

# Cognitive Behavior Counseling Guidebook with Self-regulated Learning Techniques to Reduce Students' Academic Procrastination Behavior

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## ARTICLE INFO

### Article history:

Received February 16, 2023

Revised February 20, 2023

Accepted May 13, 2023

Available online May 25, 2023

### Kata Kunci:

Prokrastinasi Akademik,  
Cognitive Behavior, Self-  
Regulated Learning

### Keywords:

Academic Procrastination,  
Cognitive Behavior, Self  
Regulated Learning



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## ABSTRAK

Tingginya perilaku prokratinasi akademik siswa ditunjukkan dengan sikap siswa yang sering menunda mengerjakan tugas harian baik secara individu maupun kelompok, mengulur waktu pengumpulan tugas, hingga adanya siswa yang samasekali tidak mengerjakan tugasnya. Sehingga untuk mengatasi permasalahan tersebut, dibutuhkan adanya buku panduan bimbingan. Penelitian ini bertujuan untuk mengembangkan produk berupa buku panduan, memvalidasi konten buku panduan, serta mengukur efektivitas buku panduan konseling cognitive behavior teknik self regulated learning untuk mereduksi perilaku prokrastinasi akademik siswa SMK. Prosedur dalam penelitian pengembangan ini menggunakan prosedur pengembangan 4D. Pada penelitian ini melibatkan 3 dosen bimbingan konseling sebagai ahli dan 2 guru bimbingan konseling sebagai praktisi dengan tugas untuk menilai kegunaan, kelayakan, dan ketepatan buku panduan. Untuk menilai tingkat efektivitas buku panduan, melibatkan 7 orang siswa SMK yang digunakan sebagai subjek dalam uji coba terbatas. Analisis pada hasil uji coba terbatas dilakukan menggunakan perhitungan t-test. Pengumpulan data dalam penelitian dilakukan menggunakan metode kuesioner dengan instrument penelitian berupa lembar uji validitas media dan lembar uji efektifitas media. Hasil yang diperoleh kemudian dianalisis menggunakan teknik analisis deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa buku panduan yang dikembangkan memiliki nilai (CVI=0,69) dengan kategori sesuai, serta buku panduan yang dikembangkan efektif dalam menurunkan perilaku prokrastinasi akademik siswa dengan didapatkan nilai Sig. (2-tailed) sebesar  $0,002 < \alpha = 0,05$ . Hasil penelitian ini memiliki implikasi terhadap layanan bimbingan konseling di sekolah.

## ABSTRACT

The high behavior of students' academic procrastination is shown by the attitude of students who often delay doing their daily assignments individually and in groups, stalling for time to collect assignments to the point where some students do not do their work at all. So to overcome these problems, a guidebook is needed. This study aims to develop a product in the form of a guidebook, validate the content of the guidebook, and measure the effectiveness of the self-regulated learning technique of cognitive behavior counseling guidebooks to reduce the academic procrastination behavior of SMK students. The procedure in this development research uses the 4D development procedure. In this study, three guidance counseling lecturers were involved as experts, and two guidance counseling teachers as practitioners with the task of assessing the usefulness, feasibility, and accuracy of the manual. Seven vocational students were used as subjects in a limited trial to assess the effectiveness of the guidebook. The analysis of the results of the limited trial was carried out using a t-test calculation. Data collection in the study was carried out using the questionnaire method with research instruments in the form of media validity and effectiveness test sheets. The results obtained were then analyzed using quantitative descriptive analysis techniques. The results of this study indicate that the developed guidebook has a score (CVI=0.69) in the appropriate category, and the developed guidebook effectively reduces students' academic procrastination behavior by obtaining a Sig. (2-tailed) of  $0.002 < \alpha = 0.05$ . The results of this study have implications for guidance and counseling services in schools.

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## 1. INTRODUCTION

The progress of a nation can be seen from the success rate of education. Achieving awareness of improving the quality of the nation regarding the functions and objectives in carrying out evaluations can be used to achieve the success of this education (Kristy, 2019; Tuaputimain, 2021). In the world of education, behavior in delaying academic assignments in students needs to get more attention because the high and low behavior of delaying academic assignments will influence the achievement of academic motivation of the students themselves (Bayu, 2019; Madidar & Muhid, 2022). The phenomenon of delaying academic assignments in psychology is often called academic procrastination (Nisa et al., 2019; Salsabila & Indrawati, 2020). Academic procrastination behavior is a predisposition to behavior in postponing tasks that are carried out consciously (Rahayu et al., 2023; Tuaputimain & Tutupary, 2022). Individuals who have problems related to academic procrastination behavior tend to attribute difficulties to their shortcomings, such as laziness and lack of discipline, so they are unable to manage time properly (Arifani & Purnami, 2018; Febriani et al., 2020; Yanto, 2022). A procrastinator is not only weak at allocating time well, but when viewed from a psychological perspective, the person experiences anxiety disorder towards the tasks assigned (Farkhah et al., 2022; Putri & Kurniasari, 2020; Stevani & Marwan, 2021). It is further explained that academic procrastination is desired to delay or avoid assignments that should be done so that they will be carried out at the deadline for submitting assignments (Ayuni & Setiowati, 2022; Sundaroh et al., 2020). Academic procrastination behavior can occur due to academic assignments being postponed in the process by doing other activities that are not useful (Juliawati, 2019; Sugesti & Djuwita, 2022).

The tendency to delay academic assignments is influenced by low motivation (Natasya, 2022). Motivation in the academic sphere provides a sense of comfort, pleasure, and enthusiasm in the learning process, which will later encourage students to do their academic assignments (Hayani et al., 2022; Mardiani et al., 2021). Motivation has a role in the academic sphere to provide comfort and enthusiasm in learning so that individuals will be encouraged to start their learning activities (Soleh et al., 2022; Zuraidah et al., 2020). The relationship between academic procrastination behavior and motivation shows that if individuals have high motivation for academic achievement, they have a low desire to do academic procrastination (Khasanah, 2020; Reswita, 2019). Several factors can influence academic procrastination when viewed from a cognitive behavior point of view, including wrong thinking about when is the right time to start doing assignments, weak self-assertion in self-control, lack of knowledge related to the causes of past failures, as well as the reinforcement that is obtained by individuals when procrastinating is fun which results in the individual getting used to it and making it a reasonable habit when procrastinating (Rusmaini et al., 2021; Suhadianto & Pratitis, 2020; Wahyuningtyas & Setyawati, 2021; Zuraidah et al., 2020).

The results of the observation of Student Needs Analysis carried out at Darul Ulum Muncar Vocational School. It was found that 51.70% of students had academic procrastination behavior. The behavior of academic procrastination experienced by students included often delaying daily assignments individually and in groups, stalling for time to collect them, to the point that some students did not do their assignments. Several factors underlie the student's problems, including a lack of understanding of the learning material, the teacher's teaching style that needs to be more appropriate, and financial constraints to meet the assignment's needs. These problems exist because the counseling teacher has limitations in the form of instruments. Instruments that can be used as a reference in counseling services, especially to reduce students' academic delay behavior, still need to be improved, so the guidance counseling services provided have not affected reducing students' academic delay behavior. It is in line with one of the duties of the guidance and counseling teacher, which is to assist in improving the abilities contained in students towards a positive direction by having good study habits (Juliawati, 2019).

One of the counseling models that is effective in helping to reduce students' academic procrastination behavior is the cognitive behavior counseling model. The cognitive behavior counseling model is a counseling approach that combines cognitive aspects with behavior which assumes that the mindset will impact behavior change (Febriani et al., 2020; Utari & Lathifah, 2023). The application of cognitive behavior counseling in dealing with academic procrastination is very helpful in exploring the causes of irrational thoughts and turning them into rational thoughts (Febriani et al., 2020; Sauran & Salewa, 2022). Cognitive behavior counseling can be used to find awareness from the individual self in minimizing academic procrastination behavior (Heriansyah, 2019; Monica et al., 2021). The cognitive behavior counseling model aims to change the function of thinking, feeling, and acting by prioritizing the role of the brain to analyze changing the state of mind, feeling, and behavior from negative to positive (Diswantika & Yustiana, 2022; Zakariya et al., 2020). Cognitive behavior counseling will be more effective if it is carried out using self-regulated learning techniques. The self-regulated learning technique is the capacity of students to map and control metacognition, motivation, and behavior in their learning

activities so that with this, students have goals in learning in a directed manner to achieve the expected goals (Dewi et al., 2020; Lestari et al., 2020; Stephen & Szapkiw, 2021).

Furthermore, self-regulated learning is an approach to change and elaboration of behavior that emphasizes the importance of the individual in changing and developing his behavior (Shiddiq & Rizal, 2021; Ulum, 2018). If students can develop the capacity for self-regulated learning correctly, then the targets that have been planned can be achieved correctly (Chan et al., 2020; Gumilang, 2022). Given this, the strategy for implementing cognitive behavior counseling is in line with the principles contained in self-regulated learning, where the technique can touch aspects of cognition, motivation, and individual behavior, which will be able to reduce procrastination behavior (Anwar & Junaidi, 2022; Hemasti et al., 2023). In self-regulated learning techniques, metacognition has a role in regulating ways of thinking, mastering knowledge, and making good use of time (Asnunik & Emita, 2018; Yasdar & Mulyadi, 2018). Self-regulated learning has three aspects: cognition, motivation, and behavior (Lestari et al., 2020). These three aspects influence each other in achieving self-regulation. In the self-regulated learning technique, a cognitive behavior learning theory component states that behavior, motivation, and understanding affect academic performance (Chan et al., 2020; Stephen & Szapkiw, 2021). Efforts to implement a good learning system are supported by several factors that exist in the individual, including the knowledge possessed by the individual, behavior, and the learning environment. The self-regulated learning technique consists of 4 stages, which include evaluation and monitoring, setting goals and planning, monitoring the implementation of the strategy results, and monitoring the results.

Several previous studies have revealed that self-management techniques cognitive behavior counseling guidebooks have a validity index (CVI) of 0.95 which is in the very good category (Inka, 2023). The results of other studies reveal that cognitive behavior counseling guidebooks are appropriate for implementing counseling guidance services, especially in increasing high school students' self-esteem (Naraswari et al., 2020). Further research revealed that the guidebook developed to improve self-regulated learning for junior high school students was in the valid category, so it was very feasible to develop (Gumilang, 2022). Based on some of the results of these studies, cognitive behavior counseling guidebooks are very appropriate to be developed and used in guiding students. In previous studies, no studies specifically discussed the development of cognitive behavior counseling guidebooks on self-regulated learning techniques to reduce students' academic procrastination behavior. So this research was focused on this study to develop a product in the form of a guidebook, validating the content of the guidebook, as well as measuring the effectiveness of the self-regulated learning technique of cognitive behavior counseling guidebooks to reduce academic procrastination behavior of Vocational High School students.

## 2. METHOD

This study uses Research and Development (R&D) research with a 4D design consisting of defining, designing, developing, and disseminating. The subjects used to measure content validity in this study included five experts or practitioners, three lecturers in guidance and counseling as experts, and two counseling teachers as practitioners. As many as seven vocational high school students were involved in implementing a limited trial conducted to measure and prove the effectiveness of cognitive behavior counseling guidebooks of self-regulated learning techniques to reduce students' academic procrastination behavior. The data collection method used was observation, documentation, and a questionnaire using the one-group pre-test and post-test experimental design. The questionnaire method is needed to collect data relating to the validity of the guidebook content and to determine the effectiveness of the guidebook that has been developed. Preparation of the validity sheet consists of usability, feasibility, and accuracy. The instrument used in collecting data consisted of 35 statement items using five graded ranges of scores. The procrastination instrument refers to the Tuckman Procrastination Scale, which has three dimensions in academic procrastination behavior: wasting time, task avoidance, and blaming others. The instrument grids used in testing the product validity of the guidebook can be seen in Table 1.

The instrument grid used to determine the level of academic procrastination experienced by students can be seen in Table 2.

**Table 1.** Guidebook Validation Sheet Instrument

No.	Indicator	Total Item
1	Utility	4
2	Accuracy	11
3	Feasibility)	7

**Table 2.** Student Academic Procrastination Questionnaire

No.	Dimension	Indicator	Item		Total Item
			(+)	(-)	
1	Wasting Time	1.Delaying the task	2,5,26,28,32		5
		2.Delaying the completion of tasks	1,3,7,18,22	6,25,27,29	9
2	Task Avoidance (Avoiding Tasks)	1.Avoiding unpleasant tasks	4,10,12,15,21	8,11,17	8
		2.Think about the difficulty of the task	14,23,31,35	13,30,33,34	8
3	Blaming Others	1.Assuming other people to be the cause of a task is considered difficult	16,19,20,24		4
		2.Find reasons to engage in the delaying behavior	9		1
<b>Total</b>			<b>24</b>	<b>11</b>	<b>35</b>

In analyzing content validity data, a formula with CVR calculation will be used, which will then be followed by calculating the Content Validity Index (CVI). The results of CVI calculations can be categorized using a ratio of numbers with a range of 0-1. The score categorization is shown in [Table 3](#).

**Table 3.** CVI Score Categories

Score	Category
0 - 0.33	Not Appropriate
0.34 - 0.67	Appropriate
0.68 - 1	Very Suitable

This development research was conducted in a limited trial involving seven students. The formula will be used to determine the effectiveness of using the t-test. Furthermore, the effect size calculation in this study needs to be carried out to determine how much influence the cognitive behavior counseling guidebook has on self-regulated learning techniques in reducing students' academic procrastination behavior.

### 3. RESULTS AND DISCUSSION

#### Result

The type of research used is Research and Development with a 4-D design which includes defining, designing, developing, and disseminating. At the define stage, studies related to the curriculum, the need for guidance and counseling services, the character of the students, as well as theoretical analysis are carried out. The results of this study showed that the guidance and counseling work program aims to assist students in achieving ideal development. This activity also obtained a counseling model effectively used to reduce students' academic procrastination behavior. The theoretical analysis found that cognitive behavior counseling is one of the counseling models that has tested its effectiveness in reducing students' academic procrastination behavior.

The second stage is the design stage which is carried out by compiling an initial draft of a cognitive behavior counseling guidebook with self-regulated learning techniques. The framework of the guidebook consists of the title, preface, table of contents, introduction, related theory, general instructions, special instructions, list of references, and attachments. Making a guidebook has several considerations that must be considered, including an attractive appearance of the book, the systematics and structure of the assessment, the suitability of the contents with the title, and the style of writing. The design of the cognitive behavior counseling guidebook for self-regulated learning techniques to reduce students' academic procrastination behavior is presented in [Figure 1](#).



**Figure 1.** Guidebook Design

After the framework of the guidebook has been made, the next step in this research is developed. Where in this stage, there are two activities, including expert appraisal and developmental testing. At the expert appraisal stage, a validity test of the product that has been prepared is carried out. This validity test involved three counseling lecturers and two counseling teachers. The following are the validity results carried out with CVR and CVI analysis. The results of the CVR and CVI tests can be seen in [Table 4](#).

**Table 4.** Calculation Results of CVR and CVI

Item Number	Relevant	Less Relevant	Irrelevant	CVR	CVI	Question Status
1	3	2	0	0,2		Accepted
2	4	1	0	0,6		Accepted
3	4	1	0	0,2		Accepted
4	5	0	0	1		Accepted
5	4	1	0	0,6		Accepted
6	4	1	0	0,6		Accepted
7	4	1	0	0,6		Accepted
8	5	0	0	1		Accepted
9	4	1	0	0,6		Accepted
10	4	1	0	0,6		Accepted
11	5	0	0	1	0,69	Accepted
12	4	1	0	0,6		Accepted
13	5	0	0	1		Accepted
14	5	0	0	1		Accepted
15	5	0	0	1		Accepted
16	3	2	0	0,2		Accepted
17	4	1	0	0,6		Accepted
18	4	1	0	0,6		Accepted
19	4	1	0	0,6		Accepted
20	5	0	0	1		Accepted
21	4	1	0	0,6		Accepted
22	4	1	0	0,6		Accepted

Based on the CVR and CVI calculations in [Table 2](#) above, it is found that the guidebook has fulfilled the validity of the 22 items. After obtaining the results of the CVR calculation, it is followed by an analysis of the CVI calculation using the Lawshe formula by dividing the total score of the CVR results as a whole according to the number of statement items. From the results of the CVI analysis, a score of 0.69 was obtained, which means that the counseling guidebook product developed has a content validity index with a very appropriate table category.

The next activity is to carry out a developmental testing analysis. This activity will conduct trials on the real target, students. The researcher carried out this stage by distributing the pre-test to students and involving 30 students of class XI AKL 1, where seven students had a habit of procrastination. An analysis was conducted using SPSS for Windows version 23 to calculate the effectiveness test. The results of the data normality test can be seen in [Table 5](#).

**Table 5. Normality Test Results**

	Shapiro-Wilk		
	Statistic	df	Sig.
<b>Pre-test</b>	0.811	7	0.052
<b>Post-test</b>	0.858	7	0.146

Judging from the results of the calculation of the Shapiro-Wilk normality test in Table 5, the Sig. The pre-test score was 0.052, and the post-test score was 0.146. This score is greater than  $\alpha = 0.05$ , which means that the assumptions for normality are met. After carrying out the normality test, it is continued with the calculation of the homogeneity test to know whether the data variants are the same or not. The results of the data homogeneity test can be seen in Table 6.

**Table 6. Homogeneity Test Results**

Levene Statistic	df1	df2	Sig.
0.091	1	12	0.768

Based on the results of the homogeneity test in Table 4 above, the Sig. Obtained by 0.768 so that the score is greater than  $\alpha = 0.05$ , the data used can be declared homogeneous. After carrying out the prerequisite test, the t-test is continued with the help of SPSS for Windows version 23 software. The results of the hypothesis test can be seen in Table 7.

**Table 7. Hypothesis Test Results**

Mean	Std. Deviation	Std. Error Mean	Paired Difference		t	df	Sig. (2-tailed)
			95% Confidence interval of the Difference				
			Lower	Upper			
29.000	15.122	5.715	15.015	42.985	5.074	6	0.002

The results of data analysis in Table 7 show that the Sig. (2-tailed) the score is 0.002. This score is smaller than  $\alpha = 0.05$ , so  $H_0$  is rejected. Thus, the implementation of cognitive behavior counseling guidebooks with self-regulated learning techniques is effective in reducing students' academic procrastination behavior, which is then continued with the Cohen's effect size test, which aims to determine the level of effectiveness of the guidebooks developed and obtain an  $E_s$  score of 1,928 so that this research is classified as in high category.

The final stage in this research and development is dissemination, in which at this stage, the dissemination of the handbook that has been developed is limited to guidance and counseling teachers. Other accesses can be accessed online by accessing the Academia.edu account created by the researcher in Figure 2.

**Figure 2. Manual Barcode**

The product produced in this study is a cognitive behavior counseling guidebook with self-regulated learning techniques to reduce students' academic procrastination behavior. The guidebook can be used as a reference in implementing guidance and counseling services in schools. The developed product was tested on five people/practitioners consisting of 3 academics in the guidance and counseling field and two counseling teachers. The results of this study have shown the validity of the items, with a

total of 22 items having the appropriate category. It means that the guidebook is appropriate for use in schools. To determine the guidebook's effectiveness, a limited trial was conducted involving seven students. The results of applying the guidebook obtained pre-test and post-test scores, which were then tested using the t-test with the acquisition of a Sig score. (2-tailed) of 0.002, the score is smaller than  $\alpha = 0.5$ , which means  $H_0$  is rejected. With this in mind, implementing a self-regulated cognitive behavior counseling guidebook effectively reduces students' academic procrastination behavior.

## Discussion

Academic procrastination behavior is an attitude that can harm students. It is because academic procrastination is the attitude of students who like to procrastinate on work or assignments given (Juliawati, 2019; Sugesti & Djuwita, 2022). Individuals with problems related to academic procrastination tend to attribute difficulties to their shortcomings, such as laziness and lack of discipline, so they cannot manage time properly (Ayuni & Setiowati, 2022; Sundaroh et al., 2020). Several factors can influence academic procrastination when viewed from a cognitive behavior perspective, including wrong thinking about when is the right time to start doing assignments, weak self-assertion in self-control, lack of knowledge related to the causes of past failures, as well as the reinforcement that is obtained by individuals when procrastinating is fun which results in the individual getting used to it and making it a reasonable habit when procrastinating (Rusmaini et al., 2021; Suhadianto & Pratitis, 2020; Wahyuningtyas & Setyawati, 2021; Zuraidah et al., 2020). The attitude of academic procrastination that is allowed to continue will hurt students, such as causing negative emotional disturbances, anxiety, and stress that interferes with and can hinder students' learning tasks at school (Khasanah, 2020; Reswita, 2019).

The research analysis results show that the Cognitive Behavior Counseling Handbook is needed to reduce students' academic procrastination behavior. It is because the guidebook contains program implementation references and instructions for implementing an activity (Febriani et al., 2020; Sauran & Salewa, 2022). Manual books are generally developed to guide readers in carrying out the activities presented in the book (Heriansyah, 2019; Monica et al., 2021). The cognitive behavior counseling guidebook was implemented to guide counselors on providing cognitive behavior guidance that can reduce students' academic procrastination behavior (Diswantika & Yustiana, 2022; Zakariya et al., 2020). Counseling cognitive behavior combines cognitive aspects with behavior, assuming that the mindset will change behavior. The application of cognitive behavior counseling in dealing with academic procrastination is very helpful in exploring the causes of irrational thoughts and turning them into rational thoughts (Febriani et al., 2020). Cognitive behavior counseling can be used to find awareness from the individual self in minimizing academic procrastination behavior (Heriansyah, 2019).

Furthermore, the research analysis results also show that this academic procrastination behavior can also be overcome through self-regulated learning techniques. Proper self-regulated learning will help students achieve the planned targets (Shiddiq & Rizal, 2021; Ulum, 2018). Given this, the strategy for implementing cognitive behavior counseling is in line with the principles contained in self-regulated learning, where the technique can touch aspects of cognition, motivation, and individual behavior, which will be able to reduce procrastination behavior (Chan et al., 2020; Gumilang, 2022). The results obtained in this study align with previous research results, which also revealed that the self-management technique cognitive behavior counseling guidebook has a validity index (CVI) of 0.95, which is in the very good category (Inka, 2023). The results of other studies reveal that cognitive behavior counseling guidebooks are appropriate for implementing counseling guidance services, especially in increasing high school students' self-esteem (Naraswari et al., 2020). Further research revealed that the guidebook developed to improve self-regulated learning for junior high school students was in the valid category, so it was very feasible to develop (Gumilang, 2022). Based on some of the results of these studies, cognitive behavior counseling guidebooks are very appropriate to be developed and used in guiding students.

## 4. CONCLUSION

The product produced in this research and development is a cognitive behavior counseling guidebook with self-regulated learning techniques to reduce students' academic procrastination behavior. Based on the results of validation calculations from experts, it can be found that cognitive behavior counseling guidebooks with self-regulated learning techniques effectively reduce students' academic procrastination behavior.

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