The Effectiveness of Group Counseling with Self-Management Techniques to Reduce Academic Procrastination in Students

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Abstract
Academic procrastination is a tendency to delay starting or completing academic tasks. Based on assessments and interviews with guidance and counseling teachers at SMKN 5 Yogyakarta, several students were found to have high levels of academic procrastination. This study aims to determine the effectiveness of group counseling with a cognitive behavior therapy (CBT) approach and self-management techniques in reducing academic procrastination behavior. The study used an experimental method with a pretest-posttest control group design. The subjects were 10 students selected by simple random sampling, then divided into experimental and control groups. The experimental group was given group counseling services with self-management techniques, while the control group was not given any special techniques. The research instrument was an academic procrastination scale with a reliability of 0.842. The results of the Independent Sample T-Test showed a significance value of 0.027 (p <0.05), which means that group counseling with self-management techniques is effective in reducing academic procrastination of students in Yogyakarta.

1. Introduction

Procrastination is a common issue faced by many individuals, including students. Academic procrastination refers to an individual's tendency to delay or avoid initiating or completing academic tasks (Nafeesa, 2018). Types of procrastination include, but are not limited to, postponing the completion of assignments, delaying the memorization of material for exams, and putting off reading or preparing assignments. According to Ferrari et al. (as cited in Saman, 2017), academic procrastination can be identified through measurable and observable indicators. These include: (1) a tendency to delay doing assignments, (2) delays in submitting tasks, (3) inconsistencies between planned actions and actual implementation, and (4) engaging in other activities that are perceived to be more enjoyable.

Procrastination is often associated with fear of failure, underestimation of the work involved, feelings of rejection and resistance to authority, dependency, and difficulties in decision-making (Turmudi & Suryadi, 2021). Another common reason for academic procrastination is the belief among procrastinators that they can engage in more enjoyable activities rather than fulfill their academic responsibilities. In such cases, individuals are typically aware of their pending tasks that require attention and completion. However, procrastinators tend to choose to delay task completion (Abdillah & Fitriana, 2021).

Academic procrastination is a serious problem that can significantly hinder student achievement. It often begins with students' interpretation of academic tasks, which triggers emotional assumptions. These assumptions can influence cognitive, affective, and physiological processes. Academic procrastination is caused by various factors, such as poor time management and the inability to prioritize responsibilities effectively (Siregar, Marjohan, & Ifdil, 2022). Irrational thinking also contributes to academic procrastination, as it results from misunderstandings when evaluating tasks. Some individuals perceive certain academic activities as uninteresting or unenjoyable (aversiveness of the task and fear of failure). Consequently, individuals who believe they lack the ability to complete a task perfectly may choose to procrastinate (Hidayati & Aulia, 2019). Students who frequently postpone school assignments may experience negative consequences, such as wasted time, incomplete tasks, and suboptimal performance. Procrastination also negatively affects academic habits, reduces learning motivation, and may even lead to lower academic achievement. Individuals who avoid or dislike challenging tasks may suffer psychologically due to the stress associated with those tasks. As a result, they develop negative perceptions and avoidance behaviors (Ilyas & Suryadi, 2018).

With globalization, education has experienced significant transformations. Guidance and counseling have become integral components of school systems. These services aim to help students reach their full potential and achieve well-being by assisting them in understanding, accepting, and adapting to themselves and their environment (Ramdani, Risnawita, & Zainal, 2020). The primary goal of guidance and counseling is to facilitate students' cognitive and affective development throughout their academic journey. Schools that offer guidance and counseling programs help students cultivate self-awareness, recognize their obstacles, and develop problem-solving skills. This support fosters independence and promotes positive personal development (Qonita, Fahrudin, & Dewi, 2022). One method of addressing academic procrastination is through group counseling that utilizes self-management techniques.

2. Method

2.1. Research Design

This study uses a quantitative approach with a true experimental method. The research design used is a pretest-posttest control group design, which allows comparison between the experimental group and the control group. The experimental group received treatment in the form of group counseling with self-management techniques, while the control group was not given special treatment.

2.2. Research Subject

This study was conducted at one of the state vocational high school in Yogyakarta, Indonesia. The study was conducted by adjusting school conditions so that the data collection process runs effectively. The subjects of the study were eleventh grade students with a population of 186 students. The sampling technique used was simple random sampling. Through a random drawing process, 10 students were selected for each group (experimental and control groups), with five people in each small group. The variables in this study consisted of independent variables, namely group counseling with self-management techniques and dependent variables, namely academic procrastination.

2.3. Data Collection

Data collection was carried out using an academic procrastination scale compiled based on indicators such as delays in starting or completing assignments, delays in submitting assignments, gaps between plans and actual performance, and tendencies to do other more enjoyable activities. This scale uses a Likert model with four answer choices (strongly agree, agree, disagree, strongly disagree). The validity of the instrument was tested using Pearson Product Moment correlation with the help of SPSS 26.0, resulting in 15 valid items from a total of 22 items. The reliability test was carried out using Cronbach's Alpha with a result of $\alpha = 0.842$, which indicates that the instrument has high reliability.

2.4. Data Analysis

The next stage, after collecting data from all respondents and other data sources is the application of data analysis methodology. In this research process, the researcher used software in the form of SPSS 26.0 for the purpose of data processing and analysis. The procedure for analyzing data is described below: a normality test was carried out to ensure whether the data follows a normal distribution or not. The normality test for this study was carried out with the help of SPSS 26.0. If after testing the normality of the data, the distribution is not normal, then it is necessary to conduct a non-parametric Mann Whitney hypothesis test. And if the data is normally distributed, then the homogeneity test is continued. The homogeneity test was carried out with the help of SPSS 26.0 using Levene's Test. After ensuring that the data is homogeneous, the next step is to test the hypothesis using the Independent Sample T-Test. This statistical test is used to determine the effectiveness of self-management techniques in reducing academic procrastination behavior. Based on the provisions in the hypothesis test, if the p-value (probability) indicated by sig. (2-tailed) produces a Sig value > 0.05, then Ho is accepted. Conversely, if the Sig value < 0.05 then Ho is rejected and Ha is accepted. The research hypothesis was tested using SPSS 26.0.

3. Results and Discussion

Ideally, academic procrastination is in the "low" or "very low" category. The presence of "high" or even "very high" academic procrastination among students can cause problems in the learning process. Student procrastination that is high is characterized by students delaying doing assignments by spending too much time hanging out with friends and family, not focusing on assignments, playing online games, staying up late, spending too much time relaxing, even not doing any activities and being lazy without doing anything. And if this has become a habit and even becomes something that is considered normal, then it is said to be chronic or included in the category of very high procrastination. Chronic academic procrastination can have a serious impact on daily life, and even has the potential to become a more serious problem. Based on the results of the pretest data that has been carried out, 10 students (5%) are included in the very high category, 45 students (24%) are included in the high category, 81 students (44%) are included in the medium category, 38 students (20%) are

included in the low category and 12 students (7%) are included in the very low category. The findings from the sample screening showed that there were ten students who were in the very high category. These students will receive group counseling services. The students will be divided into two groups, five people will be the control group and five people will be the experimental group.

The pretest results showed that the majority of students had a fairly high level of academic procrastination, with 24% of students in the high category and 5% of students in the very high category. Students who are in the high and very high categories are at risk of facing difficulties in completing academic tasks, which can lead to a decrease in the quality of learning and potentially cause more serious impacts in daily life. In this study, groups identified with high levels of procrastination (both high and very high categories) will receive group counseling services to help overcome these problems. The division into two groups, namely the experimental group and the control group, aims to measure the effectiveness of group counseling interventions on students' academic procrastination.

In the first step, a pretest was conducted to measure the level of students' academic procrastination. The pretest results showed that there were 10 students who were in the very high category in terms of academic procrastination. These ten students were then allocated into two groups: an experimental group and a control group. The experimental group received group counseling services with self-management techniques for 6 sessions, while the control group received group counseling services without special techniques for 3 sessions. The experimental group consisted of five students who received group counseling services with self-management techniques. Counseling was conducted in six meetings. Each meeting focused on certain stages, such as the initial and transition stages, self-monitoring, self-contracting, self-control, self-reward, and evaluation and follow-up.

In the first meeting, participants discussed academic procrastination and the objectives of group counseling services. In the second meeting, counselees began to self-monitor to record academic procrastination behavior experienced. The third meeting introduced self-contracting techniques to modify procrastination behavior. In the fourth meeting, participants began to focus on the self-control stage by recording challenges and achievements in implementing behavioral contracts. The fifth meeting discussed the self-reward stage, where the counselee reinforced achievements by giving rewards and punishments. The sixth meeting focused on evaluation and follow-up of the progress that had been achieved during counseling. The control group consisted of five students who received group counseling services without special techniques, which were carried out in three meetings. At the first meeting, students were discussed about the definition of academic procrastination, its impacts, and solutions that can be applied to reduce this behavior. At the second meeting, the counselee was asked to express the negative impacts of procrastination and find solutions to reduce it. At the third meeting, an evaluation was carried out on the changes that occurred after participating in group counseling and formulated the next steps to achieve the goals.

Based on the results obtained from the experimental and control groups, the experimental group that received self-management techniques showed significant changes in reducing their academic procrastination. This shows that the application of self-management techniques in group counseling can be effective in reducing the level of academic procrastination in students. In contrast, the control group that did not receive specific techniques showed fewer changes, indicating that the application of specific techniques in group counseling had a greater impact on overcoming academic procrastination. Overall, these results support the importance of self-management techniques in group counseling to help students reduce their academic procrastination behavior. Meanwhile, the posttest results for the experimental group were conducted on March 29, 2024, with five students who took part in group counseling using self-management techniques. The pretest scores showed that the average level of students' academic procrastination was very high, with an average score of 48.2. After taking counseling, the average posttest score decreased to 37, indicating a moderate level of academic procrastination. Overall, there was an average decrease in scores of 11.2 points, with most students experiencing a decrease in procrastination levels from very high to moderate or high.

The posttest for the control group was conducted on April 30, 2024, with five students who did not receive special techniques in counseling. The pretest scores showed an average of very high academic procrastination, with an average score of 46.6. After undergoing counseling without special techniques, the average posttest score decreased to 42.4, with an average decrease of 4.2 points. The experimental group showed a more significant decrease in academic procrastination than the control group. The average decrease of 11.2 points in the experimental group compared to a decrease of 4.2 points in the control group, indicating that the use of self-management techniques in group counseling is more effective in reducing academic procrastination compared to counseling without special techniques. Based on the research findings, it is known that group counseling combined with self-management techniques has been proven effective in reducing academic procrastination in students.

Various forms of academic procrastination are carried out by students such as deliberately delaying assignments until they pass the deadline, completing assignments with an all-nighter, memorizing exams a few

minutes before the exam starts, and underestimating assignments or considering them easy to do later so that they choose to use their free time for other activities that are considered to provide more pleasure. The habit of carrying out academic procrastination behavior has a negative impact on students such as the assignments they have become neglected and not doing the assignments as well as possible. This has the potential to cause a decline in academic achievement. Therefore, it is very important to make a joint effort to overcome this problem. Group counseling services can be used to encourage students to resolve or improve problems related to learning, including academic procrastination. When students apply self-management techniques during group counseling, they will achieve positive results, such as increased productivity and better self-regulation. Self-management techniques begin with the stages of self-monitoring, self-contracting, stimulus control, and positive reinforcement (self-reward). After being given treatment to the research subjects that have been determined in advance, it is continued by filling in the academic procrastination posttest scale. The aim is to evaluate the level of academic procrastination before and after treatment. For the purpose of this study, the experimental group consisted of group counseling services provided with self-management techniques. While the control group consisted of group counseling services that did not involve special techniques.

Comparison of the average values of the two groups showed that there was a difference in scores, indicated by the experimental group getting an average score of 37.00, while the control group got an average score of 42.40. The difference in average results can be caused by the experimental group getting a greater number of meetings and being given a technique, namely self-management, which can be interpreted as members of the experimental group getting more motivation to carry out self-management in the form of a behavioral contract determined by themselves so that they can be more consistent and have a strong commitment in carrying out the behavioral contract. So that the desired change occurs. In contrast, the control group only got 3 meetings and was also not given a special technique, so even though each member experienced a decrease in the academic procrastination posttest score, the score was not much different from the pretest score, in contrast to the experimental group which experienced a fairly good decrease because it experienced a fairly visible decrease. As a result, the difference in average scores between the experimental group and the control group is clearly visible.

Many positive changes were obtained by students from the experimental group after being given treatment with the self-management technique, one of which was being able to manage themselves better according to the contract made by each individual and also being able to prioritize their own needs by understanding that schoolwork is a responsibility that needs to be completed by individuals as students. It was also explained during counseling that the counselee was able to reject friends' invitations when invited to go out or play games that could make the individual forget about schoolwork that he had not done. After undergoing counseling using self-management techniques, students prioritized doing assignments rather than doing other activities that were considered more enjoyable such as going for a walk or playing games. This was proven by them starting to work on assignments on the same day the teacher gave the assignment even though the submission deadline was still far away. After integrating self-management techniques into group counseling services, the next step was to conduct an effectiveness test to ensure the effectiveness of the service as a whole. Comparison of the average results from each group showed the effectiveness of this service. The control group achieved an average of 42.40, while the experimental group achieved an average of 37.0. The level of significance obtained from the Independent Samples T-test analysis was stated as the Sig. value obtained was 0.027 (<0.05), so it can be concluded that the null hypothesis (Ho) is not accepted and the alternative hypothesis (Ha) is accepted. Thus, the hypothesis of this study is: group counseling using self-management techniques is effective in reducing academic procrastination among eleventh grade state vocational high school student.

A study conducted by Kaimudin and Wijaya (2023) showed substantial changes in the response to the truancy behavior scale of students before and after their participation in group counseling aimed at obtaining self-management techniques. The decrease in behavior was clearly seen in the students' pretest and posttest scores, which were 597 for the pretest, which was equivalent to an average of 99.5, and 379 for the posttest, which was equivalent to an average of 63.1. After participating in counseling, students were able to reduce their previous truancy behavior. Therefore, it can be concluded that the use of self-management techniques in group counseling has proven effective in reducing the tendency of eight grade student to truant.

Another study conducted by Setyowati et al. (2023) showed that online game addiction among high school students can be reduced by providing group therapy services that combine group-based counseling with the use of self-management techniques. After being given treatment, students began to be able to reduce the hours of playing online games slowly, which also made students able to communicate more with others and not just focus on playing games. This change can also be seen from the changes in the pretest and posttest scores that had been carried out previously which showed a decrease. Therefore, it can be concluded that the use of self-management techniques in group-based counseling has proven effective in reducing the number of students who are addicted to playing online games. Another study conducted by Safithry and Anita (2019) was conducted on nine students who were selected as samples because they were found to have high levels of social prejudice.

Based on the results of the Pre-test, the subjects got an average score of 86-114, which placed them in the high group. Based on the results of the Post-test, the subjects got an average score of 57-85, which placed them in the moderate category. This shows that the subjects experienced significant improvement after receiving treatment. Each student experienced a decrease in prejudice towards others and tried to think positively towards others after being given self-management treatment. This change can also be seen from the pretest and posttest scores which experienced a decrease in scores. Therefore, it can be said that self-management techniques are effective in reducing students' social prejudice. Several previous studies have shown the effectiveness of self-management techniques implemented in group counseling services as a means to overcome various challenges, especially those often faced by students in an academic environment. Thus, it can be concluded that this study shows the effectiveness of self-management techniques in reducing academic procrastination through group counseling services.

Research by Setyarini (2021) showed that eleventh-grade students who participated in solution-focused group counseling experienced a reduction in academic procrastination. Rahman et al. (2022) demonstrated that student procrastination decreased after participating in Reality Therapy-based group counseling. A study conducted by Nilamsari et al. (2023) found that the application of self-management techniques during group counseling effectively reduced learning anxiety.

4. Conclusion

This study concludes that group counseling with self-management techniques is effective in reducing academic procrastination among eleventh grade students at a vocational high school. Through a structured counseling process and the application of self-management techniques, students are able to enhance their self-regulation skills, prioritize academic tasks, and reduce their tendency to procrastinate. This is evidenced by a significant decrease in academic procrastination scores in the experimental group compared to the control group. These findings suggest that integrating self-management techniques into group counseling services is an appropriate and applicable approach within the educational context. Therefore, it is recommended that school counseling services consider adopting this technique as an intervention to address students' academic issues, particularly procrastination. Further research is also needed to examine the effectiveness of this technique in various educational contexts and levels to strengthen the generalizability of the results.

Author Contributions

Muya Barida: Conceptualization; Methodology; Reviewing and Editing. Tessa Dwi Maharani: Data curation; Formal analysis; Funding acquisition; Salwa Desti Zulfiakansa: Writing original draft preparation; Collecting data; intervention.

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Declaration of Conflicting Interests

The authors declare that there is no conflict of interest.

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