

Effectiveness of Reality Technique Group Counseling Against Reduction Academic Procrastination of Students at State Islamic Madrasah 1 Central Aceh

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Abstract

Several studies have shown that reality technique group counseling is effective for reducing academic procrastination, although it is rarely used by guidance and counseling teachers. This study aims to determine the effectiveness of reality technique group counseling in reducing academic procrastination of students of MAN 1 Aceh Tengah. This research is a quasi-experimental quantitative research with a non-equivalent control group design. Determination of the sample using purposive sampling technique. The characteristics of this research sample are students who have high academic procrastination problems, so there are 14 students, of which 7 students become the control group and 7 other students become the experimental group. The data collection instrument used the academic procrastination scale. The data analysis technique used is test Wilcoxon signed rank test. The results showed that group counseling with reality techniques was effective in reducing academic procrastination of students at MAN 1 Aceh Tengah. This can be seen from the results of the average score pretest And post test which is 45.86 higher when compared to 29.14, while based on the results of the analysis of the Wilcoxon signed ranks test the Z count results are -2.371b and the Asymp sig (2-tailed) value is 0.018 or the probability is below alpha 0.05 ($0.018 \leq 0.05$) which means that there is a significant difference between the pretest and posttest scores

Keywords: *Reality Group Counseling, Academic Procrastination*

INTRODUCTION

Group counseling can prevent developmental problems, direct each individual to have valuable opportunities to share and/or exchange opinions about the experiences, thoughts, feelings and personal support of students, as well as get support related to various problems in each individual. (Puspita 2014) Group counseling assists people in group situations that are preventive, corrective, and aimed at providing comfort in their development and improvement. Group members may be aware of more choices than recently suspected in terms of behavior and mental changes. Through group dynamics can empower each part of the meeting to take interest and offer meetings to increase experiences, perspectives or abilities that are significant and to be achieved effectively.

Implementation of group counseling there are several theoretical approaches. Counseling theory is a reference for considering what happened during the counseling process, how it developed, why it happened and what are the factors. Several theories and counseling techniques are believed to be relevant to the practice of counseling in education. (Gantina et al., 2011) note that there are several variations in counseling theory and approaches. There are three important approaches to counseling. Psychodynamic, spiritual, and humanitarian action that addresses deep issues and very different perspectives on student behavior. The psychodynamic approach is based on instincts, the unconscious, and the reconstruction of personality represented by psychoanalytic theory. The humanistic approach is person-centered therapy. Psycho behavior approaches include behavior theory (action theory), rational emotional behavior therapy (REBT), and reality counseling.

Reality counseling is actually to assist the counselee in gathering essential mental (psychological) needs, obligation (responsibility) is central in reality therapy (Corey 2013). Therapy. Reality was developed by California psychologist William Glasser. The reality approach is composed mentally, cognitively, actively, directly, didactically applied to ongoing individual circumstances and qualities to learn more practical ways of behaving and centered on critical thinking in contemplative views adapted to factors real in society. Reality counseling emphasizes human instincts which basically choose the way they behave, the individual can be relied on, for what he does, but also for his thought processes.

Reality counseling is based on Glasser's "theory of choice", whereby all human inspiration and action is to satisfy at least one of five existing human needs, and in fact each person is responsible for the way he or she behaves (Palmer 2000). In line with opinion (Princess 2019) this therapy depends on reality, the individual has the right to choose the options for his choice and is responsible for their choices and decisions.

The counselee's deviance in behavior is seen as a result of a lack of attention to moral obligations, not as a sign/side effect of his psychological problems. (Sharf 2012) say the symptom of someone who has been shown with the truth is someone who acts seriously, desperate without stopping (depressed/depressed). Intellectually strong showing a sense of obligation in all manner of behaving, a person is not allowed to go as they please, must demonstrate lawful ways of behaving and stay away from wrong ways of behaving Glasser (Winkel, 2007). One's limitations in fulfilling one's psychological/spiritual needs are basically caused by the fact that the individual denies reality, or rather the individual's tendency to distance himself from things that are upsetting (Gantina et al., 2011).

Based on the results of interviews at the Central Aceh MAN 1 school, it was found that several students had academic procrastination problems. This was known at the time of the first observation at the school. Based on the results of an interview with one of the counseling teachers at MAN 1 Aceh Tengah on Thursday 19 August 2021. That is, there were several students who had problems with academic procrastination as indicated by delaying homework given by subject teachers, doing homework in the morning at school, being late in submitting homework or doing other activities he likes more, or has trouble managing his study time.

Counseling teachers at MAN 1 Aceh Tengah have not been effective in addressing the problem of student academic procrastination, have never applied reality technique group counseling and there is still a lack of variations in the use of the counseling approach in providing treatment to students who have problems. This is because the counseling teacher does not realize that his students have academic procrastination problems. In addition, counseling teachers at MAN 1 Central Aceh in helping students with problems usually use individual counseling services, classical guidance, study guidance, and group guidance. One of the counseling teachers at the school admitted that he had never done many group counseling services, moreover, group counseling used the reality technique of the WDEP system and even other counseling approaches in responding to students' problems at his school. As well as the limited use of group counseling at MAN 1 Central Aceh in addressing student problems. Study (Saputri et al., 2018) said the efforts made by counseling teachers on average were still lacking.

Some relevant research on the effectiveness of reality technique group counseling by (Kurniati & Supriyatna 2022) WDEP system reality technique group counseling is effective in building responsibilities/tasks related to completing the thesis. Research by Juita et al (2021) says that through reality technique group counseling, students are able to express opinions, dare to ask fellow members in group counseling and are able to provide feedback. This therapy depends on how people are privileged to choose and are responsible for their decisions. Reality techniques group counseling expresses a fundamental belief that we are all responsible for the

choices we make in life. We choose to make more effective choices, or take more responsibility for our lives, in a warm, non-punitive therapeutic environment.

Research conducted by Solicah (2020) believes reality therapy is effective in reducing the level of academic procrastination in students. Evidenced by changes after the intervention was given, and subjects were found to show positive changes in task completion. Batubara's research (2015) shows reality counseling has proven effective in reducing procrastination behavior. Further research by Kurniawati & Chistiana (2018) shows that the use of reality counseling can reduce student academic procrastination. Judging from the pre-test 87 and post-test 61, it can be said that the use of group counseling reality techniques can reduce students' academic procrastination behavior. BK teachers can play an active role in providing guidance to students, to solve problems faced by students.

Based on observations and after examining several relevant studies, it can be said that this research is important. This is reinforced by the results of previous research and based on the problems that occurred at the Central Aceh MAN 1 school. This research examines the effectiveness of reality technique group counseling on reducing academic procrastination in students of MAN 1 Aceh Tengah. The differences in the research to be conducted are the location of the research, the characteristics of the students, the year of research and this research used group counseling with the reality technique of the WDEP system, and is aimed at students with academic procrastination problems. The difference in location is expected to build the culture of several different areas, this explanation is reinforced by the opinion of Sue & Sue (Bastomi, 2020). Cultural diversity is a living reality that can affect individual behavior and all human activities.

RESEARCH METHODS

Types of research

This study uses a quantitative approach, using a quasi-experimental research design. The research format used is a non-equivalent control group design. The experimental group received treatment with the reality technique group counseling service of the WDEP system, while the control group was treated with the SFBT group counseling service

Time and Place of Research

This research was conducted at MAN 1 Central Aceh. Located on Jalan Lebe Kader, Kemili, Bebesen, District, Central Aceh, Aceh 24519. The research was conducted in May-June 2022.

Research Target/Subject

The population of this study was 109 students of class XI IPA 3 MAN 1 Aceh Tengah. Sampling in this study used purposive sampling, namely sampling based on certain characteristics. (Arikunto 2014)said purposive sampling is a sampling technique used when researchers have certain considerations in taking research subjects. The sample of this study were 14 students who fit the research objectives and had very high and high academic procrastination scores.

Procedure

Stage Pre-Experimental

Trial questionnaires were given to 3 classes XI IPA MAN 1 Central Aceh which would later be obtained by 14 students as research samples 7 on group experiment and 7 in the control group. The 14 people were selected based on the results of calculating the academic procrastination scale with high and very high academic procrastination, as well as based on the

willingness of students to take part in the group counseling process. Questionnaire re-experiment totaling 15 items and used for pretest and posttest.

Initial Test Stage (Pretest)

Scale given and retested to determine the level of academic procrastination of students of MAN 1 Aceh Tengah. Furthermore, calculations are carried out to find the pretest score and compare it with the score post test.

Stage of Giving Treatment (treatment)

Control Group

The experimental stage in the control group used the treatment (treatments) SFBT to reduce student academic procrastination. Group counseling is carried out for 7 meetings each week which will be carried out 3 times with a duration of 40 minutes.

Experiment Group

The experimental stage provides treatments (treatment) in the form of reality technique group counseling to reduce academic procrastination. Reality technique group counseling is carried out for 7 meetings each week which will be carried out 3 times with a duration of 60 minutes. The treatment given to the subject was in the form of reality technique group counseling services. Reality technique group counseling is realized in three stages, namely the initial stage, the working stage, and the final/concluding stage. In the initial stages, each student is given the opportunity to get to know each other and agree on a description of group counseling, the purpose of holding it, group counseling and counseling implementation rules.

At the activity stage students can share insights and opinions to solve the problems being faced, get input from each other, get feedback. The last stage is closing, where counselors can communicate their impressions, assumptions, and expectations about group counseling activities and plan further group counseling activities.

Post-Experiment Measurement Stage (post-test)

This stage is the final stage after receiving treatment with administration post test in the form of the same academic procrastination scale at the time pretest. Post test given aims to determine the level of student academic procrastination and compare scores post test and pretest.

Data, Instruments, and Data Collection Techniques

The types of data, how the data is collected, with which instruments the data is collected, and the techniques for collecting it, need to be explained clearly in this section.

There are several types of research methods, including questionnaires, interviews, observation, tests, documentation, and psychometrics. The data collection technique used in this study is a scale. Scale is a data collection technique that is carried out by giving written questions or answers to respondents. The scale is used as a tool to measure students' academic procrastination.

Measurement procrastination academic study This use procrastination instrument academic arranged based on theory (Ferrari et al., 1995) said that academic procrastination can manifest itself in certain measurable and observable metrics.

Data analysis technique

Data analysis in this study is descriptive analysis and inferential analysis. The hypothesis testing is in the form of a Wilcoxon signed rank test. The data in this study included non-parametric data because the number of samples was less than 30. The Wilcoxon signed rank test was used to test the degree of difference between the pre-test and post-test results. Wilcoxon signed rating tests were analyzed using the IBM SPSS Statistics 26 program.

RESULT AND DISCUSSION

Data Description of Pretest-Posttest Academic Procrastination Control Group

The control group serves to confirm the differences between the control and experimental groups. The assessment was carried out by adding up the score for each response from each answer on the academic procrastination scale and analyzed using IBM SPSS Statistics 26. Pre-test and post-test data are presented in the table below;

Table 1. Descriptive Statistics for the Control Group

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	7	44.57	3.409	42	50
Posttest	7	41.00	3.651	34	45

Based on the results of data analysis, it is known that the pretest results with a mean of 44.57, a standard deviation of 3.409, a minimum value of 42 and a maximum value of 50 with a sample size of 7, while for the posttest the mean value is 41.00, the standard deviation is 3.651, the minimum value is 34 and the maximum value is 45, with a sample of 7. The data is clearer on each individual who is the research sample based on the results of the pretest and posttest can be seen in the following graph;

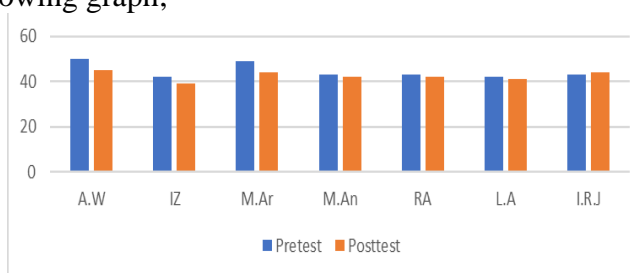


Figure 1. Pretest and Posttest Academic Procrastination Results of the Control Group

Based on the graph above, it can be seen that the scores of AW students decreased from 50 to 45. IZ scores fell from 42 to 39. M.Ar scores fell from 49 to 44. M.An experienced a decrease in scores from 43 to 42, RA experienced a decrease in scores from 43 to 42. LA experienced a decrease in score from 42 to 41. IRJ's score decreased from 43 to 34. The decrease in academic procrastination in control group students was not significant. After receiving SFBT group counseling.

Data Description of Pre-Test and Post-Test Academic Procrastination Experiment Group

The pre-test data is the result of giving the academic procrastination scale before receiving treatment in the form of reality technical group counseling. The assessment was carried out by adding up the scores for each response from the student's academic procrastination scale and analyzed using IBM SPSS Statistics 26. The pre-test and post-test data are shown in the table below;

Table 2. Descriptive Statistics of the Experiment Group

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	7	45.86	4.337	42	53
Posttest	7	29.14	4.947	23	38

Based on the results of IBM SPSS statistics 26 data analysis, it can be seen that the pretest results with a mean of 45.86, a standard deviation of 4.337, a minimum value of 42 and a maximum value of 53 with a sample size of 7, while for the posttest value the mean is 29.14, the standard deviation is 4.947, the value a minimum of 23, and a maximum value of 38 with a sample size of 7. The data is clearer on each individual who is the research sample and based on the results of the pretest and posttest can be seen in the graph below;

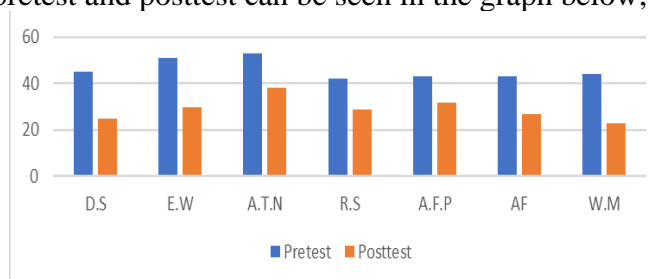


Figure 2. Pretest and Posttest Academic Procrastination Results for the Experiment Group

Reality technique group counseling is effective in reducing academic procrastination of students of MAN 1 Aceh Tengah. The final results of this study were confirmed by past investigations conducted by (Celik and Odaci 2017) about the reality bundle directing bundle directing which has options to overcome academic procrastination among Turkish students. This is based on research conducted by (Coal 2015) which states that reality counseling can help reduce students' academic procrastination behavior.

Reality technique group counseling helps students see themselves as individuals who achieve a useful personality. According to (Richard S. Sharf 2012) the general goal of reality counseling is to help a person meet their emotional needs in a satisfying and believable way in the form of love, need, opportunity, freedom, and the joys of responsibility. Next step. what the individual will do in the future.

Reality technique group counseling for reducing student academic procrastination uses the WDEP (Want, Doing, Evaluation, and Planning) system to assess the counselor's thoughts, actions, and emotional and psychological evaluations. This is in accordance with the fact (Corey 2013) that reality counseling is effective in helping a person gain effective self-control through everyday life, including overcoming the problems experienced by counselors at school. This WDEP reality counseling technique motivates individuals to change when their current behavior does not bring them closer to what they want, allowing them to choose alternative behaviors that bring them closer to what they want. The WDEP system group counseling service is a service based on basic human needs (Latipun 2005).

Students who have high academic procrastination are given realistic technique group counseling. Students with a high level of academic procrastination are characterized by unwanted and unstable emotions, such as anxiety, anxiety, and self-blame. Academic procrastination affects poor academic performance, physical and psychological health (Karimi Moonaghi & Baloochi Beydokhti 2017). Furthermore, (Ferrari et al., 1997) found that delayed behavior suggests that it can affect an individual's academic and personal success.

There are several causes for students to do academic procrastination which is caused by powerlessness in managing time, wanting to achieve perfect things, hating teachers, and having a high sense of laziness. This is supported by the opinion (Setiyowati et al., 2020) individual tendency to procrastinate due to lack of motivation, self-regulation, and ability. Factors that cause counsees to do academic procrastination are not making good use of time, difficulty concentrating, fear, tension and anxiety, irrational beliefs, personal problems, fatigue, boredom, irrational fantasies, excessive perfectionism, fear of failure (Raiyanti 2013). Attention to mistakes and reluctance to take action to complete a task (Wardani et al., 2021). (Celik and Odaci 2017) found that academic procrastination causes lifelong detrimental problems.

Reality technique group counseling is effective in reducing academic procrastination in students of MAN 1 Aceh Tengah. (Burka and Juen 2008) they provide assistance to students with procrastination problems by understanding goals and making plans to achieve those goals. (Motie, Heidari and Sadehfi 2012) states that students with low academic procrastination can develop self-guidelines through metacognition as self-evaluation, self-control, and self-coping. This is in line with the basics of reality counseling, changing strong behavior through absolute treatment (thoughts, feelings, actions, and psychology) through the WDEP (Want, Doing, Evaluation, Planning) system.

The WDEP (Wants, Doing, Evaluation, Planning) system is used when giving treatment to group members who have high academic procrastination. The WDEP technique is a technique which in its application provides a series of questions posed to the counselee in an adaptable, flexible, good, appropriate and appropriate way. Each letter in WDEP has its own meaning, namely: W (wants) desire, D (doing) what to do and instructions, E (Evaluation) Evaluation, P (Planning) plan (Palmer, 2000).

In the W (Want) process, counsees are invited to know and understand their wishes, impressions of needs in the process of academic activities at school. Then the counselor invites the counselee to compile and write present and future wishes so that the counselee has inspiration and has the obligation to be responsible and responsible for the counselor's wishes to come true. Once counselors write down their short-term and long-term goals collectively, they can identify ways of behavior that are preventing the counselor from achieving their goals. In this case, the individual is free to make choices and decide can. This means that you are free to choose your actions and that you are responsible for your actions, your choices and your thoughts.

Clients need to recognize the self-awareness that academic activities affect their performance. Likewise, the opinions of the individuals around them influence how counsees complete their work more diligently. This is supported by research (Richards et al., 2018). Students say the higher the teacher's expectations, the more accountability students have and the less likely they are to be late with assignments. The desire process is used to understand goals (Pychly 2013) explained that one of the steps to changing procrastination behavior is to change and understand your goals.

Stage D (Doing). At this stage, the counselee understands how the counselee's actions are related to the completion of future tasks. One of the reasons counsees procrastinate is because their behavior conflicts with their personal inclinations. Getting things done takes effort, determination, and a strong will to take responsibility. In addition, the tendency of counsees who experience procrastination in learning is to do fun things that are not related to completing assignments. For example, we tend to watch TV, use our cell phones, hang out with friends, and miss submission deadlines. (Scott 2014) argues that the tendency to procrastinate at school is even greater if the effort is not in the best interest of the individual.

The next step is to do an evaluation. At this stage, the individual assesses whether the way he is doing is consistent with his desires, needs, perceptions and insights. This is important

because counselees are more likely to shy away from academic behavior if they are aware of the change and have assumptions to avoid academic delay from others. In accordance with the (Salim 2021) which shows the impact of academic procrastination behavior from the perspective of self-intervention by outsiders. (Corey 2013) states that once clients have assessed the quality of their behavior, they can determine the reasons for disappointment and changes they can make to improve.

The counselee finds that there are ways of acting that lead to the goals and objectives to be achieved. Once this is understood, clients can design behavioral and personality changes to move toward their fundamental goals. Planning helps the counselee recognize and understand changes to plans. This is opinion (Salzgeber, 2017) that procrastinators change when they become aware and aware of their behavior, assess which behavior to maintain, and follow those goals. You can make a concrete plan to make this happen.

The next stage is planning. The counselee prepares and develops substantive goals that can be seen by individuals and others, concrete, and recognized through actions that can be broken down into small steps. The counselee makes a plan that is implemented to achieve both short-term and long-term desires in a clear and coordinated (specific) way. The results of this reality technique group counseling help counselees better understand their strengths and weaknesses, evaluate themselves, develop a sense of responsibility, and develop plans to help counselors achieve their aspirations.

The counselee begins to assess goals, then plans, decides when to start working on assignments, focuses on what is being achieved, and shifts focus from what is available to achieve goals. The counselee uses the SAMIICC model for planning. Simple (Simple), Achievable (Reliable), Measurable (Measurable), Immediate (Immediate), Involved (Counselor Engagement), Planner Controlled (Planner Control, committed). Through SAMIICC, counselees can set when to start working on a task, when to complete it, and the time intensity to do the task Agree with (Corey, 2013) which states that programs that encourage students to supervise and control themselves are better and more effective. Besides that, (You, 2015) revealed that, in addition to regular focus, submitting assignments on time is very important for academic progress.

Commitment is one of the triggers for effective reality technique group counseling therapy in reducing student academic procrastination. This happens when the counselee carries out the plans that have been made. Commitment to goals is one of the factors that support the reduction of procrastination (Lamia, 2017). There are five levels of commitment: level 1 "I'd rather not be here. You can't help me", level 2 "I need the results. However, I'd rather not put in any effort", level 3 "I'll try. Maybe a pseudonym. I am a transport", level 4 "I will exert valiant efforts", and level 5 "I will take the necessary steps" (Wubbolding, 2017). In addition to commitment, the counseling process also has collective enthusiasm and inspiration to complete the plan. Social control can be used to reduce academic procrastination behavior (Sirois and Pychyl 2016).

Counseling with a reality therapy approach can borrow academic procrastination behavior using the WDEP system applied in this study. Reality therapy counseling helps explore the problems that exist in each counselee so that they know their strengths and weaknesses, especially in the field of academic procrastination. Counselees in the experimental group received group counseling using reality techniques, which showed that reducing academic procrastination on pre-test and post-test scale scores could help a person make a better life and fulfill his need to choose. On the other hand, (Gibson & Mitchell, 2011) control theory can help a person become better and his needs can be fulfilled. Counselees in the control group who received SFBT counseling also experienced a decrease in academic procrastination, although the decrease was not significant.

Based on hypothesis testing and observation results, it is proven that reality technique group counseling is effective in reducing academic procrastination in students. Students who like to procrastinate learning can start doing assignments on time, dividing study time, and doing activities that are not useful or do not complete their assignments, such as using cellphones or watching TV can be reduced. According to (Prout & Fedewa, 2015) Reality group counseling helps children and youth to monitor their own lives, build better relationships, and gain effective self-control over their lives.

The discussion is focused on relating the data and the results of the analysis to the problems or research objectives and the broader theoretical context. Can also the discussion is the answer to the question why found such facts in the data? The discussion is written attached to the data discussed. The discussion is endeavored not to be separated from the data being discussed.

CONCLUSION

Reality technical group counseling is effective in reducing academic procrastination in students of MAN 1 Central Aceh. This can be seen from the results of the pretest and posttest of students who have high academic procrastination to be low. The pretest results obtained a mean of 45.86, a standard deviation of 4.337, a minimum value of 42 and a maximum value of 53 with a sample of 7 students, while in the posttest the mean was obtained 29.14, a standard deviation of 4.947, a minimum value of 23, and a maximum value of 38 with a sample of 7 The posttest results showed that there was a reduction in students' academic procrastination after receiving reality technique group counseling. Students do not procrastinate and try to follow the assignment given by the teacher. The results of the Wilcoxon signed rank test analysis are then strengthened by a Zcount value of -2, 371b and Asymp sig (2-tailed) value of 0.187 or a probability smaller than alpha 0.05 ($0.187 \leq 0.05$). That is, the reality technique group counseling showed a significant difference between the results of the pre-test and post-test. These results indicate that reality technique group counseling is effective in reducing academic procrastination in students of MAN 1 Aceh Tengah. Based on the results of this study, it is known that reality technique group counseling aims to test the effectiveness of reality technique group counseling on reducing academic procrastination proven to be effective in reducing academic procrastination of students of MAN 1 Aceh Tengah. These results indicate that reality technique group counseling is effective in reducing academic procrastination in students of MAN 1 Aceh Tengah. Based on the results of this study, it is known that reality technique group counseling aims to test the effectiveness of reality technique group counseling on reducing academic procrastination proven to be effective in reducing academic procrastination of students of MAN 1 Aceh Tengah. These results indicate that reality technique group counseling is effective in reducing academic procrastination in students of MAN 1 Aceh Tengah. Based on the results of this study, it is known that reality technique group counseling aims to test the effectiveness of reality technique group counseling on reducing academic procrastination proven to be effective in reducing academic procrastination of students of MAN 1 Aceh Tengah

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