanti (2025) states that Guidance and Counseling (BK) services have a strategic role in helping students overcome academic procrastination problems. This is also strengthened by the research of Rara & Dwi Yana (2023) who stated that BK services can facilitate students to understand their learning behavior patterns, realize the negative impacts of procrastination habits, and develop the skills needed to manage learning time and responsibilities more effectively. One of the BK services that can be used to handle this problem is (Rare dkk, 2023) group tutoring services. The results of the research of Syarifah et al. (2024), show that there is a relevant influence on the academic procrastination of grade XI students of SMK Negeri 10 Semarang after receiving (Sharifah, Ismanto & Ajie, 2024) group guidance service treatment using self-management techniques.

In addition, group tutoring provides opportunities for students to learn through social interaction and group dynamics. In a supportive group setting, students not only gain understanding from BK teachers, but also from the experiences of peers who face similar problems. The process of sharing experiences helps students realize that academic procrastination behavior is not just an individual problem, but a common problem that can be overcome collectively. This plays an important role in fostering self-awareness, empathy, and motivation to change. (Buulolo & Telaumbanua, 2024) (Buulolo & Telaumbanua, 2024)

In order for group tutoring services to run more effectively, purposefully, and innovatively, techniques that are practical and easy to apply are needed. The Pomodoro technique is seen as the right alternative, because research conducted by Laksono (2024) with the title "The Application of the Pomodoro Technique to Reduce Student Academic Procrastination" shows that the average score of students' academic procrastination decreases

after the application of the Pomodoro technique, from a pretest score of 0.2 to 0.1 in the posttest. Statistical analysis with a paired sample t-test shows that this change is large enough that overall the Pomodoro technique can reduce the level of academic procrastination in students. The findings in the above study are one of the authors' references using the Pomodoro technique to help reduce academic procrastination behavior in the context of vocational school students.

The selection of the Pomodoro technique in this study is also based on strong scientific considerations related to the characteristics of academic procrastination problems experienced by students. The consideration is that (based on initial interviews) the academic procrastination experienced by grade X students of MPK SMKN 2 Palangka Raya occurs due to weak time management skills, difficulty in starting assignments, tends to underestimate assignments, and low ability to maintain focus on learning for a long duration. A study shows that students who have low time management skills tend to show higher levels of academic procrastination, so time-management-oriented interventions are relevant to be applied in the context of BK services. (Sigh) & Netrawati, 2023)

Furthermore, the Pomodoro technique was chosen because it offers a form of time management that is concrete, simpler and easier for students to understand. In contrast to other time management techniques such as Time Blocking which requires students to have high time planning skills because of its more detailed nature. The (Hikma & Wijayanti, 2024) Eat the Frog technique which requires mental readiness because it has to do the most difficult tasks first. The (Hikma & Wiajayanti, 2025) Two Minute Rule technique which is only effective on simple tasks such as collecting online assignments and compiling textbooks. The (Hikma & Wijayanti, 2024) To-do List technique which is more abstract and administrative without setting a specific work duration. The Pomodoro technique is seen as more appropriate to reduce academic procrastination because (Imani & Pamungkas, 2024) it provides a simple work structure, gives a sense of achievement at each interval, and maximizes focus within a realistic time limit so as to make it easier for students to complete academic tasks consistently and measurably. Research shows that the application of the Pomodoro technique is able to help students maintain concentration and increase their enthusiasm for learning during the process of doing assignments. (Rafliyanto & Mukhlis, 2023)

Through the application of the Pomodoro technique in group guidance services, students of class X MPK-3 SMKN 2 Palangka Raya are expected to experience an increase in time management skills, the courage to start tasks early, consider tasks as important, and reduce distractions from non-academic activities. Gradual changes will contribute to a decrease in academic procrastination behavior, both in terms of intensity and frequency.

This research is important to be carried out, otherwise academic procrastination behavior in class X MPK-3 students has the potential to continue to repeat and become an increasingly ingrained habit. This condition can have an impact on declining learning discipline, low quality of learning outcomes, and increased academic pressure when students face approaching deadlines. In the long term, academic procrastination habits can also hinder

the development of responsibility, time management, and students' readiness to face the demands of the world of work that requires a disciplined and productive attitude. Moreover, students in class X MPK-3 will face many practical activities when moving up to grade XI and Field Work Practice (PKL) while in grade XII.

This research is important to find effective and practical guidance service strategies in helping students reduce academic procrastination and build more structured and responsible learning habits. Although the Pomodoro technique has been widely recognized as a time management strategy, its application in group tutoring services with a qualitative approach to action is still rarely studied, especially in the context of vocational school students. Most previous research has focused more on quantitative measurement of outcomes and using other techniques, without delving deeply into the implementation process and students' experiences during the service.

Therefore, this research is important to comprehensively understand the implementation of the Pomodoro technique in group guidance services as well as changes in academic procrastination behavior of grade X MPK-3 students at SMKN 2 Palangka Raya. The results of this research are expected to contribute to the development of Guidance and Counseling services in schools. Especially in providing innovative, practical, and contextual intervention strategies to help students reduce academic procrastination habits and improve time management skills and learning responsibilities.

METHODS

This study uses a qualitative approach because the main focus of the study is to understand the process of implementing the Pomodoro technique in group guidance services to reduce the phenomenon of student academic procrastination in depth and contextually, not just measuring results numerically. The qualitative approach allows the author to explore subjective experiences, responses, and student involvement during the service, which cannot be fully explained through a quantitative approach. In addition, the changes in academic procrastination behavior studied are dynamic, contextual, and influenced by social interaction in the group, so it requires direct interpretation from the perspective of BK students and teachers. The author conducted research at SMKN 2 Palangka Raya which is located at Jl. R. A. Kartini No.1, Langkai, Pahandut District, Palangka Raya City, Central Kalimantan 73111. The implementation of this research was carried out within eight months, activities starting from January 2026 to August 2026.

Data collection in the author's research uses interview, observation, and documentation techniques. Data analysis is an activity of processing, grouping, and systematically compiling data obtained from interview results, field notes, and documentation so that it is easy to understand and interpret. According to Sugiyono (in data analysis, qualitative research is carried out through three main stages, namely data reduction, data presentation, and conclusion drawn, which are interrelated in producing meaningful research findings. In this study, the data validity technique used is the triangulation technique. According to Sugiyono

(2023), the triangulation technique is a technique to test the credibility of data which is carried out by checking data to the same source using different data collection techniques. (Nasution, 2023) Nasution, 2023)

RESULTS AND DISCUSSION

Results

Analysis of the Process of Implementing Pomodoro Techniques in Group Tutoring Services to Reduce Students' Academic Procrastination

Based on the results of the research, the process of implementing the Pomodoro technique in group guidance services took place through two cycles that showed the development of the process gradually. Each cycle has different but interrelated objectives. Cycle I (1st and 2nd meetings) focuses on providing an understanding of academic procrastination and Pomodoro techniques, while cycle II is directed at the direct practice of using the Pomodoro technique in doing assignments. This difference in focus shows that the implementation of the Pomodoro technique is not carried out instantly, but through a gradual process so that students first understand the concept before being able to apply it in learning activities.

Implementation in Cycle I

In the first cycle, the implementation of the Pomodoro technique has not been directed to carry out the Pomodoro technique directly. Based on the results of the research, the service activities emphasized more on the process of building students' understanding of academic procrastination and the introduction of the Pomodoro technique as a strategy to reduce academic procrastination. In addition, students were also introduced to the TickTick application as a medium to help the application of the Pomodoro technique. At this stage, students were seen actively participating in discussions, expressing experiences, and beginning to realize that there are ways that can be used to reduce academic procrastination. Although the impact on behavior has not been seen in real terms, the service in the first cycle succeeded in increasing students' understanding of the importance of managing study time and reducing procrastination habits.

These results are in line with the theory of Uruk & Permana (2025) which explains that group tutoring services aim to help students gain understanding through group dynamics. In group tutoring services, the impact does not always appear at the first meeting, because the initial process is more directed at the formation of insight, self-awareness, and the readiness of group members to make changes. Group discussions, sharing experiences, and interaction between members are means that help students understand that academic procrastination is a problem that can be overcome through appropriate learning strategies. Thus, the implementation in cycle I has fulfilled the function of understanding in group tutoring services.

When analyzed based on the theory of Francesco Cirillo (2018), the implementation in cycle I is also in accordance with the principles of using the Pomodoro technique. Cirillo explained that before a person starts a Pomodoro session, individuals must first understand

the purpose of the technique. Therefore, an explanation of the basic concepts of the Pomodoro technique and the introduction of the TickTick application is an important part of the implementation of the Pomodoro technique. This stage builds students' readiness before practice is carried out so that students have the correct understanding of how to use the technique.

Implementation in Cycle II

Furthermore, cycle II showed a more real development of implementation than the previous cycle. In this cycle, students no longer only received an explanation of the Pomodoro technique, but immediately practiced it when working on the job application letter assignment. During the practice, most of the students were able to participate well in the Pomodoro session, show focus for 25 minutes, take advantage of the rest time according to the instructions, then return to work on the assignment in the next session until the task is completed in the second session. The results of the observation show that most of the students were able to maintain concentration until the assignment was completed, although there were still two students who had not shown the same progress.

The results of the study show that the implementation of the Pomodoro technique progresses from the understanding stage to the application stage. This change is in accordance with Cirillo's (2018) theory which explains that the effectiveness of the Pomodoro technique will only be seen when individuals actually implement a 25-minute focused work cycle followed by short breaks consistently. Through this time division, students no longer view tasks as heavy work because tasks are done little by little. In addition to helping maintain focus, the use of clear time intervals also trains students to control distractions and use time more purposefully. This condition is seen in most students who are able to complete tasks faster.

When viewed from the theory of group guidance (Prayitno, 2017), the implementation in cycle II shows that group dynamics play an important role in the success of the service. During the practice, students encourage each other and observe the progress of other students (during the 5-minute break session), and jointly implement the rules for using the Pomodoro technique. This interaction creates a more conducive learning atmosphere so that students not only learn from the author's explanation, but also from the experiences of other group members. The results of this study strengthen the opinion of Prayitno (2017) that the success of group guidance services is influenced by the active involvement of all group members in the learning process together.

Based on the results of the study, the implementation of the Pomodoro technique in group guidance services shows a gradual development from cycle I to cycle II. In cycle I, the implementation still focuses on the concept introduction stage, the formation of awareness about academic procrastination, and the initial training using the Pomodoro technique through the TickTick application. On the other hand, in Cycle II the implementation has developed to the stage of practicing Pomodoro techniques directly while doing tasks.

In addition, in cycle I the implementation of the Pomodoro technique in group guidance

services has not been running optimally. The academic procrastination behavior of students is also still not visible, because as explained earlier, the focus of providing services in cycle I is to make students understand the concept of procrastination and the Pomodoro technique itself. Then in cycle II, only then can the implementation of the Pomodoro technique be maximized because students directly practice the technique to do assignments.

In practice, based on the results of the research, students are seen to be focused and concentrated during the session so that the tasks they are doing are completed well. According to Ferrari, Johnson, & McCown (in Widodo, 2025), increased focus and concentration in doing assignments is one of the indicators that students' academic procrastination is reduced. This shows that the implementation of the Pomodoro technique does not occur because of a one-time service delivery, but through a continuous process from the provision of understanding to hands-on practice.

The results of this study also strengthen the research of Laksono (2024) who stated that the application of the Pomodoro technique is able to help individuals manage their study time more effectively so that the tendency to do academic procrastination decreases. The similarities between the research and this study lie in the use of the Pomodoro technique as a time management strategy to reduce procrastination behavior. However, this study provides different results because the implementation of the Pomodoro technique is carried out through group tutoring services so that students not only learn the techniques, but also receive support from group dynamics. These conditions show that the integration of Pomodoro techniques into group tutoring services can be a strategy in helping students reduce academic procrastination through a process that takes place gradually.

When analyzed by looking at the indicators of PTBK success that have been described in Chapter II, the implementation of the Pomodoro technique in group guidance services is still not optimal. This is because the completion of the action cycle given seems hasty or forced due to research time constraints. The provision of actions should be implemented/added in 1 more cycle, so that students do not only practice the Pomodoro technique once and during class, but more than once so that the impact of decreasing students' academic procrastination can be maximized to be studied and felt by all students who participate in the service.

Analysis of the Impact of Pomodoro Engineering Group Guidance Services on Students' Academic Procrastination

Based on the results of the study on eight informants, several impacts of group guidance services with the Pomodoro technique were found on the academic procrastination of class X students of MPK-3 SMKN 2 Palangka Raya. The impact is explained as follows.

Reduced tendency to delay starting tasks

The results showed that most informants, namely NA, VT, AMM, EZ, and ARS, began to find it easier to start working on assignments after participating in group tutoring services with the Pomodoro technique. Before joining the service, students tended to delay doing assignments because they felt that the assignments were difficult, there were a lot of them, or the deadline was still long. After gaining an understanding of the Pomodoro technique,

students began to try to divide the assignment into small parts so that it was easier to start working on the assignment immediately.

The results of the study are in accordance with the research theories of Zuhair et al. (2024) and Wijaya et al. (2025) who stated that the Pomodoro technique can reduce the tendency to delay starting tasks because tasks that were originally considered heavy are broken down into light and structured learning sessions. This division reduces the psychological barriers of students to start work so that academic procrastination behavior can be gradually reduced. The results of this study also strengthen the research of Laksono (2024) who found that the application of the Pomodoro technique is able to reduce the level of procrastination because it helps individuals take the first step in doing tasks.

Increased Time Management Capabilities

The results of the study show that NA, VT, AMM, and ARS are beginning to understand the importance of managing study time after participating in the service. Students begin to divide their study time, determine task priorities, and pay assignment installments little by little so that they no longer do all assignments when the collection deadline approaches. The results of this study are in accordance with the research of Zuhair et al. (2024) and Wijaya et al. (2025) who explained that the Pomodoro technique improves time management skills because students are accustomed to learning based on a clear division of time, setting targets, and utilizing study time more effectively.

The results of this study also support the opinion of Nasution (2024) who stated that one of the main functions of the Pomodoro technique is to train discipline in managing time. Nasution (2024) also states that Pomodoro is able to build self-management skills. Therefore, the changes experienced by students show that the Pomodoro technique not only helps complete tasks, but also forms the skill of managing learning time in a more planned manner.

Increased Study Concentration and Reduced Distractions

The results of the study showed that VT and VS began to be able to reduce distractions from social media when learning. In addition, the results of observations in cycle II showed that students were more focused on doing assignments than in cycle I. The use of smart TVs and restrictions on the use of mobile phones during practice helped students maintain attention to the task at hand.

The author's research is in line with the research of Zuhair et al. (2024) who stated that the Pomodoro technique increases study concentration because students are directed to focus on one task in a certain time interval without being distracted by other activities. Better concentration will help students complete tasks on time so that academic procrastination behavior can be reduced. Thus, group tutoring services provide students with hands-on experience on how to maintain concentration while working on assignments.

Increased Productivity in Completing Tasks

Based on the results of the interviews, EZ and VS revealed that tasks feel easier to complete when done in stages using the Pomodoro technique. The results of this study are in accordance with the research of Zuhair et al. (2024) and Wijaya et al. (2025) who explained that

the Pomodoro technique increases productivity because each learning session has a clear target so that students gain success experiences gradually. This success increases motivation to continue the work until completion. This research also supports the opinion of Nasution (2024) who states that the Pomodoro technique helps individuals complete more tasks in a relatively short time through a combination of study focus and regular rest time.

Decreased mental stress when facing tasks

The results of the study showed that EZ felt no longer too burdened when doing tasks because tasks were done gradually. Meanwhile, NA began to realize that the habit of procrastinating tasks actually made him rush when approaching the collection limit so he began to try to reduce the habit. The results of the study are in accordance with the research of Zuhair et al. (2024) and Wijaya et al. (2025) who explained that the Pomodoro technique helps reduce stress and learning fatigue through the regular division of work time and rest time. This pattern makes students not feel burdened by many tasks so that the psychological condition becomes calmer.

The Impact of the Pomodoro Technique Has Not Been Felt by All Students

The results of the study showed that not all students felt the same impact after participating in the service. The MRZ informant revealed that the Pomodoro technique has not been worth it to reduce the procrastination experienced, while PT has not felt the change because it no longer applies the Pomodoro technique after the service activities are completed. Nevertheless, the two informants still gained new knowledge about the Pomodoro technique and academic procrastination.

The results of the study show that the effectiveness of the Pomodoro technique is influenced by individual characteristics, learning habits, and the consistency of students in applying the technique. The results of this study are in accordance with the opinion of Anam (2024) who states that the Pomodoro technique has limitations and is not always suitable for applying to all individuals and all types of tasks. Therefore, the success of the Pomodoro technique is highly dependent on the readiness of students to build new learning habits consistently.

Analysis Based on Francesco Cirillo's Theory

Overall, Francesco Cirillo's (2018) theory can explain why group tutoring services with the Pomodoro technique are able to reduce academic procrastination in most students. According to Cirillo (2018), the Pomodoro technique divides work into 25-minute work sessions followed by short breaks. This division makes tasks that were originally considered heavy to be simpler and easier to manage. As a result, students no longer feel burdened to start work because they only focus on completing one study session at a time. This explains why most of the informants in this study are starting to be more courageous to start tasks and are in the process of not procrastinating as before.

Cirillo's theory (2018) also explains the improvement of time management, concentration, and productivity skills experienced by students. Through the use of a timer, focusing on one task, and having regular breaks, students are trained to use time more

disciplined and avoid various distractions during studying. In addition, completing small targets in each session provides a sense of success that encourages students to continue work until completion. With this mechanism, the Pomodoro technique helps students complete tasks gradually so that work no longer piles up before deadlines and the tendency to do academic procrastination is reduced.

Cirillo's (2018) theory can also explain why some students have not felt significant changes. Cirillo (2018) emphasized that the Pomodoro technique is not just a division of time, but is a method that needs to be applied consistently until it becomes a learning habit. Therefore, students who do not continue using the Pomodoro technique after the service is completed or are not able to adjust to the learning pattern using a certain time interval tend not to get optimal impact/benefits.

Analysis of Reduced Academic Procrastination Behavior of Class X Students MPK-3

Based on the discussion of the process of implementing the Pomodoro technique in group guidance services and the impact of the services that have been described earlier, it can be analyzed that the academic procrastination behavior of class X MPK-3 students has been gradually reduced. The reduction does not occur instantly, but begins through the process of providing an understanding of the academic procrastination of Pomodoro techniques in the first cycle, then continues with direct practice of the Pomodoro technique in the second cycle. This process not only makes students understand the importance of managing learning time, but also gains a real understanding in implementing learning strategies, namely the Pomodoro technique.

As a result, students showed increased focus and concentration in doing assignments. This can be seen during the implementation of Pomodoro technique practice in the second cycle of service provision. Based on the theory from Ferrari, Johnson, and McCown (in Widodo, 2025) regarding indicators of reduced academic procrastination, increased focus and concentration in doing assignments is a sign that academic procrastination behavior is starting to decrease. Where this happens to students in class X MPK-3.

The reduction in academic procrastination behavior can also be seen from the impact experienced by students. Based on the results of the interviews, most students find it easier to start doing assignments (the tendency to procrastinate decreases), the ability to manage time, more concentration and less distractions while studying, increased productivity in completing tasks and feeling less mental pressure when facing assignments. However, the results of the study show that not all students experience the same impact because the success of applying the Pomodoro technique is still influenced by the willingness, consistency and characteristics of each student.

When analyzed based on the theory of indicators of reduced academic procrastination according to Ferrari, Johnson, and McCown (in Widodo, 2025), the results of the study show that some indicators have been seen in students. First, immediately start working on assignments, as seen when some students admit to starting to work on assignments early and without waiting for deadlines. Second, increased ability to manage study time, third, increased

focus and concentration on studying, and lastly reduced anxiety about assignments. Thus, the results of the study show that the implementation of the Pomodoro technique in group tutoring services is able to support the reduction of students' academic procrastination behavior. Although it is not optimal, there are still some students who have not felt/experienced a decrease in academic procrastination.

CONCLUSION

Based on the results of research and discussion on the implementation of the Pomodoro technique in group guidance services to reduce the academic procrastination of class X MPK-3 students at SMKN 2 Palangka Raya, it can be concluded that: 1) The implementation of the Pomodoro technique in group guidance services can be implemented as one of the guidance and counseling service strategies to reduce the academic procrastination of class X MPK-3 students at SMKN 2 Palangka Raya. The implementation is carried out through 2 cycles of PTBK and the stages of group guidance services combined with the systematic application of the Pomodoro technique. The integration between group dynamics and the Pomodoro technique provides an opportunity for students to understand the causes of academic procrastination while practicing how to manage learning time in a more structured manner. Thus, the Pomodoro technique can be implemented well in group guidance services as a form of preventive intervention and development to help students reduce academic procrastination behavior. 2) Group tutoring services with the Pomodoro technique have a positive impact on reducing the academic procrastination of students in class X MPK-3 at SMKN 2 Palangka Raya. This impact is shown by a reduction in the tendency to delay starting assignments, an increase in the ability to manage study time, the courage to start assignments early, increased study concentration and reduced distractions, increased productivity in doing assignments, and decreased mental pressure when there are assignments. Although the impact experienced by each student is different, the results of the study show that the Pomodoro technique is able to help reduce the tendency of academic procrastination so that it is worthy of being used as an alternative technique in the implementation of group guidance services in schools.

Researchers should then develop this research on different subjects, educational levels, school contexts, or research methods in order to obtain a broader picture of the effectiveness of the Pomodoro technique in reducing academic procrastination. In addition, researchers should combine the Pomodoro technique with other guidance and counseling techniques or approaches, and use longer implementation times so that changes in student behavior can be observed in a more in-depth and sustainable manner.

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