

The Effectiveness of Islamic-Based Rational Emotive Behavior Therapy Group Counseling to Improve Discipline and Reduce Student's Procrastination

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Abstract

Students' tendency to violate discipline affects teaching and learning at school, such as procrastination of task completion or called as academic procrastination. This study aimed to examine the effectiveness of Islamic-based Rational Emotive Behavior Therapy (REBT) group counseling to improve discipline and reduce students' procrastination. It used pretest-posttest control group design and involved 20 subjects from SMP Al-Musyaffa Kendal. Based on the results of Wilcoxon and Man-Whitney analyses, the Islamic-based Rational Emotive Behavior Therapy (REBT) group counseling could improve discipline and reduce procrastination. It infers that the Islamic-based Rational Emotive Behavior Therapy (REBT) group counseling implemented through the reinforcement of morals, praying, and fasting is effective in increasing discipline and reducing procrastination.

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INTRODUCTION

Discipline is non-negotiable in children's education and moral (Magdalene, 2019). It is because whenever someone is, there will always be rules, including school. However, until now there still found many students lack discipline and violate school rules.

According to Hurlock (2013) discipline is when someone learns or is voluntarily follows a leader, while another term refers to willingness to obey rules set by an educational institution or a principal (Hurlock, 2013). It is also a state created from a series of process which shows the values of obedience, loyalty, harmony, and regularity. Discipline will make someone realize and distinguish things to do not to do. For those who are discipline, their attitudes or behavior will no longer be considered as a burden (Torip, 2017).

Several cases related to school rules violation happened in various places are such as lateness (Seplyana, 2019), feet of the table during learning process (Rahayu, 2021), disturbing others, making noise, cheating, skipping class, and brawling, not reminding each other when someone violates, disobedience in the classroom, attention seeking, littering (Setiyowati et all, 2020; Nasma, 2020; Putrati et all 2018; Sari, 2015), and wearing wrong uniform (Wiyoto, 2018).

Discipline violation at school due to irrational thoughts can manifest in negative behavior, such as riot and school property destruction (Salgong, et al., 2016). It also causes stress for teachers (Hartati, 2017) because teaching and learning process can be interfered when students to such violation (Bechuke, 2012).

Another impact of discipline violation is procrastination in students' everyday lives (Ojo Adewale, 2019). It usually happens in the completion of assignments or called as academic procrastination. Some other life aspects can also get affected by this negative behavior, such as health, family, routines, jobs, and academic (Suhadianto, 2019; Setiyowati, 2020).

According to Wiyoto and Christiana (2018) academic procrastination is procrastination done by students at school setting and seen as an academic issue (Hailikar, 2021). Students who procrastinate usually have irrational thoughts because of misperceiving academic assignments (Balkis, 2013) that have an impact on behavior by delaying, starting, or doing academic tasks intentionally and repeatedly (N Fajhrianu, 2020)

Procrastination must be avoided by every individual, especially a student because it can harm oneself and hinder him from achieving optimal results, being productive, having good academic achievement. Based on a field study, students often submit their assignments late (Handayani, et al., 2021). It is in line with a study by Rahmatia, et al (2022) which concludes procrastination as a failure in performing academic activities in a particular time or delaying to complete tasks within a specific period of time.

The procrastination students experience can affect academic self-concept, academic self-efficacy, self-esteem, and adaptability at school (Khotimah, et al, 2016; Zakiyah, et al., 2010).

Those who procrastinate tend to have low philosophy, tolerance, high frustration (Dryden, 2012). Procrastination by students is a dangerous behavior, not only has a negative impact on student academic achievement and reduces the productivity of those who work (Herdian, 2021), but also lead to unpleasant feelings such as feelings of anxiety, fear, and worry. These unpleasant feelings will arise when individuals who experience procrastination realize that work time is getting narrower and the task has not been completed. Thus, students will carry out escape activities that they consider more fun and make them comfortable so that students forget their tasks.

Group counseling is one of services in guidance and counseling. It is effective to help solve students or group members problems . A group counseling setting is effective and efficient for assisting counselees who have the same problems and goals, as well as becoming a medium for sharing various ideas, thoughts, and

experiences among group members (Hartati, 2017). It is common in a group counseling setting that a counselor uses some approaches and theories because if a counselor only uses one approach, the service will somehow wasteful and unprofitable.

Rational Emotive Behavior Therapy (REBT) is one of group counseling approaches which teaches how to shift irrational beliefs to the rational ones so that individuals can understand which irrational beliefs they should shift (Nurshobah, 2021). Hartati (2017) states that Rational Emotive Behavior Therapy is applicable for a group setting.

The above statements are supported by Seplyana' study (2019), namely Rational Emotive Behavior Therapy can help students overcome bad habits, such as lateness. In her study, this approach has been proved to improve the female students' discipline in an Islamic Boarding house indicating by the ability to actualize and implement students' own rational beliefs (Hasan, 2019).

As time goes by, Rational Emotive Behavior Therapy has been widely modified, such as by adding Islamic principles. Based on Hartati (2017) the Islamic-based Rational Emotive Behavior Therapy can build students' ethical behavior. Not only that, Novaili (2020) revealed that the Islamic-based REBT approach can reduce delinquent behavior, while according to Yuliyatun (2020) Islam-based REBT can increase self-confidence.

The Islamic-based Rational Emotive Behavior Therapy is assumed to give students insight of improving discipline, including dealing with lateness, absence, skipping class, having a secret affair with male students in an Islamic boarding house setting, and procrastinating tasks. All these actions surely affect students' procrastination, such as procrastinating on doing the work that has been given, not being enthusiastic in learning, and thinking that they are unable to deal with problems such as questions that students think are difficult, which makes students think irrationally.

Studies using an Islamic-based Rational Emotive Behavior Therapy approach to improve discipline and reduce procrastination through school counseling practices are still few. Therefore, the novelty of this study is to investigate this approach in terms of improving discipline and reduce procrastination by shifting students' irrational thoughts. Thus, it is expected that the present study can enrich the previous ones and be a reference for the future researchers.

METHODS

20 eight graders who had low discipline and high procrastination were chosen to be the subjects of this study. They were grouped into two, namely 10 students in an experimental group and 10 students in a control group.

The variables of discipline and procrastination were measured using instruments developed by the researchers themselves. Students' discipline data were collected using a discipline scale which has 38 items, while the procrastination scale has 34 items. Both scales have 5 scaling choices (1=strongly disagree, up to 5=strongly agree). After the reliability test was conducted, the discipline scale gained cronbach's alpha of 0.83, while procrastination of 0.88.

This experimental study applied the pretest and posttest control group design. The pretest was given to all groups prior to receiving the intervention of Islamic-based REBT by including the values of moral, praying, and fasting.

After taking the pretest, the experimental group was treated using Islamic-based rational emotive behavior therapy group counseling by including the values of praying, fasting, and moral. This treatment was given for five times with 90 minutes time allotment for each session.

In the first session of discipline experimental group, the leader asked about what discipline is followed by explaining discipline behavior and the effects of low discipline. In the second meeting, the leader directed his members to give examples of indiscipline in daily life

followed by giving tasks to implement Islamic values of praying, fasting, and moral until the next meeting. In the third meeting, the leader reflected members' understanding regarding the previous meeting and asked what they have done. In the fourth meeting, the leader still gave the same questions while guiding the members to shift their irrational beliefs. In the last meeting, after the leader shifted the irrational thoughts to the rational ones with Islamic values and then followed by an evaluation.

In the first session of procrastination experimental group, after the group formation the leader asked about what academic procrastination is and explained its effects. In the second meeting, the leader directed his members to give examples of academic procrastination in everyday life followed by assigning his members to implement Islamic values, such as praying, fasting, and moral until the next meeting. In meeting three, the leader reflected his members' understanding regarding the previous meeting and monitored the implementation of Islamic value. In meeting four, the leader gave the same questions asked in the previous meeting while trying to shift the group members irrational thoughts. In the last meeting, the leader shifted irrational thoughts to Islamic values and did an evaluation.

In control groups of discipline and procrastination, the leader only gave lectures

and question and answer session without implementing Islamic-based REBT.

Once the treatment was given to the experimental groups, posttest was distributed to all control and experimental groups.

RESULTS AND DISCUSSION

Table 1 presents the results of Wilcoxon and two-means different tests of the Islamic-based REBT of the students before and after the treatment in both discipline and procrastination experimental groups. The results showed that this intervention could improve discipline ($Z = -2.218, p < 0.01$). The same findings also occurred in the procrastination group, where the Islamic-based REBT was effective in reducing student procrastination ($Z = -2.805, p < 0.01$).

In terms of mann-whitney test, there found no difference in the level of discipline in pretest ($Z = -.986, p < 0.01$). However, at the posttest, the Islamic-based REBT group contributed higher (significant) level than the control group ($Z = -2.575, p < 0.01$). In the procrastination group there was no difference in the level of procrastination at the time of the pretest ($Z = -.681, p < 0.01$). However, at the posttest, the Islamic-based REBT group resulted higher (significant) level than the control group ($Z = -3.254, p < 0.01$).

Tabel 1. The Results of an Islamic-based Rational Emotive Behavior Therapy to Improve Discipline and Reducing Procrastination

VT	Kel	Pre		Post		Z1
		M	SD	M	SD	
Kedisiplinan	K.E	76.5	9.536	115.1	9.457	-2.218**
	K.K	91.4	11.993	103.9	6.173	-0.702
	Z2	-0.986		-2.575**		
Prokrastinasi	K.E	125.2	14.133	87	16.371	-2.805**
	K.K	111.9	12.215	93.1	14.098	-0.918
	Z2	-0.681		-3.254**		

* $p < 0.05$ ** $p < 0,01$

Information: Z1: Score of Willcoxon test, Z2: Score of Mann-Whitney test, VT: Dependent Variable, K.E: Experimental Group, K.K: Control Group

This current study strived for examining the effectiveness of the Islamic-based rational emotive behavior therapy to improve discipline and reduce procrastination.

It has been confirmed that the Islamic-based REBT was effective to improve discipline and reduce procrastination. This finding is in line with several previous studies. First, Seplyana (2019) found that the implementation of Rational Emotive Behavior Therapy (REBT) has been proved to counter students' habit to come late to school in SMA Negeri 6 model Lubuklinggau.

Second, Muti's study (2018) also supports this study findings that a rational emotive behavior therapy is effective to improve students' discipline.

Third, Wadhu's study (2019) regarding the implementation of ABCD technique in a REBT approach concludes that this intervention can improve the discipline of a student in SMP YPM 5 Driyorejo.

Sixth, Seplyana's study (2019) found that the use of a Rational Emotive Behavior Therapy in group counseling can help students overcome the habit of being late.

Seventh, Hartati & Rahma's study (2017) also supports this study that an Islamic-based Rational Emotive Behavior Therapy can build students' ethical behavior. Eighth, Novaili (2020) has revealed that an Islamic-based REBT approach can reduce delinquent behavior. Ninth, according to Yuliyatun (2020) the Islamic-based REBT can increase self-confidence.

The Islamic-based REBT synergized with Islamic values, including praying, fasting, and moral apparently can shift students' irrational thoughts (Novaili, 2020) by implementing these values in everyday life, so students will start to realize that their common irrational thoughts apparently disadvantage themselves and others. In addition, this REBT intervention can instill more rational beliefs based on meanings emerged from Islamic values (Wadhu, et al., 2019) which later affect the improvement of discipline and reduction of procrastination at school

CONCLUSION

This study concludes that the Islamic-based Rational Emotive Behavior Therapy is effective to improve the discipline and reduce the procrastination of students class VIII of SMP Al-Musyaffa, Kendal Regency, Central Java, Indonesia.

Regarding the conclusion, counselors are suggested to internalize Islamic values to instill rational beliefs in discipline and procrastination to create a conducive and disciplined learning atmosphere. Furthermore, the future researchers are expected to develop this study by conducting more studies on the use of Islamic values for learning disciplines.

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