



**EFFECTIVENESS OF GROUP GUIDANCE
SERVICES WITH DISCUSSION TECHNIQUES IN REDUCING
ACADEMIC PROCRASTINATION OF CLASS X STUDENTS
OF SHS 4 SAMARINDA, INDONESIA**

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Abstract:

This research is based on the results of the distribution of problem expression tools and observations made on students at State Senior High School 4 Samarinda, which turned out to have many academic procrastination problems, namely students who have not been able to make good use of time to do assignments and prioritize other activities that are considered fun but do not provide benefits. This study aims to determine the effectiveness of treatment in the form of group guidance services and discussion techniques in reducing academic procrastination. The research approach used is quantitative with experimental research. The experimental design used is a pre-experimental, one-group pretest-posttest design. The sample used was 8 students. The data collection techniques used were academic procrastination questionnaires, observation, and problem expression tools. Discussion technique group guidance services were conducted for 8 meetings. The average score on the pre-test questionnaire 157 after being given treatment decreased with an average score on the post-test questionnaire 113. Based on data analysis using the t-test obtained $t_{count} = 13.410$ at degrees of freedom (df) = 7, then compared with t_{table} at the 0.05 significance level of 2.365, then $t_{count} > t_{table}$ ($13.410 > 2.365$), then H_0 is rejected and H_a is accepted, thus indicating that group guidance services with discussion techniques are effective for reducing academic procrastination of class X students of State Senior High School 4 Samarinda.

Keywords: academic procrastination, discussion techniques, group guidance

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1. Introduction

Schools in Indonesia are one of the three main pillars of education, besides family and society, which are expected to produce quality competitive young people. In addition, it is also expected that they will be able to develop their knowledge by their abilities. Therefore, schools must strive to create educational interactions, namely the process of transferring knowledge through the teaching and learning process between educators and students. Even though technological knowledge is increasingly advanced, it still cannot replace the important role of educators in teaching

Teachers, as educators, make various efforts. One of them is by giving exercises or homework to measure students' understanding and ability to the material taught. However, the problem that often arises for educators is that students delay and avoid the tasks given by subject teachers by choosing to occupy themselves with activities that are considered fun compared to concentrating on completing the assigned tasks. This problem indicates that students have an attitude of academic procrastination.

Academic procrastination is a behavior or attitude that tends to delay or avoid assigned tasks or activities related to the academic field that is carried out repeatedly. Academic procrastination is the attitude of students who do not want to work on academic assignments given to them within a specified time frame, even though the students know to complete or manage these activities (Ackerman & Gross, 2005). Academic procrastination is a multifaceted phenomenon that affects the preference to work under pressure, the decision to procrastinate, and the urgency to complete tasks (Sandhya & Gopinath, 2019). Academic procrastination is a maladaptive behavior often experienced by students in the academic field, such as the procrastination of assignments given by teachers, which can negatively impact mental health (Peixoto et al., 2021).

Based on Wahyu and Laksmiwati's previous research, it was found that in 2022, students experienced academic procrastination in the high category with a percentage of 45%, a medium category with a percentage of 53%, while 1 student in the low category with the percentage of 2%. These results show that most of the students are experiencing academic procrastination at a medium to high level (Ramadhita et al., 2022).

Based on the Problem Identification Tool that the researchers distributed to students of Class X Social with a total of 129 students at SHS 4 Samarinda, the results showed that students showed increased academic procrastination behavior. The analyzed results showed that: 1. Item number 27 "class assignments are not completed on time" as many as 79 students out of 129 students chose the problem with a percentage of 61,24%, 2. Item number 44 "worry that class assignments are unsatisfactory or low" as many as 72 students out of 129 students chose the problem with a percentage of 55,81%, 3. Item number 58 "Lack of time to study" as many as 59 out of 129 students chose the problem with a percentage of 45,73%, 4. Item number 71 "Often unprepared for exams" as many as 45 out of 129 students chose the problem with a percentage of 34,88%. Supported by the observations made by researchers in the field, it was found that online learning was also the cause of increased academic procrastination of the students due to

the limited teaching time so that the teachers gave explanations only in outline, coupled with the merging of 2-3 classes in one subject so that it did not provide opportunities for all students to better understand the material being taught, especially the subject teachers who only focused on completing the material without wanting to know how far the students understood the material.

Based on the preliminary study above, the increasing academic procrastination behavior needs to be resolved immediately. The effects will also be greater if it is left unchecked and not resolved immediately. Students who engage in academic procrastination risk being exposed to various negative consequences (Kandemir, 2014). Students who experience academic procrastination experience test anxiety, difficulty making decisions, rebellion against control, fear of success, perfectionism, task avoidance, and fear of failure (Fentaw et al., 2022). Academic procrastination is also associated with low academic self-efficacy and self-esteem, high test, and social anxiety, stress and illness, and goal-avoidance behaviors (Khan et al., 2014). The existence of academic procrastination behavior has implications such as the waste of a lot of time without the production of anything useful (Triyono & Khairi, 2018). As a result of academic procrastination, the students' productive nature and individual work ethics decrease, so the quality of the individual as a student decreases, which certainly has an impact on hindering the learning process.

Educators need to prevent students from committing academic procrastination to help them achieve academic success, as academic procrastination has a strong negative impact on student's academic success (Wirajaya et al., 2020). The guidance and counseling teacher, in this case, should be associated with this problem because it involves the affective domain whereas it is known that the task of the guidance and counseling teacher is to help solve problems in students, especially how to help change the behavioral order that is not good or negative towards a positive or better one. Different kinds of services can be provided by counselors to deal with these problems, one of them is the provision of group guidance services.

Group guidance is a service that helps students to solve problems or difficulties they have in groups through the use of group dynamics which ultimately creates independent individuals. Group guidance can also help students to develop all their learning skills and to avoid problems that may exist within themselves. These problems can be solved in a group atmosphere with other members (Nurbaiti et al., 2023). Group guidance services provide an opportunity to interact so that they can convey what they want to convey and help each other in terms of shared attention and self-acceptance of the topic being discussed (Nurbaiti et al., 2023). Group guidance can be a preventative measure against the development of problems (Pranoto et al., 2022). Group guidance has several techniques that can be used to help students overcome problems. One of these is the group discussion technique.

The group discussion technique is a strategy or method of teaching through a group model by providing opportunities for students to express their opinions (Kurniawati & Wangid, 2022). In the group discussion, all group members are actively

involved in finding possible solutions to problems by jointly raising problems, expressing ideas, making suggestions, and responding to each other to solve the problems at hand (Munawaroh & Wangid, 2022). This technique allows students to explore a problem topic together by using group dynamics so that all group members can actively contribute their opinions to achieve the purpose of group discussion, which is to find a solution to the problem being discussed in the group.

Through the use of group guidance discussion techniques, the expectation is that each member will be able to communicate and express more freely their opinions, suggestions, information, and experiences about the problems or issues being discussed in front of the group members. In addition, they are expected to be involved and actively participate in the group to find solutions to the problems discussed and implement them in behavioral changes in daily life. Group discussion techniques are expected to help guidance and counseling teachers to deal with students' problems with academic procrastination behavior through a conversation or dialogue process in the form of exchanging opinions and responses in the group by expressing what is thought or felt about the problem and solving the problem together.

2. Literature Review

2.1 Academic Procrastination

Academic procrastination is a common problem that occurs in students in the form of procrastination behavior that causes unhealthy emotions such as anxiety, stress, and guilt (Balkis, 2013). Academic procrastination is the act of repeatedly and intentionally delaying completing academic tasks by doing other activities that are not important (Saman, 2017). Academic procrastination is when a learner has the knowledge to complete one or more tasks or activities but lacks the motivation to do so by the due date (Fentaw et al., 2022).

Academic procrastination is a behavior that hinders students' academic success. Individuals who experience academic procrastination have lower levels of self-regulatory learning, and lower academic self-efficacy and are associated with higher levels of anxiety, stress, and illness (Hen & Goroshit, 2014). The act of academic procrastination becomes a threat to both academic achievement and students' subjective well-being (Steel & Klingsieck, 2016). Thus, academic procrastination appears to be a risk factor for the academic performance of students, their physical and mental health, and their subjective well-being (Grunschel et al., 2016).

Based on some opinions above, it can be concluded that academic procrastination is a behavior that consciously tends to buy time and avoid academic-related tasks or activities, either to start or finish them, by choosing to do more enjoyable activities carried out continuously. This behavior has an impact on both internal and external aspects of students. These include physical and mental health, performance, and achievement.

2.2 Group Guidance

Group guidance is an existing guidance and counseling service that focuses on the discussion of general problem topics, both assigned topics and free topics that are discussed freely, of a current nature that can be obtained through various media such as electronic media, print media, and social media that are discussed in groups (Pranoto, 2016). Group guidance is aimed at several people utilizing group dynamics to gain a wide range of information and a new understanding of the topics discussed (Sukma, 2018). Group guidance is a service for the support of students in the fulfillment of their developmental tasks (Sari et al., 2021). In addition, group guidance services can help students develop their potential and ability to interact with their environment such as peers, family, and society.

Group guidance aims to prevent the development of problems or difficulties in students (Setyawan, 2022). Group guidance has three main components: The group leader, group members, and group dynamics (Pranoto, 2016). Through group guidance services, a group leader will provide opportunities for all group members to freely express opinions and discuss related issues so that they can gain new information and understanding together. There are five stages in group guidance that group leaders and group members must go through which include: (a) the formation stage; (b) the transition stage; (c) the activity stage; (d) the conclusion stage; and (e) the closing stage (Supriyanto & Wahyudi, 2018). Going through each stage will help guidance and counseling teachers in providing maximum services.

Based on opinions above, it can be concluded that group guidance is a service of support provided to individuals in group situations, using dynamics to prevent the development of problems or difficulties in the counselee so that it can develop as optimally as possible.

2.3 Discussion Techniques

The discussion technique is a group guidance technique used with the intention that group members can gather opinions, draw conclusions and solve problems together (Yusuf & Ernawati, 2022). Group Discussion is a forum for two or more people to communicate with each other, aimed at finding a solution to a problem they are experiencing (Nove et al., 2021). The discussion technique aims to train students' ability to develop an attitude of respect for others, broaden their horizons and encourage them to get used to discussing problems (Handayani & Ajie, 2023). Through group discussion techniques, individuals in the group are encouraged to discuss the problems they face and find solutions to problems by expressing their opinions/ideas so that each group member can make the right decision for themselves (Tumanggor, 2020).

Based on opinions above, it can be concluded that group discussion is one of the techniques in group guidance that provides opportunities for all members to express opinions, suggestions, information, and experiences related to the problems being solved in the group. This discussion technique trains students to be brave in giving opinions,

expressing their thoughts, and learning to give and receive input from other group members.

3. Material and Methods

This research uses a quantitative approach with experimental methods. The form of research design used was pre-experimental with one-group pretest-posttest design. The instrument used was a non-test instrument in the form of a questionnaire. The type of questionnaire used is a closed questionnaire with a Likert scale model. The questionnaire used consists of a total of 45 items that have been tested for validity and reliability using the Product Moment Correlation formula and the Alpha Cronbach formula with the help of the SPSS version 22.0 for the Windows application.

The population is SMA Negeri 4 Samarinda Class X Social students as many as 79 students. The number of samples was 8 students who were in the high category in the pretest questionnaire distribution of academic procrastination. The technique used in sampling is non-probability sampling using a purposive sampling approach, namely determining the sample with certain criteria. The consideration used is that the sample is taken from students who have certain criteria, namely those who have high academic procrastination.

The data collection procedure was carried out by distributing questionnaires via Google form to the entire population to identify students who would be sampled for research based on a certain score. Once the sample was determined, the treatment procedure was communicated. The treatment process begins with activity planning, activity implementation, activity evaluation, analysis of evaluation results, follow-up, and reporting of activity results. The implementation of activities includes the formation phase, the transition phase, the core activity phase, and the closure phase.

Providing treatment in the form of group guidance services using discussion techniques with a duration of 90 minutes per session. At the end of each session, there is an evaluation in the form of an assessment of the process and results of group guidance. The group guidance services are carried out for 8 sessions. After all sessions have been completed, post-test measures will be administered to all eight samples. The data analysis technique used sample paired t-test at a 5% level of significance (0.05) and degrees of freedom ($df = n - 1$). The purpose of using a t-test is to determine whether group guidance services with discussions technique have a significant effect in reducing academic procrastination among SHS 4 Samarinda students.

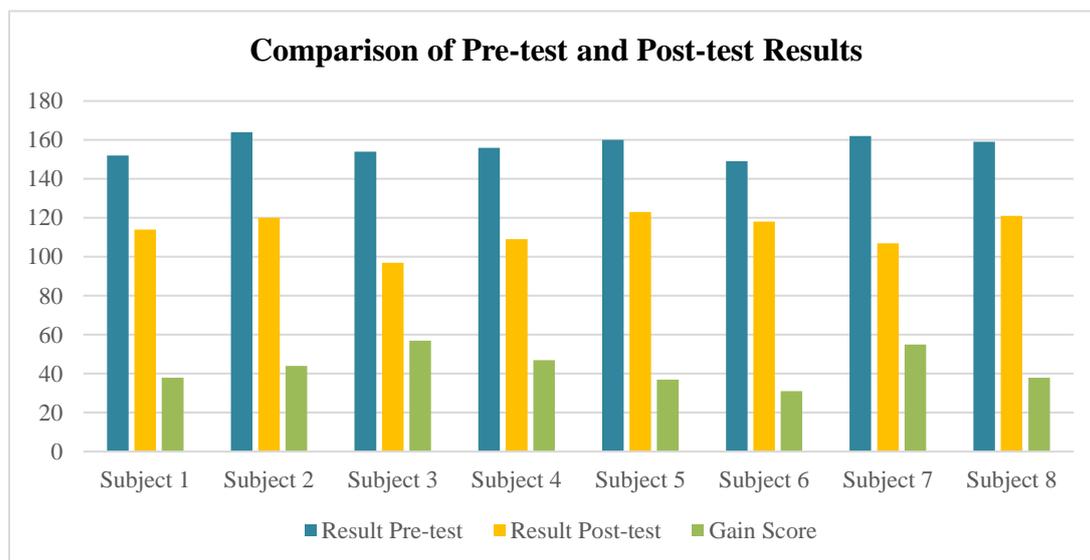
4. Results and Discussion

The results of the pre-test and post-test of academic procrastination in the eight samples of SHS 4 Samarinda students are presented in the form of tables and diagrams below as follows:

Table 1: Comparison of the results of the pre-test and the post-test by students with academic procrastination

No.	Subject	Pre- test Score		Category	Post- test Score		Category	Gain Score	
		Score	Percentage (%)		Score	Percentage (%)		Score	Percentage (%)
1	Subject 1	152	84%	High	114	63%	Medium	38	21%
2	Subject 2	164	91%	High	120	67%	Medium	44	24%
3	Subject 3	154	86%	High	97	54%	Low	57	32%
4	Subject 4	156	87%	High	109	61%	Low	47	26%
5	Subject 5	160	89%	High	123	68%	Medium	37	21%
6	Subject 6	149	83%	High	118	66%	Medium	31	17%
7	Subject 7	162	90%	High	107	59%	Low	55	31%
8	Subject 8	159	88%	High	121	67%	Medium	38	21%
Mean		157	87%	High	113	63%	Medium	43	24%

Figure 1: Bar chart the comparison of the results of the pre-test and the post-test by students with academic procrastination



Based on the above table and figure, it can be concluded that the results of the pre-test of students' academic procrastination before the service treatment in the form of group guidance services with discussion techniques are in the high category with an average score of 157 and an average percentage of 87% and after 8 treatments and then a post-test of students' academic procrastination, the results have decreased with an average score of 113 and an average percentage of 63% so that it has decreased by 43 points with a percentage of 24% and is in the moderate category.

To determine the effect of the treatment given, data analysis was performed using the t-test. The prerequisite for applying a t-test is to first apply A normality test is a test performed to determine whether or not the data being analyzed is normally distributed. The normality test uses the Kolmogorov-Smirnov formula with the help of SPSS version 25 for Windows. The basis for decision-making based on the Kolmogorov-Smirnov normality test is that if the significance value α (sig > 0.05) then the data is normally distributed, otherwise if α (sig < 0.05) then the data is not normally distributed. From the

results of the normality test calculated using SPSS version 25 for Windows, the results of the normality test are as follows:

Table 2: Normality Test Results

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test	.151	8	.200*	.974	8	.927
	Post-test	.190	8	.200*	.915	8	.393

Based on the results of the normality test above, it is known that the significance value is 0.200, which means that it is greater than 0.05. Therefore, on the decision basis of the Kolmogorov-Smirnov normality test above, it can be concluded that H_0 is rejected and H_a is accepted, which means that the data are normally distributed. The conditions for using the paired t-test with the normality test are therefore met, and the hypothesis is then tested using the t-test.

Table 3: Paired Samples' Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	43.375	9.149	3.235	35.727	51.023	13.410	7	.000

The paired samples t-test results, calculated using SPSS 25 for Windows, are as follows:

Based on the "Paired Samples Test" output table above, it is known that the Sig (2-tailed) value is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is an average difference between pre-test and post-test scores, which means that the group guidance services using discussion techniques are effective in reducing the academic procrastination of class X SHS 4 Samarinda students.

In the "Paired Samples Test" output table above, the "Mean Paired Differences" value of 43.375 is also known. This value shows the difference between the mean of the pre-test and the mean of the post-test, which is 43.675, and the difference is between 51.023 and 35.727 (95% confidence interval of the difference).

Based on the results of the paired samples t-test, calculations are made with the distribution value of the degree of freedom $(df) = N - 1 = 8 - 1 = 7$ with a significance level $(\alpha) = 0.05$, it is obtained from the data that group guidance services are effective in reducing academic procrastination, this is known from the average pre-test value of 157 with a percentage of 87% and has decreased after being given treatment/treatment with post-test results of 113 with a percentage of 67% and based on the test results t count = 13, 410 at the degree of freedom $(df) = 7$, then compared with the t table at the 0.05 level of significance = 2.365 with the provisions of $t_{count} > t_{table}$ ($13.410 > 2.365$) then accepted, so

it can be concluded that group guidance services with discussion techniques are effective in reducing academic procrastination of class X students of SHS 4 Samarinda.

Based on the results of the research above, it can be seen that through group guidance services, discussion techniques provide opportunities for each member to solve problems together through questions and answers and different opinions in the group and freely contribute ideas and thoughts, in addition they also respond to each other so that group dynamics are created so that the problems experienced in the group can be solved in the group (Habibi et al., 2022). Using group discussion techniques provides an opportunity for each participant to learn from the experiences of others and to find ways of solving problems so that each participant realizes that everyone has their problems - if one member reveals the same problem, this will reduce the psychological burden on members who happen to have the same problem, encouraging individuals who are closed and difficult to express their problems to change certain attitudes and behaviors after listening to the opinions, criticisms or suggestions of group members (Mawaridz et al., 2022).

5. Recommendations

Based on the findings of this study, the guidance and counseling teacher, through the use of group guidance discussion techniques, tries to provide opportunities for all group members to express their opinions, especially about the problems they are experiencing, to find a way out together. It is therefore recommended that guidance and counseling teachers continue to support and maintain the use of group guidance with discussion techniques in dealing with academic procrastination. It is also suggested that future researchers should be able to find more effective approaches or methods to reduce problems of academic procrastination so that there are new, more innovative findings that will ultimately have a positive impact on students in the learning process.

6. Conclusion

Based on the results of research, it was found that the level of academic procrastination of students before being given group guidance services with discussion techniques was in the high category, and after being given treatment in the form of group guidance services with discussion techniques decreased so that it was in the medium category. After data analysis using T-test, the results show that $t_{count} > t_{table}$ so H_0 is rejected and H_a is accepted, it can be concluded that group guidance services with discussion techniques are effective in reducing academic procrastination in class X SHS 4 Samarinda students.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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