



(CBT) APPROACH GROUP COUNSELING TO REDUCE ACADEMIC PROCRASTINATION IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The academic procrastination is a behavior of postponing doing the assignments, lack of time management, doing more preferably activities, and lack of motivation in doing the assignments occurring frequently. The study was aimed at finding out the effectiveness of a group counseling of cognitive behavior therapy (CBT) approach to alleviate the academic procrastination of junior high school students. A quantitative method and Quasi-experimental approach with a control group post-test design were used in this study in order to meet the objectives. The population of this study involved seventeen junior high school students while eight students were chosen randomly to be the experimental group and the control group. The findings revealed that high-level academic procrastination did exist among the four students in the experimental group and mid-level was shown by the four other students in the control group. Hypothesis test used the paired sample of t-test and known t was -2.813, then t count was compared with the t table $df = 7$, with the provision of $t \text{ count} > t \text{ table}$ ($74.00 > 66.75$) because the comparison of pretest mean was 98.25 and posttest was 74.00. In short, there was a decline in the students' academic procrastination despite a group counseling treatment using cognitive behavior therapy (CBT) approach. This also concluded that a group counseling service was effective in alleviating the students' academic procrastination .

Keywords: *Group counseling, Cognitive Behavior Therapy (CBT), Academic Procrastination*



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INTRODUCTION

Academic procrastination is a type of laziness that occurs in students' educational environment. The impact of academic procrastination behavior can also cause health problems and low or poor academic grades, stress and affect a person's mental health and cause negative feelings or emotions such as anxiety, guilt, panic and tension, blaming yourself, feeling cheated, and low self-esteem. . Student problems related to academic procrastination include not being able to manage time well, some students often delay assignments and do not complete them within the specified time, and some students deliberately avoid assignments to do more enjoyable things, such as playing and watching TV. The Division of Counseling Psychology defines counseling as a process of helping someone overcome obstacles to self-development and optimize their individual abilities. The approach used to reduce academic procrastination is the cognitive behavior therapy approach because students are asked to express problems with irrational beliefs and then evaluate students' thinking beliefs by helping change students' thinking beliefs from irrational beliefs to rational beliefs. formulate the problem in this research, namely: 1). What is the academic procrastination of students before being given Cognitive Behavior Therapy (CBT) group counseling? 2). What is the academic procrastination of students after being given group counseling with a Cognitive Behavior Therapy (CBT) approach? 3). How high is the difference before and after being given Cognitive Behavior Therapy (CBT) approach group counseling to reduce students' academic procrastination?

Academic procrastination is a student's inability to complete work or assignments intentionally and repeatedly, including starting and completing assignments related to education (Nawahesti, 2021; Mulyana, 2018; Suryadi, and Ilyas, 2017; Andarini & Fatma, 2013). Aspects of procrastination according to Ferari (Ghufron, 2013) are delays in starting or completing tasks, delays in carrying out tasks, time gaps between plans and actual performance, doing other activities that are more enjoyable. Procrastination factors are divided into external factors, namely the environment and parenting patterns, while internal factors are physical health and psychological health. The characteristics according to Burka & Yuen of procrastination include that procrastinators often put off assignments at school, think it is smarter to do it later than now, delaying work is not a problem for them, continuing to engage in procrastination behavior will make it difficult for people who like to procrastinate to make decisions. . According to Winkel and Hastuti (2013) group counseling is an individual

counseling service carried out in a group atmosphere. In this process, counseling is carried out in a warm, open, permissive and friendly atmosphere. The aim of implementing group counseling for counselees is that the counselee hopes to gain increased skills through group counseling, which in turn will increase self-esteem and self-confidence in others (Kurnanto, 2013). The stages in implementing group counseling are:

1. The initial group stage, at this stage will build trust within the group if the counselor is able to facilitate these conditions.
2. Transition Stage: This stage aims to build trust among participants which motivates them to face their initial anxiety.
3. The stage of the problem identification and resolution process, explaining the personal problems of group members. At the activity stage, the steps are: first ask each group member to express personal problems in turn, second choose or decide on the problem to be examined first, third discuss the chosen problem in depth, fourth interlude, and fifth certify responsibility answer between individuals whose problem has been examined how it will be managed in connection with the conversation to determine the problem.
4. In the Final Stage, group members begin to show changes in behavior in the counseling process. The final stage consists of: first, explain why the group counseling session is ending soon, second, each group member gives an impression, message assesses their own progress, third, talk about the next task, fourth, message and response from group members, fifth, say thank you, sixth, pray, seventh. Farewell, the last method of group counseling services.

Cognitive Behavior Therapy is a counseling approach that focuses on recovering from distorted cognition caused by physical and mental adverse events. The focus of this counseling session is to change your ways by emphasizing the cognitive role of analyzer, decision maker, questioner, act, and decide. Again, we can think, feel, and act. The goal of cognitive behavior therapy is to teach people how to change their behavior, relax their minds and bodies, and think more clearly so they can make better decisions and feel better. According to Watson (in M. Nur Ghufon et al, 2016: 151) states "Antecedents of procrastination related to fear of failure, dislike of the task given, dependence and difficulty making decisions are characteristics of this personality type. Meanwhile, Ferrari in (Ghufon & Risnawati, 2010:163) Cognitive Behavior

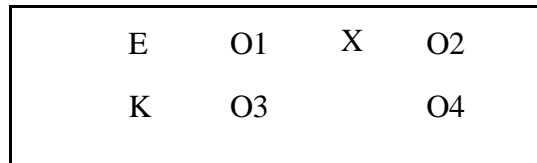
Therapy (CBT) theory states that carrying out academic procrastination is a way to avoid diagnostic information.

Procrastination is carried out because someone prefers not to be criticized for the results of their work. Those who procrastinate on their work believe that if they experience failure or unsatisfactory results, it is due to their lack of sincerity rather than incompetence. The counseling method based on cognitive behavior therapy (CBT) takes a structured, active, directive and concise approach to overcoming various personality obstacles. This technique emphasizes that mental adjustments, for example changes in beliefs, will be followed by changes in behavior. According to the behavioral mental hypothesis, academic procrastination is thinking about mistakes or ruminating unreasonably about assignments, such as feelings of fear of disappointment and a tendency to do assignments very carefully.

RESEARCH METHODOLOGY

This research uses quantitative experimental methods and the design used in this research is Quasi Experimental Design, because this design has a control group, but does not fully control external variables that influence the implementation of the experimental group.

This research design is described as follows:



Group	Pretest	Treatment (X)	Posttest
Group Experiment	O1	Giving Treatment	O2
Group Control	O3	No given Treatment	O4

The population was 17 students while the sample. Data collection used: 1) Questionnaire technique (Questionnaire) using the Linkert scale regarding academic procrastination. 2). Documentation techniques for assessing social interactions.

The design for providing cognitive behavior therapy approach group counseling treatment is four meetings.

No	Meeting	Sub Theme	Time
1	To- 1	Pretest	30 minute
2	To- 2	Hold group counseling with theme importance managementtime.	60 minute
3.	To- 3	Hold group counseling with theme strength suggestion self	60 minute
4	To- 4	Posttest	30 minute

In this study, the questionnaire used was a Linkert scale with 4 answer choices, with a procrastination scale blueprint:

Aspect	Indicator	Item number		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
Delay For start And finish task	1. Likes to procrastinate-postpone task Which given by Teacher 2. Failed to comply Deadline	2, 10, 12, 4, 8, 14	1, 7, 3, 25	10
Gaps time between Plan and performance actual	1. Gaps time betweenplan Aloneand performance actual 2. Difficulty do task academicin	6, 20, 22	5, 27, 19, 29	7

	accordance with the limit time			
Aspect	Indicator	Item number		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
Lateness in do task	1. Late do assignment due Time that Not Enough 2. I don't think so capable do task	18, 16	15, 23, 9	5
Do other activities Which are more pleasant	1. Do task boring 2. Prefer do other activities than do task in school	26, 30, 24, 28	13, 21, 11, 17	8
Amount		15	15	30

The validity of the quantitative data was tested using validity and reliability tests. Data analysis will be tested using the t-test or also known as the t-test. The T - test basically shows how far the influence of a dependent variable is using the SPSS version 26 program.

RESULTS AND DISCUSSION

The respondents in this research were class VII junior high school students. Determination of the research sample, based on the distribution of academic procrastination questionnaires in class VII B, was then obtained by 8 students and divided into 2 who were chosen randomly, 4 people in the experimental group and 4 people in the control group. Data testing in this study

used SPSS. The tests carried out were validity, reliability, homogeneity and hypothesis testing. The explanation of the analysis results is as follows:

Validity test

Based on the validity calculation, the resulting output is 17 valid questions because the calculated r for each item is $> r$ table (0.361) and 13 questions are invalid because the calculated r for each item $< r$ table (0.361).

Reliability Test

Based on reliability calculations, Cronbach's alpha was obtained at 0.901 and the r table value was significant at 0.05 for the amount of data (n) = 100 at 0.361. Because Cronbach's alpha (0.901) $> r$ table (0.361), it tends to be assumed that the survey is declared reliable with a very high reliability classification, and the instrument can be used as a data collection tool.

Homogeneity Test

Both the experimental and control groups have a significance level of 0.256, according to the results of the pretest data homogeneity test shown in the table above. Data is considered homogeneous if the significance value is more than 0.05. The Levene test results show that the pretest results of the academic procrastination questionnaire have a significance value of more than 0.05, which means that the pretest results of the academic procrastination questionnaire are homogeneous. Meanwhile, the results of the homogeneity test on the post-test data, which are shown in the table above, show that the significance value for the experimental and control groups is 0.492.

Hypothesis testing

Hypothesis testing states that there is effectiveness in implementing group counseling with a cognitive behavioral therapy approach to reduce academic procrastination in students. The significance of the Paired samples t test calculation results is 0.026 which is less than 0.05. This shows that H_a is accepted and there is a significant difference from the academic procrastination pretest score to the academic procrastination posttest score on students' academic procrastination, so the results are significant. The second hypothesis test states that H_a is accepted, which means there is a significant difference in the experimental group that was given treatment and the control group that was not given treatment. the results of the Independent Samples T Test based on the T

test show that sig. $0.005 < 0.05$, so at that time H_a was accepted, meaning that there was a very large difference between the average post-test academic procrastination score of the experimental test group and the control group.

The implementation of group counseling using a cognitive behavior therapy approach to reduce academic procrastination was carried out by 8 students with the following data:

No	Kode Nama	Jenis Kelamin	Kelas
1	AF	L	VII B
2	KJM	L	VII B
3	KK	P	VII B
4	DDF	L	VII B

kelompok eksperimen

No	Kode Nama	Jenis Kelamin	Kelas
1	AN	P	VII B
2	AF	L	VII B
3	N	P	VII B
4	RNF	P	VII B

kelompok kontrol

The purpose of the pretest is to determine the initial conditions. It was shown that 4 students had a high category in terms of academic procrastination behavior, with an average score of 98.25. Two students are included in the high category with a pretest score of 102-106, and two other students are included in the high category with a pretest score of 91-94. Furthermore, to reduce academic procrastination behavior, researchers provide treatment, namely group counseling services that use cognitive behavior therapy. After providing group counseling services with a cognitive behavior therapy approach to the experimental group, there was a decrease,

Based on the data obtained, there were 4 students who got high scores in the academic procrastination category in the experimental group and 4 students in the medium category in the control group . Looking at the data results, the average result of the experimental group was 98.25, while the average result of the control group was 66.5. Based on the results of the Asymp value. Sig. (2-tailed) is 0.200 greater than 0.05 and it can be concluded that the residual data is normally distributed. Then the results of the homogeneity test on the academic procrastination questionnaire pretest data revealed that in the experimental group and control group the significance value was 0.256. Data can be said to be

homogeneous if the significance value is more than 0.05. From the results of the Levene test, it was found that the pretest results of the academic procrastination questionnaire had a significance value of > 0.05 , so it can be stated that the data from the pretest results of the academic procrastination questionnaire were homogeneous.

Achmad Gimmy Pratama, and Tutty I Sodikusumah, 2018 stated that cognitive Behavior Therapy has been proven to be able to change various types of problems, one of which is the problem of academic procrastination. Current therapy centers also offer cognitive behavior therapy to clients who experience procrastination problems. Basically, cognitive behavior theory believes that a series of Stimulus - Cognition - Response (SKR) processes are interconnected and make up the SKR network in the human brain. Cognitive processes determine how to think, feel and act Kasandra Oemarjoedi, (2003). Group counseling services are generally carried out face to face by researchers and experimental group students. Researchers conducted research in four meetings. The first meeting focused more on establishing good relationships between students and students and researchers and students as well as establishing good cooperation, then conveying the goals to be achieved regarding enthusiasm for learning so as not to procrastinate on school assignments, then discussing time management because time is one of the problems in procrastination. the student's academics. The power of self-suggestion which can influence the conscious and subconscious was a topic of discussion at the second meeting. Apart from that, at the third meeting the researchers provided conclusions and discussed so that students could be more punctual in doing their assignments and suggest positive things for the success of student learning outcomes at their school. Researchers also invite students to abandon their old habits of always postponing school assignments and invite them to be more active and diligent in doing school assignments for the sake of a brighter future. Based on the explanation above, it can be concluded that group counseling using a cognitive behavior therapy approach is effective in reducing students' academic procrastination.

CONCLUSION

The conclusion of this research is that group counseling with a cognitive behavior therapy approach is effective in reducing academic procrastination in junior high school students. There were four students in the high category of academic procrastination in the experimental group and four students in the medium category in the control group. Looking at the data results, the average

result of the experimental group was 98.25, while the average result of the control group was 66.5.

Based on the results of the before and after research, it shows that the group counseling service uses a cognitive behavior therapy approach to reduce students' academic procrastination. After that, a hypothesis test was carried out using a paired sample t-test and it was found that t was -2.813 mean -12.875 confidence interval of the difference, lower = -2.053 and Upper = -23.697 then the calculated t is compared with the t table $df = 7$, with the condition that t calculated $> t$ table ($74.00 > 66.75$) due to the comparison of the average pretest 98.25 and posttest 74.00 which means there is a decrease in students' academic procrastination through services group counseling with a cognitive behavior therapy approach to academic procrastination was carried out in several stages of group counseling with four meetings. Based on the average results of the pretest 98.25 and posttest 74.00, this means there is a decrease in students' academic procrastination through group counseling services with a cognitive behavior therapy approach to academic procrastination. So it can be said that group counseling services are effective against academic procrastination in junior high school students.

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