

## **THE USE OF SELF INSTRUCTION TECHNIQUES TO REDUCE ACADEMIC PROCRASTINATION**

**Endang Rifani<sup>1</sup>, Syifaul Ummah<sup>2</sup>, Wahyu Nuning Budiarti<sup>3</sup>, Zidna Risqi Kamila<sup>4</sup>**

Universitas Nahdlatul Ulama Al Ghazali Cilacap<sup>1234</sup>

Author<sup>1</sup> email address: endangrifani0@gmail.com

### **Abstract**

Academic procrastination is a maladaptive behavior caused by individual perceptions of a task and self-ability. This study aims to examine the effectiveness of self-instruction techniques in reducing students' academic procrastination, through individual counseling services. The method used is an experiment with one group pretest-posttest design, sampling using purposive sampling and totaling 5 students with high academic procrastination categories. The results showed that the use of individual counseling with self-instruction techniques was effective in reducing students' academic procrastination. results and discussion are contained in the article.

**Keywords:** individual counseling, self instruction technique, academic procrastination

### **A. Introduction**

The habit of postponing academic tasks is called academic procrastination. Wahyuni & Muhari (2014) defines academic procrastination as an act of deliberate and repeated avoidance or delay to start or complete an academic task according to the specified time limit and replace it with other more enjoyable activities or other activities that are not related to the task, which has an impact on the task. In line with this, Febriani, Suarni, & Aspin (2017) stated that academic procrastination is a form of delay carried out by students intentionally and repeatedly, by doing other activities that are not needed in completing academic tasks.

The phenomenon of academic procrastination is still widely experienced by students in Indonesia today. Indra, Yusuf, & Jamna (2016) found that out of 210 students in class VII MTs Negeri Koto Tengah Padang had a tendency to academic procrastination 40% in the high category. In line with that, Putro & Sugiharto (2016) also showed that the level of academic procrastination of grade XI students of SMA Negeri 5 Magelang city out of 256 students, There were 93 (36%) students with high academic procrastination, 136 (53%) students with moderate academic procrastination, 23 (9%) students in the low category, and 4 (2%) students in the very low category on academic procrastination. Another study found that out of 100 high school students in Cilacap Regency, 83 students had moderate academic procrastination (Rifani, Lestari, & Miftakhurohmah; 2023). From this phenomenon, it can be seen that academic procrastination

behavior is still experienced by high school students, which of course if left unchecked will have an impact on other aspects of students.

As for the impact of student academic procrastination according to Hen & Goroshit (Zarrin et al., 2020) academic procrastination as a barrier to academic success. In line with this, Wahyuni & Muhari (2014) also revealed that if academic procrastination is allowed to continue, the main impact that will occur is low student achievement. Other studies mention the negative impact of procrastination in the academic environment, namely; psychological distress, anxiety, decreased health conditions, negative health behaviors, decreased well-being, low academic performance, regret, and avoidance of social interactions (Kim & Seo, 2015; Krause & Freund, 2014; Sirois & Pychyl, 2013; Steel & Ferrari, 2013). The impact found is a crucial aspect of students in trying to fulfill their duties as learners, which if left unchecked will affect the psychological condition of learners. A learner tends to view academic tasks as difficult and unpleasant (aversiveness of the task and fear of failure) (Ellis & Knaus in Abdillah & Fitriana, 2021: 13). There is a mistake in perceiving self-ability and perceiving the academic tasks obtained which results in students tending to commit academic procrastination.

## **B. Literature Review and Hypothesis Development**

In cognitive behavior therapy, there is one technique that is capable of changing an individual's perception of something, namely; self instruction. Self instruction technique is one of the techniques derived from the cognitive behavioral approach, which involves identifying dysfunctional beliefs that a person has and changing them to be more realistic, as well as modifying behavior (Bos, Muris, Mulken, & Schaalma, 2006). According to Setiawan, Solehuddin, & Hafina (2019) self instruction is one of the techniques from cognitive-behavior theory that uses self-verbalization patterns to help students manage themselves by providing positive instructions. The self instruction technique itself was developed by Donald Meichenbaum, the purpose of this technique includes changing irrational thinking and reshaping beliefs. The self instruction technique itself is one of the techniques in the cognitive behavior approach (Ahmad & Oktaviani, 2019). In line with this, Chusna & Nursalim (2015) revealed that the self instruction technique is a technique that aims to rebuild the cognitive system of the counselee, which is centered on the pattern of overt verbalization (voiced out loud) and covert verbalization (voiced silently). So the self instruction technique, is a technique used to train students to be able to

instruct positively towards themselves starting from negative thoughts / statements to positive thoughts / statements.

Bugental et, al. (1978) found that self-instruction provides long-term benefits in increasing children's perceptions of their ability to control their own academic performance. The success of self instruction in reducing academic procrastination has been proven through previous research (Chusna & Nursalim, 2015; Saputra, Purwanto & Awalya, 2017). This study aims to examine the relevance of the effectiveness of the Self-Instruction Technique through individual counseling to reduce academic procrastination behavior in high school students.

### **C. Research Method**

This study applied a pre-experiment design using a one group Pretest-Posttest design model. The research was conducted in one experimental class without a control class (Sukmadinata, 2012). The experiment was carried out in three stages; 1) conducting initial measurements (pretest) to obtain student data using a measuring instrument in the form of an academic procrastination scale; 2) dividing the schedule for implementing individual counseling with each research sample, individual counseling using self-instruction techniques was given 60 minutes to 5 samples on different days each week. The experiment runs for 4 weeks with each sample 4 times a meeting adjusted to the indicators of academic procrastination; 3) measuring again (posttest) after giving treatment to the sample, using the same measuring instrument in the form of an academic procrastination scale. Participants involved as research subjects were 5 X grade students with low academic procrastination category selected by provocative sampling technique.

Data collection was carried out using a Likert scale with answer options: Strongly Agree (SS); Agree (S); Disagree (TS); Strongly Disagree (STS). The instrument in this study, namely the Academic Procrastination Scale, consists of 20 items (valid) which are measured by 4 indicators, namely; delays in starting to complete academic tasks, delays in doing academic tasks, time gaps between work plans and implementation in doing academic tasks, and doing other activities that are more fun than doing academic tasks. Statistical data analysis uses the t-test formula which is fully done with the help of the SPSS (Statistical Package for Social Science) software program to determine whether there is a decrease in academic procrastination in the research sample.

### **D. Discussion**

The results of the academic procrastination scale distribution research conducted in June on 5 Cilacap High School students, who later became the research sample. The results of the pre-test of the research sample are presented in table 1.

Category	Interval	Frequency	%
Very High	63 – 80	2	40
High	42 – 62	3	60
Low	21 – 41	0	0
Very Low	<20	0	0
Amount		5	100

Table 1. Pre test of Academic Procrastination Behavior

Based on table 1. It can be explained that the sample with a high academic procrastination category has 3 students, in the very high category there are 2 students, and 0 for the low and very low categories. It can be concluded that the research sample is students who have high and very high academic procrastination categories.

Category	Interval	Frequency	%
Very High	63 – 80	0	0
High	42 – 62	1	10
Low	21 – 41	4	80
Very Low	<20	0	0
Amount		5	100

Table 2. Post Test of Academic Procrastination Behavior

Based on table 2. It can be explained that after being given an intervention in the form of individual counseling with self-instruction techniques, the sample with a high academic procrastination category is 1 student, in the low category there are 4 students, and 0 for the very high and very low categories. It can be concluded that there is a decrease in academic procrastination rates after being given individual counseling interventions with self-instruction techniques.

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	Df	Sig.(2-tailed)
Pair 1	Experimental pretest-posttest Academic Procrastination Results	- 7.90000	3.63471	1.14940	- 10.50011	5.29989	- 6.873	9	.000

Table 3. Paired Sample T-test Results

Based on table 3. Shows that the sig. (2-tailed) value of  $0.000 < 0.05$ , which means that there is a significant difference between the pretest and posttest results of the experimental sample. It can be concluded that individual counseling with self-instruction techniques is significantly able to reduce academic procrastination behavior in research samples.

This study examines the effectiveness of individual counseling with self instruction techniques to reduce academic procrastination, the results of the study indicate that there is a significant difference between before being given individual counseling intervention with self instruction techniques and after being given the intervention, the data shows that from 2 students in the very high category and 3 students in the high category after attending individual counseling with self instruction techniques to 1 student still in the high category and 3 are in the low category.

The results of this study are in line with previous research which found that self-instruction is able to reduce academic procrastination behavior (Mony, Rahman, & Setyowati. 2023; Asri & Kadafi, 2024) which distinguishes from previous research in the counseling services used, in previous studies using group counseling services while in this study using individual counseling services. The purpose of using individual counseling is to deliver interventions individually, and observe differences in the effects of interventions on each individual given individual counseling services.

Procrastination behavior is a mal-adaptive behavior that requires individual intervention to reduce academic procrastination. In the research process, this study involved 5 research samples who were given individual counseling services for 4 meetings each according to the indicators of academic procrastination, namely; 1) delays in starting to complete academic tasks; 2) delays in doing academic tasks, 3) time gaps between actual work plans in doing academic tasks, 4) and doing other activities that are more enjoyable than doing academic tasks. Each meeting provides discussion related to one indicator of academic procrastination.

The self-instruction technique is given at each individual counseling meeting, as for the steps of providing self-instruction techniques adapted from Meinchenbeum (in Corey, 2011; R. Saputra, 2017) describes the process of self-instruction technique stages as follows: (1) Self-Observation: at the beginning of the intervention, students are asked to listen to the internal dialogue within themselves and recognize the characteristics of existing negative statements. This process involves increasing sensitivity to thoughts, feelings, actions, physiological reactions and reaction patterns towards others; (2) Initiating a New Internal Dialogue: Once students learn to

recognize their maladaptive behaviors, they begin to look for opportunities to develop alternative adaptive behaviors by changing their internal dialogue. The new internal dialogue is expected to result in new behaviors, which will also impact the cognitive structure of the student; (3) Learning New Skills: Students then learn problem-solving techniques that can be practically applied in daily life. At the same time, students are expected to keep their attention focused on the task of making new statements and observing the difference in results.

In this study, each session of the meeting students were given a discussion of problems regarding one indicator of academic procrastination, which was then given a self-instruction technique according to the needs of students at that time which aimed to gain understanding in new thinking. The first session was conducted in the first week of August, the second session was conducted in the second week, and so on until the fourth session. Each of the 5 samples has a counseling session schedule on different days, namely from student 1 on Monday, student 2 on Tuesday, student 3 on Wednesday, student 4 on Thursday, and student 5 on Friday.

Based on the results of the comparison of the pres test and post test, there is still one student who is in the high academic procrastination category, namely student 4. The observation results show that student 4 in participating in the individual counseling process with self-instruction techniques does not fully carry out the steps of self-instruction, namely student 4 tends not to complete the last stage of learning new skills, this is because these students have a tendency to be unable to carry out learning activities independently, which are more interested in learning activities that involve groups.

## **E. Conclusion**

Academic procrastination behavior is a maladaptive behavior that has a long-term impact on students if not given intervention, through individual counseling by applying self-instruction techniques provides significant changes in reducing academic procrastination behavior. The limitations in this study are that the sample used is still limited, and the analysis of the effect of the intervention given to the sample is still limited, for future research it is recommended to widen the research sample and involve a control group as a comparison to the experimental results, next with regard to data analysis carried out for future research is expected to use research methods that are able to provide an overview of long-term effects on research samples.

## **Bibliography**

- Abdillah, F., & Fitriana, S. (2021). Penerapan Konseling Cognitive Behaviour dengan Teknik Self Management untuk Mengatasi Prokrastinasi Akademik pada Mahasiswa. *Sultan Agung Fundamental Research Journal*, 2(1), 11–24.
- Ahmad, H., & Oktaviani, Y. (2019). Pengaruh Teknik Self Instruction Terhadap Harga Diri Pada Siswa Kelas Xi Di Smk Negeri 1 Lingsar Kabupaten Lombok Barat. *Realita : Jurnal Bimbingan Dan Konseling*, 4(2).
- Bos, A. E. R., Muris, P., Mulken, S., & Schaalma, H. P. (2006). Changing Self-Esteem in Children and Adolescents: A Roadmap for Future Interventions. *Netherlands Journal of Psychology*, 62, 26–33.
- Bugental, D. B., Collins, S., Collins, L., & Chaney, L. A. (1978). Attributional and Behavioral Changes Following Two Behavior Management Interventions with Hyperactive Boys: A Follow-Up Study. *Society for Research in Child Development*, 49(1), 247–250. Retrieved from <http://www.jstor.org/stable/1128619>
- Chusna, M., & Nursalim, M. (2019). Penerapan Konseling Kelompok Teknik Self Instruction untuk Mengurangi Prokrastinasi Akademik pada Siswa Kelas VIII SMP Muhammadiyah 9 Surabaya. *Jurnal Bimbingan Dan Konseling*, 10(1), 143–148.
- Corey, G. (2012). *Theory and Practice of Group Counseling* (8 Edition). USA: BROOKS/COLE.
- Febriani, R., Suarni, W. O., & Aspin. (2017). Konseling Kelompok Behavioral dengan Teknik Asertif untuk Mengatasi Perilaku Prokrastinasi Akademik Siswa di MTs Negeri 1 Kendari. *Jurnal BENING*, 1(2), 74–85.
- Indra, S., Yusuf, A., & Jamna, J. (2015). Efektivitas Team Assisted Individualization untuk Mengurangi Prokrastinasi Akademik. *Jurnal Edukasi*, 1(2), 175–189. <https://doi.org/10.22373/je.v1i2.604>
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26–33. doi:10.1016/j.paid.2015.02.038
- Krause, K., & Freund, A. M. (2014). Delay or procrastination – A comparison of self-report and behavioral measures of procrastination and their impact on affective well-being. *Personality and Individual Differences*, 63, 75–80. doi:10.1016/j.paid.2014.01.050
- Mony, W., Rahman, D.H., & Setiyowati, A.J. (2023). Internalisasi Nilai Petatah Petitih Minangkabau pada Teknik Self Instruction dalam Konseling Kelompok Cognitive Behavior Untuk Mereduksi Prokrastinasi Penulisan Skripsi. *G-COUNS: Jurnal Bimbingan dan Konseling*, 8 (1), 497-505.
- Putro, H., & Sugiharto, D. (2016). Model Konseling Kelompok Teknik Self Regulated Learning untuk Mengurangi Prokrastinasi Akademik Siswa. *Jurnal Bimbingan Konseling*, 5(1), 15–22.
- Rifani, E., Lestari, D., & Miftakhurohmah. (2023). The Realtionship Between Academic Burnout And Academic Procastination Of High School Students In Cilacap. *PROCEEDING Al Ghazali Internasional Conference, Inclusiveness, Digital Transformation, And Renewable Energy For A Better Future*, Vol 1. 223-228.

- Saputra, R. (2017). Keefektifan Konseling Kelompok Teknik Self Instruction dan Cognitive Restructuring untuk Mengurangi Prokrastinasi Akademik Siswa Sekolah Menengah Pertama 24 Palembang. Tesis. Semarang: Universitas Negeri Semarang (UNNES). *Tesis. Semarang: Universitas Negeri Semarang (UNNES)*.
- Saputra, R., Purwanto, E., & Awalya. (2017). *Konseling Kelompok Teknik Self Instruction dan Cognitive Restructuring untuk Mengurangi Prokrastinasi Akademik*. 6(1), 84–89.
- Setiawan, B., Solehuddin, M., & Hafina, A. (2019). Bimbingan Kelompok dengan Teknik Self-Instruction untuk Meningkatkan Self-Regulation Siswa. *KONSELING: Jurnal Ilmiah Bimbingan Dan Konseling*, 1(1), 1–10. <https://doi.org/10.31960/konseling.v1i1.317>
- Sirois, F., & Pychyl, T. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. *Social and Personality Psychology Compass*, 7(2), 115–127. doi:10.1111/spc3.12011
- Steel, P., & Ferrari, J. (2013). Sex, education and procrastination: An epidemiological study of procrastinators' characteristics from a global sample. *European Journal of Personality*, 27(1), 51–58. doi:10.1002/per.1851
- Sukmadinata, N. S. (2012). Metode Penelitian Pendidikan” penelitian memberikan deskripsi, eksplanasi, prediksi, inovasi, dan juga dasar-dasar teoritis bagi pengembangan pendidikan. Bandung: PT Remaja Rosdakarya.
- Wahyuni, & Muhari. (2014). Penerapan Konseling Kelompok Realita untuk Mengurangi Perilaku Prokrastinasi Akademik Siswa Kelas VIII C Smp Negeri 20 Surabaya. *Jurnal BK UNESA*, 04(03), 1–10.
- Zarrin, S., Gracia, E., & Paixão, M. (2020). Prediction of Academic Procrastination by Fear of Failure and Self-Regulation. *Educational Sciences: Theory and Practice*, 20(3), 34–43. <https://doi.org/10.12738/jestp.2020.3.003>