



COGNITIVE RESTRUCTURING APPLICATION TECHNIQUES TO REDUCE STUDENT BEHAVIOR IN ACADEMIC PROCRASTINATION

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ABSTRACT

*The purpose of this study was to determine: (1) picture of a student's academic procrastination behavior before and after being given cognitive restructuring techniques. (2) the application of Cognitive Restructuring Techniques in reducing students' academic procrastination behavior. This study uses a pre-experimental design approach with the research model One-Group Pratest-Posttest Designs. To 14 research subjects who are students of SMPN 8 Makassar. Collecting data using questionnaires and observation. Analyzed using descriptive statistics, non-parametric, the Wilcoxon test. The results showed that: (1) the level of a student's academic procrastination behavior before the implementation of the Restructuring Kogniti technique at the high category as well as the level of a student's academic procrastination behavior after implementation of Cognitive restructuring seek techniques that are in the low category. (2) the application of Cognitive Restructuring Techniques to reduce significantly the behavior of a student's academic procrastination in SMPN 8 Makassar.*

**Keyword:** *cognitive restructuring techniques, behavioral procrastination*

PRELIMINARY

In adolescence have a tendency to grow to develop the capabilities and the potential that exists inside themselves to find their identity.

Ghufron and Risnawita (2010: 149) argues in the process of self-discovery is, in general, adolescents facing problems. This is because of changes in the physical, psychological and social environment. As in school, in the process of learning some students will encounter problems and difficulties in academic, such as set the time, choose the method of learning, completing school assignments, and so forth. If a student has difficulty to do anything within the limits of the allotted time, often experiencing Keter-slowdown, preparing everything to excess, and fail to complete the task within the limits of the allotted time, it can be said as one who does procrastination.

An explanation of progtactination clearly expressed Silver (Ghufron, 2003), that a person who did not intend to avoid procrastination or do not want to know the task at hand. However, they are just procrastinating to do so seize the time needed to complete the

task. The delay was caused he failed to complete the task on time.

Academic procrastination undertaken by students, is caused by several things. According to the research Ghufron (2003) in Jogjakarta, there are many young people, in this case of high school students / MA or equivalent, which did delay for homework, as well as delaying the study for the quiz, by doing other activities that are not essential, but fun for them like a walk in *the mall* after school together with a *gang* of friends, *online*, *shopping*, *play station*, reading comics or novels and others.

This time delay activity increased activity, clearly mentioned Combs (2012: 5), in the era of technology, procrastination Berjaya. Now as the development of information technology such as *Facebook*, *Twitter*, and various other forms of social media has created a way that is completely new for us to get the ease with which most students hooked. A new way to further postpone his academic duties.

Ghufron and Risnawita (2010: 163) suggests there are many internal and external factors affecting academic procrastination. Internal factors affecting include

self-efficacy, control center or *locus of control*, and low *self-control* (self-control). While the external factors that influence the emergence of academic procrastination behavior, among others, peer influence, parental care and environmental conditions.

Combs (2012: 27) classifies the type of procrastinator temporize into 6 namely, neurotic perfectionist, chasing big deal, chronic worrier, dissidents, drama addicts, and grumpy.

Binder (Abdillah and Rahmasari 2010) procrastination in students a lot of negative consequences, including the students will get a low value, withdrew to higher education, have high levels of attendance in the lower classes, even the worst loss that occurs student expelled from school, Procrastination on duty also has an effect on a person's emotions. When a person is aware that he did procrastination, they experience different feelings in him which are inferior, cursed himself, guilt, feel cheating, experience tension, panic and anxiety within.

Based on the results of the initial survey through interviews with teachers BK at SMPN 8 Makassar on 1 November 2013 obtained the information that there are some students who procrastinate academic tasks (academic procrastination). Signs of their students who postpone academic work in the school, looks at some of the students who put off to start doing his job, some students who are easily discouraged in their job so that the current difficulties in the completion of their duties they stopped to do the job, and more choose to spend time for fun and frolic rather than academic tasks until eventually the student can not complete the task on time. If it is not treated properly, it can have negative impacts for students such as academic achievement decline, withdraw to higher education, can even be expelled from school.

See the above phenomenon it is necessary to attempt to address the issue of student academic procrastination. This is done with the hope that behavior can be overcome procrastination and does not give a negative impact to the students. Such efforts can be taken to reduce these problems through Cognitive Restructuring techniques for the behavior of a

student's academic procrastination is an adaptive behavior caused in part by ideas that are not rational. Doyle (1998) explains that the client needs to be aware of the thoughts: the aim to be able to change his mind.

Cognitive restructuring involves the application of the principles of learning in mind. (Elford: 2015). Thus is explained also (Dombeck & Wells-Moran: 2014) that this technique is designed to help achieve better emotional response to the changing habits habitual votes such that it becomes not too biased.

It is clear that the Cognitive Restructuring Techniques is one of the techniques used in cognitive-behavioral counseling counseling that focuses on the role of the mind and behavior of the individual. Cognitive restructuring is the process of learning to cognitive distortions or deny fundamental "thinking errors" with the aim of replacing the minds of students who irrational becomes rational thought.

Based on the opinion of Ellis and Knaus (Ghufron and Risnawita 2010: 152), says that procrastination is a habit delays and processes aimed at avoidance of unnecessary tasks done. This occurs because of the fear of failure and the view that everything must be done correctly. The delays that have become fixed or custom responses can be viewed as a *trait* of procrastination.

Burka and Yuen (Ghufron and Risnawita, 2010: 152), reaffirmed by mentioning the irrational aspects of which are owned by a procrastinator. The Procrastinator is the view that a task must be completed to perfection so that he feels safer to do so immediately. Because if immediate task will be to produce something that was not optimal.

The negative effect due to the negative view of themselves changed through Cognitive Restructuring Techniques into a positive mind, so that the students' views back neutral and can develop them into positive thoughts. Through Cognitive Restructuring Techniques expected to change the thought process counselee reacting to stimulus that stimulates minds counselee irrational.



The purpose of this study was to determine: (1) picture of a student's academic procrastination behavior before and after being given cognitive restructuring techniques. (2) the application of Cognitive Restructuring Techniques in reducing students' academic procrastination behavior.

#### RESEARCH METHODS

This research is quantitative analyzes data from studies using *pre-experimental design* approach with the research model *One-group pretest-posttest Designs.*, Which will examine the application of Cognitive Restructuring Techniques to reduce students' academic procrastination behavior in SMPN 8 Makassar. , To 14 research subjects who are students of SMPN 8 Makassar. Collecting data using questionnaires and observation. Analyzed using descriptive statistics, non-parametric, the *Wilcoxon test*. The data was collected using questionnaire data gathering, observation. Implementation of the service is carried out by seven procedures.

#### RESULTS AND DISCUSSION

This study uses a *pre-experimental design*, with the adoption of Engineering Cognitive restructuring Academic Procrastination Behavior in Reducing Students at SMPN 8 Makassar.

Prior to the experiment in the form of *Cognitive Restructuring* techniques to students who experience academic procrastination behavior, first performed testing of the instrument (questionnaire), which is known as field *trials*. This instrument field trials conducted by distributing questionnaires to the respondents who are not respondents in fact, that students of SMPN 8 Makassar class VIII G as many as 22 students were selected by random sampling.

##### The first meeting

The first meeting with the 14 students who were identified to academic procrastination

behavior. This meeting was for the formation of group counseling. In this formation stage is the stage of recognition and involvement of members of the group. In this meeting was discussed also about the activities to be undertaken during the study with 14 students, and then give the opportunity to get to know each other, introduces briefly the role and functions of BK, asking the readiness and willingness of students to participate actively during these activities take place , fostering familiarity, mutual acquaintance, and the contract time and discussion. After the formation stage at this meeting also held an intermediate stage, the stage of confirmation that all group members have to understand the goals, objectives, and procedures for the implementation of group counseling, and ready to carry out the group's activities. At this stage explained what will be done by each member of the group at a later stage, because this group includes the task group, the issues to be discussed had been prepared by a group leader (Researcher), and the students were asked to provide feedback and suggestions on the issues the disclosed. In order for the more intimate atmosphere of *ice breaking* research gives the game a game of words continued. The meeting lasted for 2 X 45 minutes.

##### Second meeting

The second meeting was conducted provision of information about the behavior of academic procrastination. Before moving to the stage of the exercise, students were given the form of a worksheet, titled introduction. Through these worksheets can know the cause of student conduct and academic procrastination student opinion regarding the existing academic tasks. The meeting lasted for 60 minutes

##### Third meeting

The third meeting of the group counseling process entered the stage of activity. At this stage of the activity is performed through a process of group counseling techniques Cognitive Restructuring. Researchers provide information on Cognitive Restructuring

Techniques that will go through three phases of the first observation of self. Observation of self is done by providing worksheets self-recording "Recording Thoughts". Counselor asked to listen to the internal dialogue within themselves and recognize the characteristics of the existing negative statements, recognize the situations encountered in the process of academic students, and made their case. Then proceed *sharing* with members of group counseling to differentiate statements irrational and rational. To facilitate the students classify and identify these statements then given a worksheet recording yourself "What Yeah?". The meeting lasted for 60 minutes.

#### Fourth meeting

This meeting provided information on the implementation of the relaxation of muscles and giving *feedback* on the activities undertaken relaxation. This activity lasted for 45 minutes.

#### Fifth Session

The fifth meeting was followed by the second stage of Engineering Restructuring Cognitive which makes internal dialogue is new, before the student is given a muscle relaxant first, followed by the stages of making internal dialogue is new to provide conditions that stimulate the activity of the cognition of the counselee to determine what to do when dealing with the conditions presented. The new internal dialogue is expected to produce a new behavior, which will have an impact on cognition structure counselee. In this stage of the process of restructuring cognitive skills done by assigning worksheets self-recording "Let go of your fear" and "*Be a New Person*" to be filled with negative statements prostrate and positive statements that motivate themselves. By using this worksheet self-recording, it is expected to counselee to find solutions and replace all negative statements into positive statements. At this stage the counselor trying to help the counselee to find negative emotions, automatic thoughts and core beliefs associated with the disorder. In this phase, the counselee expected to provide evidence of how the system of beliefs and automatic thoughts very closely related to emotion and behavior, by

rejecting negative thoughts are refined and offer positive thoughts as an alternative to proven together. This activity is carried out for 60 minutes.

#### Sixth meeting

The sixth meeting was conducted simulated muscle relaxation techniques and then proceed with the next stage of learning new skills, with training techniques Cognitive restructuring in the form of group counseling, through the worksheet recording yourself "I can" and "*Yes, I Can*", counsees learn techniques to overcome practical problems that can be applied in everyday life. At the same time, the counselee is expected to remain focused on the task counselee to make new statements and observing the difference in the results. The meeting was conducted for 60 minutes.

#### Seventh meeting

The seventh meeting of the activities carried out is to give *Self-Reinforcement* and make a summary of the implementation process engineering Cognitive restructuring that has been implemented before. But before they are carried on muscle relaxation activity has been done before in order to eliminate the tension for students. At this meeting the counselor to convey to students that the activity will end soon. This activity lasted for 60 minutes.

Based on research results by using *Pre-Experimental Design* were conducted on 14 students of the behavior of academic procrastination in students at SMPN 8 Makassar before and after treatment for the provision of engineering Restructuring Cognitive, then the following will be analyzed using descriptive statistical analysis in order to describe the behavioral level academic procrastination in students before (*pretest*) and after (*posttest*) is treated Cognitive restructuring seek the provision of engineering, and test research hypotheses about the different levels of academic procrastination behavior of students before and after treatment were given in the form of restructuring seek Cognitive *techniques*.

**1. Overview Level Academic Procrastination Behavior in Students Before and After Treatment granted.**

To illustrate the behavioral level academic procrastination of students before and after being treated in the form of technical

cognitive restructuring in SMPN 8 Makassar, then the following will be presented in tabular form distribution frequencies and percentages, which are classified into categories: very high, high, medium, low, and very low.

**Table 4.1.** Level of Academic Procrastination Behavior in Students Before (*pretest*) and after (*posttest*) awarded restructuring seek Cognitive Engineering at SMPN 8 Makassar.

interval	Category	<i>pretest</i>		<i>posttest</i>	
		Frequency	Percentage	Frequency	Percentage
133-157	Very high	0	0	0	0
108-132	High	11	78.57%	0	0
83-107	moderate	3	21.42%	0	0
57-82	Low	0	0	12	85.71%
31-56	Very low	0	0	2	14.28%
<b>amount</b>		<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>

Source: Research Questionnaire Results

In Table 4.1, shows that the level of academic procrastination behavior in students at SMPN 8 Makassar, before the given technique Cognitive restructuring in group counseling, have high levels of academic procrastination behavior of the students are in high category as many as 11 respondents (78.57%), moderate category as many as three respondents (21.42%), whereas no respondents in the category of extremely high, low and very low.

After being given Techniques Cognitive restructuring seek in counseling groups, the level of academic procrastination behavior in students

at SMPN 8 Makassar decreased. It can be seen from the level of academic procrastination behavior in students in the low category were 12 respondents (85.71%), very low category as much as 2 respondents (14.28%), and no respondents in a category is very high, and high. It can be concluded that the Cognitive Restructuring Techniques can reduce students' academic procrastination behavior.

Based on the results of descriptive analysis through the *SPSS 16.0 for Windows* then get the following data:

**Table 4.2.** Results of descriptive statistical analysis

	N	mean	Std. deviation	Minimum	maximum	percentiles		
						25th	50th (Median)	75th
pretest	14	1.0714E2	5.40452	98.00	115.00	1.0300E2	107.5000	1.1125E2
posttest	14	57.2857	5.07526	47.00	64.00	56.0000	57.0000	62.2500

Source: *SPSS 16.0 for Windows*

From Table 4.2, it appears that the results of 14 research subjects the average level of student academic procrastination behavior before (*pretest*) Award Cognitive Restructuring Techniques 1.07 and after (*posttest*) Award Cognitive Restructuring Techniques to

0.57. Standard deviation before (*pretest*) treatment of 5.40 and after (*posttest*) treatment of 5.07, the minimum amount before (*pretest*) treatment of 98 and after (*posttest*) treatment 47, as well as the maximum amount before (*pretest*) and after 115



treatment (*posttest*) treatment as many as 64. So it appears that after being given the treatment of cognitive restructuring techniques there are different levels of academic procrastination behavior of students at SMPN 8 Makassar.

From the observation during restructuring Cognitive engineering activities within the 7th meeting of data obtained as follows:

**Table 4.3.** Data Execution Results Percentage Observation Techniques of Cognitive Restructuring

Percentage	Criteria	Meeting						
		I	II	III	IV	V	VI	VII
80% -100%	Very high	-	-	2	-	13	14	-
60% -79%	High	-	-	-	-	1	-	11
40% -59%	moderate	-	-	3	-	-	-	3
20% -39%	Low	4	4	6	9	-	-	-
0-19%	Very low	10	10	3	5	-	-	-
amount		14	14	14	14	14	14	14

Source: Observations

Based on observations observation at the first meeting, four students in the very low category, 10 students in the low category, and there are no students in the category of medium, high and very high. At the second meeting of 4 students in the very low category, 10 students in the low category, and there are no students in the category of medium, high and very high. The third meeting, there are no students in the high category, six students in the low category, 3 students in the very low category, 3 students in the medium category, and 2 students in a category is very high. Fourth meeting, there are no students in the category of very high, high and moderate, 5 students in the very low category, nine students in the low category. The fifth meeting, there are no students in the category is very low, there are no students in the low category, there are no students in the category of being, one student in the high category, and 13 students in a category is very high. The sixth meeting, 14 students in a category is very high, and there are no students

who are in the category of high, medium, low and very low. Seventh meeting, three students in the medium category, 11 students in the high category, there are no students in the category of extremely high, low, and very low. Based on the results obtained so any meeting student participation has increased in the treatment stage of cognitive restructuring techniques and provide evidence that the activities undertaken can be followed properly by the students.

**2. Hypothesis testing**

To determine the significance of differences in the level of academic procrastination behavior in students before and after engineering Cognitive restructuring is used *SPSS 16.0 for Windows* through *non parametric statistic test Wilcoxon Signed Rank Test (Z)* This is a different test parameter average. Results of analysis can be presented in tabular form as follows:

**Table 4.4.** The results of the analysis of the hypothesis based on *pretest* and *posttest* scores through wilcoxon test (Z)

Average value		SD		Z	Sig.2-	Note
<i>pretest</i>	<i>Posttest</i>	<i>pretest</i>	<i>posttest</i>			

					tailed		
1.07	0.57	5,40	5.07	-3303	0,001	H <sub>0</sub>	is rejected

Source: The results of analysis by testing Wilcoxon *signed rank test* (Z)

Based on calculations using *SPSS 16.0 for Windows* through the *Wilcoxon Signed Rank test* (Z) there are differences in the average value is lower after treatment than before treatment is given. Based on the statistical test, obtained the calculation of Z where the value of the test statistic Z is small at -3303 with sig.2-tailed value is 0.001 <0.05. Thus the test results are statistically can be said that H<sub>0</sub> rejected and H<sub>1</sub> accepted which means it can be deduced that the provision of Cognitive Restructuring Techniques can reduce students' academic procrastination behavior in SMPN 8 Makassar.

**Discussion**

Student academic procrastination behavior is an individual in the habit of procrastinating start or academic tasks are done intentionally and repeatedly, with other activities that are not needed in the execution of the task. The academic tasks include writing, reading, studying for exams, academic performance and administrative performance.

Millgram (Ghufron and Risnawita, 2010: 153) says that procrastination is the specific behavior that includes, a behavior that involves an element of delay, both to start and finish a task or activity, produced results more distant, for example, delays in completing the task or failure to do chores, involve a task that is perceived by the behavior of academic procrastination as an important task to be done, such as work tasks, school work and household chores, as well as producing emotional states un, for example, feelings of anxiety, guilt, anger, panic, and so forth.

The study of 14 subjects showed that the level of a student's academic procrastination behavior before being given the Cognitive Restructuring technique at the high category. The symptoms of academic procrastination behavior performed by the students of SMPN 8 Makassar include a delay to start and complete the task, the gap between plan

and performance, tend to use the time you have to play, and hesitation in determining attitude.

Cognitive restructuring is an alternative technique of cognitive behavioral counseling that has been developed by experts in cognitive-behavioral, such as Michael and Donald Meichnbaum.

Cognitive restructuring in cognitive behavioral counseling is the process of learning to deny cognitive distortions, or fundamental thinking is wrong with the goal of replacing irrational thoughts accurately and more profitable. Heckney and Cormier (2012) explains that using thoughts with *coping* in cognitive rekontuksi, where professional counselors need to work closely with clients to identify negative thoughts. Form of thinking as a result of people do progktation can be resolved.

In this case the presence of cognitive restructuring techniques are a good solution to reduce students' academic procrastination behavior. In line with the above the fact that in general students at SMPN 8 Makassar particular class VIII Bilingual 1, VIII C, VIII D, VIII F, and VIII H sampled in this study had a behavioral level academic procrastination is high at the time given *pretest* or prior to the treatment given in the form of Cognitive Restructuring Techniques.

The study, of 14 respondent indicate that the level of academic procrastination behavior of students at the high category. The characteristics of academic procrastination behavior that is common among other students demonstrated a tendency to procrastinate to start working and completing academic assignments, experience difficulty in completing the task, do not have a priority as well as the gap between intention and performance. But after conducting cognitive restructuring techniques academic procrastination behavior of students has decreased.

In the process of this study students were given treatment such as cognitive

restructuring seek a technique which consists of three training sessions were conducted in seven meetings and at each end of the activity, the researchers discuss with students to reflect on the activities already carried out. So expect after doing this activity students can apply the meanings or values of the lessons that can be obtained from the cognitive restructuring techniques.

Based on analysis of observations at the first meeting, are still very many students who do not want to participate, do not pay attention to the explanation given, and even some students who should be give an explanation repeatedly about how to do cognitive restructuring techniques. At the second meeting, it shows the change protruding from the first meeting, but already there are some students who participated during the event. In addition they also voluntarily participated in and fill out worksheets recording themselves. While at the third meeting, student seen an increase in the participation, the volunteer follow the activities, attention in the instructions given. Students also are able to recognize irrational thoughts that harm to their behavior, students can find a solution to replace the negative statements into positive statements. While the fourth meeting showed that students voluntarily follow the process of muscle relaxation to reduce tension in the group counseling process. At the fifth meeting of students getting no increase from the previous because students are able to fix the beliefs themselves wrong by changing their mindset and behavior, students also convey ideas, and voluntarily follow the activities and fill out worksheets recording themselves. At the sixth meeting of the counselee has been able to overcome the practical problems that can be applied in their daily lives, it indicates that a student's academic procrastination behavior decreased. At the seventh meeting of students actively express their feelings about the process of group counseling through this cognitive restructuring techniques.

At the end of the study or after the administration of the treatment of 14 respondents, found the difference between before and after exercise cognitive restructuring

techniques. In this case, a decrease in scores of high category to the low category indicates that cognitive restructuring techniques can reduce students' academic procrastination behavior.

Based on the results of descriptive statistical analysis, data showed that in fact there is a change in the level of student academic procrastination behavior, this can be seen from the level of a student's academic procrastination behavior is dominant in the low category as many as 12 respondents (85.71%), then the very low category as much as 2 respondents (14.28%), and no respondents who are in the category of medium, high and very high. Furthermore, in accordance with the value of the average score obtained by 64.64 or 65 (rounding). Where the average value of these is in the interval 68-80 which means low. This indicates that the level of academic procrastination behavior decreased from high to low.

## CONCLUSION

Results of research on the application of techniques restructuring seek Cognitive reducing behaviors academic procrastination student at SMPN 8 Makassar, can be summarized as follows: (1) Conduct academic procrastination student at SMPN 8 Makassar before the given technique Restructuring Cognitive at the high category as well as the behavior of academic procrastination students at SMPN 8 Makassar after the given technique Cognitive Restructuring are in the low category. (2) The application of techniques Cognitive restructuring seek to reduce significantly the behavior of a student's academic procrastination in SMPN 8 Makassar.

Based on the conclusion of the study above, the proposed suggestions are: (1) Teachers and guidance personnel (counselors) in school, should be able to apply the technique of cognitive restructuring seek well, especially classroom teachers in motivating should apply techniques Cognitive Restructuring. (2) Students, to always apply the techniques Cognitive restructuring seek not only in a formal environment but also the family and community environment.





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