The Influence of the Quality of Islamic Guidance and Counseling Services and Peer Environment on Self-Awareness in Overcoming Academic Procrastination (Research at SMAN 1 Dayeuhkolot)

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ABSTRACT. This study investigates the influence of the quality of Islamic guidance and counseling services (BKI) and the peer environment on students' self-awareness in overcoming academic procrastination. Using a quantitative approach with multiple linear regression analysis, the study found that both variables have significant individual and simultaneous effects. High-quality BKI services, integrating preventive, developmental, and Islamic value-based components, foster discipline, responsibility, and positive learning habits. Similarly, a supportive peer environment characterized by cooperation, healthy competition, and emotional encouragement strengthens students' motivation and self-awareness. Collectively, these factors account for a substantial proportion of variance in self-awareness, highlighting the synergistic role of internal guidance and external social support. The findings suggest that schools should implement integrated programs combining structured counseling services with peer-support initiatives to effectively reduce academic procrastination and promote responsible, disciplined, and spiritually aware students.

Keywords: Quality of Islamic guidance and counseling, peer environment, self-awareness, academic procrastination, high school students

INTRODUCTION

Academic procrastination is a significant behavioral challenge among students, characterized by a persistent tendency to delay academic tasks and substitute them with less productive activities. If left unaddressed, procrastination negatively affects not only academic performance but also students' psychological and social development. In contemporary education, where academic demands are increasingly rigorous, procrastination represents a major barrier to achieving one's full potential. Internally, it is often influenced by psychological factors such as low motivation, poor time management, and limited self-awareness. Reduced self-awareness impairs the ability to recognize and regulate negative emotions, including anxiety or fear of failure, which further exacerbates procrastinatory behaviors (Kartikasari et al., 2020; Steel & Klingsieck, 2020).

External factors, particularly peer influences and digital media use, also play a crucial role. Excessive use of social media or the internet can disrupt time management, reduce self-control, and increase distractions, while the behaviors of peers can either reinforce or mitigate procrastination tendencies (Tang et al., 2025; Anierobi et al., 2025). Although guidance and counseling services are integrated into the educational system to address student challenges, including procrastination, existing studies often examine these factors in isolation, focusing on either counseling interventions or peer influence alone. This leaves a gap in understanding the

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combined effect of Islamic guidance and counseling services and peer environments on students' self-awareness and their ability to manage academic procrastination.

Education fundamentally aims to foster personal and social development, enabling individuals to achieve success across multiple domains. It is essential across all levels—formal, non-formal, and informal and requires students to complete assignments, comply with school regulations, and fulfill their responsibilities as learners. Despite this, academic procrastination remains prevalent, manifesting in delays or avoidance in completing assignments for various reasons (Ziegler et al., 2018; Permana, 2019; Mangerang & Suleman, 2022; Hariastuti, 2022). According to Solomon and Rothblum, procrastination involves delaying or avoiding tasks by engaging in less meaningful activities, which can hinder academic achievement and reduce engagement in the learning process (Parantika et al., 2020).

Self-awareness, as an integral aspect of self-concept, significantly influences how students manage procrastination. Individuals with positive self-awareness possess a comprehensive understanding of their responsibilities and the consequences of their decisions, fostering self-motivation and effective self-regulation. Such awareness enables introspection, acceptance of oneself, and adaptive behavior in various contexts (Salim, 2016). Peer groups further shape self-awareness by providing social support, encouragement, and modeling of positive academic behaviors. Students who interact with diligent, academically engaged peers are more likely to adopt similar habits, whereas peers who frequently procrastinate may increase students' tendencies to delay tasks (Arfah et al., 2022).

School support, particularly through Islamic guidance and counseling services, plays a complementary role in enhancing students' self-awareness. These services assist students in understanding themselves from psychological and spiritual perspectives and provide strategies to transform procrastination into productive habits aligned with Islamic values (Mardhiyyah & Indriani, 2020; Prameswari & Suryani, 2023). The quality of counseling services depends on factors such as counselors' professional competence, ethical conduct, integration of Islamic principles, and effective communication, ensuring that services are delivered responsibly and aligned with students' moral and spiritual development (Rahman et al., 2023; Suhendra, 2016; Adela, 2025).

SMAN 1 Dayeuhkolot was selected as the research site due to its emphasis on Islamic values in education and the active implementation of guidance and counseling programs aimed at developing students' character and emotional intelligence. Preliminary observations indicate that, despite these interventions, some students continue to exhibit academic procrastination, highlighting the need to investigate the combined influence of peer environments and the quality of counseling services on self-awareness.

Previous research also indicates that self-management techniques effectively reduce academic procrastination by improving students' organizational and time management skills, enhancing their responsibility, and promoting independent evaluation of task completion (Khairunisa et al., 2022). This underscores the importance of integrating both internal (guidance and counseling) and external (peer environment) factors in designing interventions.

The purpose of this study was to examine how the quality of Islamic guidance and counseling services and the peer environment affect students' self-awareness in overcoming academic procrastination. The results indicate that both factors significantly contribute to reducing procrastination, with peer environment showing a slightly stronger influence.

LITERATURE REVIEW

This literature review discusses key theoretical concepts that provide the conceptual foundation for the present study. It presents current and substantive knowledge regarding the variables under investigation, including the quality of Islamic guidance and counseling services, peer environment, and self-awareness in overcoming academic procrastination.

Quality of Islamic Guidance and Counseling Services (BKI)

The quality of Islamic guidance and counseling services (BKI) encompasses preventive and developmental aspects. High-quality services help students cultivate academic responsibility and minimize procrastination. When counseling integrates spiritual and ethical values, it can support the development of disciplined and responsible behavior (Prayitno, 2017; Suhertina, 2017). Components such as basic services, responsive services, individual planning, and system support collectively guide students in managing their time, planning academic tasks, and making responsible choices.

Peer Environment

The peer environment refers to the social interactions between individuals of similar age and developmental stage. During adolescence, peers play a pivotal role in shaping behavior and attitudes (Arfah et al., 2022). In the context of academic procrastination, a supportive peer environment can act as a source of motivation, providing reminders, encouragement, and emotional support to complete assignments punctually (García-Carrión et al., 2020). Conversely, association with peers who frequently delay academic tasks or neglect responsibilities may reinforce procrastinatory behavior and negatively influence self-regulation. Research demonstrates that peer influence can either enhance or hinder students' academic engagement, depending on the behavioral norms prevalent within the group (Iwangga & Arita, 2025).

Self-Awareness in Overcoming Academic Procrastination

Self-awareness is the individual's capacity to recognize and understand their thoughts, emotions, responsibilities, and decisions (Salim, 2016). Positive self-awareness enables students to identify factors contributing to procrastination and develop strategies to manage their time, motivation, and behavior effectively. It serves as the foundation for self-regulation, which encompasses goal setting, emotional management, and behavioral adjustment. Engaging in introspection (muhasabah) allows individuals to reflect critically on their habits and enhance their capacity to achieve academic objectives (Nurzaman et al., 2024). Empirical studies suggest that higher levels of self-awareness are associated with reduced academic procrastination, as students become more proactive in managing their learning responsibilities (Khairunisa et al., 2022).

Integration of Concepts

The present study integrates these three concepts quality of BKI services, peer environment, and self-awareness to examine their combined effect on reducing academic procrastination. It posits that high-quality Islamic guidance and counseling services, in conjunction with a supportive peer environment, synergistically enhance students' self-awareness, which in turn fosters greater self-regulation and academic responsibility. By considering both internal (counseling) and external (peer) influences, this study aims to provide a comprehensive framework for addressing academic procrastination within the context of Islamic-based education.

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METHODOLOGY

This study employs a quantitative research approach, using a multiple linear regression analysis to examine the relationship between the independent variables and the dependent variable. The research design incorporates two independent variables: the quality of Islamic guidance and counseling services (X1) and the peer environment (X2), with students' self-awareness in overcoming academic procrastination (Y) as the dependent variable. Quantitative approaches are appropriate for studies aiming to measure the magnitude and direction of relationships between variables in a systematic and objective manner (Creswell & Creswell, 2018).

The population of the study comprised students of SMAN 1 Dayeuhkolot who exhibited tendencies of academic procrastination. From this population, a total sample of 36 students was identified and included in the study based on purposive sampling, a technique commonly used in quantitative research to select participants meeting specific criteria relevant to the research objectives (Etikan, et al., 2016).

Data collection was conducted using a structured questionnaire instrument, which had undergone prior testing for validity and reliability to ensure the accuracy and consistency of the measurement (Sekaran & Bougie, 2019). The questionnaire included items designed to assess the quality of Islamic guidance and counseling services, peer environment characteristics, and students' self-awareness in managing academic procrastination.

For data analysis, multiple linear regression tests were employed to determine the simultaneous and partial effects of the independent variables on the dependent variable. This statistical technique allows for the assessment of how multiple predictors influence a single outcome variable, as well as the relative contribution of each predictor (Hair et al., 2019). Prior to analysis, assumptions of multiple regression, including normality, linearity, homoscedasticity, and absence of multicollinearity, were examined to ensure the robustness of the findings.

FINDINGS

The study results indicate that both the quality of Islamic guidance and counseling services (BKI) and the peer environment have significant effects on students' self-awareness in overcoming academic procrastination.

Partial Effects: The t-test results show that the quality of BKI services has a calculated t value of 3.952, which is greater than the t table value of 1.692, with a significance level of 0.000 (<0.05). This indicates that higher-quality BKI services significantly enhance students' self-awareness in managing academic tasks. Similarly, the peer environment shows a t value of 4.305 > 1.692, with a significance of 0.000 (<0.05), demonstrating that supportive peer interactions also meaningfully contribute to students' self-awareness.

Simultaneous Effects: The multiple regression analysis indicates that together, these two variables explain 76.3% of the variance in students' self-awareness ($R^2 = 0.763$). This shows that while BKI services and peer environment are strong predictors, other factors outside this study account for the remaining 23.7% of variance.

Big Influence: The coefficient of determination (R^2) shows that 76.3% of students' self-awareness in overcoming academic procrastination can be explained by the quality of BKI services and the peer environment. This indicates that these two factors have a strong combined effect, while the remaining 23.7% of variance is influenced by other factors outside the scope of this study.

DISCUSSION

The main objective of this study was to examine the influence of the quality of Islamic guidance and counseling services and the peer environment on self-awareness in overcoming academic procrastination. Based on the findings, it can be concluded that both variables have a significant and positive contribution to efforts to eradicate academic procrastination. The quality of Islamic guidance and counseling services, which encompasses both prevention and development aspects, can foster academic responsibility and reduce the habit of procrastination. This suggests that counseling services integrated with spiritual values can be an effective instrument in shaping students' disciplined character.

Meanwhile, the peer environment provides strong social support that shapes students' learning behaviors. Positive peer interactions such as cooperation, healthy competition, and encouragement motivate students to complete tasks on time and strengthen self-discipline. Conversely, peers who frequently procrastinate or neglect academic responsibilities may reinforce negative habits (Utami et al., 2025; Yulisna, 2024). Indicators of peer influence include cooperation, competition, conflict, and conformity, each affecting students' academic self-awareness differently. Thus, the multiple linear regression model equation in this study can be stated as follows:

Table 1 Regression Model

		Coefficientsa				
B		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
	1 (Constant)	31,234	2,731		11,437	.000
	BKI Service Quality	.186	.047	.456	3,952	.000
	Peer Environment	.108	.025	.497	4,305	.000
	a. Dependent Variable: Y1					

based on the results presented in Table 1, the regression model indicates that is known that the constant value (a) is 31.234 while the value of the quality of BKI services is 0.186 and the value of the peer environment is 0.108 so that the regression equation can be written as follows:

Y= 31.234 + 0.186 BKI Service Quality + 0.108 Peer Environment

The equation can be translated as follows: Constant of 31.234 means that the consistent value of the self-awareness variable in overcoming academic procrastination is 31.234.

Using multiple linear regression analysis, the study found that the regression coefficients for BKI service quality and peer environment were 0.186 and 0.108, respectively. These positive coefficients indicate that improvements in service quality and peer support are associated with higher self-awareness and reduced academic procrastination. The regression model confirms that both variables, collectively and individually, are significant predictors of self-awareness in managing academic responsibilities.

The discussion of the results of this study is intended to determine the influence of the quality of Islamic guidance and counseling services (X1) and the peer environment (X2) on self-awareness in overcoming academic procrastination at SMAN 1 Dayeuhkolot. A more in-depth

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explanation of the problem formulation is presented through the results of statistical data analysis and interpretation. Based on these interpretations, the following discussion can be outlined:

The Influence of the Quality of Islamic Guidance and Counseling Services (X1)

The quality of Islamic Guidance and Counseling (BKI) services is one of the variables proven to have a significant influence on overcoming students' academic procrastination behavior. In this study, the t-test results showed that the calculated t value was 3.952 > t table 1.692 and the significance value was 0.000, which means it is smaller than the significance level of 0.05. Based on these results, it can be said that there is a real and statistically significant influence between the quality of BKI services on self-awareness in overcoming academic procrastination among students of SMAN 1 Dayeuhkolot.

The regression coefficient value of 0.186 indicates that every one-unit increase in the quality of BKI services will reduce the level of academic procrastination by 0.186 units. This result indicates that there is a negative relationship between the quality of BKI services and academic procrastination behavior, meaning that the higher the quality of BKI services received by students, the lower their tendency to delay completing academic tasks. This reflects that increasing effective and appropriate guidance services for students directly contributes to the formation of better academic discipline and responsibility.

According to Prayitno (2017), the effectiveness of counseling services depends not only on technical skills but also on the counselor's personal, professional, social, and pedagogical competencies, which collectively enhance service quality. Aspects such as counseling ethics, empathy, a positive relationship between counselor and client, and integration within the school's support system contribute to the success of guidance services. A safe and supportive service environment will create a psychological climate that allows students to receive guidance openly and constructively, thus positively impacting their learning behavior, including overcoming academic procrastination (Suhertina, 2017).

BKI service components such as basic services, responsive services, individual planning services, and system support services represent a common service structure used in the implementation of guidance and counseling in schools. For example, basic services provided through classical guidance contain educational messages and Islamic values directly related to discipline and responsibility in learning. Responsive services provide concrete solutions to academic and personal problems faced by individual students. Individual planning helps students develop learning strategies and career development, while system support facilitates collaboration between school parties to support the success of the service.

All the service quality indicators that have been described show that the correlations found in the statistical results are not only mathematical, but also illustrate how structured and planned Islamic guidance and counseling services are able to form positive learning attitudes.

Islamic guidance and counseling services are not only focused on resolving students' problems, but also serve as a means of character development, instilling Islamic values, and fostering responsible academic attitudes. These services indirectly encourage students to develop an awareness of the importance of discipline and responsibility in the learning process.

These findings further clarify that the quality of Islamic guidance and counseling services, if implemented consistently and in accordance with professional standards, can be an effective instrument in minimizing the habit of postponing academic tasks which has been an obstacle to students' academic achievement.

Based on the analysis, it can be concluded that the quality of Islamic Guidance and Counseling services has been proven to have a significant impact on alleviating academic procrastination. Good and tailored services to students' needs help foster discipline, responsibility,

and a sense of learning. The higher the quality of services received, the lower the tendency for students to procrastinate on academic assignments.

Influence of Peer Environment (X2)

Peer environment is one of the variables that has a dominant influence in overcoming academic procrastination behavior. Based on the results of the t-test in this study, the calculated t value was 4.305 > t table 1.692 and a significance value of 0.000, which means it is much smaller than the significance level of 0.05. This finding indicates that statistically, there is a significant influence between the level of peer environment and their tendency to delay completing academic tasks.

The regression coefficient of 0.108 indicates that every one-unit increase in the peer environment will decrease the level of academic procrastination by 0.108 units. This value is higher than variable X1 (the quality of Islamic guidance and counseling services), so it can be concluded that the peer environment is a very strong external factor in influencing students' learning behavior.

The peer environment refers to the social context around students, shaped by interactions with peers of similar age and status. Such an environment can significantly influence students' behavior, motivation, and thinking patterns in academic as well as broader life settings (Utami et al., 2025). Research shows that peer environment when positive and supportive can enhance learning behavior, motivation, and academic engagement among students (Yulisna, 2024).

The influence of the peer environment can be both constructive and destructive. Constructive influences arise when students are in a group of friends who support discipline, diligent study, encourage each other in completing assignments, and provide positive feedback. This situation can increase students' self-awareness in managing time, emotions, and academic responsibilities more effectively. Conversely, destructive influences occur when students are in a less supportive environment, such as friends who like to procrastinate on assignments, invite them to play during study time, or are indifferent to academic achievement. Such an environment can lower students' self-awareness, strengthen procrastination tendencies, and weaken motivation to complete academic responsibilities on time.

The peer environment indicators in this study encompass four aspects: cooperation, competition, conflict, and conformity. These four aspects shape the dynamics of social relationships that can influence students' self-awareness in responding to academic tasks. The cooperation aspect reflects students' ability to build open communication, exchange opinions, and help each other complete schoolwork. Meanwhile, the competition aspect relates to how students value the achievements of their peers and strive to improve their performance in a healthy manner. However, the influence of the peer environment is not always positive. The conflict aspect leads to the emergence of conflict or tension in friendships, whether due to differences in principles, peer pressure, or invitations to engage in deviant behavior. The conformity aspect describes students' ability to adapt their behavior to the group, maintaining harmonious relationships despite differences in character.

The results of the regression analysis indicate that the peer environment has a dual influence on academic procrastination. In a positive context, social interactions dominated by cooperation and healthy competition encourage students to be more responsible, provide mutual motivation, and foster a drive to complete assignments on time. Conversely, if friendships are filled with conflict, negative peer pressure, or value incompatibility, students are likely to experience internal conflict, lose focus, and even be driven to procrastinate. Therefore, the role of peers is not only as social partners, but also as a factor influencing the direction and quality of students' academic behavior.

These findings reinforce the view that peer groups play a significant role in shaping students' academic behavior, including overcoming procrastination tendencies. Social support, positive interactions, and mutual motivation within peer groups can strengthen students' enthusiasm for learning and academic responsibility. Conversely, peer groups that are permissive of procrastination or do not encourage academic achievement can actually reinforce procrastination. Therefore, the quality of interactions within peer groups is a factor that influences students' self-awareness in managing tasks and time effectively.

Based on the analysis, it can be concluded that the peer environment has a significant and more dominant influence than other variables in overcoming academic procrastination. Positive social interactions such as cooperation and healthy competition have been shown to encourage students to be more disciplined, responsible, and complete assignments on time, while negative environments actually strengthen the tendency to procrastinate. Thus, the quality of relationships within peer groups plays a crucial role in shaping students' self-awareness in overcoming academic procrastination.

The Simultaneous Influence of BKI Service Quality and Peer Environment

The results of the simultaneous hypothesis test obtained information that the quality of Islamic guidance and counseling services and the peer environment have a significant influence on self-awareness in overcoming academic procrastination. This is proven by the results of the F test which shows the calculated F value (10.795) > F table (3.285) with a significance value (Asymp. Sig) of 0.00 < 0.05. The positive value indicates the direction of the relationship between the two independent variables (the quality of Islamic guidance and counseling services and the peer environment) to the dependent variable (self-awareness). This means that the better the quality of Islamic guidance and counseling services and the more positive the influence of the peer environment, the higher the self-awareness of students in facing and overcoming the tendency of academic procrastination.

Significance in this context indicates that the influence found is not a random occurrence but is statistically significant. Using a significance threshold of 0.05, the results of this study provide sufficient evidence that the independent variables collectively contribute significantly to the dependent variable. This suggests that both professional counseling services and a supportive social environment play a role in shaping students' mindsets and behaviors in carrying out their academic responsibilities in a more focused manner. While these two variables are influential, other factors such as family support, psychological conditions, and teaching methods may also contribute to students' ability to overcome procrastination. Therefore, eradicating academic procrastination requires a comprehensive approach that encompasses various relevant aspects of students' lives.

This finding is supported by research which states that students' perceptions of the quality of guidance and counseling services, particularly in terms of reliability, responsiveness, certainty, and empathy, significantly influence their level of satisfaction with the service. Although this study did not directly examine procrastination, it does demonstrate that quality guidance services can provide positive experiences for students, which can foster a sense of responsibility and active involvement in academic activities. In the context of this research, quality Islamic guidance and counseling services address not only the technical aspects of the service but also instill religious values and noble morals such as trustworthiness, discipline, and a sense of responsibility to Allah SWT, thus indirectly contributing to the formation of more positive academic behavior patterns (Sugianto et al., 2025)

Regarding the peer environment, this study's findings align with those of Mamhfiroh et al. (2022) and Iwangga et al (2025), who found that peer influence significantly contributes to academic procrastination. The study found that students in peer groups with poor study behaviors

tended to have higher levels of procrastination. Conversely, in a positive and supportive peer environment, students were more motivated to complete assignments on time. These findings reinforce the importance of social influence from peers in shaping academic habits, including the tendency to procrastinate or complete assignments. In Islam, the importance of choosing a good environment is emphasized in numerous verses and hadiths. The Prophet Muhammad (peace be upon him) said, "A person is on the religion of his close friends, so let each of you be considerate of whom he takes as his close friends" (Narrated by Abu Dawud) (Sunnah, nd). These verses and hadiths emphasize that the social environment, especially close friends, has a direct influence on a person's character and behavior. Therefore, a good peer environment not only supports academic achievement but also serves as a medium for the formation of morals and a sense of responsibility within the framework of Islamic values.

In conclusion, the study demonstrates that professional counseling services and a positive social environment are essential strategies for reducing academic procrastination. Schools should integrate spiritual and behavioral guidance with initiatives that strengthen peer support to cultivate responsible, disciplined, and academically committed students. Together, these factors create a synergistic framework that fosters self-awareness, discipline, and productive academic habits.

Conceptual Model

The conceptual model in this study serves as a representation of the relationships between key variables deemed significant for understanding and answering the research problem. This framework is built on the integration of established theories and previous findings relevant to the study's focus. Therefore, the conceptual model in this study serves as a theoretical foundation for formulating hypotheses and guiding the systematic data analysis process (Guntur, 2019; Abu Bakar, 2021)

This research focuses on academic procrastination, the tendency of students to delay completing academic tasks despite recognizing the negative consequences. This behavior is common, especially in high school, and has the potential to disrupt academic achievement. In an effort to overcome this, this study focuses on two independent variables, namely the quality of Islamic guidance and counseling services and peer environment, as well as one dependent variable, namely self-awareness in overcoming academic procrastination.

The quality of Islamic Guidance and Counseling services is expected to provide reinforcement in the form of guidance based on Islamic values, such as discipline, responsibility, and trustworthiness. Meanwhile, the peer environment plays a role in creating a social atmosphere that encourages students to remind, support, and motivate each other to complete assignments on time.

The conceptual model of this study highlights that academic procrastination can be reduced through a combination of high-quality Islamic counseling services and a supportive peer environment, and depicted in the following figure (aini & Heni, 2018). Effective guidance nurtures internal motivation and responsibility, while peers provide external reinforcement. Together, these factors create a synergistic framework that fosters self-awareness, discipline, and productive academic habits. While these two variables are influential, other factors such as family support, psychological conditions, and teaching methods may also contribute to students' ability to overcome procrastination.

In the educational realm, various internal and external factors influence students' success in carrying out their academic responsibilities. One of the obstacles encountered in the school environment is academic procrastination, namely the tendency to postpone assignments or learning obligations. To overcome this problem, a comprehensive and integrated strategic approach is needed. The conceptual schematic diagram in this study offers a model that integrates

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the role of quality Islamic Guidance and Counseling services (X1) and the peer environment (X2) in overcoming academic procrastination in students.

The variable of Islamic guidance and counseling service quality (X1) in this scheme plays a role as one of the important factors that can shape students' self-awareness in facing and managing the habit of procrastination. Islamic guidance and counseling services in this study emphasize self-reflection as a primary approach. Following principles derived from Imam Al-Ghazali, students undergo stages of **Takhalli** (eliminating negative behaviors), **Tahalli** (developing positive habits), and **Tajalli** (realizing behavioral transformation) (Daulay et al., 2021). Counseling activities integrate Islamic values, emphasizing time management, responsibility, and consistent effort in academic work. Students are encouraged to engage in both guided counseling and self-reflection practices, promoting spiritual awareness alongside academic discipline (Afifah & Nur'aini, 2023; Angraini & Asmita, 2020; Nata, 2016).

The peer environment variable (X2) also plays a significant role in influencing students' academic procrastination behavior. In the proposed scheme, the approach used to strengthen the role of peers is through reflection and journaling methods within the context of peer group guidance. The material provided includes recognizing emotions and how to manage them, writing reflective journals related to academic and social experiences, and establishing safe and supportive interactions within the group. The goal is to help students express themselves, recognize behavioral patterns that lead to procrastination, and build relationships that mutually encourage positive change. A healthy and empathetic peer environment has been shown to increase motivation and self-awareness in carrying out academic tasks.

Based on the discussion, this conceptual scheme demonstrates that alleviating academic procrastination is not solely the responsibility of teachers through counseling services, but also involves the active participation of students' social environments, particularly their peers. The integration of spiritual and emotional support from Islamic Guidance and Counseling services with the strengthening of positive social relationships within peer groups provides a synergistic effect in fostering stronger self-awareness. Through this model, it is hoped that students will not only become more disciplined and responsible in carrying out their learning obligations but also be able to develop healthy and productive academic habits in the long term.

The implications of this study are the importance of collaboration between guidance and counseling teachers and subject teachers to create synergistic programs. Furthermore, schools need to facilitate a supportive environment by encouraging positive interactions between students. Future research could expand on this study by including larger samples, developing integrated counseling modules, and employing mixed-method approaches for a more comprehensive understanding.

Researchers propose that Islamic guidance and counseling services in schools should not only focus on an individual approach but also be directed towards a peer-group-based approach that leverages the social power of peers as facilitators of behavior change. The proposed approach includes two main components

Islamic Counseling Guidance

Islamic counseling (BKI) offers an approach that is not only technical but also spiritual. To address the problem of academic procrastination, Islamic counseling offers a service program based on self-reflection, a method of self-introspection rooted in Islamic teachings. A comprehensive explanation of this approach can be found in the following key aspects:

Approach

The main approach used in this service is self-reflection. Self-reflection can be interpreted as self-reflection to calculate what we have done before Allah SWT takes account of our deeds on the day of judgment. By reflecting, introspecting, then making improvements to become better. According to Ibnu Qayyim, muhasabah can increase individual success and create a happier and more meaningful life (Afifah & Nur'aini, 2023).

In an educational context, self-reflection helps students identify the causes of procrastination and its negative impact on their learning responsibilities. Self-reflection is not merely a thought process, but also a profound spiritual reflection, as explained in Surah Al-Hashr, verse 18, which reads:

This verse serves as the theological foundation that every human action must be weighed periodically. In this context, procrastination is seen as a form of negligence that must be recognized and corrected. According to Hasan Langgulung, Islamic education is a process that aims to develop human potential spiritual, intellectual, social and moral so that human becomes capable of carrying out their roles as ʿabdullāh and khalīfah on earth (Badruzaman et al., 2018; Fadilah & Tohopi, 2020; Qomaruddin et al., 2023).

Strategy

In implementing the service, the strategy used is a combination of fardiyah (individual) counseling and nafsiyah counseling (independent self-reflection), both of which are based on a self-reflection approach.

Islamic individual counseling utilizes a spiritual and empathetic approach to assist students in reflecting on their behavior and improving themselves based on Islamic values. The counselor guides the counselee to identify the causes of their academic problems and encourages positive change through faith-based principles and supportive interpersonal communication. Islamic counseling highlights the importance of spiritual development as the foundation for achieving personal well-being and behavioral adjustment (Nata, 2016; Tohari, 2022).

After the mandatory counseling process is completed, the guidance counselor then gives students the freedom to continue with self-counseling, a form of self-guidance. Self-counseling is a form of spiritual evaluation rooted in the concepts of tazkiyatun nafs (purification of the soul) and introspection (muhasabah) (Angraini & Asmita, 2020).

Where students consciously and routinely reflect on their own learning behavior. In practice, students are encouraged to set aside time each day, for example after evening prayers or before bed, to review how well they have fulfilled their academic responsibilities and what needs to be improved. This concept aligns with the thinking of Hasan Langgulung, who emphasized that spiritual education (nafs) is the primary responsibility of each individual, recognizing, directing, and purifying themselves from deviant behavior, including laziness and procrastination (Badruzaman et al., 2018).

Method

The application of self-reflection is basically a process to become part of everyday life which consists of several stages including self-cleansing, self-development, and self-perfection, the ability to self-reflection will not come and grow in a person's identity by itself without any application. So it needs to be done by each individual or person including Takhalli, Tajalli, and Tahalli according to Imam Al-Ghazali in Daulay there are several processes that must be gone through to achieve makrifat including (Daulay et al., 2021).

Takhali(Self-Emptying)

Takhali is the initial stage in the process of change, aimed at ridding oneself of undesirable traits such as laziness, procrastination, and irresponsibility. In this stage, students are encouraged to recognize and acknowledge their weaknesses and then resolve to abandon bad habits that hinder academic achievement.

Tahali(Self-Charging)

After cleansing themselves of negative habits, students begin to cultivate admirable qualities and Islamic values, such as discipline, responsibility, steadfastness, trustworthiness, and a passion for learning. In counseling practice, this stage can be facilitated through the practice of daily worship, discussions about Islamic values, and the creation of a structured study schedule.

Tajali (Spiritual Enlightenment)

Tajali is the final stage, reflecting the realization of positive transformation within students. They not only begin to demonstrate changes in attitude and behavior, but also realize the spiritual significance of academic responsibility as part of their worship of Allah SWT. At this stage, students begin to demonstrate learning independence, a passion for learning, and a commitment to continuous self-improvement.

These three methods refer to the stages of tazkiyatun nafs as explained by Imam al-Ghazali in the book Ihya Ulumuddin (Nurzaman et al., 2024), which states that changes in morals and soul must be carried out sequentially in order to achieve true results.

Material

The material presented in Islamic guidance and counseling services, including self-reflection, is aimed at fostering students' spiritual awareness and academic responsibility. This material is selected to support the stages (takhali, tahali, and tajali) and strengthen the integration of Islamic values into daily learning behavior. The main points of the material include:

Time Management Material from an Islamic Perspective

This material aims to foster students' understanding that time is a trust from Allah SWT that must be managed effectively. Students are encouraged to understand the concept of time in the Quran, as outlined in Surah Al-Ashr, which emphasizes the importance of time as a key to human safety from harm, and Surah Al-Muzzammil, which links nighttime management to spiritual discipline. This material is generally presented at the *takhalli* stage to help students recognize poor time-management habits and promote behavioral change. Recent empirical research supports this approach: for instance, a study of basic-school students in northern Portugal found that differences in gender and study hours significantly influence how students plan their study time and that better planning (both short-term and long-term) is linked to lower procrastination and more effective study habits overall (Valente et al., 2024).

This material is generally presented at the takhalli stage to help students recognize poor time-management habits and promote behavioral change. Recent empirical evidence supports the effectiveness of time-management interventions in reducing procrastination and improving academic behaviors. For example, a study by Planning Time Management in School Activities and Relation to Procrastination: A Study for Educational Sustainability found that better planning of school activities was significantly associated with lower levels of procrastination among students suggesting that teaching structured time-management can foster more productive study behaviors (Valente et al., 2024). Similarly, a vocational-education study, Efektivitas Psikoedukasi Manajemen Waktu terhadap Peningkatan Keterampilan Pengelolaan Waktu Siswa Sekolah Menengah Kejuruan, demonstrated that psycho-educational time-management training significantly enhanced

students' time-management skills, helping them allocate study and leisure time more effectively and reducing academic stress (Fediansyah & Yulia, 2025).

Material on the Importance of Responsibility and Discipline

This material emphasizes the importance of the values of trust (responsibility), discipline, and istiqamah in carrying out academic tasks. Students are trained to raise awareness of responsibility as a form of worship. This value is emphasized in QS. Al-Isra':34 regarding the fulfillment of promises, as well as QS. Al-Ahzab: 72 which touches on trust as a great responsibility carried by humans. This material is suitable to be delivered at the tahalli stage, when students begin to fill themselves with positive habits and Islamic values.

Material about the Meaning of Time as a Blessing from God

This material encourages students to reflect on the fact that time is a gift for which they will be held accountable. This aligns with the hadith of the Prophet Muhammad (peace be upon him): "There are two blessings about which many people are deceived: health and free time" (Bukhari, nd). Students are guided to be grateful for their time by using it productively for learning and avoiding negligence. This material serves to reinforce the tajalli stage, when students begin to experience inner enlightenment that learning is part of their devotion to Allah SWT. Through these three materials, it is hoped that students will not only change their mindset and learning habits, but also have a deeper spiritual perspective on their academic responsibilities.

CONGCLUSION

This study concludes that both the quality of Islamic guidance and counseling services (BKI) and the peer environment have significant effects on students' self-awareness in overcoming academic procrastination. Individually, high-quality BKI services, which integrate preventive, developmental, and Islamic value-based components, foster discipline, responsibility, and positive learning habits. Likewise, a supportive peer environment, characterized by cooperation, healthy competition, and emotional encouragement, plays a dominant role in motivating students to complete tasks on time. Simultaneously, these two factors work synergistically to enhance students' self-awareness, creating a comprehensive support system that combines internal guidance with external social reinforcement. While these factors account for a large proportion of variance in self-awareness, other elements such as family support, personal motivation, and teaching methods may also contribute. Therefore, educational programs should integrate structured counseling services with peer-support initiatives to effectively reduce academic procrastination and promote responsible, disciplined, and spiritually aware students. The findings highlight the importance of an integrated approach that combines internal interventions (counseling) with external support (social environment) to effectively overcome academic procrastination.

This study is limited by its focus on a single school, which may restrict the generalizability of the findings, and by the exclusion of other potential factors influencing academic procrastination, such as family environment, personal motivation, or teaching methods. Additionally, the reliance on quantitative methods may not fully capture students' personal experiences and reflections. Therefore, future research is recommended to involve a larger and more diverse sample, utilize mixed-methods approaches to gain deeper insights, and explore the integration of Islamic guidance and counseling services with peer-support programs as a comprehensive strategy to reduce academic procrastination.

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