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## Literature Review: The Application Of The Pomodoro Technique To Reduce Academic Procrastination Levels Among Students In Completing Thesis

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### Abstract

The problem of postponing a thesis proposal is the starting point for study duration beyond normal limits. This research aims to examine the application of the Pomodoro technique in reducing the level of academic procrastination of students who are preparing their thesis proposals. The research method used is a systematic literature review by collecting reading material from various scientific articles and then comparing theories and research results, which are analyzed descriptively. The research results show that the pomodoro technique is able to reduce the level of academic procrastination in completing a thesis proposal, this is known from the decrease in scores after using the pomodoro technique. Apart from that, studies were also obtained regarding academic procrastination in the form of the history of academic procrastination, the factors that led to academic procrastination, and the impact of academic procrastination. Study of the Pomodoro technique, in the form of the history of the Pomodoro, steps for applying the Pomodoro technique, a collection of research results on the Pomodoro technique related to writing assignments and the advantages and disadvantages of the Pomodoro technique.

**Keywords:** *Pomodoro Technique, Student Academic Procrastination, Writing Thesis Proposal*

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## INTRODUCTION

Students are individuals or groups who are currently studying at a university. Most students are 18-25 years old. Santrock (2012) states that the age of 18-25 years is a period of growing up, marked by experimentation and exploration. This condition makes students feel that they are adults, no longer want to be controlled by their families, and make decisions according to their own wishes.

Responsible students will not lose against all obstacles. Students will always face these obstacles and try to complete their assignments well. For example, when students feel lazy about doing their assignments and are always distracted by playing cellphones/games, students will entrust their cellphones to friends/relatives/family they trust so they can focus on doing their assignments. Apart from that, when there are problems with internet connection to look for references in the form of journals/articles, they will go to places that have fast internet connections, for example in libraries/working spaces/cafes that are considered comfortable for doing assignments. Then, when he experiences feelings of laziness, he will remember his original purpose for studying, and try to build self-regulation and self-confidence, so that he will be enthusiastic about doing his college assignments again. So, students who are responsible for their academic assignments are students who always try to face obstacles in completing their assignments as well as possible.

However, there are also students who are not able to be responsible for their assignments, cannot manage their time and activities well, there are even students who often procrastinate doing assignments until they do them at night before submitting assignments or what is commonly known as the overnight speed system (SKS), there are also those who do their assignments in class just before the lecture takes place, even more than that, there are also those who miss the deadline, who end up saying they forgot, or left their assignments at home. Ironically, because the time was approaching the deadline for submitting assignments, there were those who just copied friends' answers, without changing the content or writing format, and only changed the name. Apart from that, there are also those who search for the answer on the internet, then immediately copy and paste without permission from the author, without adding or changing the content, and only changing their identity. This action is called academic plagiarism, a copyright violation in accordance with Law No. 28 of 2014, namely if it is carried out continuously, and is detrimental to the author, the perpetrator can be sued (Kurnianingrum, 2015).

The phenomenon above shows that it starts from the habit of procrastinating on college assignments and considering that postponing

assignments is normal and safe if completed in a deviant way and leads to violations of the law. Maybe at this time students think that in the future they will not be like that, but if the procrastination behavior is not resolved from now on, they will become accustomed to it and always assume that they can complete the assignment by the deadline. This condition will reduce academic performance, as well as physical and mental health.

Basri (2018) stated that the behavior of procrastinating in studying and doing assignments is called academic procrastination behavior. The phenomenon of academic procrastination is experienced by almost every student. The research results of Schraw, Wadkins & Olafson (McCloskey & Scielzo, 2015) show that 70% of students usually engage in academic procrastination. Just like students in other countries, students in Indonesia also postpone working on and/or completing academic assignments.

According to Nasrullah and Khan (2015), the behavioral problem of procrastinating on academic assignments affects the level of academic performance. They tend to get low grades, and the assignments they do are not optimal. They will also be seen by their environment as undisciplined individuals, so that when they join a group, they tend to be ostracized and not considered.

Based on UNJ's self-evaluation report, one of the causes of the high length of study for UNJ undergraduate students (trend in length of study in the last 3 years = 4.6 years) comes from the length of time they take to complete their thesis (more than 1 semester) (Boeriswati, et al. 2020). Therefore, a strategy is needed to help students complete their thesis proposals. One strategy for practicing commitment to the tasks that will be carried out, and of course being able to reduce task procrastination behavior or what we call academic procrastination, is to implement the Pomodoro technique.

The urgency of research regarding the use of the pomodoro technique in reducing the level of academic procrastination, especially in completing thesis proposals, is because scientific research regarding pomodoro is still very minimal. On average, the literature sources that researchers found were the result of the author's reading of the main book on the Pomodoro technique, the result of personal experience, and very few came from research results. Apart from that, the novelty of this research focuses on completing a thesis proposal, while in other writing the Pomodoro technique is applied to completing general writing assignments. Therefore, considering these conditions, researchers are interested in studying the application of the Pomodoro technique in carrying out procrastination in completing a thesis proposal

## METHOD

This research uses a literature review method, namely by collecting reading material, taking notes and processing the reading results. The data needed in research can be obtained from library or document sources. According to Zed (2014) in library research, library research is not only the first step in preparing a research framework (research design) but also utilizes library sources to obtain research data. The data sources used come from secondary data, where secondary data is collected through written works, both previously published and unpublished, textbooks, scientific articles, and other sources relevant to the research problem (Embun, 2013)

## RESULTS AND DISCUSSION

Procrastination behavior appeared before Christ, especially during the times of Ancient Egypt and Greece, which stated that procrastination was a bad act, because it delayed or missed tasks, activities and/or orders which resulted in failure or loss. As time progresses and develops, procrastination behavior becomes increasingly well known and increasingly researched in modern times. Figures from psychologists, education, academics, and currently researchers themselves are also interested in researching and writing further about what procrastination is, what the causes are, what types, impacts, how to overcome it, etc.

In reality, students often face their academic assignments feeling reluctant or lazy to do them. This feeling of reluctance and laziness comes from the psychological condition experienced and encourages him to avoid tasks that should be done. According to Saman (2017) this behavior is a symptom of academic procrastination behavior. Hussain and Sultan (2010) stated that in higher education, academic procrastination, namely showing delay or avoidance in carrying out academic activities, whether carried out repeatedly, or only at certain times, creates habits that significantly influence student learning processes and outcomes.

Mulyadi, Yasdar and Sulaiman (2017) added that academic procrastination is carried out repeatedly in starting or completing academic assignments that have a time limit, accompanied by activities that are more enjoyable or better mastered to replace the academic assignment so that individual or person academic performance is hampered. other. From this statement, it can be seen that academic procrastinators tend to carry out activities that are mastered, and abandon tasks that should be carried out so that if this happens, they will not be able to improve their academic performance and increase their knowledge.

Based on the views of these figures, it can be seen that academic procrastination is often carried out by students, namely delaying starting or completing academic assignments such as working on papers, reports, summarizing books, doing Mid-Semester Exam/Final Exam assignments, doing Fieldwork Practical Report assignments/ Practice Teaching Skills, create presentation materials, and work on a thesis.

McCloskey and Scielzo (2015) stated that there are five aspects that describe academic procrastination. Among them are 1) Psychological beliefs about abilities 2) distraction 3) social factors 4) time management 5) self-initiative and 5) laziness. Then, Solomon and Rothblum (Aida, 2014) stated that there are 6 academic areas that are often postponed by students, including: 1) composition assignments, namely assignments related to writing, such as writing papers, essays, or reports. 2) learning tasks for exams, namely the task of reviewing and understanding the reading that has been determined for weekly, midterm, semester or annual exams, 3) book reading assignments, namely reading books that have been determined as reference material for predetermined courses, 4) administrative tasks, namely such as assignments for recording attendance, copying notes, academic filing, registering to take part in practical activities or certain activities, 5) attending meetings, namely procrastination or being late to attend class, practice, seminars, and 6) completing overall academic assignments

Ernima and Parimita (2016) and Aulia and Prathama (2018) agree that the academic task most often postponed by students is essay writing. Writing tasks such as writing papers, essays, books and reports take quite a long time, and require a lot of effort in reading, analyzing and synthesizing references in the form of books, journals, articles, etc., then combining them into a piece of writing according to the topic. determined. The process of these activities encourages students to be lazy about doing the work, overdo it in preparing resources, or become too anxious about the assignment and ultimately end up procrastinating or not even doing it.

The impact of academic procrastination has a very negative effect on the perpetrators, including 1) assignments are not completed, 2) assignments can be completed but the results are not optimal or errors tend to be high, 3) rushing when doing assignments, 4) triggering unfair behavior, such as cheating or copying a friend's answer, 4) poor psychological conditions such as anxiety, depression, doubt, feeling like they have to be perfect, or even losing their competitive spirit, low self-confidence and organization, 5) immoral behavior, 6) staying away from learning activities , 7) not graduating on time, and 8) increasing educational costs.

From the description above, it can be seen that almost all types of academic tasks are often postponed by students, both from administrative tasks such as writing letters for practicums, copying lecture notes, to students' final assignments, in this case undergraduate students, namely working on and completing a thesis. In this study the researcher will focus on the type of delay in working on the thesis proposal, because the subject has postponed completing the thesis proposal for 2 semesters.

The thesis proposal seminar course is a continuation of the research methods in-depth course (Luddin, Komalasari, Iskandar, Jafar, & Nurjayadi, 2015). In this course, students submit and defend a thesis research proposal at a research proposal seminar. The thesis research proposal consists of 3 chapters, including Chapter 1 Introduction, Chapter 2 Theoretical Study, and Chapter 3 Research Methodology.

Suryadi (2011) stated that a thesis research proposal can be completed within 10 days. The main pressure in making a thesis research proposal is the strategy from starting from writing the thesis proposal to the thesis proposal seminar. Of course, from writing to seminars, there are many things that must be done continuously. Some of these activities include: 1) Finalization of thesis title editorial; Suryadi (2011) states that the finalization of the thesis title editorial is the scientific strengthening of the sentence structure in the thesis title, 2) Proposal framework; After finalizing the editorial title of the thesis, the next step is to prepare a proposal framework. The thesis proposal framework is an outline or general outline that covers the entire contents of the proposal. Usually the proposal outline consists of the background of the problem, problem formulation, research objectives and uses, theoretical studies and literature reviews, and research methods (Suryadi, 2011). These main points have so far been considered to be representative enough to present a proposal systematically, scientifically and academically, 3) Core points in each Subchapter of the Proposal; After the general outlines have been made, they are then detailed in more detail. The detailed details of each section in the proposal are called the core points of each subchapter (Suryadi, 2011). The contents are important things that must be sharpened in each section. For example, the background part of the problem, then this point can be filled with chronic sharpening of academic problems, 4) Proposal writing; After the core points have been written, the next step is writing the proposal. In a thesis research proposal there are 3 chapters that must be completed. The most elegant way to convey ideas in a research proposal is to prepare the proposal according to standard rules and formal standards. After the preparation of chapters 1-3 is complete, the subject will consult the

proposal that has been worked on with his supervisor in stages, starting from chapter 1-chapter 3.

Based on the results of research obtained by Aniyatussaidah (2020) in an effort to reduce the level of pomodoro in completing thesis proposals which was carried out during 7 (seven) meetings, it is known that the pomodoro technique can reduce the level of student academic procrastination in completing thesis proposals. Overall, the total pomodoro used in completing the thesis proposal is 68 P (Pomodoro) = 1700 Minutes = 28 Hours 20 minutes taken over a period of 2 weeks. Cirillo (2006) stated that the large or small number of pomodoros used does not determine the success of this technique, but the success of this technique refers more to the process and expected results.

This Pomodoro technique has contributed to reducing students' level of academic procrastination in writing their thesis proposals. The advantages felt when using the pomodoro technique include 1) it can be more planned, because in its implementation the subject is asked to write down the plan before carrying out the activity, 2) it is able to provide a stimulus to be able to start working on the thesis proposal again, after almost 1 year of not working on it, 3) increasing concentration, 4) simplifying thoughts when facing a difficult task, in this case working on a thesis proposal, because the difficult task is broken down into small tasks aimed at achieving the main activity, 5) motivating to make progress in each pomodoro session, 6) train subjects to be able to commit to plans that have been written and agreed upon, and 7) increase productivity in completing the thesis proposal. The downside is that you have to press the pomodoro alarm button on the application when the break time starts and the break time ends. The time period is around 25-30 minutes.

The success of applying the Pomodoro technique is in accordance with the experience of Francesco Cirilo (inventor of the Pomodoro technique) in solving his procrastination problem using the Pomodoro technique, and is also in accordance with the researcher's experience in solving the problem of postponing tasks. This technique trains someone not to procrastinate on tasks, and dare to start doing their tasks, so that it can improve anxiety, increase concentration, increase self-awareness, train to be able to make decisions, become a motivation booster, help realize expected goals, coordinate quantity and effective quality of time, as well as improving the learning process.

Pham (2018) shows that the pomodoro technique can increase productivity and reduce the level of procrastination. Then supported by the results of research by Sundari (2018), the effectiveness of services states that behavioral counseling is able to reduce the level of academic procrastination. Apart from that, research by Barriyah and Sari (2014) also shows that single subject research is very helpful

in shaping a person's behavior, where in the research conducted by Baariyah and Sari it is to form disciplined behavior, not procrastinating on work.

Then, Anderson, J. (2019), a licensed professional counselor, graduate of Liberty University, stated that after he studied the Pomodoro technique book written by Cirilo, he found that the Pomodoro technique was a simple technique that was able to minimize procrastination. The concept of the Pomodoro technique teaches a person to simplify large jobs into several small jobs that are done in 25 minute intervals. This makes the burden on a person's mind lighter and easier to do, so he stated that this technique can be used to reduce procrastination, especially in completing academic assignments, such as writing papers and other research projects.

Pomodoro can make us punctual, because time is organized into several parts, and from these parts of time we can determine the activities to be carried out, so that there is positive pressure that produces enthusiasm to be able to carry out activities at each specified time. Furthermore, the success of this technique was also reported in several world online media, such as the Elpais media (an online newspaper from Spain) explaining that Barbara Oakley, professor of engineering at Oakland University in Michigan and teacher of the "Learning how to learn" course, suggested using the pomodoro technique when dealing with procrastination problems (Oakley, 2018).

Then, Gavett (2018) stated in the Harvard Business Review (a magazine issued by Harvard University, America) that the pomodoro technique is an easy solution to improve time management. This means that with good time management, there will be no more delays in assignments, and it will keep us disciplined, especially in academic activities. Furthermore, Blewett (senior lecturer at the University of KwaZulu-Natal) (2018) wrote that the pomodoro technique is highly recommended for increasing concentration in completing writing.

## CONCLUSION

Based on the description above, it can be concluded that academic procrastination, namely the tendency to postpone or avoid tasks, has been known since the times of Ancient Egypt and Greece. Figures such as psychologists, education, and modern researchers are interested in researching procrastination, including the causes, types, impacts, and ways to overcome it. Academic procrastination generally occurs in students, with symptoms such as being reluctant and lazy to do assignments, especially academic assignments that have a time limit.



Several figures mentioned aspects of procrastination, including psychological beliefs, distraction, social factors, time management, self-initiative, and laziness. The types of academic assignments that are often postponed are working on papers, reports, summarizing books, working on Mid-Semester Exam/Final Exam assignments, working on Field Work Practical/Teaching Skills Practical assignment reports, making presentation materials, and working on a thesis.

The impact of academic procrastination includes incomplete assignments, not optimal results, anxiety, plagiarism behavior, and not graduating on time. This research focuses on delays in working on thesis proposals by students, with the Pomodoro technique as a solution. Pomodoro involves dividing time into 25-minute intervals to increase concentration and reduce procrastination. Case studies show that this technique is successful in reducing procrastination in completing a thesis proposal. Many experts recommend the pomodoro technique to improve time management and concentration in academic assignments

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