THE EFFECTIVENESS OF GROUP COUNSELING REALITY FOR STUDENTS' ACADEMIC PROCRASTINATION BEHAVIOR

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Abstract:

This research is based on the observations and experiences of researchers that there are still many students who have high numbers of academic procrastination behavior. This is shown by students with the characteristics of procrastinating their assignments. High academic procrastination will affect students' academic performance and will interfere with students' social life in the future. This study aims to determine the effectiveness of reality group counseling to reduce the academic procrastination behavior of vocational school (SMK) students. The research design used is one group pretest-posttest design. The intervention provided was reality group counseling which was carried out in as many as 5 meetings. The subjects of the study were 9 students of class X SMK. The data retrieval technique uses an academic procrastination scale. The results of the analysis using the Wilcoxon signed ranks test showed the results of the sig level value. (2-tailed) $0.004 < 0.05$ then H_o rejected and H_1 accepted, thus indicating that reality group counseling techniques are effective for reducing students' academic procrastination.

Keywords: group counseling, reality counseling, academic procrastination

1. Introduction

Education in Indonesia aims to create the character of the nation's individuals who are intelligent, have potential, have values and morals, as well as high dignity. The main target of education in schools is students, so these character values should be instilled in students to become superior, intelligent, and have potential. Realizing the importance of meeting the demands of students' duties and responsibilities in schools, especially in the academic field, where one of the demands imposed on students is completeness. Working on the tasks given by the teacher is an attempt to instill good character and habituation in students. Assignments are something that cannot be separated from the daily activities

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of a student, a matter of giving academic assignments, students are required to always be optimal in doing assignments and collecting them in a timely manner. But in reality, not all students are capable of this.

The facts in the field show that there are still many students who experience problems with academic procrastination, indicating that students who are in adolescence are faced with various problems such as pressure in association at school. When students can't overcome their problems, they will experience problems in their lives. Students will experience pressures that will affect their learning achievement. As a result, it affects the behavior of his learning activities to procrastinate on completing the assigned tasks in a timely manner. The behavior of students who procrastinate and do not immediately do something on time in the academic field. The fact in the field is supported by the results of research conducted by Burka (2008) estimates that there are 90% of students from universities, 25% are people who like to procrastinate doing tasks.

According to Ghufron and Risnawati (2019), procrastination itself comes from the Latin "pro" which means to push forward and the addition of the word "crastinus" which means tomorrow's decision, the two words are combined into a procrastination sentence that means to postpone until the next day. Procrastination behavior can be described through four things, namely delay in going through or solving something, giving a negative impact, involving tasks that are perceived as difficult and presenting a bad emotional for the perpetrator (Milgram *et al.*, in Ghufron, 2019). Procrastination can be viewed from various points of view, namely, precrastination is any action to delay working on a task without questioning the purpose and reason for the delay (Ilfiandra, 2010).

The effect of academic procrastination in students because students are afraid of failure, tasks not ready, helplessness in the face of complex problems, rebellion and laziness, lack of motivation, are unfocused, and exhausted and not knowing where to start. Procrastination will produce an effect on resources and learning activities. Explains that the effect of student procrastination which is an avoidance behavior, often has problems with academic performance.

Achievement is not only the responsibility of students anymore but parents and teachers. The importance of supervision from various parties both at home by parents, and from teachers as educators, including guidance and counseling teachers so that they can help students in solving and overcoming problems that are being faced by students. Guidance and counseling teachers have an important role to lead their students to optimal growth and development so as to achieve success. The problem of academic procrastination carried out by students needs to be addressed. An alternative that can address academic procrastination is to address the effectiveness of basic services and responsive services. Responsive service strategies can be carried out in the form of providing group counseling services using a reality counseling approach. In this perspective, reality counseling is chosen by researchers who are considered very suitable as an appropriate intervention to help students with learning problems.

According to Prayitno (2013), group counseling services are the provision of assistance provided by counselors to people in need to alleviate the problems they are facing in a group atmosphere. Meanwhile, according to Winkel and Hastuti (2004), group counseling is a dynamic interpersonal counseling process, centered on conscious, fostered thoughts and behaviors, in a small group.

Reality counseling is an approach that is focused on current behavior, and serves to help counselors in facing reality and meeting their basic needs without harming themselves Alone and others. Glasser views humans as individuals who have the right to choose and be responsible for their choices (Glasser, 1965).

Counseling reality in its implementation, there are several characteristics that characterize the implementation process, namely not fixating on the past and previous events but focusing on the times now. This is done so that counseling can focus on solving the problems faced now, without having to be affected by events in his past that will hinder his development in present. Through reality group counseling, students are able to develop their responsibilities as a student and increase their motivation to behave well with learning problems. Students are expected to be committed and responsible with what is done and what students want to achieve in the present.

Based on the observations of researchers, there are similar conditions in students of SMKN 2 Depok. Based on the results of data collection through instruments for the need assessment of the PPL (Field Experience Practice) work program in August – October. It is known that the results of data analysis in the aspect of student learning show that the percentage of learning delay behavior carried out by students is 45%, which is almost half of the number of Students in the class who have problems with the learning aspect.

Previous research conducted by Bernardus Widodo (2010) (The effectiveness of Reality Group Counseling Overcoming Student Disciplinary Behavior Problems in Schools) concluded that the use of reality group counseling is effective to overcome the problem of disciplinary behavior of students in schools which is characterized by an increase in aspects of student self-control and a decrease in undisciplined behavior in students in school after getting Reality group counseling treatment is acceptable. Another study conducted by Warsito & Sulistyowati (2013) (The Effectiveness of Reality Counseling to Improve Student Self-Esteem) concluded that reality counseling is effective in overcoming students' concerns about self-esteem in students.

Based on previous research and various considerations of the results to be obtained, researchers are interested in using reality techniques as an effort to reduce academic procrastination through group counseling the reality of class X students at SMKN 2 Depok. With the application of reality counseling, it is hoped that students will see themselves realistically able to realize their role as a student at school and be responsible for their duties and obligations.

2. Literature Review

2.1 Academic Procrastination

Academic procrastination is the failure to do academic assignments within the desired time frame or to postpone working on tasks until the last moment according to Wolter (2003). Procrastination is influenced by several possibilities both from internal factors derived from the individual self and external from outside the individual self. In line with Fernando (2018), it is stated that academic procrastination is a tendency to procrastinate work and the completion of a task or work related to academic activity.

The person who performs procrastination has the view that a task or work currently is completed perfectly so that he feels safer not doing it immediately and appropriately time. Procrastination is the deliberate procrastination of a desirable activity even though the individual knows that their procrastinating behavior can produce adverse effects according to Steel (2013). Procrastination is a behavior that is expected not to occur in the academic world because this action will cause consequences in the form of paralysis in the academic field according to Kartadinata and Tjundjing (2008). Based on some opinion above, it can be concluded that academic procrastination is a behavior of procrastination or avoidance of activities that should be completed that individuals carry out in academic fields that will cause the individual to experience delays in completing a task that will have an impact on his academic performance.

2.2 Group Counseling

Group counseling services are the activities of providing assistance in a group, where one member of the group who has a problem tells the problem, and the other member provides assistance and responses to help solve the problems experienced by these members and take advantage of the group dynamics that occur. According to Prayitno (2004), group counseling services are counselling services organized in a group atmosphere, which allows students to have opportunities for discussion and alleviation problems experienced by utilizing group dynamics.

Groupconfectionery, is a service that can prevent or improve both in the personal, social, learning and career fields (Corey, 2013). The Focus emphasized in the implementation of group counseling is communication between members of a group. For more details, group counseling is done to overcome the problems experienced by group members. The implementation of group counseling involves thoughts and feelings in its implementation. The goals of group counseling may be in line and each member of the group is free to have an opinion. Each member of the group has the opportunity to become a counselor for other members, this is very helpful for the other members by paying attention to the characteristics of each group member. In group counseling, each member takes advantage of the dynamics that occur in the implementation of counseling, each member helps each other to help each other with the problems experienced by another member.

2.3 Reality Counseling

Reality counseling developed by William Glasser is a counseling approach that is focused on behavior now and serves to help counselors in facing reality and meet basic needs without harming themselves or others. Reality counseling is a system focused on the present (Corey, 2009). Group counseling with a realistic approach can reduce academic procrastination in students (Nasrullah, F.A., 2015). Reality counseling is the acceptance of individual responsibility, where the counselor functions as a teacher and model and confronts the counselor in ways that can help the counselor face reality and meet basic needs (Susanti, R., 2016). This is reinforced by Glasser (2010) that reality counseling puts more emphasis on personal strength, and is basically a path where counselors can learn realistically in achieving success. This reality counseling helps students to meet their basic needs and be able to face reality without harming anyone, reality therapy emphasizes more on the times Now, therefore there is no need to explore the extent of his past so the most priority for the individual is how counselors can find success in the future. coming.

3. Material and Methods

This research uses a quantitative approach with an experimental type of research. The research technique used in this study is the pre-experimental design method with a design of one group pretest-posttest design (Sugiyono, 2012). The intervention given to students is to use reality group counseling. To find out the effectiveness of reality group counseling, namely by looking at the pretest results and post-test scores in the experimental group.

The population in this study was class X students of SMKN 2 Depok. This study amounted to 9 students, samples were taken using *purposive sampling* techniques. The instrument used in this study is an academic procrastination scale with a Likert model that has been tested for validity, the total items are 45 but after validity tests with Statistical Product and Service Solutional (SPPS) V.21 assistance, in which there can be 20 valid question items and 25 fall question items. From these results, the instrument is then rearranged with the number of 20 valid items and used as a data collection tool. Meanwhile, data analysis in this study used the Wilcoxon signed ranks test with a significant 5% and a significant decision norm of 0.05.

4. Results and Discussion

Based on the results of the normality test using the Kolmogorov-Smirnov test, the results of the pretest and posttest significance values of 0.905 were obtained. Since the significance value of pretest and posttest > 0.05, it can be concluded that the data in this study are normally distributed. Because the data in this study are normally distributed, the data analysis uses the Wilcoxon signed ranks test which is assisted by the Statistical Product and Service Solutional (SPPS) V.21 program. From the results of the calculation

obtained the level of sig. (2-tailed) 0.002. Because of the level of sigs. (2-tailed) 0.004 < 0.05 then H_0 is rejected and H_1 is accepted.

Next is the diagram comparison of pretest and posttest:
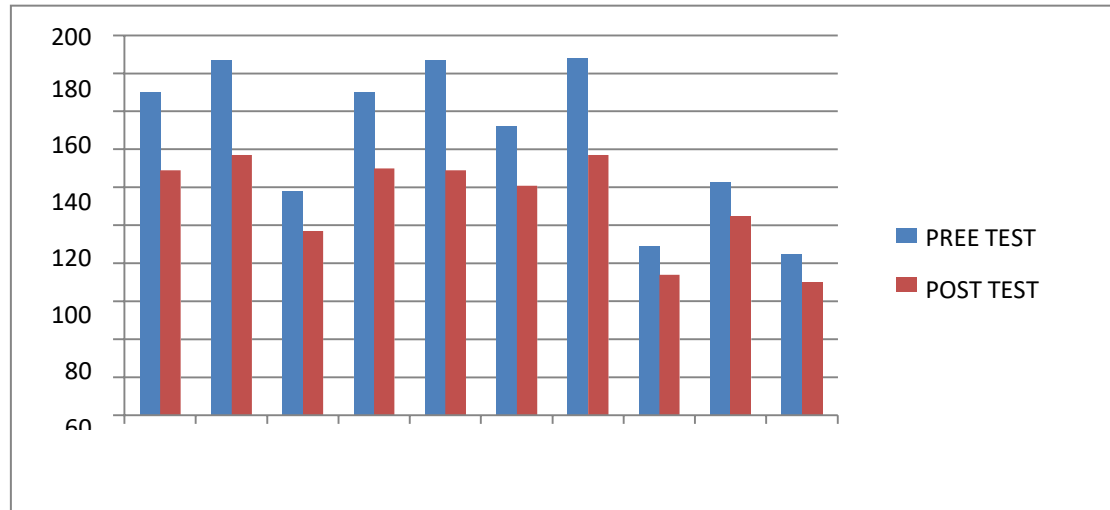
Figure 1: Bar Chart of Student Procrastination Pretest and Posttest Comparison Results

Based on the diagram above, there are changes in the pretest and posttest results of 10 students which show a decrease in grades and a decrease in categories. The pretest showed that the level of procrastination in students was in the high category, and then the posttest results showed an increase in the low category.

Based on the results of preliminary observations before performing the action, researchers obtained the result that Most students have high procrastination behavior. In helping students who do not yet have awareness of academic procrastination, researchers provide reality group counseling as an intervention and then observe that there is a decrease in procrastination among academic students who initially have high academic procrastination behavior until finally, students are able to understand the importance of doing assignments on time and starting not to procrastinate in completing his task or work.

Research on the effectiveness of reality group counseling conducted by researchers is the same as research conducted by Djumadil (2022) which states that reality techniques are effective in reducing procrastination among academic students of class VIII MTsN Padang. In line with the research of Rina Susanti (2015), which shows that reality group counseling services have been tested to be effective in improving student self-regulation. The implementation of reality group counseling techniques teaches us to be responsible for the choices we make. Reality counseling does not focus on past events but rather focuses on the present. We may be products of the past, but if we don't choose, we are not victims of what we used to do. For this reason, students with reality counseling students have been able to assess their behavior responsibly so that they can understand themselves and can meet their needs with the intention of being successful individual, as well as acquiring more effective behaviors than before.

Group counseling services have several objectives, including increasing awareness of group members and developing knowledge achievement. With group counseling, a person will be more sensitive in helping others. Develop an attitude of maturity and establish yourself as a wiser person in dealing with every problem.

According to Corey (2013), there are four stages of group counseling services, namely: (1) *Initial Stage*, in this stage, each group member builds a good relationship, (2) *Transition Stage*, which builds a climate of mutual trust that encourages group members so that group members can express themselves and explain their problems, (3) *Working Stage*, each member begins to be able to explain the points that it can be said, (4) *Terminating Stage*, each member of the group begins to make behavioral changes in the group and ends counseling.

Based on the research conducted, shows that group counseling with a realistic approach is effective in reducing students' academic procrastination behavior, which can be seen in the changes in posttest and pretest results. The Posttest results show a decrease in the value of the questionnaire and a decrease in the category. The pretest showed that the level of racial procreation in students was in the high category, then the results of the posttest showed decreased results and were in a low category.

5. Recommendations

Based on the results obtained in this study, with the application of counseling the reality of the counselor is emphasized to observe his behavior and whether his behavior is effective to meet his needs or not. The guidance and counseling teacher's effort is to direct students to see opportunities that can be done by planning more responsible actions when students are doing school assignments and completing them on time. With responsible that is very much in line with the reality at hand, according to Glasser, this is called acceptance of reality. It is suggested that future researchers, it is hoped that they can find other counseling techniques that are also effective in reducing students' academic procrastination behavior so that new findings are obtained and development from previous researchers are obtained.

6. Conclusion

Based on the process, results and analysis of the study, then this study then H0 is rejected and H1 is accepted. So, it can be concluded that reality group counseling has proven effective in reducing students' academic procrastination. Thus, the results of this study state that group counseling based on reality counseling is effective in lowering the level of academic procrastination of students, therefore it is expected that educators can apply the reality approach as an alternative to solving students' academic procrastination problems.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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