

Imaginary & Deep Breathing Method to Decrease procrastination in University Students

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ABSTRACT

The objective of this study is to examine the impact of education related to procrastination on students' academic procrastination behavior. Academic procrastination is the deliberate act of delaying or postponing academic tasks that should be completed within a certain timeframe. The educational methods employed in this study include the imagination method, and breathing technique. The subjects of this study are male and female students aged 19-21 years, totaling nine individuals. The program procedure involves administering a pre-test to participants before starting the material, assigning a task to write a log-book after the material is delivered, followed by a post-test. The pre-test and post-test results were analyzed using SPSS. Based on the paired sample t-test conducted, a significance value of 2-tailed less than 0.05 was obtained, indicating that the behavior exhibited a significant difference between the pre-test and post-test. This finding provides evidence that the imaginary & deep breathing is significant to reducing procrastination levels.

Keywords: Academic, Education, Procrastination.

INTRODUCTION

As members of educational institutions, students are expected to optimize their potential by developing various skills, both academic and non-academic. They routinely face a range of tasks related to their studies and other activities, which must be completed efficiently. However, in reality, students often feel reluctant or lack the motivation to complete these tasks. This reluctance is usually caused by psychological conditions that lead them to avoid tasks that need to be completed. This behavior is known as procrastination. Azhar, cited in Saman (2017), states that procrastination is a tendency to delay starting or completing work entirely, while engaging in other unproductive activities.

Wangid (2014) asserts that procrastination is highly disadvantageous, particularly in the academic sphere. This is because, without the willingness of students to perform tasks assigned by their lecturers or to engage in academic activities on their own initiative, the desired learning process never occurs. Procrastination involves avoiding tasks that are known to need completion. In other words, the reluctance to carry out academic tasks, whether intentional or unintentional, will invariably result in negative consequences for the individual. Wolters, cited in Fauziah (2015), also states that procrastinators are actually aware that they are facing important and beneficial tasks (primary tasks), but they compulsively delay these tasks repeatedly, which leads to feelings of discomfort, anxiety, and guilt.

The research conducted by Suhadianto (2022) shows that 82.51% of students exhibit academic procrastination at moderate to high levels. The remaining 17.48% of students have academic procrastination at low to very low levels. The high prevalence of academic procrastination among students requires attention, considering its serious impact. Many researchers have previously attempted to explain the effects of academic procrastination, with most finding correlations between academic procrastination and psychological stress, anxiety, deteriorating health, reduced well-being, low academic performance, regret, and avoidance of social relationships (Suhadianto, 2022).

Interviews regarding the issues experienced by students were conducted with 9 respondents. The results indicated that 5 out of the 9 students reported that their current problem is procrastination,

or frequently delaying tasks. Therefore, the researcher aims to provide research on the identification and management of procrastination among students.

RESEARCH METHODS

This study employed an experimental approach using a one-sample pre-test post-test design, conducted over a period of nine days. The participants consisted of eight individuals who were categorized as frequent academic procrastinators. The intervention group received materials on imagery techniques and deep breathing to reduce procrastination. Following the provision of these materials, participants were instructed to complete a daily log for seven days to monitor their utilization of deep breathing and imagery techniques in mitigating procrastination behavior. The research outcomes were measured using an academic procrastination scale and analyzed using SPSS.

RESULTS AND DISCUSSION

Result

The following table presents the data analysis results from the pre-test and post-test conducted in this study.

Descriptive Tabel

Tabel 1. Statistic Descriptive

Classification	Pre-Test	Post-Test
Minimum	41	31
Maximum	60	45
Mean	49,11	36,33
Std. Deviasi	5,622	4,796

In the descriptive table, the minimum value on the Pre-Test is 41, while the minimum value on the Post-Test is 31. The maximum value on the Pre-Test is 60, and the maximum value on the Post-Test is 45. The mean for the Pre-Test is 49.11, and the mean for the Post-Test is 36.33. The standard deviation for the Pre-Test is 5.622, and the standard deviation for the Post-Test is 4.796.

Normality Test

Tabel 2. Normality test Saphiro--Wilk

Data	Df	Sig.
Pre-Test	9	0,400
Post-Test	9	0,368

Based on the results of the normality test conducted, the pre-test yielded a significance value of 0.400, which is greater than 0.05. Similarly, the post-test yielded a significance value of 0.368, which is also greater than 0.05. Therefore, it can be concluded that the pre-test and post-test data are normally distributed.

Paired Sample T-Test

Tabel 3. Paired Sample T-Test

	Mean	Std. Deviation	Std Error Mean	t	df	Sig. (2-tailed)
Pre-Test						
Post-Test	12,778	6,572	2,191	5,833	8	0,000

Based on the results of the paired sample t-test conducted, a two-tailed significance value of 0.000 was obtained, which is less than 0.05. Therefore, it can be concluded that there is a significant difference in the behavior between the Pre-Test and Post-Test.

Discussion

The imagination method, also known as mental imagery or guided imagery, involves the use of visualization to prepare oneself for academic tasks and overcome procrastination (Blouin-Hudon, E. M. C., & Pychyl, 2017). This technique helps individuals construct a mental image of task completion, which can enhance motivation and reduce anxiety related to the task.

Research by Malouff, Schutte, and Rooke (2020) indicates that guided imagery can enhance students' focus and motivation in completing academic tasks. This method works by modulating emotions and reshaping perceptions about postponed tasks, thereby making it easier to initiate and complete these tasks.

The process in the imagery method involves directing the subject to relax, initially using deep breathing techniques. Once the subject feels calm and comfortable, they are instructed to close their eyes and begin to imagine what will happen when they avoid the task. The subject is guided to vividly and sequentially envision the consequences of delaying the task. This session lasts for three minutes, allowing the subject to fully experience the potential outcomes of choosing not to complete the task.

Based on the analysis presented in Table 3, where participants reported using the imaginary method at least once daily, a significant difference was observed between the pre-test and post-test data. Specifically, the post-test data indicated a decrease in the frequency of procrastination behaviors among participants. This finding provides evidence that the imaginary technique is significant to reducing procrastination levels.

Deep breathing is a relaxation technique that is effective in reducing stress and anxiety, which often serve as triggers for procrastination. By regulating their breathing, individuals can achieve a state of relaxation that helps diminish pressure and enhance concentration. Research by Chao et al. (2020) indicates that deep breathing exercises can significantly reduce anxiety levels and enhance emotional well-being, which in turn diminishes the tendency to procrastinate on academic tasks. This technique involves slow and deep breathing, typically inhaling through the nose and exhaling through the mouth, to achieve a state of relaxation.

The physiological and psychological effects of deep breathing contribute to its efficacy in reducing procrastination. When students engage in deep breathing, they activate the parasympathetic nervous system, which promotes relaxation and a sense of calm. This, in turn, helps to reduce the physiological arousal associated with stress and anxiety, which are often underlying factors contributing to procrastination (Perciavalle, Blandini, Fecarotta, Buscemi, Di Corrado, Bertolo, etc. 2017). Moreover, deep breathing can enhance focus and concentration, enabling students to become more present and engaged in their tasks, thereby reducing the tendency to delay or avoid them.

Based on Toussaint, Nguyen, Roettger, Dixon, Offenbacher, Kohls, & etc. (2021) The process of performing deep breathing is as follows:

1. Inhale: Breathe in slowly through the nose for a count of four. Focus on filling the lower part of the lungs so that the abdomen expands rather than the chest.
2. Hold: Hold the breath for a few seconds (typically 3-4 seconds) to allow time for oxygen to be absorbed by the body.
3. Exhale: Breathe out slowly through the mouth for a count of four. Feel the abdomen fall as you exhale.

CONCLUSIONS

Academic procrastination is defined as the deliberate act of delaying or postponing academic tasks that should be completed within a specific timeframe, despite being aware of the negative consequences of such delays (Steel, 2015). Wangid (2014) argues that procrastination is highly detrimental, especially in the academic context. This is because without students' willingness to undertake or complete the tasks assigned by their instructors, or without their self-awareness to engage in academic activities, the anticipated learning process is unlikely to occur. Consequently, the researcher conducted interviews with several students regarding procrastination. Interviews regarding the issues experienced by students were conducted with 8 respondents. The results indicate that 8 students reported that their current issue is procrastination or frequently delaying tasks.

The research process is conducted in three stages: the Pre-test phase, the delivery of material and tasks, and the Post-test phase. The participants in this research program total nine individuals, aged between 19 and 21 years. The results of the research related to procrastination material indicate that, based on the paired sample t-test conducted, a significance value of 2-tailed less than 0.05 was obtained, suggesting that the behavior exhibited a significant difference between the Pre-Test and Post-Test.

This study is far from perfect. For future researchers, it is suggested to employ separate measurements to assess the effectiveness of each intervention in influencing procrastination behavior, and to utilize different experimental research designs to examine the robustness of the intervention's impact on the targeted behavior

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