



THE EFFECT OF TECHNICAL DISCUSSION GROUP GUIDANCE ON STUDENTS' ACADEMIC PROCRASTINATION AMID THE COVID-19 PANDEMIC

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ABSTRACT

The purpose of this study was to determine the effect of group guidance services with discussion technique on academic procrastination of students of Vocational High School 4 in Surakarta amid the covid-19 pandemic. The research method used is an experimental method with a research design of one group design pre-test and post-test. This method was carried out by giving a pre-test before being treated with group guidance services with discussion techniques and then a post-test after being given treatment. The results of the pre-test and post-test data will show whether there is a difference between before and after being given the treatment. The sampling technique used was purposive sampling, by taking 12 students of class X majoring in Catering. The data was collected using questionnaires, interviews, and documentation. The data was then analysed using paired sample t-test which shows the value of $t_{count} > t_{table}$, which is $12,784 > 2,200$. The results also showed a significance value of $0.000 > 0.05$. The value of the comparison of pre-test and post-test from the results of the paired sample t-test shows the number of 17.33. To sum up, the study showed the difference between the results of the pre-test and post-test which implies the significance influence of discussion technique group guidance services on the academic procrastination of students class X majoring in Catering at Surakarta Vocational High School 4 during the pandemic.

Keyword: Group guidance; discussion techniques; academic procrastination

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh layanan bimbingan kelompok teknik diskusi terhadap prokrastinasi akademik siswa SMK Negeri 4 Surakarta pada masa pandemi covid-19. Metode penelitian yang digunakan adalah metode *eksperimental* dengan desain penelitian *one group desigen pre-test dan post-test*. Metode ini dilakukan dengan memberikan *pre-test* sebelum diberikan perlakuan dengan layanan bimbingan kelompok teknik diskusi kemudian diberikan *post-test* setelah diberikan perlakuan. Hasil data *pre-test* dan *post-test* akan memberikan jawaban, apakah ada perbedaan antara sebelum diberikan perlakuan layanan bimbingan kelompok teknik diskusi dengan sesudah diberikan perlakuan. Teknik pengambilan sample menggunakan *purposive sampling*, dengan mengambil 12 siswa kelas X Tata Boga. Metode

pengumpulan data menggunakan angket, wawancara, dan dokumentasi. Berdasarkan hasil analisis data, dapat ditunjukkan dengan uji *paired sampel t-test* yang menunjukkan nilai $t_{hitung} > t_{tabel}$ yaitu $12,784 > 2,200$. Hasil juga menunjukkan nilai signifikansi $0,000 > 0,05$. Besar nilai dari perbandingan *pre-test* dan *post-test* dari hasil uji *paired sample t-test* menunjukkan angka 17,33. Simpulan dapat diketahui perbedaan antara hasil *pre-test* dan *post-test* yang menunjukkan adanya pengaruh layanan bimbingan kelompok teknik diskusi terhadap prokrastinasi akademik siswa kelas X Tata Boga SMK Negeri 4 Surakarta dimasa pandemi covid-19.

Kata kunci: Bimbingan kelompok; teknik diskusi; prokrastinasi akademik

INTRODUCTION

At the end of 2019, a pandemic outbreak appeared in Wuhan, China. The virus was named the corona virus (COVID-19). This pandemic has affected the whole world on all sectors of life, including Indonesia which was also affected by the pandemic. Last March 2020, the World Health Organization (WHO) issued a policy that the Covid-19 outbreak was a global pandemic which was set on March 11, 2021. Therefore, the government of Indonesia has tried to break the spread of Covid-19, one of which was in educational field by conducting distance learning. The implementation of distance learning is divided into two approaches, namely distance learning in the network (online) and distance learning outside the network (offline) to facilitate those who do not have online technology. Education units can choose several approaches from online or offline learning or a combination of both with by considering the characteristics, availability and readiness of facilities and infrastructure (Auladi, 2021).

The COVID-19 pandemic has put a gap in the educational field in Indonesia that requires distance learning (PJJ) to face-to-face learning (PTM). This gap has raised several problems in the academic field. These problems are faced by teachers as educators who were lack of experience in the process of delivering learning materials online, the process of interacting with students during learning, empowering facilities and elements in learning, difficulties in managing teaching materials to be delivered in the learning process, and curriculum that is in accordance with current situation (Basar, 2021). Therefore, Basar (2021) urged that students may experience difficulty in understanding the content that was delivered online, internet network disturbances, and the difficulty in understanding some materials that requires the use of media during the online learning process. This was also conveyed by (Harahap, 2021) that the pandemic has reduced students' learning motivation and increase their stress level. It was hard for them to adjust to the online learning system.

Sometimes, teachers only give assignments without providing material in advance so that it makes students stress and decrease their learning motivation.

This new learning environment has negatively affected students' behavior, for example, they develop academic procrastination behavior. It is a common symptom among students (Rahardjo et al., 2013). Students will delay their academic work independently and ignore their academic responsibilities during learning activities (Riansyah et al., 2018)

Students manifested this procrastination in many ways, such as (1) showing behavior that involves an element of procrastination, either to start an activity or complete a task or activity in the academic field, (2) Delaying in submitting assignments or failure in doing school assignments, (3) postponing their academic assignments despite knowing that it is important, (4) experiencing unpleasant emotional state such as feelings of anxiety, guilt, anger and panic due to procrastination behavior (Ghufron, 2018)

The results of interview with the counselling teachers at the Vocational High School 4 Surakarta showed that the students also show this academic procrastination behavior, especially those who come from class X. The teachers said that students' academic procrastination behavior was appeared since the beginning of distance learning. They often delay and are late for online learning class by giving some excuses like constrained signal, limited internet quota, and many more. They were late in submitting their assignments because they did not understand the assignments or sometimes, they forget about having the assignments.

The teachers also reported that the face-to-face learning also affected students' academic procrastination behavior, which is often delaying their school work. Students often do their assignments at school in the morning before the due date by copying their friends' assignments, they also like to postpone their reading assignment, and often study just a night before class or exams.

Students develop this procrastination behavior for many reasons, for example, they find it difficult to understand learning materials, they expect to get help from their friends about the assignments, they feel lazy, and they prefer to do fun activities such as playing social media, doing hobbies, playing games, and preferring to play with friends.

The problem of academic procrastination must be addressed immediately so that it can be reduced, because this habit will create serious problems that can disrupt the students' learning process due to lack of time. Another negative impact of this behavior is that it

makes students neglected their assignments, wasted their time and would have an impact on decreasing their academic achievement. Students might not realize the consequence of this behavior on their academic achievements. If this problem is not solved as soon as possible, students will carry out similar procrastinations and will affect their future career (Harahap, 2021).

From the various problems of academic procrastination, researchers will conduct research to be able to reduce or reduce students' academic procrastination behavior by providing discussion technique group guidance services. Group guidance services are one of the services of guidance and counseling in schools, these services are also often carried out by guidance and counseling teachers to students. Group guidance services are assistance to individuals carried out in groups, where the assistance is in the form of delivering information to groups that discuss individual problems, namely education, work and personal social (Satriah, 2017). The group guidance service has several techniques in its implementation, the technique that will be used by researchers is the discussion technique. Group discussion is a method or guidance technique that links a group of people in a face-to-face relationship, where each group member can get the opportunity to share thoughts, experiences or information to solve problems or in joint decision making (Fatmala & Nursalim, 2019). The reason the researcher provides the treatment of group guidance services in this discussion technique is because the academic procrastination behavior of the students of SMK N 4 Surakarta has not received special attention from the school. BK (Guidance and Counseling) teachers have also never provided group guidance services on discussion techniques in dealing with academic procrastination behavior. By using this discussion technique, the researcher hopes to achieve the goals as stated by (Sadona, 2021) which is where through discussion students can get valuable information from discussion partners and discussion supervisors; can help develop critical thinking students who are able to perform analysis and synthesis of information and data received; help develop the skills and courage of students in expressing opinions in a clear and directed manner; and familiarize students with collaboration in gathering experiences and ideas together to solve a problem, to deal with student academic procrastination.

Based on the description of the problems above, the researchers are interested in conducting research to find out whether there is an influence of discussion technique group

guidance services on the academic procrastination of class X Catering SMK N 4 Surakarta during the Covid-19 pandemic.

METHOD

This research is categorized as quantitative research (Sugiyono, 2013). Researchers used an experimental research design, namely pre-experiment design with one group design pre-test and post-test. According to Sugiyono (2013) experimental research method is a research method used to find the effect of the treatment to solve problems or other controlled conditions. The population in this study were students class X majoring in Catering at State Vocational High School 4 Surakarta. By using purposive sampling, about 12 students of the class were chosen to participate in this research.

The data was collected by distributing questionnaire which consists of 33 items that had been tested for its validity and reliability. The product moment correlation test was used for validation, while the Cronbach alpha value was used to determine its reliability. The questionnaire was in the form of Likert scale model with favourable answers, ranged from strongly agree (score 4), agree (score 3), disagree (score 2), to strongly disagree (score 1) and unfavourable items with the opposite score. Further, the collected data was analysed using Paired Sample t-Test from SPSS Statistic 23 in order to determine the effect of discussion technique in group guidance services on students' academic procrastination. The treatment was given in five meetings with seven days in each meeting session. At each meeting discussing the topic of academic procrastination problems and group discussions were held to solve problems together, the topics discussed were delays in starting and completing assignments, sluggishness or delay in doing assignments, time gaps between plans and actual performance, doing other activities that were more demanding pleasant.

RESULTS AND DISCUSSION

The results of the study need to be described in a brief so that the variables being studied can be understood clearly. The discussion technique group guidance is an independent variable symbolized as X, while academic procrastination is the dependent variable symbolized by Y. The researcher used a pre-experimental research type with a pre-test and post-test design one group design, which was aimed at finding out the effect of this program on students' academic procrastination. The result of the study was described in the table 2 and table 3.

Table 2. Results of Pre-test and Post-test Data

Num	Name	Score			
		Pre Test	Criteria	Post Test	Criteria
1	PUPUT MARTA MURSITA	101	High	79	Medium
2	RACHEL NAOMIRA TAUFANI	94	Medium	76	Medium
3	RAIHAN BINTANG OKTARIO	104	High	82	Medium
4	REIKI MULIA MAHANANI	87	Medium	73	Medium
5	REVARINDRA PUTRI FEBRYANI	85	Medium	79	Medium
6	ROHANA DEVI KHANSA SALSABILA	84	Medium	70	Medium
7	SHALFA SHAFIRA ROSALINA	89	Medium	72	Medium
8	SINTA SEPTINA ANGGRAENI	96	Medium	79	Medium
9	SONDANG APRILIA ARITONANG	98	Medium	81	Medium
10	TRIANA RIZQY APRILLIA	107	High	83	Medium
11	TSAQIFA ICHA KUSUMAWATI	95	Medium	77	Medium
12	YUNIAR KARTIKA NINGSIH	93	Medium	74	Medium
TOTAL		1133		925	
MEAN		94.4167		77.0833	

Table 3. Academic Procrastination Criteria

INTERVAL	CITERIA
≥ 99 - 132	High
≥ 66 - 98	Medium
≥ 33 - 65	Low

Based on Table 2, it is found that the pre-test data showed three students with high academic procrastination criteria and nine students who have moderate academic procrastination criteria. The highest pre-test score was 107 and the lowest was 84, while the average value was 94.4167. It can be seen that the students' academic procrastination before being given the treatment of discussion technique group guidance services was high.

The results of the post-test data showed that the 12 students had moderate academic procrastination criteria. The post-test showed the highest value of 83, the lowest value of 70, with an average value of 77.0833. It can be seen that the student's academic procrastination after being given the discussion technique group guidance service showed a decrease in the value of the post-test results.

Table 3 shows that the procrastination score can be categorized into 3, namely score that falls between 99-132 is categorized as high, a score between 66-98 is categorized as

moderate, and score of 33-65 is categorized as low. This criteria will be used for academic procrastination scores to be described in more brief explanation. According to (Sugiyono, 2013) rating-scale or criteria are raw data obtained in the form of numbers and then interpreted in words.

The results of the pre-test and post-test reported differences before and after being given treatment. The researcher also conducted a t-test to strengthen the effect of a treatment on students' academic procrastination using SPSS Statistics.

While the results of paired sample t test showed the t value of 12,784 and the value of sig. (2-tailed) which is 0.000. Meaning that there is a significant difference after they were given the treatment. On the other hand, if $t_{count} < t_{table}$, it can be stated that there is no significant difference between before being and after being given treatment. The results of the pre-test and post-test can also be seen from the significance value (2-tailed) < 0.05 which means that there is a significant difference, on the contrary, if the sig. value (2-tailed) > 0.05 then it is stated there is no significant difference before and after treatment.

The other findings of the study showed that the obtained t-value results are 12.784 > 1.795 and the sig. (2-tailed) value less than 0.05. It can be concluded that there is a significant difference between before being given discussion technique group guidance services and after that.

This study also revealed that the discussion technique group guidance service has a positive influence on the students' academic procrastination of class X in Catering at the State Vocational High School 4 Surakarta during the covid-19 pandemic and it successfully reduce their academic procrastination behavior. This behavior happened because the students are lack of responsibility for doing school assignments, lack of confidence in their ability to finish it, and more concerned with other activities that are more fun than doing school assignments. Solomon and Rothblum (Fitriyah & Lukmawati, 2016) explained that there are three factors that cause this behavior: the first is fear of failure that creates anxiety and guilt if they cannot achieve what they want; Second, dislike of the given task, because they have bad feeling about the task and also a feeling of being too burdened by the task; the third, they are accustomed to being too dependent on others and need their help, they also develop less assertive attitude and has difficulty in making decisions. Other thing is that they are used to delay in completing their school assignment that made them feel lazy.

According to Ferrari et al (Nafessa, 2018), academic procrastination has several characteristics, including delays in starting and completing assignments, realizing that the tasks they get must be done and completed immediately, however, they procrastinate to start working on it and delays completing the task which results in not being resolved immediately.

Students are often late in completing their tasks, where someone who does procrastination takes longer than the time it should. A procrastinator spends his time over preparing and results in procrastinating work.

The time gap between planned and actual performance, in which a procrastinator has difficulty fulfilling tasks within a predetermined time limit. A procrastinator often experiences delays in meeting all the deadlines that have been determined and requires an extension of time, both determined by himself and others.

Procrastinators prefer to other fun activities aside from academic assignments. For instance, looking for entertainment outside the home, playing social media and online games, doing more fun hobbies, and staying at home which results in wasting time to do tasks that should be completed.

Academic procrastination must be addressed immediately due to negative impact that can affect students' achievement. Among them are neglecting their duties that results in grades decline, being unable to be orderly completing their duty, and these habits will be carried over to the future at work. The negative impact also results in wasting time and neglecting task. Besides, they will also miss many opportunities. The decline in their academic quality performance causes stress, anxiety, excessive panic, affects health and productivity, inhibits happiness late, and is difficult to achieve the desired desires, makes it difficult to manage time or time management, regret at the end, despair, and blame yourself for his actions (Rengganis, 2017).

Guidance and counselling teachers or school counsellors attempt to overcome the problems of student academic procrastination by providing group guidance services. As stated by Lustari (2020), group guidance service is aimed at assisting students in personal, social, learning development, and make decisions in carrying out certain activities in accordance with the guidance of a commendable character with group dynamics. This is also stated by (Satriah, 2017) that the group guidance can train individuals to live with group dynamics and train collaboration between students which aims to solve problems, get used

to expressing their opinions, respect others' opinion and even more brave to talk about their difficulties after they understand that their friends are also experiencing these difficulties, as well as a lot of information needed by students that can be given in groups with the supervisor.

The group guidance services applied the discussion techniques. It is a way of presenting lessons in which students are faced with a problem that can be solved together (Hamdayama, 2014). This technique was also proposed by (Sadona, 2021) in which the purpose of the discussion is to develop students' skills in expressing opinions clearly, being able to get information from group members and group supervisors, and fostering awareness that everyone has their own problems that may change their attitudes and students are able to accept criticism or suggestions from others.

The results of pre-test and post-test data analysis showed the average score in one experimental group with a decrease after being given treatment using group guidance studies and discussion techniques. These results indicate that with group guidance services, discussion techniques are proven to reduce students' academic procrastination behavior. It is recommended for further research to use group guidance services with different techniques in order to determine the level of effectiveness in reducing academic procrastination behavior, especially in State Vocational High School 4 Surakarta. As for group guidance services with other techniques, it can be seen from the research conducted by Riansyah et al. (2018) about "Group Guidance of Role Play Techniques to Reduce Student Academic Procrastination" which illustrates that role play is able to reduce academic procrastination in students. Then the research of Hadei Yoga Swara, Supardi, & Padi Dhyah Yulianti in 2020 about "Group Guidance Services with Self-Management Techniques Against Academic Procrastination" which was aimed to determine the effect of group guidance services with self-management techniques on academic procrastination. The findings showed that there is an effect on the results of the experimental group and the control group (Sawara et al., 2020).

CONCLUSION

The purpose of this study was to determine the effect of group guidance with discussion technique on students' academic procrastination behavior. The students involved in this study was those from class X majoring in Catering at State Vocational High School 4 Surakarta amid the covid-19 pandemic. The results of the study revealed that there was a

significant effect. This statement can be proven from the results of the analysis using a paired sample t-test in which the hypothesis (H_a) is accepted and H_0 is rejected. This indicated that the group guidance of discussion techniques has a positive effect in reducing students' academic procrastination. For further research, it is recommended to carry out more innovative treatments in reducing students' academic procrastination, considering that the treatment is carried out online which still has limitations in its implementation and it is hoped that further research will provide face-to-face treatment and different techniques so that it will show better results in dealing with academic procrastination, especially at the State Vocational High School 4 Surakarta.

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