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EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING SELF-CONTROL TECHNIQUES IN OVERCOMING ACADEMIC PROCRASTINATION ATTITUDES

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Abstract

This research aims to determine the effectiveness of group guidance services using self-control techniques in overcoming students' academic procrastination attitudes. This research uses a one group pre test post design research design using purposive sampling technique. The population in this research numbered 70 and the sample numbered 14 from class VII-C of SMP IT Al-Hijrah 2 Deli Serdang. The data collection tool in this research uses an academic procrastination scale data collection tool that has been approved by experts. The research results showed that academic procrastination attitudes decreased after the posttest compared to the pretest scores, therefore group guidance services were effective in overcoming academic procrastination attitudes of class VII-C students at SMP IT Al-Hijrah 2 Deli Serdang. The implementation of group guidance services using self-control techniques is effective in overcoming students' academic procrastination because students create and implement a daily schedule that allows students to know what activities they will carry out in a full day and students are not inclined to just use one activity using this daily schedule. become a program to reduce students' academic procrastination attitudes. This program can also be used as an effort to reduce students' academic procrastination attitudes for schools and future researchers.

Keywords: *Guidance Group; Self-Control; Procrastination.*

Abstract

Penelitian ini bertujuan untuk mengetahui efektifitas layanan bimbingan kelompok dengan teknik self control dalam menanggulangi sikap prokrastinasi akademik siswa. Penelitian ini menggunakan desain penelitian one group pre test post design dengan menggunakan teknik purposive sampling. Populasi dalam penelitian ini berjumlah 70 dan sampel berjumlah 14 dari kelas VII-C SMP IT Al-Hijrah 2 Deli Serdang. Alat pengumpulan data pada penelitian ini menggunakan alat pengumpul data skala prokrastinasi akademik yang telah disetujui oleh ahli. Hasil penelitian menunjukkan bahwa sikap prokrastinasi akademik menurun setelah dilakukan posttest dibanding nilai pretest, maka dari itu layanan bimbingan kelompok efektif dalam menanggulangi sikap prokrastinasi akademik siswa kelas VII-C SMP IT Al-Hijrah 2 Deli Serdang. Pelaksanaan layanan bimbingan kelompok dengan teknik self control ini efektif dalam menanggulangi sikap prokrastinasi akademik siswa dikarenakan siswa membuat dan menerapkan jadwal harian yang membuat siswa mengetahui aktivitas apa saja yang akan dilakukannya dalam satu hari penuh dan siswa juga tidak condong dengan satu aktivitas saja penggunaan jadwal harian ini menjadi program dalam mengurangi sikap prokrastinasi akademik siswa. Program ini juga dapat dijadikan upaya dalam mengurangi sikap prokrastinasi akademik siswa bagi sekolah maupun peneliti selanjutnya.

Kata Kunci: *Bimbingan Kelompok; Self Control; Prokrastinasi*

INTRODUCTION

Procrastinating on work is a very common behavior found around us. This behavior also does not look at age, job, position because anyone can have procrastination behavior. Students are one of the subjects who are very likely to procrastinate work behavior. Because students are faced with a lot of academic assignments and this makes students potentially have an attitude of procrastinating work. The term for this behavior of procrastinating work is called procrastination. The behavior of procrastinating on school assignments among students is called academic procrastination.

Academic procrastination is the behavior of procrastinating on tasks as stated by Endrianto in (Wulandari & Khumaidatul Umaroh, 2020). Academic procrastination is the activity of procrastinating academic activities, such as delaying completing homework, writing assigned assignments and delaying studying to prepare for exams. The attitude of procrastinating assignments among students is often found because they are reluctant to do it early, this is in line with the opinion (Agus Mulyana et al., 2022) explains that an attitude that can be said to be academic procrastination is a form of delay in carrying out academic activities. It can be seen from how students often procrastinate in starting to do their assignments, whether or not students are correct in submitting assignments and prefer to study on the last night before the exam.

This attitude of academic procrastination in students is certainly not good if it exists in students. There are many negative impacts that arise if this attitude continues to be carried out by students. One of them becomes a bad habit for students themselves because they will become accustomed to doing assignments in a hurry even though doing assignments in a hurry is considered less effective. This is similar to Endrianto's opinion (Wulandari & Khumaidatul Umaroh, 2020). The negative impacts resulting from academic procrastination include causing stress due to assignment deadlines that are getting closer so that students often feel pressured by the demands of these assignments. Student productivity also affects procrastination, students are forced to work faster to meet assignment submission limits, assignments can be less than optimal because they are done in a hurry. Procrastination can also make students lack concentration because they are less than optimal in the process as explained by (Husna & Suprihatin, 2019). The negative effects of procrastination are not completing tasks optimally and the emergence of feelings of anxiety

which result in students having difficulty concentrating and having no self-confidence and low motivation within themselves.

In line with the initial interview conducted with the guidance and counseling teacher at SMP IT Al-Hijrah 2 Deli Serdang, information was obtained that students often postpone their assignments because they feel they still have a lot of time in the process. They feel they can do it more quickly and choose to use the time they have to play with their friends. Students enjoy playing and lazing around more than doing their academic obligations. Choosing to play on cellphones is also a reason for students to procrastinate on their academic assignments. In fact, postponing the task at hand is not very effective because you don't have much time to complete it. The level of procrastination is high in this school, so it needs to be addressed so that students' academic procrastination can decrease. Group guidance services are one of the appropriate services in overcoming problems experienced by students, including academic procrastination. The research group's guidance services were chosen as a step in solving the problem of students' academic procrastination attitudes.

Group guidance services are guidance services that utilize group dynamics to solve a problem experienced by group members. Apart from that, students are also invited to express opinions (problems) and then discuss them and resolve them together. According to Romlah in (Riska, 2023). Group guidance is the provision of assistance provided by someone in a group situation with the aim of preventing problems from arising that could hinder individual development.

The purpose of group guidance is for self-development, discussing general topics or problems in a broad and in-depth manner that is beneficial for group members so that they avoid problems related to the problem topics discussed (Riska, 2023).

In overcoming students' academic procrastination attitudes, of course control is needed in handling them. One form of self-control that can be applied is self-control. Goldfried & Merbaum (Setiawan et al., 2019) mentions self-control as one's ability to organize, guide, regulate and direct one's behavior in a more positive direction. Self control is also a form of self-control to guide individual behavior in suppressing and inhibiting impulsive desires or behavior, Chaplin (Setiawan et al., 2019). The role of guidance and counseling teachers is very much needed in this situation. By providing group guidance services and self-control techniques, it is hoped that students will have full control over

themselves.

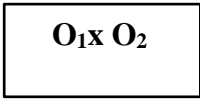
This is supported by the results of previous research conducted by (Hasanah, 2023) said there was a strong negative relationship between self-control and students' academic procrastination at MTsN 3 Palu City. Which means that the lower the student's level of self-control, the higher the level of academic procrastination carried out and vice versa (Widyaningrum & Susilarini, 2021) said in his research that there is a significant relationship between self-control and self-efficacy and academic procrastination in class Depok said in his research that students who have high self-control will be able to avoid academic procrastination, but on the other hand, students with low self-control will tend to engage in academic procrastination (Dewany et al., 2023).

Based on research that has been researched by previous researchers, self-control techniques are able to overcome procrastination attitudes, but none of previous researchers have done so use group guidance services in the implementation process. Therefore, researchers are interested in using group guidance services for this research. The novelty of this research is the use of a daily schedule as a program in the form of self-control in students, therefore, researchers want to see whether the use of this daily schedule can reduce students' academic procrastination attitudes.

RESEARCH METHOD

This study uses a quantitative approach. Deep Creswell, Quantitative research is an attempt to investigate a problem (Primayenti, 2022). Existing problems are the basis used by researchers in collecting data. Then, determine the variables and measure them with numbers for analysis in accordance with applicable statistical procedures. The type of research used in this research is experimental research. Sugiyono says experimental research is research carried out to determine the effects that arise from a treatment under controlled conditions (Arifin, 2019). In this study, researchers used the One Group Pre-test Post-test Design method, namely the experimental group measured the dependent variable (pre-test), then given a stimulus, and measured the dependent variable again (post-test), without any comparison group (Wenni et al., 2022).

One Group Pre-test Post-test Design



Information:

O₁: Pre-test is given before treatment is given O₂:

Post-test is given after treatment is given

X: Providing treatment using group guidance services

The population in this research was 70 students from class VII. In this research, researchers took a sampling technique using purposive sampling technique. Purposive sampling is a technique for determining samples with certain considerations or special selection (Musdalifah & Arnando, 2023). Sugiyono said purposive sampling is a sample determination technique with special considerations (Deriyanto et al., 2019). The criteria for students sampled in this research are: 1. Class VII C students at SMP IT Al-Hijrah 2 Deli Serdang, 2. Students who have a high category of procrastination attitudes. Based on the Slovin formula, 12 people were taken as samples from a population of 70, but based on the highest score, high levels of procrastination were found in class VII-C, therefore, 14 people were taken as the sample because there were 14 students in class VII-C. .

Class VII-C students at SMP IT Al-Hijrah 2 Deli Serdang are a class that has a high level of procrastination compared to other classes. Class VII-C students also met the criteria in this study. Class VII-C was the sample in this study, totaling 14 people.

The data collection technique used in research uses an instrument in the form of a questionnaire. A questionnaire is a data collection method whose instrument is a questionnaire. The questionnaire takes the form of a number of written questions, which aims to obtain information from respondents about what they experienced. The instrument used in this research is a questionnaire in the form of a Likert scale. Darmadi says the Likert scale is positive and negative statements regarding objects, including attitudes, perceptions, opinions of a person or group of people about social phenomena (Graseila et al., 2021). The items in the instrument are a description of students' academic procrastination.

This research collected data using the Likert scale technique, especially the student academic procrastination scale. The Likert scale is a measurement method to determine student attitudes and responses, where the responses proposed by researchers are in the form of favorable and unfavorable statements. The reliability of the student academic procrastination scale is 0.897. The data analysis technique uses the Independent Samples t test assisted by SPSS 25. Before testing the hypothesis, several tests are used which are prerequisites for analysis. Researchers need normality testing. Meanwhile, using the Independent Samples t test to test the hypothesis.

RESULTS AND DISCUSSION

Results

Based on the results of the pretest which was attended by 14 students in class VII-C at SMP IT Al-Hijrah Deli Serdang, researchers will present pretest data regarding class VII-C students in the category of very high and high academic procrastination attitudes before being given treatment. Distributing the pretest questionnaire to class VII-C students was the first step in the research, the results are presented in the following chart:

Table 1. Pretest Data on Students' Academic Procrastination Attitudes

No	Respondent	Score	No	Respondent	Score
1	F.S	38	8	FZ	47
2	ZR	38	9	QS	32
3	S.N	39	10	QN	38
4	N.M	38	11	NZ	32
5	SF	33	12	RM	30
6	US	39	13	ZH	45
7	AR	35	14	MT	34

Based on the results shown in table 1, it was found that the score of each class VII-C student at SMP IT Al-Hijrah 2 Deli Serdang with the lowest score was 30 which indicated that the level of academic procrastination was high, and the highest score was 47 which indicated that the level of academic procrastination was high. low academic procrastination

attitude. Determining the score is that the lower the total score obtained by the student, the higher the level of procrastination attitude, the higher the total score obtained by the student, the lower the level of procrastination attitude.

Table 2. Likert Scale Questionnaire Score

Likert Scale	Information	(+)	(-)
SS	Strongly agree	4	1
S	Agree	3	2
STS	Don't agree	2	3
T.S	Strongly Disagree	1	4

$$I = \frac{NT-NR}{K}$$

$$I = = = 12 \frac{64-16}{4} \frac{48}{4}$$

Information:

NT =Highest Value (4x16=64)

NR = Lowest Value (1x16=16)

K = Number of Categories

I =Intervals

So the score interval for determining the level of academic procrastination of class VII-C students at SMP IT Al-Hijrah 2 Deli Serdang is in the range 12.

Table 3. Pretest Score Interval for Students' Academic Procrastination Attitudes

No	Intervals	Category
1	16-27	Very high
2	28-39	Tall
3	40-51	Currently
4	52-63	Low

Table 4. Student Academic Procrastination Level Category

Category	Frequency (n)	Percentage (%)
Tall	132	85.7
Currently	2	14.3
Total	14	100

Based on the pretest score range categories that have been determined, the analysis results in Table 4 show that there are 12 respondents who have academic procrastination attitudes in the high category, and 2 respondents who have moderate academic procrastination attitudes. Therefore, all respondents will be given treatment, namely group guidance services using self-control techniques.

Table 5. Distribution of Pretest and Posttest Data on Students' Academic Procrastination Attitudes

No	Pre-test			Post-test		
	Responden t	Score	Category	Responden t	Score	Category
1	F.S	38	Tall	F.S	56	Low
2	ZR	38	Tall	ZR	56	Low
3	S.N	39	Tall	S.N	58	Low
4	N.M	38	Tall	N.M	60	Low
5	SF	33	Tall	SF	58	Low
6	US	39	Tall	US	57	Low
7	AR	35	Tall	AR	57	Low
8	FZ	45	Currently	FZ	57	Low
9	QS	32	Tall	QS	58	Low
10	QN	38	Tall	QN	57	Low
11	NZ	32	Tall	NZ	54	Low
12	RM	30	Tall	RM	57	Low

13.	ZH	45	Currently	ZH	58	Low
14.	MT	34	Tall	MT	59	Low
<i>Average</i>		36.85			57.28	

After conducting group guidance using self-control techniques for 3 meetings, respondents received new information about how to control themselves to overcome attitudes of academic procrastination. Providing an understanding about self-control and making a daily schedule makes them understand that managing their time is very important so that they don't tend to do the same activities. They know when is the right time to play, study, rest and other activities after following group guidance. Researchers gave a posttest questionnaire to see whether there was really a change in students' academic procrastination attitudes among these respondents. In table 5, the results show that students in the academic procrastination attitude category which was originally high changed to low, which means that the level of students' procrastination attitude decreased.

Discussion

Based on the results of data processing from the questionnaire that was distributed before treatment, it was stated that the level of student procrastination was in four categories, namely very high, high, medium and low. The students who are in the high category are students who do a lot of procrastination and do not understand how to control themselves so they often do procrastination.

According to Tohirin Group guidance is a way of providing assistance to individuals (students) through group activities (Riska, 2023). The purpose of group guidance is to help students who experience problems through group procedures. Apart from that, it also develops the personality of each group member through various atmospheres that emerge in the activity, both pleasant and sad. In this research, researchers used group guidance services to achieve the desired results in this research. It is hoped that group tutoring services can be an effort to reduce student procrastination.

This research uses self-control techniques where students have full control over themselves. Goldfried & Merbaum says that self-control is an effort to control oneself in planning, guiding and regulating an individual's behavior in a more positive direction (Setiawan et al., 2019).

Researchers use daily schedules as a form of self-control for students. By making a daily schedule, it is hoped that students will be able to carry out their activities thoroughly. Or in other words, students do not tend to do the same activities, such as playing with friends or enjoying playing on their cellphones. By making a daily schedule, you also have the same aim of obeying the rules and norms as the stages described by Logue wherever an individual is placed, he is able to behave according to the rules of the place where he is located (Michelle, 2021). Even though individuals often want to violate applicable rules and norms, individuals must still be able to control themselves.

Making a daily schedule containing all the activities that will be carried out in one full day is the first step that students can take as a form of self-control. Students also become more able to guide themselves in a more positive direction. Starting from carrying out activities based on the daily schedule that has been made, students will no longer be inclined to just one activity. Because this daily schedule is likened to the lesson roster schedule at school. Every day there is a predetermined schedule of subjects. So, in one full day, students will study various subjects and also determine when their break times will be. So students will not feel bored if they just continue studying without having time to rest.

This is in line with opinion who said that by implementing a daily activity schedule there would be a possibility of increasing students' non-academic grades (Anggara et al., 2023). Setyawan said that implementing a daily self-care schedule has an effect on the level of self-care independence, it can be seen from the results before and after implementing the schedule (Setyawan et al., 2022). These 2 (two) opinions both say that the daily schedule influences the goals to be achieved.

In this study, 14 students got an average score of 36.85 which shows that the attitude of academic procrastination among students at SMP IT Al-Hijrah 2 Deli Serdang is categorized as high. After conducting group guidance using self-control techniques for 3 meetings, the academic procrastination attitude of students at SMP IT Al-Hijrah 2 Deli Serdang obtained an average score of 57.28, which is categorized as low.

The research results showed that there were differences in the pretest and post-test procrastination scores of class VII-C students at SMP IT Al-Hijrah 2 Deli Serdang before and after being given treatment using group guidance services. So H₀ is rejected and H₁ is accepted. This can be concluded that there is a decrease in students' procrastination attitudes.

Acceptance of H1 can be seen through the results of the Paired Sample Test, namely if the Sig. (2-tailed) < 0.05, then there is a change in significance. As for the Sig value. (2-tailed) in this study is 0.000 < 0.05 so it can be concluded that the application of group guidance services with self-control techniques is effective in overcoming student procrastination.

CONCLUSION

Based on the results and discussion above, it can be concluded that group guidance services using self-control techniques have an effect on reducing students' academic procrastination attitudes. The use of a daily schedule has proven to be effective in reducing students' academic procrastination because students are no longer focused on just one activity. Students become more able to divide their time based on making a daily schedule. The decline in students' academic procrastination attitudes can be seen from the results of the paired sample test, it was found that the students' average score had increased, the average student academic procrastination attitude pretest was 36.85 (high), then the average decrease in the posttest results was 52.28 (low) with a standard significance value of 0.000 < 0.05. So it can be concluded that in this research group guidance services using self-control techniques are effective in overcoming the academic procrastination attitudes of class VII-C students at SMP IT Al-Hijrah 2 Deli Serdang.

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