

Solution-focused Brief Counseling Guidebook to Reduce Student's Academic Procrastination

Ayu Putu Dewanti Arsari¹, Kadek Suranata^{2*}, I Ketut Gading³

^{1,2,3} Universitas Pendidikan Ganesha

*Corresponding author, e-mail: kadek.suranata@undiksha.ac.id

Received August 02, 2021;
Revised August 31, 2021;
Accepted Sept. 20, 2021;
Published Online 2021-10-01

Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author

Abstract: This study aims to develop and evaluate solution-focused brief counseling guidebook as an instrument to reduce student's academic procrastination. This research and development conducted by following 4D model by Thiagarajan that consist four stages of development namely (1) define, (2) design, (3) development, and (4) disseminate. Five experts are involved as judges to evaluate the content validity of counseling guidebook. The piloting study were conducted in one group pretest-posttest design to evaluate the effectivity of counseling guidebook to reduce student's academic procrastination. Result of expert judgments were analyzed using formula Lawshe and show that the counseling guidebook has "very special" content validity index (CVI = 1). Based on the results of piloting study, it was reported that counseling guidebook developed in this study effective in decrease student's academic procrastination levels. The results of this study contribute to the development of guidance and counseling services.

Keywords: Student's academic procrastination, solution-focused brief counseling, counseling guidebook.

How to Cite: Ayu Putu Dewanti Arsari, Kadek Suranata, I Ketut Gading. 2021. Solution-focused Brief Counseling Guidebook to Reduce Student's Academic Procrastination. *Bisma*, 5 (2): pp. 76-82, DOI: <http://dx.doi.org/10.23887/bisma.v5i2>

Introduction

Academic success is an important variable for students. The benchmark for success or failure of individuals in carrying out all learning activities can be called academic success. There are two forms of aspects of academic success, namely qualitative and quantitative. In the qualitative aspect, he has good personality, motivation to learn, self-confidence, self-adjustment and integrity. However, in the quantitative aspect there are results of lesson scores, report cards, national exams or high cumulative achievement indexes (Yusak, 2014). To support academic success, an effort is needed for students, for example in their discipline in terms of their responsibilities while at school, namely learning activities. The attitude of responsibility that must be possessed by students is responsibility for the duties and obligations of the school. In this case, not

delaying doing assignments is one proof that students are responsible. People who procrastinate in doing assignments can be called academic procrastination. Academic procrastination is procrastination in completing tasks or a job that is done repeatedly. This delay is basically done intentionally even though the student knows the negative impact that will occur. In fact, there are still students who have problems doing academic tasks, namely delays in completing or starting to do assignments can be called academic procrastination.

Academic procrastination from year to year seems endless, this is evidenced by research conducted by (Knaus, 2002) which found that there are 70% of students from universities in America have done academic procrastination. Research (Humphrey & Harbin, 2010) states that 79% of students delay completing assignments, which means procrastinating on academic tasks, and only submitting assignments when the deadline. The real example found by the researcher through observations made at the junior high school where the researcher teaches is the Swastika Kapal Junior High School, Badung, Bali. many students have irrational thoughts that academic assignments and work can be done the next day or the H-1 deadline for collecting with the overnight race system, lack of confidence to do the tasks given by the teacher, emphasize more fun things so that they forget school assignments, and lack of time management between learning and playing.

The emergence of this academic procrastination behavior is caused by several factors, including irrational thoughts, for example "tomorrow still can", "I can do this quickly". Besides that, the desire to get a moment of pleasure (reinforcement) that is more interesting is also the cause of the emergence of procrastination behavior, for example: choosing a walk with friends at the mall or watching a movie according to the schedule that has been made. This is influenced by the students' low external and internal learning motivation (Schraw et al., 2007) (Reasinger & Brownlow, 2000).

The existence of school counselor (in Indonesia is famous with Bimbingan Konseling or BK) is very important. The school counselor need to have good personality qualities and abilities and have knowledge of professional skills. In this regard, teachers in schools must have a very big responsibility to help students get out of the problem of procrastination behavior in doing academic assignments or academic procrastination, including guidance and counseling teachers (Munawaroh, 2017). The role of the school counselor is to provide assistance to students who need guidance to develop the potential of students in accordance with the duties and norms of the school counselor. Therefore, to reduce procrastination or academic procrastination behavior and can have a more positive impact on learning patterns or student learning outcomes, it is necessary to have the assistance of school counselors and interventions so that these goals are achieved. One way to overcome academic procrastination is by implementing Solution Focused Brief Counseling .

Solution focus brief counseling is the one of counseling model that have feasibility to implement in school setting (Suawandewi, Suranata & Dharsana, 2020'; Franklin, Moore, & Hopson, 2008). This model of counseling also suggest to helping students with anxiety disorder (Bakar & Suranata, 2020). This model also able to integrated with various method, such as delivered by website (Suranata & Prakoso, 2020).

In accordance with the results of previous studies recommending that you can use solution-focused concise counseling to reduce students' academic procrastination behavior (Munawaroh, 2017). Solution Focused Brief Counseling (SFBC) is also often referred to as Constructive Therapy, Solution Focused Therapy, and Solution Focused Brief Counseling (Sumarwiyah et al., 2015). Solution Focused Brief Counseling (SFBC) is a counseling approach that has a simple concept and is very easy to practice because it focuses on discussing how to find solutions rather than talking about student problems. Suranata & Prakoso (2020) note that the solution focus brief counseling which integrated with website delivery is effective to reduce student anxiety during the covid-19 pandemic.

The aims of this study are to develop a solution-focused brief counseling guidebook as an instrument to reduce student's academic procrastination. Furthermore this study also evaluate the content validity and the effective of solution-focused brief counseling guidebook to reduce student's academic procrastination

Method

Research Design

This research is a research and development (R&D) model which is a research method to produce a certain product and test the effectiveness of the product (Sugiyono, 2016). The development model in this study follows the 4D model proposed by Thiagarajan (1974). This model consists of four stages, namely (1) define, (2) design, (3) develop, and (4) disseminate. The piloting study (developmental testing) were conducted in one group pretest-post test design to evaluate the effective of counseling guidebook to reduce student's academic procrastination.

Research Subject

This study involved 3 expert and 2 practitioners of guidance and counseling to evaluate the content validity of solution-focused brief counseling guidebook and 9 junior high school students were involved as subject in piloting study.

Data Collection Method

The data in this study were collected through questionnaire. Expert judgment data was obtained through a questionnaire consisting of 22 statements referring to 3 indicators of content validity, namely utility, feasibility, and accuracy. Data of student's academic procrastination were collected using academic procrastination scale.

Data Analysis

The result of experts judgment were analyzed the content validity ratio (CVR) approach by Lawshe (1975). After the CVR value is obtained, then the overall content validity value is determined using the content validity index (CVI) (Lawshe, 1975). The results of student's academic procrastination before and after attending counseling were analyzed with Wilcoxon's signed-rank test.

Results and Discussion

The results of data analysis in table 1 show about the every item score judgment. The table show that value of every items are between +1 to 0 (CVR > 0). The value was indicates that the guide book find good acceptability from the judgment, or have a good theoretical validity (Lawshe, 1975).

Table 01. Results of Expert Judgements

Item No	Relevant	Not Relevant	CVR	Category
1	5	0	1	Accepted
2	5	0	1	Accepted
3	5	0	1	Accepted
4	5	0	1	Accepted
5	5	0	1	Accepted
6	5	0	1	Accepted
7	5	0	1	Accepted
8	5	0	1	Accepted
9	5	0	1	Accepted
10	5	0	1	Accepted
11	5	0	1	Accepted
12	5	0	1	Accepted
13	5	0	1	Accepted
14	5	0	1	Accepted

15	5	0	1	Accepted
16	5	0	1	Accepted
17	5	0	1	Accepted
18	5	0	1	Accepted
19	5	0	1	Accepted
20	5	0	1	Accepted
21	5	0	1	Accepted
22	5	0	1	Accepted
23	5	0	1	Accepted
24	5	0	1	Accepted
25	5	0	1	Accepted
Σ CVR = 25				

In addition to obtaining an expert suggestion, for improvements to guide book Layout Adjustments. Writing bibliography and also the process in handling based on SFBC to be reaffirmed. The counseling process in the book is expected to focus on handling academic procrastination. The writing of words must be considered because there are still mistakes and the arrangement is still messy, especially in the sentences given by the table, its position exceeds the paper. It should be noted that the explanation of the counseling process still needs to be structured in a sentence.

Table 02. Descriptive Statistic of Pretest and Posttest Score

Data	N	Mean	SD
Pretest	9	33	9.34
Posttest	9	15.78	

The results of Wilcoxon's signed-rank test shown in table 03.

Table 03. Results of Wilcoxon's signed-rank Test

	W	df	P
<i>Pretest-</i>			
<i>Posttest</i>	45	8	0.007

Wilcoxon's signed-rank test results show that there were highly significant ($W=45$, $p < 0.007$) between the academic procrastination students before intervention and after. The effectiveness by Cohen statically analysis (1.84) shows that the effectiveness of the guide box in high category.

Based on the results of product content validity testing conducted by five experts, it was found that the product of the SFBC model counseling guide book with imagery techniques developed was relevant to be used as a counseling guide book to overcome student academic procrastination. This is also in confirm by the results of the field testing by experimental procedure was shown the high effective of the guide book.

The result of this study in line with the previous study that show that the solution focus brief counseling is effective model to improve various student self-potential to success in academic, career and life. Such as, Newsome (2005) rapport that the SFBC have good impact to helping student in junior school

with high psychological risk factors. Kelly, M. S., Kelly, M. S., Kim, J. S., & Franklin, C. (2008) note that this model is one of most great innovation in school counseling setting, and Lagana-Riordan et al (2011) note that the model is could be a way to improve school role to helping student with various psychological problems.

The limitation of this study is about the sample issue. This is in accordance with the view of (Gay, LR, 2009), regarding the minimum sample population is relatively small on the basis of the study used 20% of the sample. The future research should be make an serous consideration about the sample size of their study.

Conclusion

This study examines the product development of the Solution Focused Brief Counseling (SFBC) guide book. The results of the study show that the theoretical validity from the Lawshe CVR and CVI formulas show that the guide book has a good acceptability by judges. The field testing from experimental procedure also confirm that the guide book of SFBC effective to minimizing student academic procrastination. This study have valuable contribution for a future research and practitioner especially in school counseling.

Acknowledgment

Thank you for the postgraduate Department of Master Guidance and Counseling, Universitas Pendidikan Ganesha, Singaraja, Bali for research legality and ethical consideration for experimental procedure.

References

- Ali Rachman, M. A. R. (2014). Efektifitas Konseling Singkat Berfokus Solusi (Solution Focused Brief Therapy) Untuk Meningkatkan Self Esteem Mahasiswa Program Studi Bimbingan Konseling Fkip Unlam Banjarmasin. 48, 62(4), 7.
- Apóstolo JL, K. K. (2009). The effects of guided imagery on comfort, depression, anxiety, and stress of psychiatric inpatients with depressive disorders. *Arch Psychiatr Nurs*, 6(23), 403–411.
- Arofah, L., Nawantara, R. D., & Puspitasari, A. D. (2018). Pengembangan Panduan Solution Focused Brief Counseling Untuk Guru Bk Sekolah Menengah Pertama Negeri (Smpn) 1 Kota Kediri. *Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 2(1), 100. <https://doi.org/10.26740/bikotetik.v2n1.p100-104>
- Bakar, A. Y. A., & Suranata, K. (2020). Application of Solution-Focused Brief Therapy (SFBT) to Help Clients with Anxiety Issues. *Bisma The Journal of Counseling*, 4(1), 16-20.
- Brannon, L., & Feist, J. (2000). *Health psychology : an introduction to behavior and health*. Matrix Production Inc.
- Burka, J. ., & Yuen, L. . (2008). *Procrastination: Why you do it, what to do about it*. Da Capo Press. Carolia, F. (2012). Profil perilaku prokrastinasi akademik berbasis. 7(1), 19–20.
- Chun Chu, A. H., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *Journal of Social Psychology*, 145(3), 245–264. <https://doi.org/10.3200/SOCP.145.3.245-264>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. In *Professional Development in Education* (Sixth, Vol. 38, Issue 3). Routledge. <https://doi.org/10.1080/19415257.2011.643130>
- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. Brooks/Cole.
- De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, K. I. (2007). *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy*. Taylor & Francis.
- Erfatinni, I., Purwanto, E., & Japar, M. (2016). Konseling Kelompok Cognitive-Behavior Therapy Dengan Teknik Cognitive Restructuring Untuk Mereduksi Prokrastinasi Akademik. *Jurnal Bimbingan Konseling*, 5(2), 119–125.
- Fernando, F., & Rahma, I. . (2016). Konsep Bimbingan dan Konseling Islam Solution Focused Brief Therapy (SFBT) untuk Membantu Menyembuhkan Perilaku Prokrastinasi Mahasiswa. *Edukasi : Jurnal Bimbingan Konseling*, 2(2), 215–236.

-
- Ferrari, J. R., Johnson, J. ., & Mc Cown, W. G. (1995). *Procrastination and Task Avoidance, Theory, Research and Treatment*. Pelnum Press.
- Ferrari, Joseph R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and Task Avoidance*.
- Franklin, C., Moore, K., & Hopson, L. (2008). Effectiveness of solution-focused brief therapy in a school setting. *Children & Schools*, 30(1), 15-26.
- Fibrianti, I. (2009). *Procrastination and Task Avoidance*, January 1995. <https://doi.org/10.1007/978-1-4899-0227-6>
- Freeman, E. K., Cox-Fuenzalida, L. E., & Stoltenberg, I. (2011). Extraversion and Arousal Procrastination: Waiting for the Kicks. *Current Psychology*, 30(4), 375–382. <https://doi.org/10.1007/s12144-011-9123-0>
- Gading, I. ketut. (2014). Pengaruh pelatihan kendali diri dan jenis kelamin terhadap perilaku prokrastinasi akademik siswa SMP. Universitas Negeri Malang.
- Gafni, R., & Geri, N. (2010). Time management: Procrastination tendency in individual and collaborative tasks. *Interdisciplinary Journal of Information, Knowledge, and Management*, 5, 115–125. <https://doi.org/10.28945/1127>
- Gay, LR, G. E. M. and P. A. (2009). *Educational Research, Competencies for Analysis and Application*. Pearson Education, Inc.
- Genders, N. (2006). *Fundamental aspects of complementary therapies for health care professionals*. Chapter 7: CAM therapies in practice: art therapy, music therapy and relaxation and imagery. Quay Books Mark Allen Group, 85–98.
- Ghufron, M., & Rini, F. (2014). *Teori-teori Psikologi*. AR-Ruzz Media.
- Grocke, D., & Moe, T. (2015). *Guided Imagery & Music (GIM) and Music Imagery Methods for Individual*. May, 2015.
- Guterman, J. T. (2015). *Mastering the Art of Solution-Focused Counseling: Second Edition (Second)*. American Counseling Association. <https://doi.org/10.1002/9781119221562>
- Hall, E., Hall, C., Stradling, & Young, D. (2006). *Guided imagery Creative Interventions in Counseling & Psychotherapy*. SAGE Publication.
- Hanton, P. (2011). Skills in solution focused brief: Counselling & psychotherapy. In *Skills in Solution Focused Brief: Counselling and Psychotherapy*. <https://doi.org/10.4135/9781446251980>
- Hart, J. (2008). *Guided Imagery*. Mary Ann Liebert, INC.
- Höcker, A., Engberding, M., Beißner, J., & Rist, F. (2008). Evaluation einer kognitiv-verhaltenstherapeutischen intervention zur reduktion von prokrastination. *Verhaltenstherapie*, 18(4), 223–229. <https://doi.org/10.1159/000167857>
- Hudaya, R. (2011). T Ime D Elay E Stimulation a Lgorithms for E Cho. 9(1), 21–28.
- Humphrey, P., & Harbin, J. (2010). An Exploratory Study of the Effect of Rewards and Deadlines on Academic Procrastination in Web-Based Classes. *Academy of Educational Leadership Journal*, 14(4), 91.
- Ilfandra. (2015). Program Bimbingan Karir Untuk Meningkatkan Kematangan Karir Siswa Sekolah Menengah Kejuruan Studi Deskriptif Terhadap Siswa Kelas XI SMK Nasional Depok Tahun Ajaran 2009/2010. 2504, 1– 9.
- Jacobson A.F. (2006). Cognitive-Behavioral Interventions for IV Insertion Pain. *AORN Journal*, 84, 1031–1048.
- Kaplan, H. I., & Sadock, B. . (2010). *Retardasi Mental dalam Sinopsis Psikiatri*. Binarupa Aksara.
- Kelly, M. S., Kelly, M. S., Kim, J. S., & Franklin, C. (2008). *Solution focused brief therapy in schools: A 360 degree view of research and practice*. Oxford University Press.
- Knaus, W. J. (2002). *The Procrastination Workbook: Your Personalized Program for Breaking Free From The Patterns That Hold You Back*. New Harbinger Publications.
- Kurnanto, M. E. (2019). Solution Focused Brief Counseling (SFBC): Study in Students with Academic Procrastination. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, 9(1), 7. <https://doi.org/10.24127/gdn.v9i1.1579>
- Kusumawide, K. T., Nanda, W., Saputra, E., & Alhadi, S. (2019). Keefektifan Solution Focused Brief Counseling (SFBC) untuk menurunkan perilaku prokrastinasi akademik Siswa. 9(2), 89–102. <https://doi.org/10.25273/counsellia.v9i2.4618>
- Lagana-Riordan, C., Aguilar, J. P., Franklin, C., Streeter, C. L., Kim, J. S., Tripodi, S. J., & Hopson, L. M. (2011). At-risk students' perceptions of traditional schools and a solution-focused public alternative school. *Preventing School Failure*, 55(3), 105-114.

-
- Lawshe, C. H. (1975). a Quantitative Approach To Content Validity. *Personnel Psychology*, 28(4), 563–575. <https://doi.org/10.1111/j.1744-6570.1975.tb01393.x>
- Lukas, C. A., & Berking, M. (2018). Reducing procrastination using a smartphone-based treatment program: A randomized controlled pilot study. *Internet Interventions*, 12, 83–90. <https://doi.org/10.1016/j.invent.2017.07.002>
- Mangen, A., & Kuiken, D. (2014). Lost in an iPad. *Scientific Study of Literature*, 4(2), 150–177. <https://doi.org/10.1075/ssol.4.2.02man>
- Milgram, N. A., Batori, G., & Mowrer, D. (1993). Correlates of academic procrastination. *Journal of School Psychology*, 31(4), 487–500. [https://doi.org/10.1016/0022-4405\(93\)90033-F](https://doi.org/10.1016/0022-4405(93)90033-F)
- Newsome, W. S. (2005). The impact of solution-focused brief therapy with at-risk junior high school students. *Children & Schools*, 27(2), 83-90.
- Suranata, K., & Prakoso, B. B. (2020). Program web-based SFBC untuk mereduksi kecemasan akademik siswa saat pandemi COVID-19; sebuah pilot studi. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 6(2), 47-52.
- Swandevi, N. K. A., Suranata, K., & Dharsana, I. K. (2020). Development of The Solution Focused Brief Counseling (SFBC) to Improve The Autonomy of Vocational School Students. *Bisma The Journal of Counseling*, 4(2), 98-107.

Article Information (Supplementary)

Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Copyrights Holder: <arsari> <2021>

First Publication Right: BISMA The Journal of Counseling

<https://doi.org/10.xxxx/xxxxx>

Open Access Article | CC-BY Creative Commons Attribution 4.0 International License.

Word Count:

