

THE IMPLEMENTATION OF GROUP GUIDANCE TO REDUCE ACADEMIC PROCRASTINATION OF COLLEGE STUDENTS

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Abstract

This study aims to determine whether the implementation of group guidance using *modeling* techniques can affect the tendency of academic procrastination of students of the Pattimura University Guidance and Counseling Study Program, this research is located at Pattimura University, Ambon. The population amounted to 97 students using *purpose sampling* technique totaling 18 respondents. The research design used *Pre-experimental One-Group Pretest-Posttest Design* with *Paired sample test* data analysis techniques used to test the research hypothesis. Researchers also conducted validity, reliability and prerequisite tests. The results showed a difference in the average score before treatment and after with a paired sample t-test value of sig. 0.000 < 0.05 which means H_0 is rejected and H_a is accepted where the provision of group guidance treatment using the *Modeling* Technique has a significant effect on reducing student procrastination, although in the category is still in the moderate category.

Keywords: Group Guidance; modeling technique; academic procrastination.

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (UU SISDIKNAS NO. 20 of 2020). In developing the potential of students in this context, students are certainly a very complex demand because by definition students have responsibility and a high intellectual level, intelligence in thinking and acting. According to Siallagan (2011), students as campus communities have the main task of learning, such as making assignments, reading books, making Makala presentations, discussions, attending seminars, and other activities.

In addition to the main task, there is another task that is heavier and more touching on the meaning of the student itself, namely as an agent of change and social control of society. This task can make him the hope of the nation, namely being a loyal person to find solutions to the various problems they are facing. Based on the above understanding, in accordance with the duties of students, there are still many students who delay doing

assignments or what is often called academic procrastination. In line with Djumhur and Moh Surya (1975: 15) argue that guidance is a process of providing continuous and systematic assistance to individuals to solve the problems they face, if as guidance and counseling students cannot avoid procrastination, of course the guidance process at school will be hampered, which is the competence of guidance and counseling students.

The concept of procrastination was discovered and introduced by Brown & Holtzman in 1967 (Solomon & Rothblum, 1984). Procrastination itself is often also indicated as a form of individual failure in self-control (Grund & Fries, 2018). Procrastination can be divided into two types, namely Functional Procrastination, which is a delay in doing tasks that aim to obtain complete and accurate information, and Dysfunctional Procrastination, which is a delay that has no purpose, has bad consequences and causes problems (Ferrari et al., 1995). In line with previous research by Nugroho Dwi Saputro (2018) with the thesis title "The effect of group guidance on academic procrastination". The purpose of the research conducted was to examine the effect of group guidance on increasing understanding of the impact of academic procrastination on students in class VIII - C SMP Negeri 13 Magelang. This research used experimental method. The results obtained using the *spss 22.00* for windows program, it is known that the average before being treated is 103.50 and after being treated has increased with an average result of 120.88, these results are evidence that after being given treatment in the form of group guidance the questionnaire score of understanding the impact of academic procrastination has changed.

From the phenomena that researchers observe in the Guidance and Counseling Study Program, there are still many students who tend to do academic procrastination even though they already know the consequences they will bear. On the other hand, there are many forms of procrastination carried out by active students during lectures, for example: not being on time in doing assignments given by course lecturers, not having sufficient planning in doing assignments, doing things that are fun and deliberately postponing assignments given by course *dasa*. Even to complete the study to obtain a bachelor's degree, many students have to face various obstacles, obstacles, and challenges due to the lack of good time management that makes them delay in completing the thesis at the end of their lectures.

Thus, researchers try to use group guidance with modeling techniques to reduce the level of student procrastination in accordance with the reference of previous researchers by Saputro in 2018. We also have to look at the theory of group guidance accordingly or not. Sri Narti (2014: 17) explains group guidance is a way of providing assistance or guidance to individuals through group activities. Meanwhile, according to Mungin (2004: 17) group guidance, namely guidance and counseling services that allow a number of students together through group dynamics to obtain various materials from certain sources (especially from the Guidance Teacher) and discuss together certain subjects (topics) that are useful to support individual understanding and as students.

Tohirin (2007: 173) There are several techniques that can be applied in group guidance services, namely general techniques and group games. According to Mujib (2011:214)

modeling is modeling using observational learning. Modeling is rooted in Albert Bandura's theory with social learning theory. Modeling is learning through observation by adding or subtracting observed behaviors, generalizing various observations while involving cognitive processes. Solomom & Rothblum in (Ghufron & Risnawita 2014: 157) in relation to the academic sphere, procrastination is explained as the behavior of postponing academic tasks (such as: doing homework, preparing for exams, or working on paper assignments) until the deadline available.

Based on the explanation above, the researcher is interested in conducting research with the title "Implementation of group guidance to reduce academic procrastination of Pattimura University Guidance and Counseling students".

Research Methods

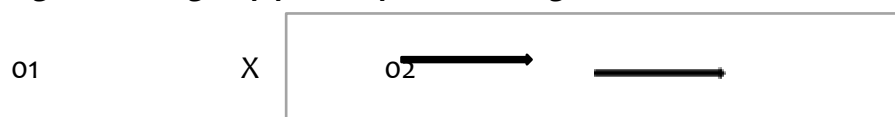
Participants

The population in this study were counseling guidance students who were still active and were attending lectures at Pattimura University Class of 2019, 2020, 2021, totaling 97 students, using a purpose sampling technique to determine participants in this study with the criteria that students are recorded as active in SIAKAD, and fill out the academic procrastination questionnaire given by the researcher. The aim is to find out the categorization of BK student procrastination which will then be included in the experiment participants who get treatment using group guidance with the Modeling Technique.

Design

In this study the authors used experimental research methods. The type of research used in this study is *pre-experimental*. According to Sugiyono (2012: 107) experimental research methods can be interpreted as research methods used to seek the effect of certain treatments on others under controlled conditions. The research design used is *Pre-Experimental*. In this writing, the author conducted quantitative research using the *Pre-Experimental* method of the *One-Group Pretest-Posttest* design model (initial test - single group final test).

Figure 1: One-group pretest-posttest design



Procedure

To clarify the experiment in this study, the stages of the experimental design are presented as follows:

1. Process pretest

This *pre-test* was conducted on June 15, 2022, researchers distributed questionnaires to all Pattimura University Counseling Guidance students class of 2019, 2020, 2021. Researchers distributed questionnaires to all students who were present in the class, there were 83 students who followed and filled out the questionnaires distributed. The researcher also briefly explained how to fill out the questionnaire that had been distributed to be filled in. The purpose of the *pre- test* is to determine the tendency of academic procrastination of Pattimura University Counseling Guidance students before being given group guidance with modeling techniques.

2. Treatment

Researchers provide *treatment (treatment)* for the implementation of group guidance using modeling techniques to samples or students who have been previously determined. Based on the results of the *pre-test* that has been filled in and analyzed by the researcher. The implementation of group guidance using modeling techniques is carried out to 18 students who have a tendency to academic procrastination. The implementation of group guidance using modeling techniques is carried out 3 times a meeting with a guidance duration of approximately 45 minutes each meeting.

3. Post Test

The implementation of the *post test* was carried out on June 23, 2022. The *post test* is given after the treatment of the implementation of group guidance using modeling techniques. The *post test* aims to determine how successful and the effect of the implementation of treatment on the tendency of academic procrastination of counseling guidance students through the implementation of group guidance using modeling techniques. Calculating the change score after treatment by comparing the results of the *pre test* and *post test*.

Analysis technique

Data analysis is a very important step in research, especially if the researcher intends to draw conclusions from the problems studied by conducting a different test (*one group pre-test* and *post-test*). The data analysis technique in this study will use the help of the SPSS 22.0 for windows program.

Data analysis in this study also uses parametric or nonparametric statistical analysis depending on the type of data to be analyzed.

1. Categorization to determine the description of student academic procrastination.

To categorize the measurement results into 3 categories, the guidelines that can be used are :

Table 1
Categorization Formula

Low	$X < M-1SD$
Medium	$M-1SD \leq X < M+1SD$
High	$M+1SD \geq X$

Description: M = Mean
SD = Standard Deviation

Based on the results of calculations using the categorization formula, data grouping to determine the description of student procrastination can be seen in table 3.5 as follows:

Table 2
Results of categorization of academic procrastination scores

Category	Range
Low	$X < 78$
Medium	$78 < X < 97$
High	$X > 97$

2. To test the difference of paired T-Test test

The paired t test aims to determine whether there is a difference. In this case the researcher will explain how to test paired t test with **SPSS 22.0**

3.1 Instrument Validity and Reliability Test

1. Validity Test

The validity test used to test the hypothesis is SPSS. The use of this analysis is to find out by comparing r count with r table. For this reason, the r table value of 0.213 was obtained for the number of respondents (n) of 83 students. If r count > r table and is positive, the statement item or indicator is declared valid. Based on the calculations, 29 valid statement items were obtained from the 30 items tested. Thus researchers used 29 valid items in this study.

2. Instrument Reliability Test

Reliability test is used to measure a questionnaire which is an indicator. The method used to test the reliability of the instrument that has been given to this study is to look at the amount of *Cronbach Alpha* value. Reliability measurement using SPSS software version 22.0 for windows, namely the *Cronbach Alpha* (α) test. To measure reliability, it is stated that if the

intercept (constant) value or Cronbach Alpha value > 0.6 then the variable is statistically reliable (Ghozali, 2006).

As for after the reliability test was carried out, a reliability score of 0.842 was obtained, which means reliable. The reliability score can be seen in table 3.7 below:

Table 3
Questionnaire Reliability
Reliability Statistics

Cronbach's Alpha	N of Items
,842	29

3.2 Prerequisite Data Test

1. Normality Test

According to Ghozali (2018, p. 111), the normality test aims to test whether in the regression model, the independent and dependent variables are normally distributed or not. A good regression model has a normal or near normal data distribution, namely the distribution does not deviate to the left or right (normal curve). Data normality testing uses the Kolmogorov-Smirnov test in the SPSS application program with a probability level (sig) of 0.05. The Kolmogorov-Smirnov test testing criteria are the probability value (sig) > 0.05, then the data is normally distributed, while the probability value (sig) < 0.05, then the data is not normally distributed.

2. Homogeneity Test

The homogeneity test is used as a reference material for determining statistical test decisions. According to (Widiyanto, 2010: 51) the basis or decision-making guidelines in the homogeneity test are as follows:

- 1) If the significant value or Sig. < 0.05, it is said that the variances of two or more groups of population data are not the same (not homogeneous).
- 2) If the significant value or Sig. > 0.05, it is said that the variances of two or more groups of population data are the same (homogeneous).

Research Results

To determine the difference in the tendency of academic procrastination of students before being given treatment and after being given treatment, the *t*-test formula is used. The steps taken before carrying out the *t*-test analysis are normality test and homogeneity test of data before and after being given group guidance treatment using modeling techniques. This is intended in order to determine whether the data collected meets the requirements to be analyzed or not to see the differences that occur between before giving treatment and after getting treatment. The *t*-test results use SPSS software version 22.0 for windows. The following *t*-test results are presented in the table below:

Table 4
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair pretest	101,28	18	3,427	,808
1 posttest	91,11	18	4,613	1,087

The paired sample statistics table shows the descriptive value of each variable in paired samples. *Pre test* has an average value (*mean*) of 101.28 from 18 data. The data distribution (*Std. Deviation*) obtained is 3.427 with a standard error of 0.808 while the *Post test* has an average value (*mean*) of 91.11 out of 18 data. The data distribution (*Std. Deviation*) obtained is 4.613 with a standard error of 1.087.

This shows that the *post test* results in the data are lower than the *pre test*. So it can be interpreted that the range of pre-test and posttest data distribution has a difference. Because the average value of academic procrastination in the *Pre test* 101.28 < *Post test* 91.11, it means that descriptively there is an average difference in the results of academic procrastination between the *pre test* and *post test* results.

Table 5
Paired Samples Correlations

	N	Correlation	Sig.
Pair pretest & posttest	18	-,103	,686
1			

Based on the Paired Sample Correlation output table, the correlation coefficient value (*correlation*) is -0.103 with a significance value (*sig.*) of 0.686. Because the value of *Sig.* 0.686 > probability 0.05, it can be said that there is no relationship between the *pre-test* variable and the *post-test* variable.

Table 6
Paired Samples Test

	Paired Differences			
				95% Confidence Interval of the Difference
.				

	Mean	Std.	Std.	Lower	Upper	t	df	Sig. (2-
Pair pretest-1 posttest	10,167	6,022	1,419	7,172	13,161	7,163	17	,000

According to Singgih (2014), the decision-making guidelines in the paired sample t-test are based on the significance value (Sig.) of the SPSS output results, namely :

1. If the Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
2. Conversely, if the Sig. (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Based on the "Paired Sample Test" output table above, it is known that the Sig value. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the *pre-test* and *post-test*, which means that there is an effect of the implementation of group guidance using modeling techniques to reduce the academic procrastination of Pattimura University counseling students.

Sig. (2-tailed) probability value / value of paired T test is 0.000 . This means that there is a difference between before and after being given the treatment of group guidance implementation using modeling techniques to reduce academic procrastination. This is because the P value < 0.05 (95% confidence).

The "Paired Sample Test" output table above also contains information about the value of "Mean Paired Differences" which is 10.167 . This value shows the difference between the average *pre-test* academic procrastination results and the average *post-test* academic procrastination results or $101,28 - 91.28 = 10.167$ and the difference between 7.172 to $13,161$ (95% Confidence interval of the difference lower and upper).

In addition to comparing the significance value (Sign.) with a probability of 0.05 , it is also done by comparing t count with t table. The guidelines or basis for decision making are as follows:

1. If the t value $>$ t table, then H_0 is rejected and H_a is accepted.
2. Conversely, if the t value $<$ t table, then H_0 is accepted and H_a is rejected.

Based on the "Paired Sample Test" output table above, t count is 7.163 . Furthermore, the t table is based on the df (*degree of freedom*) value and the significance value of 0.05 . From the output above, it is known that the df value is 17 and the value is 0.05 . Then the t table value is 1.740 .

Thus, because the calculated t value is $7.163 >$ t table 1.740 , based on decision making it can be concluded that H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the tendency of students' academic procrastination during the *pre-test* and *post-test*, which means that there is an effect of the implementation of group guidance using modeling techniques to reduce the academic procrastination of Pattimura University counseling guidance students.

Discussion

Based on the results of research based on an overview of the pre-test and post test conducted by researchers. By using instruments based on the theory of the characteristics of academic procrastination by Ferrari et al (in Ghufron and Risnawati, 2014).

From the results of the pre-test conducted by researchers to Pattimura University Counseling Guidance students in 2019, 2020, 2021 with a total of 83 respondents who have filled out questionnaires to determine the level of student academic procrastination, there are 50 students who have a tendency to low academic procrastination, 15 students who have a tendency to moderate student academic procrastination and 18 students who have high academic procrastination. So the researcher determines and makes 18 students who have a tendency to high academic procrastination as a sample. For this reason, these 18 students need to be given the treatment of group guidance implementation to reduce student academic procrastination.

Treatment given to students based on RPL guidelines for the implementation of group guidance using modeling techniques. The material presented by the researcher is in accordance with the problems being faced by 18 students who have a tendency to academic procrastination. The implementation of group guidance given to 18 students uses modeling techniques, so that there is direct observation seen by the subject and will more quickly affect the subject. This is in line with Bandura (in Alwisol 2009: 290) Modeling as a process of learning through observation where the behavior of an individual or group, as a model, acts as a stimulus for thoughts, attitudes, or behavior as part of another individual who observes the model displayed.

While the results of the post test conducted by researchers to 18 Pattimura University counseling guidance students related to the tendency of student academic procrastination, there are differences in results between the pre-test and post-test. This shows that the material content and modeling that has been compiled and displayed directly through group guidance has an influence on these 18 students in accordance with the opinion of Sri Narti (2014: 17) Group guidance is a way of providing assistance or guidance to individuals through group activities. In group guidance services, activities and group dynamics must be realized to discuss various matters that are useful for developing or solving individual or student problems that are service participants.

Based on the results of the T-Test test research, it is found that there is an effect of the implementation of group guidance using modeling techniques to reduce academic procrastination of Pattimura University Counseling Guidance students. This can be seen in the t-test results which prove that there is a decrease in *pre-test and post-test* scores. From the results of the *pre test and post test* on Pattimura University Counseling Guidance students have an average value (mean) and standard deviation (standard deviation) of 101.28 and 3.427 while the post test results have an average value (mean) of 91.11 and 4.613. Because the average value of the tendency of academic procrastination in the pre-test $101.28 >$ the results of the post- test value of 91.11. So it can be interpreted that there is a decrease from the

results of the pre test to the post test bound to the academic procrastination of Counseling Guidance students.

This is in line with other research conducted by Kurnia Windani Danamik (2020). Before being given group guidance services, the scores in the experimental group on attitudes towards academic procrastination were in the very high and high categories. After giving group guidance services to the experimental group, there was a very significant change, it can be seen from the results of the *Posttest* conducted. From the results of the *posttest*, there was a decrease in scores on students' attitudes towards academic procrastination in the very low and low categories.

Conclusion

Based on the results of the research and discussion that has been carried out in the previous chapter, it can be concluded that in general the research subjects have different levels of academic procrastination tendencies from low, medium and high levels.

The results of the research on the tendency of academic procrastination carried out by 18 counseling guidance students were selected based on the results of the pre-test in the high category so that it is feasible and appropriate to be given *treatment in the form of group guidance implementation using modeling techniques*.

The results of the study also showed a difference in the average score when before being given treatment and after being given treatment to 18 students who had a tendency to academic procrastination. The average score before being given treatment (treatment) during the pre-test was 101.28 and the average score after being given treatment (treatment) during the post-test was 91.11. This shows that the implementation of group guidance using modeling techniques can affect the academic procrastination of Pattimura University counseling guidance students.

Limitations and suggestions

Researchers want to reveal the tendency of academic procrastination of Pattimura University counseling guidance students by utilizing one of the counseling guidance services, namely group guidance with modeling techniques. The results of this study should be a discourse to the study program to facilitate and encourage counseling guidance students related to academic procrastination. For further researchers, the results of this study can be used as reference material for further researchers to look at the problem of academic procrastination by utilizing counseling guidance services as an alternative to helping each subject in the implementation of providing understanding and prevention. The limitation of this study is that although the treatment given decreased, it was not too significant when viewed from the categorization because it was still in the moderate category, meaning that there needs to be more detailed and repeated treatments to be experimented with.

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