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The Effect of Group Guidance Services with Self-Management Techniques to Reduce Students' Academic Procrastination

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Abstract: The purpose of this study is to be able to see the influence of group guidance services with self-management techniques to reduce the academic procrastination of students using at Madrasah Aliyah Negeri Dairi. This study uses a quantitative research method with a one-group pre-test-post-test design pattern using pre-experimental design techniques. The population in this study is all class X (ten) students at State Aliyah Madrasah Dairi which totals 137 students. Based on the results of the pre-test, it was found that there were 36 students who experienced academic procrastination. Purposive sampling is used in sampling, namely students who have a high level of procrastination. A total of 10 students in class X were sampled in this study based on the results of the pre-test. The research was conducted as many as 4 group guidance meetings. The results of this study show that self-management techniques can have an effect on the decline of students' academic procrastination. Data was collected through the use of non-test instruments in the form of academic procrastination scales. Data analysis was carried out using the wilcoxon signed ranks test, and the results showed that the significance value (2-tailed) was \leq from 0.05, which was 0.005. Thus, it can be concluded that group guidance services using self-management techniques can reduce students' natural academic procrastination behavior by 36.9%. It is hoped that the level of students who experience academic procrastination at State Aliyah Madrasah Dairi can be reduced after receiving group guidance services with self-management techniques.

Keyword: Group Guidance, Procrastination, Self-Management

INTRODUCTION

In this modern era, academic procrastination is an issue that is increasingly receiving attention in the world of education. Academic procrastination, or delays in completing academic tasks, can affect student performance and the impact can be felt in the long run, both academically and psychologically. This phenomenon is often related to a variety of factors, including poor time management, low motivation, and stress. Therefore, it is necessary to make efforts to overcome academic procrastination through an effective approach.

One of the strategies that is currently considered potential to overcome academic procrastination is through group guidance services with self-management techniques. Group guidance services are a form of intervention that involves a group of students in a group of tutoring sessions, designed to improve their personal and academic skills. Self-management techniques, on the other hand, are an approach that involves developing personal managerial skills such as planning, organizing, and self-control to achieve predetermined goals.

School is the second place of education for adolescents after the family environment. There is interaction between adolescents and their friends and teachers that they do during their education (Harahap, 2021). In the world of education, teachers and students have their respective roles. The teacher's job is to teach, direct and administer in the classroom, in contrast to the student's task, namely learning, doing the assignments and responsibilities given (Sanjani, 2020). Students and teachers have equally important uses in teaching and learning work. Learning success can be realized when both parties have the same understanding of how to create a good classroom environment. In the teaching and learning process, of course, there are problems experienced by students, both related to learning and other things. These problems can affect students' development such as their career, personal-social, and academic development.

One of the problems that is always experienced by students is problems in the academic field such as slow understanding of lessons, bored with following the learning process in class, laziness in doing assignments, difficulty managing study time and others. These problems result in low student interest in learning and students tend to behave procrastinating on their tasks or responsibilities. If the behavior of procrastination is allowed and becomes a habit, it can result in the destruction of the future of every student. This happens to students at Madrasah Aliyah Negeri Dairi, where there are many student activities outside of school so that students find it difficult to manage time to be an obstacle for students in doing schoolwork, so students tend to delay doing assignments and choose to ignore their schoolwork. Some students also tend to be bored with the teacher's teaching method whose motto is only explaining in front of the class, making students slow to understand the lesson.

Academic procrastination is the act of procrastinating a job that is not desired and avoiding tasks that should not be carried out. It happened because of the fear of failure and the stigma that everything done must be perfect. Retreat that has become routine can be seen as a procrastination trait (Ghufron, 2016). There are 4 aspects that are the basis for consideration to determine procrastination behavior, namely: Resignation will start or prepare tasks; Neglect to do tasks; The time imbalance between plans and concrete actions and doing other activities that are more exciting (Ferrari et al., 1995).

Academic procrastination is a state in which students postpone their academic duties and responsibilities. This can result in reduced learning performance, stress and anxiety. Group guidance services with self-management techniques are one way to help students overcome academic procrastination. Self-management techniques help students develop self-management skills, such as: Goal setting where students are helped to set SMART goals (specific, measurable, achievable, relevant and time-bound); then the creation of a plan that helps students create a structured and realistic plan to achieve their goals; then time management helps students to manage their time effectively and efficiently; and overcoming obstacles where students are helped to identify and overcome the problems they experience in completing assignments (Swara, 2020).

Group guidance services are defined as the use of group dynamics to discuss various issues that are ongoing/widely discussed and beneficial for students' self-development (Harahap, 2021). Self-management is a technique that emerges from a behavioral approach. The behavioral approach always seeks to change human behavior directly and is reflected in the method to be used. In principle, the behavioral approach assumes that by teaching new behaviors to the community, the problems they face can be solved (Asrianti, 2016).

Group tutoring services with self-management techniques can be an effective strategy to help students cope with academic procrastination. However, it is important to note that the success of the program depends on several factors, such as: counselor skills and experience, student involvement and motivation, and parent and teacher support. With proper planning and implementation, group guidance services that include self-management techniques can encourage students to overcome academic procrastination and obtain maximum learning potential. Research conducted by several previous researchers shows that group counseling services with self-management techniques can help students to: reduce procrastination in doing assignments; improving learning performance; increase motivation to learn; increase self-confidence; reduce stress and anxiety.

Self management is concerned with awareness and skills to manage the surrounding circumstances that affect individual behavior (Fauzan, 1992). Self-management is a process in which the client directs his or her own behavior change with a single strategy or a combination of strategies (Cornier, 1989). Self management aims to help counselors solve problems, this technique emphasizes changing counselor behavior that is considered detrimental to others. Self-management is an individual's effort to plan, concentrate attention, and evaluate the activities carried out. Behavior change must be sought through the learning or relearning process that takes place during the counseling process. The counseling process is basically also seen as a learning process that is intended to learn to behave in a better direction with the help of a counselor, then in the end the client can get used to adaptive behavior even without constant guidance from a counselor (Winkel, 2006). Based on the description above, self management is a set of principles or procedures that include self-monitoring, positive reinforcement (self reward), agreement with oneself (self contracting), mastery of stimuli (stimulus control).

Many students who are lazy and often delay doing assignments are the main problem that occurs at Madrasah Aliyah Negeri Dairi. Students often do not do homework as a result of a lack of motivation for students to attend school and learn. Based on the above statement, it can be concluded that the completion of students who experience academic procrastination cannot be carried out through guidance and reprimands alone, but there must be special steps that can be taken to reduce the academic procrastination of the student. This requires self-awareness and good self-management of themselves (students), in order to be able to manage, monitor, and assess individuals to produce changing behavior for the better. Therefore, the purpose of the study is to find out whether group guidance services with self-management techniques can affect students' academic procrastination or not.

METHOD

This research uses a quantitative approach, namely research in which data is collected in the form of numbers and each variable is examined for its relationship (Kusumastuti, 2020). The type of research used is pre-experimental with a one-group pre-test post-test research design. The type of pre-experimental research is a research design that is given pre-test and post-test while the one-group pre-test post-test design does not require a control group or comparator and only uses one group of respondents who are given pre-test, treatment, and post test (Abdullah, 2022).

Table.1 Design of Research Methods

Group	Pre-Test	Treatment	Post-test
Experiment	O1	X	O2

Information :

O1 : Pre-test score (before being given treatment)

X : Treatment given to the subject

O2 : Post-test score (after being given the treatment)

The research was conducted on students who experienced academic procrastination at Madrasah Aliyah Negeri Dairi. Purposive sampling is used in sampling, namely students who have a high level of procrastination. The method of selecting research samples that have certain criteria is called purposive sampling (Abdullah K, 2022). In carrying out group guidance so that group dynamics run effectively, the number of members should not be too large. The ideal number to carry out group guidance is around 10 people and a maximum of 15 people (Nafiah, 2014). Therefore, based on these provisions, the number of samples in this study is as many as 10 people in accordance with the purpose of the research based on the results of the pre-test. The research instrument used is an academic procrastination scale with a validity level of 0.312 (r table) there are 32 valid statement items out of 36 statement items on the academic procrastination scale. Then the instrument can be declared reliable if the reliability level is above 0.6 (cronbach alpha > from 0.6), therefore the instrument developed by the researcher can be said to be reliable because it has a reliability level of 0.953.

Group guidance with self-management techniques was carried out 4 times. The instrument used in data collection in this study is the academic procrastination scale, using the Likert Summating Rating Scale method. The purpose of using the scale as a pre-test and post-test is to find out and measure the influence of group guidance services using self-management techniques by looking at the decrease in pre-test to post-test results, which means that there is a reduction in the level of academic procrastination. Using the SPSS For Windows version 26.0 statistical application, data analysis was carried out using the wilcoxon signed ranks test.

RESULTS AND DISCUSSION

Results

The results of the pre-test through the academic procrastination scale on students at Madrasah Aliyah Negeri Dairi were obtained in the "very high" and "high" categories. Of the 137 students who became the population in the study, there were 7 students who had a "very high" category and 3 students with a "high" category. An academic procrastination scale with a Likert scale calculation will be used in this study to measure the level of academic procrastination of students. The higher the score obtained, the higher the procrastination, on the other hand, if the score is low, the level of procrastination is also lower. The results of the pre-test can be seen in the following table:

Table 2. Pre-Test
Frequency distribution of pre-test academic procrastination category

Category	Score	Percent	Frequency	Percentage
Very High	108-128	≥ 85	7	70%
Tall	89-107	70-84	3	30%
Keep	70-88	55-69	0	0%
Low	51-69	40-54	0	0%
Very Low	32-50	≤ 39	0	0%

Based on the table above, it shows that before being given treatment in the form of group guidance services with self-management techniques, academic procrastination behavior, students were in the "very high" category, as many as 7 students with a percentage of 70%, and 3 students were in the "high" category with a percentage of 30%. Then the 10 students will be given services.

Researchers will provide group guidance services with self-management techniques. This service will be carried out as many as 4 meetings. The purpose of group guidance services is to reduce procrastination behavior in students. After the service was carried out as

many as 4 meetings, then a post-test was carried out to find out if there was a change in behavior by students before and after being given treatment. The post-test results can be seen in the following table:

Table 3. Post-Test

Frequency distribution of pre-test academic procrastination category				
Category	Score	Percent	Frequency	Percentage
Very High	108-128	≥ 85	0	0
Tall	89-107	70-84	0	0
Keep	70-88	55-69	2	20
Low	51-69	40-54	5	50
Very Low	32-50	≤ 39	3	30

Based on the results of data analysis, it was shown that there was a significant decrease in the academic procrastination behavior of students after receiving group guidance services using self-management techniques. After receiving services, there were 2 students in the "moderate" category with a percentage of 20%, 5 students in the "low" category with a percentage of 50%, and 3 students in the "very low" category with a percentage of 30%. The rate of decline in academic procrastination was 36.9%. After the bkp service with self-management techniques is implemented, an evaluation is carried out. From the results of the evaluation, it is known that there are still 2 students in the medium category out of 10 students who participated in the bkp service according to table 3, which means that the 2 students have only a slight decrease in academic procrastination. This happened because at the time of the implementation of the bkp service, it turned out that the 2 students were not focused and did not really listen to the explanation from the bk teacher, so the results they received were also not optimal. Here is a table and graph comparing pre-test to post-test.

Table 4. Comparison of pre-test and post-test results

No	Pre Test	%	Post Test	%	Value	%
1	112	87.5	70	54.6	42	32.9
2	109	85.16	60	46.8	49	38.36
3	107	83.59	69	53.9	38	29.69
4	109	85.16	49	38.2	60	46.96
5	111	86.72	77	60.1	34	26.62
6	110	85.94	76	59.3	34	26.64
7	109	85.16	70	54.3	39	30.86
8	113	88.28	55	42.9	58	45.38
9	108	84.38	49	38.2	59	46.18
10	108	84.38	49	38.2	59	46.18
Sum	1096		624		472	36.977

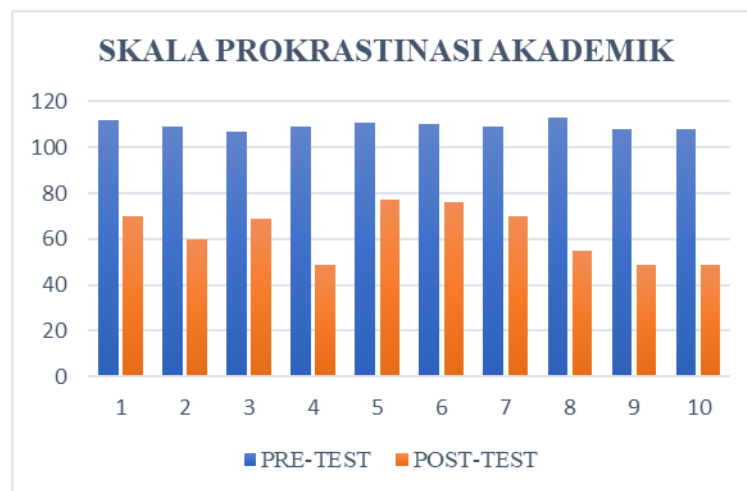


Figure 1. Pre-test and Post-test Comparison Chart

The results of the Pre-test and Post-test of group members stated that there was a reduction in academic procrastination in students who had been given treatment in the form of group guidance with self-management techniques. In the next stage, data analysis was carried out using the wilcoxon signed ranks test using spss version 26.

Table 5. Wilcoxon Signed Ranks Test Results
Test Statistics^a

	posttest – pretest
Z	-2.807 ^b
Asymp. Sig. (2-tailed)	.005

The results of the wilcoxon signed ranks test above show the significance value of asymp. Sig (2-tailed) of 0.005 from the set significance level of 0.05. thus it can be said that the alternative hypothesis (H_a) is acceptable. This proves that self-management techniques provided through group guidance can effectively reduce the level of academic procrastination of students.

DISCUSSION

The effect of group guidance services with self-management techniques to reduce students' academic procrastination

Procrastination is the tendency to postpone starting or completing a task altogether in favor of carrying out other activities that are of no use, resulting in decreased performance, never completing tasks on time, and always missing meetings (Solomon et al., 1984). Academic procrastination is a behavior that deliberately delays work that needs to be completed. Students who like to procrastinate do not have a number of incentives to complete activities that must be completed at once (Schraw et al., 2007). Other experts stated that procrastination is a problem in daily life in education and is seen as a behavior that is detrimental / interferes with academic achievement. It can be concluded that academic procrastination is a condition in which students procrastinate on their academic assignments and responsibilities which can result in decreased academic achievement, stress, and anxiety.

One of the efforts to reduce academic procrastination is by providing counseling guidance services. Counseling guidance services are systematic, objective, logical and continuous efforts carried out by counselors to facilitate the development of clients in order to achieve independence in the form of the ability to understand, receive, direct and make decisions (Prayitno, 2017). Group guidance services are one of the ten services in counseling guidance, including: orientation services, information, placement and distribution, content

mastery, individual counseling, group guidance, group counseling, consultation, mediation, advocacy. (Prayitno, 2018).

In this study, the researcher uses group guidance services with self-management techniques to reduce academic procrastination in students of Madrasah Aliyah Negeri Dairi. Group guidance is a guidance and counseling service that allows a number of clients, together through group dynamics, to obtain materials from certain sources (especially from counselors), discuss together certain topics (topics) that are useful to avoid problems, develop understanding to support daily life and/or for personal development, both as individuals and groups (Hasanah, Iswatun et al., 2022). Self-management is the stage where the client guides the change of the individual's behavior, requiring one way or a combination of strategies (Azzahra, 2022). Counselors must actively use external and internal factors to implement the desired changes. Although counselors encourage and train these procedures, it is the counselor who monitors the implementation of these strategies. When using self-management procedures, the client directs change efforts by changing aspects of his environment or managing the consequences. Self-management includes self-monitoring, positive reinforcement (self-reward), contracts or agreements with oneself (self-contracting) (Fitriani, 2023).

Group guidance services with self-management techniques were carried out 4 times which were led directly by counseling teachers at Madrasah Aliyah Negeri Dairi as experimenters. At the first meeting, the counseling teacher focused more on analyzing the initial conditions of procrastination experienced by students, as well as building a good relationship with group members. The second session of the counseling teacher explained what academic procrastination is and a brief explanation of self-management so that students are expected to be able to manage themselves to reduce the academic procrastination they experience. At the third meeting, the counseling teacher gave a to-do list that must be filled out by each group member so that students could understand what was important and had to be done as soon as possible. Through this to-do list, it is hoped that all group members can carry it out according to the schedule written. The Counseling Lips Teacher gives time to group members for 4 days to work on the to-do list that they have made, during which time the Counseling Lips Teacher also monitors and pays attention. At the fourth meeting, the counseling teacher identified new behavioral changes from each group member and conducted an evaluation. Group members who succeed in achieving behavior change according to the to-do list are rewarded by the counseling teacher to motivate them to remain consistent in the change. Then the counseling teacher asked the group members to promise to maintain the positive behavior change so that students do not experience academic procrastination again which can result in a decrease in their learning achievement.

After the implementation of group guidance services with self-management techniques, it was found that the posttest results showed that there were 2 students whose academic procrastination was in the medium category, 5 students in the low category, and 3 students in the very low category. This means that there is a decrease in the level of academic procrastination through counseling services with self-management techniques as evidenced by the results of the graph (can be seen in figure 1). From the results of the analysis of the wilcoxon signed ranks test, it is known that the significance value of asymp. Sig (2-tailed) of 0.005 from the set significance level of 0.05. The decrease in the level of student procrastination before and after being provided with services was 36.9%.

Efforts to reduce academic procractination can be realized through group guidance services with self-management techniques. This statement can be evidenced by the results of previous research which revealed that there was a change in students' academic procrastination after being given group guidance services with self-management techniques by 68.7%, affecting the reduction of students' academic procrastination (Sari et al, 2023). Similar research also revealed that there was an effect of counseling guidance services with

self-management techniques on academic procrastination by obtaining a calculated t-value of 4.561 and a t-table of 2.101 (Swara et al, 2020). Another study also revealed that students' academic procrastination can be reduced through group guidance services using self-management techniques judging from the results of the initial questionnaire before the implementation of group guidance services obtained a percentage of 91.8% and the final questionnaire after being given group guidance services with self-management techniques as many as 3 cycles or meetings obtained a percentage result of 88%. These results show that there are positive changes in students after participating in group guidance services with self-management techniques (Amanah, 2023).

CONCLUSION

Before being given treatment, based on the results of the pre-test, there were 36 students who experienced academic procrastination in the very high and high categories. Then the researcher took as many as 10 students with very high and high categories to be used as samples in this study, according to the number of members in the group guidance so that the implementation could be maximized. After being given treatment, namely group guidance services with self-management techniques, there was a significant decrease in the level of procrastination. A total of 2 students experienced a decrease in the level of procrastination to medium, 5 students decreased to low and 3 students experienced a decrease to reach the very low category. From the results of data analysis using the wilcoxon signed ranks test, it was found that the significance value (2-tailed) was 0.005 where this was <0.05 , indicating that (H_a) was acceptable. This shows that group guidance services with self-management techniques are effective in influencing the level of academic procrastination of students. The comparison of the procrastination rate of students before and after being provided with services was 36.9%. After the bkp service with self-management techniques is implemented, an evaluation is carried out. From the results of the evaluation, it is known that there are still 2 students in the medium category out of 10 students who participate in counseling guidance services according to table 3, which means that the 2 students have only a slight decrease in academic procrastination. This happened because at the time of the implementation of the bkp service, it turned out that the 2 students were not focused and did not really listen to the explanation from the bk teacher, so the results they received were also not optimal.

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