

The Effectiveness of Rational Emotive Behavior Therapy Group Counseling Self Management Techniques and Cognitive Restructuring Techniques to Reduce Student Academic Procrastination

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Abstract

Procrastination as an act of delaying assignments or work by doing things that are not related to assignments has the potential to become an obstacle to academic achievement. The purpose of this study was to test the effectiveness of self-management and cognitive restructuring of rational emotive behavior therapy counseling groups to reduce students' academic procrastination. By doing a pretest-posttest comparison it was applied to 12 students at SMP Negeri 3 Wangi-Wangi Selatan. The instrument used is the academic procrastination scale based on the indicators put forward. The data analysis technique used was the Mann-Whitney T-test paired sample. The results of this study indicate that the rational emotive behavior therapy group counseling approach, self-management techniques and cognitive restructuring techniques are effective in reducing students' academic procrastination. The findings of this study prove that group counseling, rational emotive behavior therapy approaches, self-management techniques and cognitive restructuring techniques are effective in reducing academic procrastination. Based on the findings of this study, a rational emotive behavior therapy group counseling intervention is recommended for counselors to reduce student academic procrastination.

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INTRODUCTION

Student success can be seen by completing academic assignments. According to Saputra & Purwanto, (2017), positing that when young people are unable to overcome the source of a cause of stress then adaptively, the thing that will develop later is pathology, completing tasks becomes a factor that affects student learning achievement. Furthermore, this opinion is reinforced by the research of Zusya & Akmal, (2016), which suggests that anxiety and stress have made a significant contribution in creating academic procrastination. The combination of anxiety and stress will greatly affect the strength of children to procrastinate. explain that negligent behavior or failing to complete assignments is undesirable behavior as a student. Negligent behavior is strongly associated with procrastination. Abdi Zarrin et al.,(2020), in his research that academic procrastination is a widespread failure of self-regulation that affects about half of the students with regard to various emotional, cognitive factors, indicates, symptoms of academic procrastination including poor sleep, high levels of stress, delayed work due to lack of time, improper completion of homework, confusion, self-blame, Feelings of guilt and inadequacy, low self-esteem, anxiety, and depression found that 80% to 95% of students experienced academic procrastination problems.

Furthermore, according to Hui et al., (2019), academic procrastination as a tendency to postpone academic tasks or neglect academic responsibilities during the study period in their research found that 30%-60% of students experienced academic procrastination. Burka and Yuen (2008) explain that procrastination will result in academic failure, stress, guilt crises, loss of productivity, and social rejection. Wolters. (2003) reveals academic delays include failure to perform an activity within the desired timeframe or delay until the last minute of the activity that finally wants to be completed.

But something different was revealed by Cunha (in Clegg and Bailey 2008) that procrastination can be a solution to pose

challenges in tedious tasks by increasing time pressure. Serves as a temporary self-protection for a difficult task or situation, or even a strategy to improve performance in a creative or very complex task by searching for additional information or needed insights. Several studies related to academic procrastination behavior occur a lot. Nitami et al., (2015), who say that most avoid self-talk the direct negative effect on student academic achievement and well-being through academic procrastination. M explained that 52% of students in Turkey often do academic procrastination, then according to Khairat et al., (2010), in their research tested the effect of academic procrastination on cheating behavior in high school students in Pesantren X. Results of this study found that academic procrastination has a significant influence on cheating behavior as seen from the significance value.

According to Lenggono & Tentama, (2020), reveals that procrastination is inscribed in the American College Dictionary, which has the meaning of suspending actions to carry out tasks and being implemented at a later time, which states that the notion of procrastination can be reviewed in several points of view, namely: the first underestimates the time required to complete the task, secondly underestimates the motivation to complete the task, thirdly the belief that the individual must be right. the spirit of completing the task.

Seeing the student problems above, it is necessary to have group counseling service techniques that can help students overcome academic procrastination. One of the ways that can be done to help the individual in the process of changing feelings, ways of thinking, and acting related to academic procrastination, so that the individual is able to have confidence in his abilities, and perceive positively the perception of others towards himself, is to apply the group behavioral approach of cognitive counseling services (CBT) using two techniques namely self-management techniques and cognitive restructuring techniques.

In relation to efforts to reduce student academic procrastination, this self-management

technique has advantages that can be seen in studies from several studies that have been carried out previously. Raharjo (2012) explains that self-management treatment is effective in reducing the frequency of academic procrastination. In line with that, Bahri et al (2016) explain that self-management strategies can improve the performance of high procrastination-related student tasks.

Self-management is a therapeutic process in which the counselor directs his behavior by using strategies of self-monitoring, stimulus control, self-esteem, self-contracting, and self-esteem that can be done by choosing a strategy or combination. In any counseling procedure that directs, encourages, changes, or controls antecedents and consequents to obtain the desired behavior change (Nursalim, 2013: 149; Cormier and Cormier in Nursalim, 2013: 150; Corey, 2013: 265).

Furthermore, WK Rahmawati (2016) used cognitive restructuring techniques in students experiencing academic stress, in this study cognitive restructuring focused on efforts to identify and change the client's cognitive errors or perceptions of himself and the environment. The intervention was directed at designing the way of thinking of students who viewed academic demands as a burden, then the research of Asikhia and Mohangi (2015) conducted a study to look at the effectiveness of cognitive restructuring techniques to reduce anxiety in high school mathematics in Nigeria, from Studies found that cognitive restructuring techniques are effective in reducing anxiety in mathematics in students.

Based on the explanation of the research above, these self-management techniques and cognitive restructuring techniques are hypothesized to be able to reduce the technique of directing students to change behavior in a more positive direction through the process of learning new behaviors and correcting

distortions of thinking that cause procrastination. Therefore, it is hoped that by using self-management techniques and cognitive restructuring techniques in a group counseling atmosphere, learners can reduce the academic procrastination of student academic delays. Self-counseling management techniques and cognitive restructuring.

METHODS

This study used Randomized Pretest-Posttest Comparison Group Design by involving selected subjects using purposive random sampling techniques. The inclusion criteria and exclusion criteria for the selection of research subjects are presented in table 1. A total of 12 students were taken as research subjects with high academic procrastination characteristics. They were then grouped into 3, namely group A who got self-management techniques, group B who got cognitive restructuring techniques, and group C who got self-management techniques and cognitive restructuring techniques.

The data collection method uses the PASS scale (Babadogan, 2010). The scale to be used adapts the Procrastination Assessment Scale for Students (PASS) created by (Babadogan, 2010) item 19 items). The use of alternative answers provided choice data (1= very appropriate 5 = very non-conforming) reliability value 0.80 - 1.00 (cronbach's Alpha).

This pretest is given before the group is given treatment. Subsequently the treatment was given to the experimental group. Experimental group A was given treatment in the form of group counseling with self-management techniques, experimental group B was given group counseling treatment with cognitive restructuring techniques and experimental group C was given treatment in the form of group counseling with self-management techniques.

Table 1 Inclusion Criteria and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. Students who are within the scope of SMP Negeri 3 Wangi-wangi Selatan and are willing to be the subject of research.	1. Individuals who are as, counselors, teachers and do not have the status of class VIII students of SMP Negeri 3 Wangi-wangi Selatan.
2. Individuals who are indicated as class VIII students of SMP Negeri 3 Wangi-wangi Selatan.	2. Individuals who are indicated not to be class VIII students of SMP Negeri 3 Wangi-wangi Selatan.
3.Students who have academic procrastination problems	3.Siawa who has other problems, besides procrastination problems.
4.Siawa who is willing to follow the research and sign the approval sheet	4.Students who are not willing to participate in research activities and do not sign approval sheets.

This posttest is given to find out the difference in results from the treatment given before. In addition, this study used academic procrastination data collection techniques based on the indicators proposed by, Sholomon and Rothblum (1984).). Alternatively, hypothesis testing is performed using paired t-test analysis techniques and Kruskal Wallis.

RESULTS AND DISCUSSION

In this discussion, the initial condition before the administration of pretest treatment in the academic procrastination of students the level of procrastination that occurs is very high from 83-86 levels of student academic procrastination.

Then after the posttest treatment there was a significant change, namely 3.27-3.37 by giving treatment of self management techniques

and cognitive restructuring getting group counseling interventions with self management techniques and cognitive restructuring showed a decrease. Furthermore, hypothesis testing to test Ha in this study was carried out with the analysis technique of paired paired t test and one-way Mann-Whitney Test. The Paired Sampled T-Test is used to determine the mean or average difference between the pretest and posttest results in each group, then the Mann-Whitney Test aims to determine the difference in effectiveness between group counseling and self-management techniques, cognitive restructuring techniques, and a combination of them. The results of the calculation of data before and after as well as the differences in the effectiveness of group counseling services with self-management techniques, Cognitive Restructuring techniques, and their combinations are presented on.

Table 2 Pretest and *Posttest*

Kel	PRE		POS		With	P
	M	SD	M	SD		
SM	85.38	3.27	57.11	11.17	-2.90	<05
CR	85.83	3.37	52.50	1.87	-2.88	<05
Came	86.33	3.44	46.83	1.47	-2.02	<05
K-W H	2.19		15.21			
P	>05		<01			

Based on table 2, it is known that there are differences in the average scores of students' academic procrastination levels in the self-management group before (M= 85.38, SD= 3.27; and after treatment (M = 57.11, SD = 11.17; $z = -2.90$, $p < .05$). This shows that group counseling with self-management techniques is effective for lowering the level of academic procrastination. Meanwhile, in the Cognitive Restructuring group, the difference in the average score of the student's academic procrastination level before (M = 85.83, SD = 3.37; and after is (M = 52.50, SD = 52.50; furthermore, in the combination of techniques between self-management and Cognitive Restructuring techniques, it is much more effective with differences in the average scores of students' academic procrastination levels before (M = 86.33, SD = 3.44; and after is (M = 46.83, SD = 1.47;

Table 3 Mann Whitney test results

Comparison Group	with	P
A – B	-2.898	<05
A – C	-2.903	<05
B – C	-2.887	<05

Although all three techniques were shown to reduce procrastination, the test results (KW = 15.21, $p < .01$), showed that there were differences in the effectiveness of the three techniques in lowering procrastination. Self management techniques are effective compared to cognitive restructuring techniques and cognitive restructuring techniques are more effective at reducing students' academic procrastination levels when combined. The results of the Mann-Whitney Test show a more effective difference between self-management and cognitive restructuring techniques with cognitive restructuring techniques, and group counseling services with a combination of self-management techniques and cognitive restructuring techniques to lower students' academic levels.

Procrastination of the results showed that group counseling with a combination of self-

management techniques and cognitive restructuring techniques was more effective than group counseling with self-management techniques and group counseling cognitive restructuring techniques.

From the results of the study, it is known that group counseling with self-management techniques and cognitive restructuring has proven effective in reducing students' academic procrastination. These results are in accordance with the opinion expressed by Bahri et al (2016) explaining that self-management strategies can improve task performance in students with learning disabilities. Learning disabilities are closely related to high rates of procrastination. As explained by Hen and Ghorosit (2012) that students with learning disabilities score high on academic delays.

The use of self-management techniques is also suitable to be applied to research subjects, namely students at the junior high school level. This is reinforced by the statement of DuPaul et al (2006) that self-management has been used in children of all ages to deal with a variety of academic issues including procrastination. In addition, self-management that aims to deal with delays also has a good reputation in other countries.

Based on the negative impact of procrastination, researchers have previously studied delays related to cognitive variables that include self-harm tendencies, low self-esteem, low self-efficacy, fear of failure, and distorted perceptions of the time available and needed to complete tasks (Rabin et al 2011). . Sirois (2013) adds that there is evidence that procrastinators engage in automated thinking when thinking about past procrastinations and/or difficulties in completing future tasks. Procrastinators automatically experience negative thoughts that resemble repetitive conditions regarding procrastinating behaviors that include self-blame and reflecting on past procrastinations.

CONCLUSION

This study was conducted to see the effectiveness of group counseling with self-

management techniques and cognitive restructuring to reduce academic procrastination in students of SMP N 3 Bandar Lampung. The results showed that group counseling with self-management techniques and cognitive restructuring was effective in reducing academic procrastination. Furthermore, it is important for the counselor to understand the concept of implementing group counseling with self-management techniques and cognitive restructuring to reduce academic procrastination. The use of various techniques is also recommended in reducing academic procrastination behavior.

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