The Influence of Cognitive Behavior with Reality Counseling on Procrastination in Students

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ABSTRACT

Procrastination is the act of an individual postponing a task until the last time or after a predetermined time which is characterized by the inability to manage time, determine priorities, focus on the task at hand, direct oneself and organize one's actions. Cognitive behavior therapy (CBT) is a psychotherapy that combines behavioral therapy and cognitive therapy which is based on the assumption that human behavior is collectively influenced by thoughts, feelings, physiological processes and their consequences on behavior. In CBT, reality counseling interventions are implemented by helping clients deal with basic needs without harming themselves or others and focusing on the present and future (not on the past). Realistic counseling sessions use the WDEP principles (Wants, Direction, Evaluation, and Planning). The aim of this research is to determine the effectiveness of Cognitive Behavior with reality counseling on procrastination among students. This research uses qualitative research methods with an interview and observation approach and uses a single case experimental design. Data collection techniques use observation and interview methods. After the intervention, the subject showed positive changes in carrying out tasks and was able to evaluate and self-monitor using a To-Do List so that the plans and targets to be achieved could be according to the expected plans.

Keywords: Procrastination, Cognitive Behaviour Therapy, Reality Counselling

Introduction

Procrastination is a response to delays in completing tasks and can be considered a trait (Knaus, 2010). People who tend to procrastinate. use their time inefficiently because they do not immediately do the task at hand (Ghufron, 2010). The form of avoidance that individuals usually do is spending time with friends or other work that is actually not that important rather than having to complete what should need to be done first (Akinsola, Tella & Tella, 2007). According to Burka and Yuen (2008), there are a number of characteristics of individuals who experience procrastination, namely having a mismatch between plans for carrying out tasks and the behavior carried out, low ability to plan task implementation, and low self-control in carrying out planned activities. Procrastination itself is often indicated as a form of individual failure in controlling themselves (Grund & Fries, 2018).

Procrastination according to Newton (2014), is "the act of replacing high priority actions with tasks of lower priority, or doing something from which one derives enjoyment, and thus putting off important tasks to a later time". Team FME (2013), stated procrastination as "to voluntarily delay an intended course of action despite expecting to be worse off for the delay". Tools (2010), further stated that "Procrastination is when you put off things that you should be focusing on right now, usually in

favor of doing something that is more enjoyable or that you're more comfortable doing". Procrastination also brings a series of other academic problems. These consequences include dropping the course in question (Phycyl, Morin, & Salmon, 2000), and even delaying obtaining a doctoral degree due to being late in completing the dissertation (Muszynski & Akamatsu, 1991).

Steel (2007) in a series of studies related to procrastination conducted a meta-analysis of this variable. As briefly mentioned previously, procrastination is the behavior of delaying doing something without a clear reason (The Oxford English Reference Dictionary, in Steel, 2007). The results of his research showed that there was a negative correlation between procrastination and academic achievement of 0.23. This means that the higher the student's level of procrastination, the lower the academic achievement they will obtain. In fact, attention to procrastination behavior has emerged since ancient civilizations. This focus also did not stop during the Industrial Revolution era. It can be concluded that procrastination is an archetypal behavior. Archetypal behavior is individual behavior due to traces of memory from ancestors that are carried over (Alwisol, 2005). This indicates that procrastination behavior in modern society is very common.

Burka & Yuen (2008) estimates that procrastination in college students reaches 75%, with 50% of students reporting that they procrastinate consistently and consider it a problem. Yudistiro's research results (2016) show that students who have high and very high academic procrastination are 4 students or around 7.55 percent in the very high category and 17 students or 32.08 percent in the high category. In this category, students tend to always show the behavior of delaying work. Academic assignments are a deliberate resignation and are usually accompanied by feelings of dislike for doing something that must be done. It is predicted that very few students who engage in academic procrastination will take advantage of the time given to complete assignments. Procrastination that is not accompanied by the student's adaptive role can cause students to underachieve (Schraw, Watkinds, & Olafson, 2007).

Tasks are a form of activity that must be completed by each individual concerned. For each different individual task, there will be different responses in responding to it. Ferrari (Nugrasanti, 2006) suggests that postponing academic assignments is called academic procrastination, which is a behavior of delaying doing or completing academic assignments. This behavior can be seen in students who procrastinate starting or completing assignments or homework, submit assignments past the deadline, delay reading study materials, are lazy about taking notes, are late for class and tend to prefer studying on the last night before exams. The opinion regarding academic procrastination was further expressed by Wolter (2003) that "academic procrastination is failure to carry out academic assignments within the desired time frame or postponing assignments until the last moment". Academic procrastination is understood as a behavior that becomes an ineffective habit and tends towards the negative side of procrastinating work. Prolonged procrastination can certainly disrupt an individual's productivity and can disrupt the individual's psychological condition.

Procrastination that occurs in the academic area is called academic procrastination. Academic procrastination is often carried out by pupils and students. Doing school assignments is an important academic area because it is an effort to achieve academic grades for students, but this is still postponed by most students. Academic procrastination according to Ferrari, Johnson & McCown (1995) says that procrastination behavior, academic procrastination can be manifested in certain indicators that can be measured and observed. A number of characteristics of procrastination include delays in starting or

completing work on the task at hand, delays in carrying out tasks, time gaps between plans and performance, and carrying out other activities instead of carrying out the tasks that must be done.

Procrastination behavior can impact an individual's academic and personal success. Dini (in Westri, 2016), revealed the negative impacts it causes, namely: a) low academic performance, b) high stress, c) causes disease, d) high anxiety." Gunarya (2011) suggests several ways to overcome academic procrastination, such as: "a. examine one's attitude towards the task, b. aligning oneself with the task, c. avoid feeling burdened (over whelmed), d. avoid "Perfectionism", e. important things must be considered, f. conscious monitoring of behavior patterns, g. give yourself appreciation, and h. develop self-respect." Furthermore, according to McCloskey (2011), the characteristics of academic procrastination include: psychological beliefs about abilities (challenges and pressure), distractions, social factors, time management, personal initiative and laziness.

Novia Solichah (2020) conducted research entitled "Reality Therapy Approach Counseling to Overcome Academic Procrastination". This research aims to overcome academic procrastination in students. This research uses experimental quantitative research methods using a single case experimental design. Data collection was carried out through a series of educational assessments. After the intervention, the subjects showed positive changes in task performance. In other words, counseling with a reality approach is able to help the problem of academic procrastination. The procedure in this research is to conduct interviews with subjects, conduct personality assessments, carry out formal assessments with various psychological tests, provide a self-regulated learning scale, make a diagnosis of the subject, conduct counseling with a reality therapy approach for 9 sessions for the subject, then monitor changes in behavior. subject.

Reality therapy is a practical, relatively simple and direct form of coaching assistance that counselors can use to successfully develop and develop the supervisee's personality/mindset by empowering the supervisee. The principle of reality therapy is that a person can optimistically accept the help of a counselor to meet their basic needs and face reality without harming anyone. True therapy emphasizes the present, so there is no need to look too far into the past when providing help, so what is important is how the client copes with the future.

The goal of reality therapy training is to help people become sane and mentally strong (Gladding, 2012). The essence of reality therapy is that each person must be responsible for the choices they make (Corey, 2009). Basically, this approach uses action techniques to make individuals aware that they have choices regarding how to respond to various events, and not to let other people control them, because the individual must be in control. Gladding, (2012) explains that the Reality Therapy approach uses the Ace method from the WDEP system (Wants, Direction, Evaluation, Planning) to help instructors and clients progress and apply the techniques. The counseling phase is carried out at the beginning of counseling, where the client is asked to identify what the client wants and what must be done (Gladding, 2012). After successfully identifying the client's desires, the next step is the coaching stage, where the counselor is asked what the client has done so far. At this stage the client is asked to see whether the actions taken have brought the client closer to the realization of his desires. Next we enter the evaluation stage, which is the stage where clients are helped to evaluate their own behavior and how to respond to this behavior. The teacher and the client make an analysis to see whether the client's actions are effective in fulfilling his desires. The last is planning, which is the stage where the counselor encourages the client to focus on making a behavior change plan. This plan

emphasizes the client's actions rather than the behavior they want to eliminate. The best plans are simple, achievable, measurable, immediate and consistent (Gladding, 2012).

Method

The type of research used in this research is descriptive qualitative in the form of reality counseling and uses observation and interview approaches. According to Sugiyono (2018) qualitative research methods are research methods based on philosophy that are used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and qualitative analysis emphasize meaning. Qualitative research methodology aims to analyze and describe phenomena or research objects through social activities, attitudes and perceptions of people individually or in groups. This type of descriptive research aims to understand and explain phenomena that occur in the lives of research subjects in the field. The participant in this research was a law faculty student at a state university in Palembang. To obtain a diagnosis on the selected subject, interview assessment and reality counseling are used. The procedure carried out in this study was first an interview assessment of subjects related to academic procrastination and reality counseling with 5 stages, namely: (1). Wants: at this stage the client is invited to identify the client's desires and what will be done, (2). Direction: the direction stage which requires the counselor to ask what the client has done so far, (3). Selft Therapy: clients are given a small notebook to write their daily agenda which is used for comparison before and after meeting the counselor, (4). Evaluation: this stage helps clients evaluate their behavior and how to respond to this behavior, (5). Planning: the last is planning, which is the stage where the counselor invites the client to focus on making a plan for behavior change. The data obtained is collected, analyzed and concluded so as to obtain conclusions regarding the matter being researched. The analysis used is descriptive analysis to identify and analyze the application of cognitive behavioral counseling using reality counseling on student procrastination.

Table 1
Theoretical Analysis

Characteristics of Procrastination	Information
Incompatibility between plans to carry out tasks and the behavior carried out	The subject's learning pattern when working on an assignment is to start with a design and try to manage the assignment model. After making the draft, the subject saw the deadline for collection. It gives rise to a feeling of underestimating the task because the submission time is still long and there is a feeling of being lazy about doing it. But in the end, he only had a very short time limit and got unexpected results. When he leaves his duties, he switches to other activities such as playing with gadgets, watching films, reading comics, watching YouTube, playing games and playing futsal.
Low ability to plan task implementation	The subject had planned to do the assignment, but with a long deadline so he was negligent, the targets made were rarely realized

Low self-control in carrying out planned activities	Subjects find it difficult to control themselves in avoiding activities that are not related to the task. Subjects prefer to switch to more enjoyable activities such as playing gadgets, watching films, reading comics, watching YouTube, playing games and playing futsal

Results

This research was conducted on students who were given to-do list treatment and began with giving a pre-test. The results of the pre-test statements were categorized into 4 criteria, namely very high category, high category, low category and very low category. Before the treatment is carried out, the student is given an understanding of procrastination and the treatment that will be carried out. The stages themselves consist of; 1) preliminary stage, 2) transition stage, 3) activity stage, 4) and final stage which is based on WDEP theory, namely consisting of Want, Doing-Direction, Evaluation, Planning (Corey in Mulawarman & Ariffudin, 2020). Before implementation, researchers identified the problems faced by students. Next, in the W (Want) framework, identify the desires of students. Such as wanting to complete an assignment before the deadline, or what is commonly known as (basic need) and then how students fulfill it in real life (real world) then the framework or (doing direction) identifies the number of successful and failed behaviors. Such as ticking completed tasks and crossing off tasks that were not completed. Then the counselor evaluates the new behavior that the subject has carried out and then evaluates the behavior achieved. Then P (Planning) prepares plans to achieve the desired behavior and then the counselor and students evaluate each plan that has been made (planning). After carrying out the treatment, it is continued with the post-test.

The research results show that Cognitive behavior therapy (CBT) reality counseling is effective in reducing the level of procastination in students. Previously, the subject was asked to measure the level of procrastination to determine the level of procrastination they had. Then the subjects were asked to carry out the suggestions given by the counselor for one week. One week after counseling the subject was asked to take measurements to find out whether there were any changes in the subject. Based on initial counseling, the subject always tries to complete the tasks given. It's just that sometimes the subject finds it difficult when doing the task. So the subject carries out procrastination. Based on the results of the measurements carried out, after therapy was carried out on the subject, it was seen that there was a decrease in the level of procrastination in the subject from the results of the initial counseling.

The results of this research are in line with previous research, conducted by Istirochah (2021), that reality counseling was able to reduce the level of academic procrastination in students at the An-Nur Yadrusu Islamic Boarding School, Malang. The same thing was done by. This is also supported by Ajie (2024) group counseling services with a reality approach to academic procrastination in final year students. From the five final student samples, in the paired sample t test between the pre-test and post-test results, a sig (2-tailed) value of 0.00<0.05 was obtained. It can be concluded that there is a difference between the pre-test and post-test results of academic procrastination after being treated with group counseling services with a reality approach. From the results of previous research presentations, it can be concluded that reality counseling carried out consistently shows effectiveness in reducing procrastination behavior for students and students in academics. There are differences in students'

academic procrastination before and after being given counseling. This research specifically examines how CBT (Cognitive Behavior Therapy) and reality counseling influence procrastination in students.

This counseling is carried out based on the WDEP principles (Wants, Direction, Evaluation and Planning). The following are details of the evaluation results for each counseling session:

Table 2
Evaluation of Intervention Results on Subjects

Session	Session Goals	Initial Conditions	Final Condition
1	1. Subjects are asked to identify all problems and potential they have 2. The subject knows the plan that must be carried out to achieve his hopes	1. The subject has not been able to identify his potential 2. The subject does not yet know the behavior that must be prepared to achieve his expectations	1. Subjects can identify 2. Subjects know the behavior that must be prepared to achieve their expectations
2 & 3	1. The subject can determine small targets in his life 2. Subjects can identify behavior that brings them closer or further away from their expectations	1. The subject has never evaluated anything he has done as long as he hopes 2. The subject still doesn't know anything to get closer to his expectations	1. Subjects are able to evaluate what is done to achieve expectations 2. Subjects recognize behavior that brings them closer to or further away from their expectations
4	The subject makes a new plan that he will carry out and commits to doing it to achieve these expectations	1. The subject does not yet have a schedule of activities and strategies that can help the subject to achieve his hopes 2. The subject has never carried out self-monitoring as part of a self-regulation technique	1. The subject has a schedule of activities and strategies that can help the subject to achieve his hopes 2. Subjects carry out self-monitoring as part of self-regulation techniques
5	1. The subject carries out the plan that was made in the previous session and reviews the effectiveness of the plan that has been made	1. The subject carries out the plan that was made in the previous session 2. The subject feels that his life is now more	1. The subject is committed to continuing to carry out the plan that has been made

2. End the counseling session	organized so that the subject's hope, namely that he wants to get satisfactory GPA and IPS results, can be achieved	2. Subjects feel that their hopes of getting a satisfactory GPA and IPS are becoming more clearly visible

Table 3
Evaluation of Intervention Implementation Sessions

Session	Evaluation of Intervention Implementation
1	1. Subjects know the purpose of counseling 2. The subject explains the problems he has and consciously conveys the need for counseling to help him get a better GPA 3. Subjects evaluate the things that are obstacles to a low GPA 4. The subject stated that he was still in his comfort zone and lacked focus in carrying out tasks, and was negligent in several task deadlines 5. The subject admits that he is still in a toxic friendship to invite him into things that waste time 6. The subject together with the counselor determines the priority desires of the hopes or short-term goals to be achieved
2 & 3	1. The subject realizes that the obstacles he has been feeling come from himself 2. Subjects are able to evaluate what has been done regarding their expectations 3. Subjects are able to identify behavior that brings closer and farther away from expectations 4. The subject feels a new enthusiasm to change his behavior, doing what distances himself and brings him closer to hope
4	1. The subject enthusiastically changes his behavior and immediately contacts his friends to ask about assignments and starts group study. 2. Subjects make plans and strategies to pursue better grades in the future, create consequences for their behavior if they fulfill or do not fulfill the plans and strategies made 3. Subjects begin to feel at ease with the plans and strategies they have made so they know what must be done first and the stages of carrying out future tasks
5	1. The subject starts working on the assignment early and does not delay the deadline 2. The subject begins to be able to evaluate the activities that have been carried out so that the subject begins to feel the effort that accelerates the completion of the task 3. Subjects carry out self-monitoring 4. The subject said that he was starting to be able to determine and achieve targets as a result of diligent behavior

Based on the results of the counseling session and the results of the evaluation carried out, the subject has experienced many changes starting from his consistency in doing assignments, starting to fulfill notes in lectures, starting to look for references that can support him in lectures, starting to frequently visit and read books in the library and getting UTS scores. and good quizzes during lectures.

Discussion

The counseling stage with a reality therapy approach based on the WDEP principles (Wants, Direction, Evaluation, and Planning) can help individuals who experience academic procrastination. The reality therapy approach at the counseling session stage was carried out in 5 sessions. This stage of the counseling session can also help the subject to direct himself, monitor himself, assess himself and be responsible for the goals he wants to achieve. The results of counseling on this subject can be seen from him being willing and fully committed to being more diligent than before, then the subject also knows and understands to be able to draw good conclusions about his strengths and weaknesses.

Cognitive behavioral counseling has several techniques in its application, one of which is self-management (Gunarsa et al., 2008). Self-management or self-development is a technique that aims to develop a person's ability to be responsible for what he has planned. This is in line with the problem of academic procrastination considering that one's academics are the responsibility of each individual pupil or student. Self-management is a technique that can help counselees regulate their own behavior where the counselee is responsible for every behavior he carries out, the counselee is able to control his behavior and the counselee is the key to the success of the counseling process because the counselee himself changes his behavior, while the counselor acts as a facilitator and motivator for counselees while attending counseling classes (Komalasari, in Rustam et al., 2019).

Self-management techniques are one of the techniques in the cognitive behavioral approach which was created to help clients be able to control themselves and change their own behavior effectively. Self-management techniques aim to make clients have the ability to manage themselves and their own behavior. Having the ability to manage good feelings, thoughts and actions will provide encouragement to avoid bad actions and increase positive actions (Purnamasari, 2013).

Academic procrastination behavior is often based on reasons that give the impression of justification for what the individual has done. The reasons that are often given for incidents of academic procrastination are a lack of understanding of the material, lack of time given, individual preparation which is felt to be insufficient, limited physical conditions (for example illness or fatigue), and lack of interest in carrying out the task. These reasons can arise due to irrational and negative thinking or also called Negative Automatic Thought (Aulia et al., 2018).

Research conducted by Aulia et al., (2018) shows that CBT counseling is considered effective in overcoming academic procrastination through the influence that counselors have on clients, namely providing motivation, attention and also cognitive factors and activeness of clients in carrying out therapy. This is in accordance with research conducted by Yusuf et al., (2011) that CBT counseling is effective in reducing academic procrastination by changing attitudes, assumptions and irrational thoughts. Thus, the application of cognitive behavioral counseling with self-management techniques will be related to academic procrastination behavior for students. Students will be helped by counseling

which directs and assists students in controlling and carrying out responsibilities in their activities and activities.

The use of self-management in guidance or counseling can educate students in positive behavior from the start, this is because self-management is a change in behavior where the majority of roles are determined by each individual, self-management develops responsibility within the students themselves. This technique has several advantages such as simple implementation, can be combined with other techniques, can change individual behavior through feelings and attitudes, and can be carried out individually or in groups.

In the process of implementing self-management techniques to reduce student academic procrastination, according to Gunarsa (2008), there are 3 stages of training provided. The three stages of training are self-monitoring, stimulus control, and self-reinforcement.

1. Self-monitoring or self-supervision is the process of a counselee observing and recording their identity and identifying the behaviors they want to change and then determining targets for changing their behavior. Implementing this stage requires the willingness of a counselee in terms of responsibility to carry out counseling well, actively and ready to carry it out.

2. Stimulus control or stimulus settings. This process is changing behavior by recognizing stimuli or things that support negative behavior, reducing the possibility of encountering stimuli, and increasing stimuli related to behavior changes to support the achievement of counseling goals. At this stage, a counselee can note down the behaviors that cause undesirable things to arise and then determine different actions from before to control negative actions.

3. Self-reinforcement or self-strengthening. Self-reinforcement is used to help clients regulate and strengthen behavior through the consequences they receive. This strengthening aims to maintain the individual's positive behavior in the future. The advantage of this reinforcement compared to other reinforcement is that with self-reinforcement a person can carry out the behavior independently. Self-reinforcement is divided into two, namely positive, namely when someone gives a positive stimulus to themselves so that they try to take positive action. Second, it is negative where someone loses the negative stimulus when someone makes a change in behavior.

Conclusion

Based on research conducted, academic procrastination is a term for those who always postpone their academic tasks and neglect their obligations as students. The therapy used in this research is reality therapy which is a practical, relatively simple and direct form of coaching assistance that can be used by counselors to successfully develop and develop the personality/mindset of supervisees by empowering supervisees with a CBT approach. After various counseling sessions took place, the subject's life began to see changes little by little and consistently every day. The application of CBT in treating procrastination helps to explore the causes of negative thoughts that cause procrastination and then change them into more positive and adaptive thoughts. Self-management techniques provide interventions that can influence students themselves.

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