Group Counseling with Self-Management Techniques and Cognitive Restructuring Techniques to Reduce Academic Procrastination

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Abstract

The purpose of this study was to examine the effectiveness of self-management and cognitive resctructuring counseling groups to reduce students' academic procrastination. Randomized Pretest-Postest Comparison Group Design was applied to students as many as 24 students in SMP N 3 Bandar Lampung. The instruments used academic procrastination based on the indicators presented by, Sholomon and Rothblum (1984). Data analysis techniques were used using Paired sample t-test and one-way ANOVA test. The results showed that group counseling techniques were self-management and cognitive restructuring effective to reduce students' academic procrastination. The findings of this study prove the effectiveness of group counseling with self-management techniques and cognitive restructuring techniques in students in the city of Bandar Lampung Indonesia.

Keywords : self-management technique, cognitive restructuring technique, academic procrastination

I. INTRODUCTION

The success of students can be seen by completing academic assignments. In line with Peters (2004) that interest in completing tasks becomes a factor that influences student achievement. Furthermore Clare et al (2000) explained that negligent behavior or failing to complete a task is an undesirable behavior as a student. Negligent behavior is strongly associated with procrastination. Steel (2007) said that procrastination is deliberately delaying desired activities even though individuals know that the delaying behavior can have a negative impact. Steel (2010) also said procrastination was a voluntary delay carried out by individuals on their duties / work even though he knew that this would have a negative impact on the future. Furthermore Burka and Yuen (2008) explained that procrastination will result in academic failure, stress, crisis of guilt, loss of productivity, and social rejection.

Wolters (2003) disclose academic delays include failure to carry out an activity within the desired period of time or delay until the last minute activity that finally wants to be completed. But different things 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 temporary self-protection for difficult tasks or situations, or even strategies to improve performance in creative or very complex tasks by looking for additional information or

insights needed. Several studies related to the behavior of academic procrastination occur a lot. Ozer et al (2009) explained that 52% of students in Turkey often conduct academic procrastination, then Khan, et al. (2014) concluded that students in schools were more likely to delay than students. Other studies Ellis and Knaus (in Konca and Semiz, 2009) claim that 80% -95% of students are involved in procrastination, in line with research by Day et al (in Konca and Semiz, 2009) adding that around 50% consistently delay.

Preliminary studies at SMP N 3 Bandar Lampung found many students who experienced academic procrastination. The percentages of academic procrastination obtained were 37 students or 35% in the high category, 45 students or 42% students in the medium category, and 23 students or 21% students in the low category. Behavior that arises in students who do procrastination is disorderly collecting assignments, low academic achievement, and lack of interest in learning. In completing tasks or learning students prefer to play or watch movies. The explanation above shows that the need for cultivation for students who have the procrastination behavior of Schraw and Wadkins (2007) explained that the emergence of procrastination behavior, namely from irrational factors of thought, in line with Ferrari (in Balkis et al , 2012) explains that procrastinators have cognitive distortions in the form of irrational thoughts such as (1) underestimate the time needed to complete the task, (2) underestimate the motivation to complete the task, (3) the belief that the individual must be in the right mood to complete the task.

Seeing the problems of the students above, the need for group counseling service techniques that can help students overcome academic procrastination. One way that can be done to help individuals in the process of changing feelings, ways of thinking, and acting related to academic procrastination, and so that individuals are able to have confidence in their abilities, and positively perceive other people's perceptions of themselves, is to apply counseling services group cognitive behavioral approaches (CBT) using two techniques namely self-management techniques d an t eknik cognitive restructuring.

In relation with efforts to reduce student academic procrastination, self-management techniques this has advantages that can be seen in studies of several studies that have been done before. Raharjo (2012) explained that treatment self- management was effective

in reducing the frequency of academic procrastination. Along with this, Bahri et al (2016) explained that self-management strategies can improve task performance for students related to high procrastination. Self-management is a therapeutic process whereby counselees direct their behavior by using self-monitoring strategies , stimulus control , self-reward , self-contracting , and self-reward that can be done by choosing a strategy or combinative. In each counselee procedure that directs, encourages, changes, or controls the antecedents and consequently to get the desired behavior change (Nursalim, 2013: 149; Cormier and Cormier in Nursalim, 2013: 150; Corey, 2013: 265).

Furthermore Rahmawati's WK (2016) uses cognitive restructuring techniques in students who experience academic stress , in this study cognitive restructuring focuses on efforts to identify and change cognitive errors or perceptions of clients about themselves and the environment. Interventions are directed at designing ways of thinking of students who view academic demands as a burden, then research 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 the study found that cognitive restructuring techniques were effective in reducing anxiety in mathematics in students.

Based on the explanation of the above research, self-management techniques and cognitive restructuring techniques   This is hypothesized to be able to reduce student academic procrastination. The counseling of self-management techniques and cognitive restructuring techniques directs students to change behavior in a more positive direction through new behavioral learning processes and improve distortion thoughts that cause prokratsination. For that is expected to use the technique of self-management and cognitive restructuring techniques in an atmosphere of group counseling, learners can reduce academic procrastination.

II. METHODS

This study used a Randomized Pretest-Postest Comparison Group Design. Meanwhile, the subjects in this study were taken by using purposive random sampling technique.There were as many as 24 students were taken as research subjects with characteristics of having high academic procrastination. They were then grouped into 3, namely group A who received self-management technique, group B who received cognitive restructuring technique, and group C who received self-management technique and cognitive restructuring technique. After that, pretests were given to experimental groups.

This pretest was given before the groups were given treatment. Next, the treatments were given to the experimental group. The experimental group A was given a treatment in the form of group counseling with self-management technique, experimental group B was given group counseling treatment with cognitive restructuring technique and experiment group C was given treatment in the form of group counseling with self-management technique and cognitive restructuring techniques. Once the treatments done, posttests were given to the experimental

groups. This posttest was given to find out the difference in the results of the treatment given earlier. Additionally, this study used data collection techniquein academic procrastination based on the indicators presented by, Sholomon and Rothblum (1984).). Alternatively, the hypotheses testing was done byusing paired-sampled t-test test analysis technique and one-way ANOVA.

III.   RESULTS AND DISCUSSION

Results

Students' academic procrastination level conditions after getting the intervention of group counselling with self-management and cognitive restructuring techniques showed a decrease. Further, the hypotheses testing to test Ha in this study was done using paired-sampled t-test and one-way ANOVA test analysis techniques. This Paired Sampled T-Test was used to determine the mean or mean difference between pretest and posttest results in each group, then one-way ANOVA test aimed to determine the effectiveness difference between group counselling with self-management technique, cognitive restructuring technique, and the combination of them. The results of the calculation of the data before and after and the differences in the effectiveness of the group counselling service with self-management technique, cognitive restructuring technique, and the combination of them are presented in table 1.

Table 1. Results of Change in Pretest and Posttest Score

Kelo mpok	Pretest		Postest		$t(7)$	p	Gain Score		F	p
	M	Sd	M	Sd			M	Sd		
A	64,73	8,26	41,20	3,27	10,80	<0,01	23,75	6,10	24,18	<0,01
B	68,65	8,96	51,50	4,98	8,72	<0,01	18,12	5,65		
A+B	64,38	8,10	36,50	5,75	8,18	<0,01	28,18	9,80		

Notes : A: Self-Management; B: Cognitive Restructuring; A+B: Self-Management + Cognitive Restructuring

Based on table 1, it was known that there was a difference in the average value of students' academic procrastination level in the self-management group before and after the treatment (M = 23,75, Sd = 6,10; t(7) = 10,80, p<0,01). These indicated that group counseling with self-management technique was effective to reduce the level of academic procrastination. On the other hand, in the cognitive restructuring group, the difference in the average value of students' academic procrastination level before and after was (M = 18,12, Sd = 5,65; t(7) = 8,72, p<0,01).

These results proved that group counseling with cognitive restructuring technique was effective to reduce the level of the academic procrastination of students. Next, in the combined group between self-management and cognitive restructuring techniques, the difference in the average value of students' academic procrastination level before and after was (M = 28,18, Sd = 9,80; t(7) = 8,18, p<0,01).

These results showed that group counseling with self-management and cognitive restructuring techniques

was effective to reduce students' level of academic procrastination. ANOVA test results showed a difference in the effectiveness between group counseling services with self-management technique, group counseling services with cognitive restructuring technique, and group counseling services with the combination of self-management technique and cognitive restructuring techniques to reduce students' level of academic procrastination, namely $(F(2,25) = 24,18, p<0,01)$. The results showed that the group counseling with the combination of self-management technique and cognitive restructuring techniques was more effective than the group counseling with self-management technique and group counseling cognitive restructuring technique.

Discussion

From the results of the study, it was known that group counseling with self-management and cognitive restructuring technique were proven to be effective in reducing students' academic procrastination. These results are in accordance with the opinions 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 the high level of procrastination. As explained by Hen and Ghorosit (2012) that students who experience learning disabilities score high on academic delays.

The use of self-management techniques is also suitable to be applied to the subject of research, namely students at the junior high school level. This is confirmed by the statement of DuPaul et al (2006) that self-management has been used in children of all ages to handle a variety of academic problems including procrastination. other than that self-management that aims to handle procrastination also has a good reputation in other countries such as in America (Vargas, 2009).

Burka and Yuen (2008) explain that self-regulation is a major problem for procrastinators. Rakes and Dunn (2010) also show that a decrease in self-regulation will have an impact on increasing procrastination. So from that it can be concluded that by increasing self - regulation it will have an impact on decreasing procrastination behavior . In line with this, Bembenutty (2011) revealed that self-monitoring can be applied by students to be able to monitor the behavior of low self-regulation. Furthermore Corkin et al (2011) explained that the use of metacognitive strategies in the form of monitoring can be done in relation to handling procrastination. With thus it was concluded that self - monitoring had a good impact on the decline in procrastination, besides that it would also have an impact on increasing self - regulation .

Based on the negative effects of procrastination, previous researchers have studied delays related to cognitive variables that include a tendency towards self-harm, 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 are involved in automatic thinking when they think of past delays and / or difficulties in completing future tasks. Procrastinator experiences automatic negative thoughts that resemble recurring conditions regarding delaying behavior which include self-blame and contemplation of past delays.

Ferrari (in Balkis et al 2012) reinforces that procrastinators have cognitive distortions in the form of irrational thoughts such as (1) underestimating the time needed to complete tasks, (2) underestimating motivation to complete tasks, (3) belief that individuals must be in a mood right to complete the task.

Thus, self-management techniques can be applied independently expectations on learners who experience procrastination, remember that the technique has the properties of a self help y ng means that the technique could be applied independently without having to involve teachers BK. Next is cognitive restructuring technique become one of the solutions in overcoming student academic procrastination. In line with the results of the Erfantinni et al (2016) study, using cognitive restructuring techniques can reduce student academic procrastination and there is no significant difference in the effectiveness of interventions between male and female students, so cognitive restructuring techniques have the same effectiveness in reducing Academic procrastination is good for male and female students.

In addition, the results of this study are also relevant to the research conducted by Saputra et al (2017) that the implementation of cognitive restructuring techniques can reduce the level of student academic procrastination. Nursalim (2014) revealed that the cognitive restructuring technique does not only help counseling learn about and stop negative thoughts / self damage, but also replace those thoughts with more positive thoughts. Sayre (2006) also revealed that the cognitive restructuring strategy is a series of activities that examine and assess the beliefs that counselees currently have to understand how their beliefs, whether judged rational or irrational (or valid or fall) through an objective process of judgments related to the mind, feelings, and actions. Thus the cognitive restructuring technique can help the counselee to reassess his beliefs about whether rational or irrational, these beliefs influence the behavior of the counselee.

From the results of this study concluded that the group counseling services with self-management techniques and cognitive restructuring techniques can help students to reduce student academic procrastination and can be used to help guidance and counseling teachers in overcoming students academic procrastination, especially in SMP N 3 Bandar Lampung.

IV.   CONCLUSIONS

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

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