

The Effectiveness of Group Guidance Using Self-Monitoring Techniques Assisted by Cybercounseling in Reducing Academic Procrastination Behavior

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Abstrak. Perilaku prokrastinasi akademik masih menjadi permasalahan yang cukup sering ditemukan pada peserta didik tingkat SMP. Kebiasaan menunda pengerjaan tugas, kurangnya pengelolaan waktu, serta rendahnya kesadaran diri dalam mengontrol perilaku belajar berdampak pada penurunan hasil akademik dan tanggung jawab siswa. Kondisi ini menuntut adanya intervensi bimbingan dan konseling yang tepat dan sistematis. Penelitian ini bertujuan untuk menganalisis keefektifan bimbingan kelompok dengan teknik *self monitoring* dalam menurunkan tingkat prokrastinasi akademik siswa kelas VIII E SMPN 7 Cirebon. Penelitian menggunakan desain *one group repeated measures* dengan subjek penelitian sebanyak 7 siswa yang dipilih melalui teknik *purposive sampling*. Pengumpulan data dilakukan menggunakan instrumen skala prokrastinasi akademik yang diberikan sebelum dan sesudah intervensi. Hasil penelitian menunjukkan bahwa bimbingan kelompok dengan teknik *self monitoring* efektif dalam menurunkan tingkat prokrastinasi akademik siswa. Implementasi strategi *self monitoring* melalui pengisian lembar monitoring diri secara sistematis mampu meningkatkan kesadaran diri, tanggung jawab, serta kemampuan pengendalian perilaku belajar siswa. Penelitian ini merekomendasikan penggunaan teknik *self monitoring* dalam bimbingan kelompok sebagai salah satu strategi untuk membantu menurunkan perilaku prokrastinasi akademik siswa.

Abstract. Academic procrastination remains a fairly common issue among junior high school students. Habits of delaying task completion, poor time management, and low self-awareness in regulating learning behavior contribute to decreased academic performance and student responsibility. This condition calls for appropriate and systematic guidance and counseling interventions. This study aims to analyze the effectiveness of group guidance using self-monitoring techniques in reducing the level of academic procrastination among eighth-grade students of class VIII E at SMPN 7 Cirebon. The study employed a one-group repeated measures design with 7 students selected through purposive sampling. Data were collected using an academic procrastination scale administered before and after the intervention. The results indicate that group guidance using self-monitoring techniques is effective in reducing students' academic procrastination levels. The implementation of self-monitoring strategies through systematic completion of self-monitoring sheets was able to enhance students' self-awareness, responsibility, and ability to regulate their learning behavior. This study recommends the use of self-monitoring techniques in group guidance as one strategy to help reduce students' academic procrastination behavior.

Key word: Academic Procrastination; Group Guidance; Self-Monitoring.

INTRODUCTION

Learning is an essential activity in the educational process that helps students acquire knowledge, develop skills, and shape attitudes and character. To achieve good learning outcomes, students need to be actively involved in the learning process and able to complete academic tasks on time. Regular study habits, discipline, and effective time management are key factors in achieving optimal academic performance. However, in reality, many students face difficulties in managing their study time, which affects both their learning process and outcomes.

One form of this difficulty is academic procrastination, defined as the tendency to delay completing academic tasks such as homework, exam preparation, and paper writing until close to the deadline. Academic procrastination can lead to negative consequences, including feelings of guilt, regret, reprimands from teachers or parents, and a decline in academic performance. Solomon and Rothblum (1984) explain that procrastination is generally influenced by laziness and irrational beliefs within individuals, and it is a common phenomenon among students.

Other research findings further support the existence of this phenomenon. A study conducted in South India showed that 22% of university students require practical study approaches to improve learning motivation, 18% need collaborative work, and 49% suggest reinforcement in the form of recognition to reduce procrastination behavior (Raghul & Nikhilesh, 2020). These findings indicate that procrastination is a significant issue that requires special attention so that it does not hinder students' academic achievement.

Observations at SMPN 7 Cirebon indicate that some students have poor study time management and low learning discipline. This condition is reflected in students' habits of delaying the completion and submission of assignments across various subjects. Some students also prefer engaging in non-academic activities, such as playing online games, using social media, or chatting via messaging apps, rather than working on school assignments. These behaviors have an impact on low academic achievement, as shown by many students obtaining scores below the Minimum Mastery Criteria (KKM) and having to take remedial programs.

One effort considered to have potential in addressing this issue is the implementation of group guidance using self-monitoring techniques assisted by cybercounseling. The self-monitoring technique is a behavior modification strategy that emphasizes individuals' ability to observe, record, and evaluate target behaviors independently. Through this technique, students are expected to identify the factors that trigger procrastination, set behavioral change goals, and motivate themselves to achieve the targets that have been established (Cormier, 2013). The integration of self-monitoring techniques with a cybercounseling approach allows the guidance process to be more flexible, responsive, and adaptive to technological developments that are close to students' daily lives.

Based on the above explanation, this study aims to depict: (1) the condition of students' academic procrastination behavior before receiving group guidance services using self-monitoring techniques assisted by cybercounseling; (2) changes in students' academic procrastination behavior after receiving the intervention; (3) the process of implementing group guidance using self-monitoring techniques assisted by cybercounseling for eighth-grade students at SMPN 7 Cirebon; and (4) the effectiveness of these services in reducing students' academic procrastination behavior.

METHODS

The subjects of this study consisted of 7 students from class VIII E at SMP Negeri 7 Cirebon, comprising 3 male and 4 female students. The subjects were selected using purposive sampling based on the results of an initial measurement (pretest) of academic procrastination levels from a population of 40 students. Students categorized as having high levels of academic procrastination were then designated as research subjects and placed into a single experimental group to participate in three sessions of group guidance.

This study used an academic procrastination scale developed based on behavioral indicators of procrastination, including delay in starting tasks, delay in completing tasks, discrepancies between planning and implementation, and a tendency to engage in more enjoyable alternative activities. The academic procrastination scale in this study

consisted of 38 statement items constructed using a Likert scale model with four response options: 1 = very appropriate (SS), and 4 = very inappropriate (STS). The reliability test results using the Cronbach's Alpha coefficient showed a value of $\alpha = 0.75$.

This study employed a quantitative approach with a One Group Pretest–Multiple Posttest experimental design to examine the effectiveness of group guidance using self-monitoring techniques assisted by a website in reducing students' academic procrastination behavior. The experiment was carried out in several stages: subject selection, pretest administration, intervention, posttest administration, and follow-up. During the selection stage, the researcher conducted an initial assessment of all students to identify those with high levels of academic procrastination. Students who met the criteria were then assigned as research subjects and given a pretest as a baseline measurement.

Next, the subjects participated in three sessions of group guidance, which included the stages of formation, transition, core activities, and termination. In the core activity stage, students were trained to apply self-monitoring techniques through recording and reflecting on their learning behaviors, which were periodically monitored through a website. After the intervention, posttest I and posttest II were administered to determine changes in students' academic procrastination levels, along with a follow-up stage to examine the sustainability of behavioral changes after the intervention.

RESULT AND DISCUSSION

Changes in the level of academic procrastination were analyzed through three measurement stages: pretest, posttest I, and posttest II. The analysis was conducted on 7 students in the experimental group who had previously been identified as having high levels of academic procrastination.

**Table 1. Descriptive Statistics of Academic Procrastination Scores
in the Experimental Group**

Measurement Stage	M	SD	Category
Pre-test	97.00	3.20	High
Post-test I	97.86	2.27	Moderate
Post-test II	90.71	3.20	Low

The results of the descriptive analysis show the tendency of students' academic procrastination levels at each measurement stage. At the pretest stage, the level of academic procrastination was in the high category ($M = 97.00$). It then showed a tendency toward the moderate category at post-test I ($M = 97.86$), and shifted to the low category at post-test II ($M = 90.71$).

Changes in scores across the measurements were analyzed using the Friedman test. Pairwise differences between measurement stages were examined using the Wilcoxon test, as presented in Table 2.

Table 2. Result of the Wilcoxon and Friedman Tests

Comparision	z	p	χ^2	p
Pre-test – Post-test I	-2.375	<0.05		
Pre-test – Post-test II	-2.371	<0.05	14.00	<0.05
Post-test I – Post-test II	-2.410	<0.05		

The results of the Friedman test analysis indicate a significant difference among the pretest, posttest I, and posttest II scores ($\chi^2 = 14.00$; $p < 0.05$). The Wilcoxon Signed Rank Test results show significant differences between pretest and posttest I scores ($z = -2.375$; $p < 0.05$), between pretest and posttest II scores ($z = -2.371$; $p < 0.05$), and between posttest I and posttest II scores ($z = -2.410$; $p < 0.05$).

The intervention in this study was implemented through three sessions of group guidance. Each session was designed to help students increase their awareness of task-delay behavior and develop self-management skills. In the first session, the activities focused on introducing the concept of academic procrastination, its negative impact on academic achievement, and an introduction to the self-monitoring technique. Students were encouraged to identify their habitual task delays and to understand the importance of self-control in the learning process.

The second session focused on applying the self-monitoring technique through a website-based medium. At this stage, students were trained to record their learning activities, the time spent on completing tasks, and the factors that caused delays. The recording was carried out periodically through a website provided by the researcher, allowing students to independently monitor the development of their learning behavior. According to Albert Bandura (1991), self-monitoring is an effective self-management

strategy that increases individuals' awareness of their behavior and helps them control and modify it.

The third session focused on reflection and evaluation of the monitoring results carried out by the students. In this session, students discussed their experiences while recording their learning behavior through the website, identified the changes that occurred, and formulated strategies to maintain more productive learning behavior. The group discussion process also provided opportunities for students to share experiences and offer social support among group members.

The implementation of group guidance across these three sessions is consistent with the view of Gerald Corey (2013), which emphasizes that structured group dynamics can facilitate behavioral change through sharing experiences, reflection, and social support among group members. Through group interaction, students not only gained new understanding about procrastination behavior but also received motivation from other group members to make changes.

The use of a website as a medium in the self-monitoring process provided convenience for students in carrying out recording and self-reflection flexibly. Digital media allows students to access their behavioral records at any time, thereby increasing their engagement in the self-evaluation process. This is in line with the study by Putri and Kurniawan (2022), which shows that the use of online media in guidance and counseling can improve student participation, discipline, and engagement in the learning process.

The statistically significant decrease in scores indicates that the behavioral changes observed in students did not occur by chance, but rather as an effect of the intervention provided. The self-monitoring technique encourages students to observe and reflect on their learning behavior systematically, thereby increasing awareness and self-control. According to Barry Zimmerman (2002), self-monitoring is a key component of self-regulated learning that enables students to control their learning behavior and increase responsibility for academic tasks.

The findings of this study are also consistent with previous research by Ana Mawar Riska (2023) and Lendi Marsela et al. (2024), which show that group guidance

interventions using self-management techniques are effective in reducing maladaptive academic behaviors, including academic procrastination. Thus, group guidance using self-monitoring techniques assisted by a website is shown to be effective in gradually and significantly reducing students' academic procrastination.

CONCLUSION

The results of the study indicate that group guidance using self-monitoring techniques assisted by cybercounseling is effective in reducing students' academic procrastination behavior at SMPN 7 Cirebon. Before the intervention, students' procrastination behavior was relatively high, as reflected in delays in completing tasks, poor time management, and low learning motivation. After the intervention, there was a significant decrease in procrastination behavior, indicated by improvements in discipline, time management skills, as well as students' awareness and motivation in learning. The implementation of the service followed the stages of planning, implementation, and evaluation, with active student involvement in daily self-monitoring, group discussions, and the application of counselor feedback. The significant differences between pretest and posttest scores, along with positive behavioral changes, support the effectiveness of this intervention.

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