
Implementation of Group Guidance Services To Improve Student Understanding About Academic Procrastination

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Abstract

Currently many of the students are late in completing the study on time, the student likes to procrastinate the task, prefer to play rather than complete the lecture assignment. This shows the student's academic procrastination behavior. With the implementation of group guidance services can reduce student academic procrastination students are expected to no longer experience academic procrastination behavior. The method in this research is quasi experiment. The One Group Pre-test Post-test Design, the subject of this study is a student Stkip PGRI West Sumatra. The result of this research is the implementation of group guidance service can improve the students understanding about academic procrastination

Keywords: Group Guidance, Academic Procrastination



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Introduction

Late delays or habits in academic tasks become serious problems among students. The phenomenon of delays in academic tasks is called academic procrastination. Ghufuron & Risnawati (2010) Academic procrastination is a form of delays and delays that a person does to a task that must be completed.

The phenomenon of academic procrastination among students shows some research. Research from Khotimah, Radjah & Handarini (2016). unfortunately, 52.94% of moderate subjects, 41.18% are at low levels, while the remaining 5.88% are at high levels of academic procrastination score. Research Cakir, Akca, Kodaz & Tulgarer, (2014) at one university in the UK showed 64% of students had high procrastination rates and the rest had low academic procrastination. Research conducted by Balkis (2013) at Giresun Turkey university as much as 47% among students have high academic procrastination habits, and on holiday aspect rather than completing lecturing assignments, students show more academic procrastination with 44% percentage. Research Burnam, Komarraju, Hamel & Nadler (2014). concluded that academic procrastination had an impact on the low value of the students' subjects and the final examination. Wohl's research, Pychyl, & Bennett (2010) concluded that students who undertook academic delays tend to get lower grades in each course and final exam scores. Popoola research (2005) states that low academic achievement occurs in students who have high and moderate delays to lecture duties. Kim & Seoresearch (2015). states that academic procrastination is a significant correlation with academic achievement. In addition to influencing

academic achievement, academic procrastination also influences academic performance. Research Rakes & Dunn (2010). Concluded that academic procrastination contributes to a decrease in student academic performance in the form of product learning groups. Research Grunschel, Patrzek & Fries (2013). concludes that delays are highly correlated with low student achievement in Indonesian discussion forums. Ozer, Demir & Ferrari (2013). concluded that academic procrastination had an effect on student achievement. Academic procrastination does not happen by itself, but because of certain factors. Research Hajhosseini, Gholamali & Beheshti (2016). concluded that academic procrastination occurs in students who have negative self-evaluation as a dysfunctional form of thought. Odaci(2012) concludes that academic procrastination is correlated with negative auto thoughts. Dysfunctional thinking also makes the student a personal surrender before the task is done. Personal lazy students will encourage him to always procrastinate in doing lecture duties. Academic procrastination needs to be dealt with in the process of communication in group guidance activities. Aswida & Yarmis (2012). explained that group counseling activities are very effective for improving communication among students. Queener & Kenyon (2001) explains that group guidance can be used by group participants to discuss personal, social, and academic issues. Paisley & Milsom (2006) explains that group leaders' knowledge and skills in planning, shaping and facilitating groups can help clear goals in group activities, facilitate active participation of all members, and manage group members in ongoing activities. One effort to overcome student academic procrastination is with the implementation of group guidance services topic of task.

Method

This research uses Quasiexperiment research type with The One Group Pre-test Post-test Design. This study did not use the control group because it only gave treatment to the group that experienced the problem ie students who have high academic procrastination score, then given pretest to know the initial condition, and then given treatment to experiment group. After the treatment is completed it is given posttest to see the difference of academic procrastination scores subjects in this study are 12 students majoring in guidance and counseling STKIP PGRI West Sumatera. Methods Data analysis used in this study is based on experimental design. Analysis of visual data is the process of reading the chart to determine whether the intervention has shown a change in the condition prior to the intervention. There are three important things to consider in analyzing visual data, ie level, trend and variability.

Results and Discussion

The results showed students' academic procrastination decreased significantly through the application of group guidance on task topics. The results of this study considering these trends, levels, and variability are visually illustrated in Table 1 and Figure 1 below:

Table 1. Pretest and Posttest Data Experiments

No	Inisial	Pretest		Posttest	
		Skore	Category	Skore	Category
1	IN	199	Very high	102	Not high
2	TO	167	High	104	Not high
3	RN	131	High enough	74	Very Not High
4	IQ	162	High	82	Not high
5	EK	187	Very high	105	Not high
6	WE	182	Very high	89	Not high
7	EY	165	High	82	Not high

No	Inisial	Pretest		Posttest	
		Skore	Category	Skore	Category
8	FD	145	High enough	90	Not high
9	DS	139	High enough	92	Not high
10	GV	160	High	73	Very Not High
11	RI	181	Very high	72	Very Not High
12	RM	117	High enough	109	Not high
Sum		1935		1074	

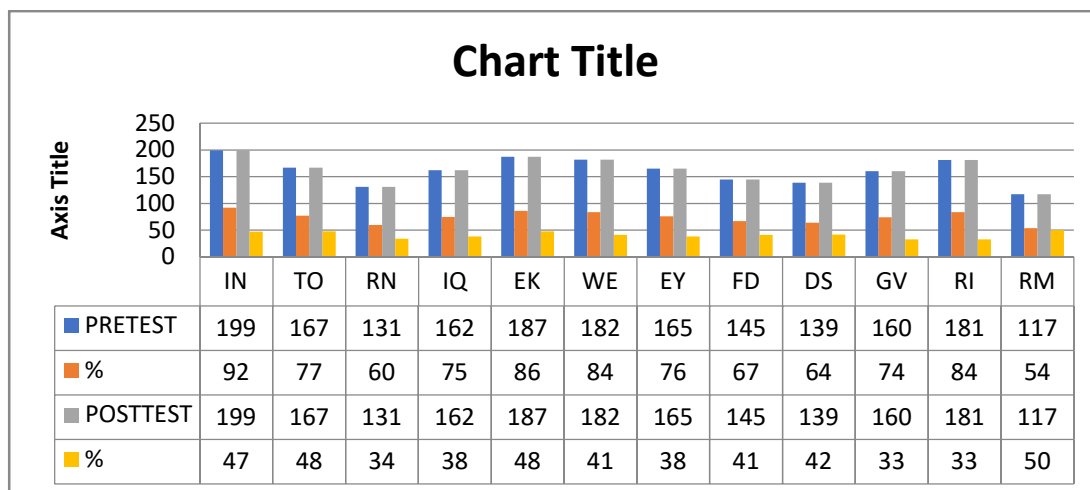


Figure 1. Pretest and Posttest Graph of Experiments

Based on the graph above, in general, all students who have conducted group guidance service with the topic of assignment of percentage of academic procrastination score have decreased.

The research findings indicate that student academic procrastination decreased significantly through the implementation of intervention of group guidance service with task topic. The research subjects' trends decreased after getting intervention in group counseling services with task topics. Group guidance in this case involves the activeness of group members who can also have the role of peers. As the opinion of Marlina (2015) the process of communication a person in behave dipengruhi by peer role in interacting. Changes in the level of student academic procrastination vary after getting intervention in the form of group guidance services with the topic of duty. In addition, group counseling service interventions with task topics can significantly decrease the student's academic procrastination scores, meaning that implementation of the task group counseling service can improve students' understanding of the academic procrastination. Based on the results of previous research, no research has been done specifically to study the decrease of academic procrastination through the implementation of intervention of group guidance services.

Nevertheless, previous studies that examined academic procrastination by using counseling techniques such as Iskender (2011) research on the application of self-management techniques in group counseling to decrease student academic procrastination, the results of this study showed very significant group counseling in reducing procrastination scores academic amahasiswa. The results of Strunk, Cho, Steele & Bridges (2013). The model of time-related academic behavior approach is very effective in reducing students' academic procrastination scores. Research conducted Zakeri, Esfahani & Razmjoe (2013). shows the results of research that group guidance with behavioral cognitive techniques is very effective to reduce student academic procrastination.

Conclusions

The results of data analysis visually and clearly observed through graphs by observing the trends, levels and variability of data, it concluded that student academic procrastination decreased significantly through the application of group guidance interventions with task topics, meaning that students' understanding of academic procrastination is increasing. Counselors need to identify the problem of student academic procrastination in college with the application of the guidance service of the college group will certainly help the student in solving the problem of academic procrastination that he experienced. Universities must support and provide facilities to counselors to carry out group guidance services as an effort to assist students in eradicating problems related to academic procrastination

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