REALITY THERAPY TRAINING PROGRAM TO REDUCE ACADEMIC PROCRASTINATION BEHAVIOR

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Abstract Academic procrastination is characterized by the inability to manage time, set priorities, focus on the tasks at hand, direct themselves and regulate their actions so that many tasks are delayed. Procrastination is the behavior of delaying in completing academic tasks, this behavior has a bad impact in the future if it is not addressed immediately. The purpose of this study was to test whether training with reality therapy techniques had an effect on reducing procrastination behavior in students. This research method uses a quasi-experimental one group pretest-posttest design. The subjects of this study were 9 students who had high procrastination scores, final year students with more than 10 semesters of study and had taken thesis for more than 2 semesters. The data were analyzed through non-parametric statistical analysis to determine the difference in knowledge scores before and after being given the program. The results showed that training with reality therapy techniques had a significant effect on reducing student academic procrastination behavior (sig 0.008 < 0.05 and Effect size 79%).
Keywords Reality Therapy Training; Academic Procrastination Behaviour; Students

A. INTRODUCTION

Procrastination is a response to delaying task execution and can be viewed as a trait (Knaus, 2010). Individuals who do procrastination tend to use their time inefficiently because they do not immediately do the tasks at hand (Ghufron, 2010). The form of avoidance that is usually done by individuals is spending time with friends or other work that is not really that important than having to finish what should need to be done first (Akinsola, K. M., Tella, A., & Tella, 2007). According to Burka and Yuen (2008) there are a number of characteristics of individuals who experience procrastination, namely having a discrepancy between the plan to carry out the task and the behavior carried out, low ability to plan the implementation of tasks, and low self-control in carrying out planned activities.

Procrastination that occurs in the academic area is referred to as academic procrastination. Academic procrastination is mostly done by students and college students. Doing school assignments is one of the important academic areas because it is one of the efforts to achieve the fulfillment of academic values for students, but this is still delayed by most students. Academic procrastination according to (Ferrari et al., 1995) says that a procrastination behavior, academic procrastination can be manifested in certain indicators that can be measured and observed. A number of characteristics of procrastination in the form of delays in starting or completing work on the task at hand, delays in doing tasks, time gaps between plans and performance, and doing other activities than doing the tasks that must be done.

Procrastination is most likely difficult to stop and get rid of. Especially among college students, chronic procrastination seems to be a big problem because procrastination has become widespread, including cognitive, emotional, and behavioral dimensions (Geng, Han, Gao, Jou, & Huang, 2018).

Khuzaimah (2017) there are several factors that cause students to do academic procrastination, namely, confused with assignments, not finding sources and assignment materials, not having an interest in doing assignments, health conditions, unsupported facilities and infrastructure, or internal problems experienced by the subject.

Procrastination in academics is associated with low academic performance, increased stress, anxiety, regret, hopelessness, and self-blame (Pychyl, 2003). Many studies have shown that procrastination affects student grades and well-being. Procrastination has bad consequences for students to excel (Kim & Seo, 2015). The emergence of academic procrastination resulted in several things such as the length of the study period taken. In line with research conducted by Surijah and Tjundjing (2007) the more often you procrastinate, the longer a person will complete his studies. The ongoing impact of procrastination is that it makes students experience career disorders, role conflicts, anxiety, decreased self-confidence, disrupts social relations (MC Iveen in Prawitasari, 2007), In addition, procatination can also cause low academic achievement (Surijah & Tjundjing, 2007). Procrastination is a behavior that has the potential to be widespread among students (Ellis, A., & Knaus, 1977) which is related to motivation and poor academic results called academic procrastination (Steel, 2007).

Academic procrastination is a person's tendency to delay academic activities such as completing assignments (Kandemir, 2014). Based on research by Li, Gao and Xu (2020), in terms of academic level, it was found that academic procrastination in junior high school students was significantly positively related. So the higher the grade level, the higher academic procrastination regardless of age and gender (Li et al., 2020). This proves that procrastination among students tends to be high.

According to Solomon & Rothblum, students have 6 academic obligations, namely writing papers, reading course material, preparing for exams by studying, attending lectures, taking care of administrative tasks, and overall academic performance. This requires students not to procrastinate academic work. But in reality, many students are still procrastinating on work, especially in the academic field. Approximately 90-95% of the university population is estimated to be academically procrastinated (Schouwenburg & Lay, 1995). As many as 50% of students reported that they always procrastinate academic assignments and think that procrastination behavior is problematic. It's not just these numbers that are worrying, because after observing procrastination behavior has generally increased over the last few decades (de la Rie et al., 2018).

Factors that can cause student academic procrastination include internal and external factors. Internal factors include physical, psychological, self-regulation, fear of failure, dislike of work and other factors. Physical conditions describe individual health conditions such as high fatigue that tends to make individuals do procrastination (Ferrari et al., 1995). The second factor is the individual's psychological condition, namely traits that affect the emergence of procrastination behavior such as low self-control, self-esteem, motivation, perfectionism, and anxiety levels in social relationships. Assert that self- regulation is one of the factors that influence the emergence of procrastination in students. Next is the fear of failure, which is the tendency to feel guilty if you cannot achieve your goals or fail (Burka, J. B., & Yuen, 2008). The attitude of dislike for the task is related to negative feelings towards the task such as feeling overburdened with tasks, dissatisfied, and not happy to carry out the given task. In addition there are several other factors, including the nature of dependence on others, excessive risk taking, less assertive attitude, rebellious attitude, and difficulty making decisions.

Furthermore, there are a number of external factors that exist outside the individual in the form of parental care and a conducive environment, namely a lenient environment. In a lenient environment, academic procrastination is mostly carried out in an environment that is low in supervision than in an environment that is full of supervision (Rizvi, A., Prawitasari., J. E., & Soetijono, 1997). Procrastination cannot be separated from childhood trauma and mistakes in parenting. Children tend to be sued by parents in any field so that it creates anxiety, worry, and meaninglessness if they cannot meet their expectations (Ghufron & S, 2010). Anxiety, worry, and meaninglessness ultimately trigger children to procrastinate doing work. The results of research by Ferrari and

Ollivete (Ghufron, 2010) found that the level of authoritarian parenting led to the emergence of procrastination behavior tendencies. In contrast to authoritarian parenting, parents who educate their children in a democratic manner will lead to an assertive attitude because children feel given the freedom to express themselves so that it creates a sense of self-confidence.

A number of studies say that procrastination is strongly associated with low levels of academic confidence and self-confidence and high levels of anxiety (Cao, 2012). Reality therapy is an action-oriented counseling technique that helps individuals control themselves (Gladding, 2011). According to (Corey, 2021), the basis of reality therapy is to help individuals to be able to set priorities and be responsible for their choice of actions. In the reality therapy counseling process, individuals are assisted to direct, monitor, and assess themselves and are responsible for the goals to be achieved. In this study, researchers focus on dealing with academic procrastination which is seen as a lack of independent performance involving cognitive aspects, affective aspects, and behavioral aspects (Cao, 2012).

There is still little research on therapies to reduce procrastination behavior. One method that can reduce the attitude of academic procrastination is by means of reality counseling developed by William Glesser. Based on research conducted by (Solichah, 2020), it was found that reality therapy was considered effective in reducing the level of academic procrastination in students, as evidenced by changes after the intervention was given, and it was observed that the subjects showed positive changes in doing assignments. Then there is a study conducted by (Nurlaela et al., 2020) which has research results that the use of reality therapy counseling reduces academic procrastination behavior in class VIIIC students of SMPN 20 Surabaya.

Research conducted by Juliana Batubara, 2015 on the effectiveness of reality counseling to reduce student academic procrastination behavior states that reality counseling can help reduce procrastination behavior (Batubara, 2015). In line with the research conducted by Neneng Suryani, 2019 entitled group counseling with reality therapy in reducing academic procrastination, it shows that there is an effect of providing group counseling using reality therapy on reducing students' academic procrastination levels (Putri, 2019).

Counseling with reality therapy aims to help individuals become rational and have a strong mentality (Gladding, 2011). The emphasis of reality therapy is that each person must be responsible for the choice of actions he or she does (Corey, 2021). Basically, this approach uses action-oriented techniques to make individuals have choices in responding to various events, not allowing others to control themselves because the individual has to control themselves (Gladding, 2011).

Reality therapy approach uses the WDEP (Wants, Direction, Evaluation, Planning) system as a method in helping counselors and clients make progress and apply techniques (Gladding, 2011). The Wants stage is carried out at the beginning of the counseling implementation, where the client is invited to identify what desires are in the client and what will be done (Gladding, 2011). After successfully identifying the client's wishes, the next step is the direction stage which requires the counselor to ask what the client has done so far. At this stage the client is invited to see whether the actions that have been taken have brought the client closer to achieving his wishes. Then enter the evaluation stage, which is the stage of helping clients evaluate their behavior and how to respond to this behavior. The counselor together with the client conducts an analysis to see if what the client is doing is effective in achieving his wishes. Finally, planning is the stage where the counselor invites clients to focus on making plans for behavior change. This plan emphasizes the actions to be taken by the client, not on the behavior to be eliminated. The best plans are simple, achievable, measurable, immediate, and consistent plans (Gladding, 2011). Based on the background, the researcher wanted to examine whether training with reality therapy techniques was effective in reducing academic procrastination in students.

B. METHODS

This research uses a one-group pretest-posttest research design or sometimes called before-after design which is a form of quasi-experimental research design(Ali & Utami, 2014). In

this study, the measurement of the dependent variable was carried out at the beginning before the manipulation was given, then the measurement of the dependent variable was carried out again after the manipulation was given by (Lichie & Dkk, 2011). Subject of this research are 9 students from psychology faculty.

The activities carried out are described as follows:
1. Determination of research subjects. The research subjects are students of the psychology faculty who are at the final level who have been studying for more than 5 years, and have taken thesis courses for more than 1 year. The number of subjects is 9 students who have high procrastination scores
2. Contact the experts. Experts are needed to make professional judgments on modules and measuring instruments.
3. Contact the training facilitator (trainer). The author contacted the prospective trainer to ask if he was willing, and he answered yes. After that, briefings were held for two meetings to discuss what material would be delivered and how it was technically.
4. Contact the observers. The author contacted the training observers. The observers are tasked with observing and assessing
5. Contacting prospective trainees and filling out informed consent for their willingness to be involved as training participants.
6. Implementation of training training with reality therapy techniques. Reality therapy is carried out with the stages of wants, directions, evaluation, planning and commitment.

The scale used in this study is the academic procrastination scale which consists of 23 items, with 12 favorable items and 11 unfavorable items. Using a Likert scale of 1-4 with a reliability level of 0.644.

The author then scored the pretest and posttest and continued with the calculation of the Wilcoxon signed rank test statistical analysis and effect size using the SPSS 22.0 for windows program. After getting the results of statistical analysis, the authors make a discussion based on the data obtained.

C. **RESULT & DISCUSSION**

The hypothesis in this study is that training with reality therapy techniques is effective in reducing academic procrastination in students. Based on the results of the study, it was found that the subject before the training had a high category value and after treatment it fell into the medium and low category (table 1).

Based on statistical calculations using the Wilcoxon technique, the sig value is 0.008. This shows that Ho is rejected ($0.008 < 0.05$) so that there is a significant difference in the level of academic procrastination of students before and after being given training with reality therapy techniques. Training with reality therapy techniques has an effect of 79% (Effect size 79%).

Table 1. Academic Procrastination Score

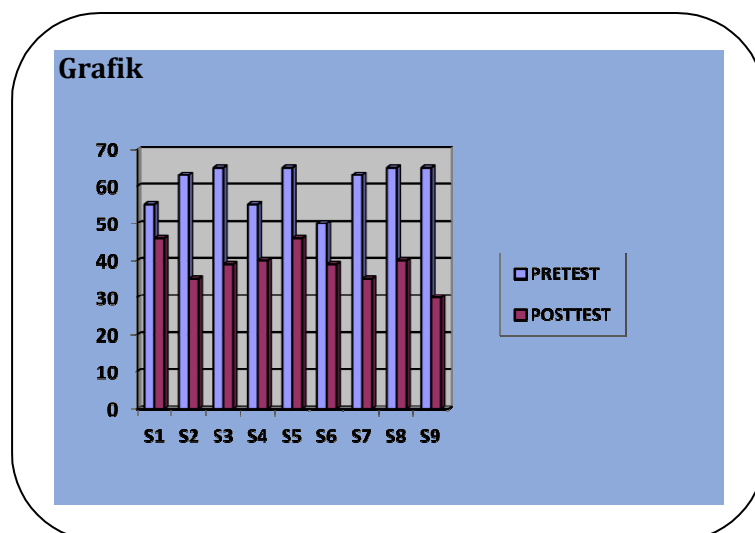| Subject	Pretest Score	Post Test Score
1	55	46
2	63	35
3	65	39
4	55	40
5	65	46
6	60	39
7	63	35
8	65	40
9	65	30

Figure 1. Graph Analysis

This study is in line with previous research which showed that reality therapy counseling was effective in reducing academic procrastination in students. This is in line with research the effectiveness of reality counseling to reduce student academic procrastination behavior which states that reality counseling can help reduce procrastination behavior(Batubara, 2015). Counseling with a reality therapy approach can reduce academic procrastination behavior by adhering to the WDEP principle applied in this study. Reality therapy counseling is able to help the subject explore the problems that exist in each subject so that the subject knows the advantages and disadvantages, especially in terms of academics. In addition, with this counseling, the subject is invited to write down his short-term and long-term wishes so that the subject has the motivation to return and has the responsibility to make the subject's wishescome true.

After writing down short-term and long-term desires, the subject can evaluate any behaviors that prevent the subject from achieving their respective desires. In this case, humans are free to make choices, in the sense that they are free to choose their own behavior and choices and are able to be responsible for what they do, namely the choices they make and what they think about (Seniati, 2011) .

Reality therapy is a suitable therapy to be used to reduce the level of academic procrastination. This is in line with the opinion of (Cao, 2012) regarding procrastination, that this behavior is closely related to the existence of low academic confidence and confidence and on the other hand the anxiety of a person who procrastinates is high. So that reality therapy, which in the opinion of Gladding (2011) aims to guide clients to help themselves to be more rational and have a stable and strong mentality, is considered to be able to help someone who is trapped in procrastination to become more rational and can reduce negative behavior. In addition, from this therapy, a person is emphasized to have responsibility for what he chooses in life (Corey, 2009).

The subject writes down the plans that will be carried out in order to achieve the desires both short-term and long-term in a concrete way, which is clear and directed. The results of counseling with this reality therapy approach are able to help the subject to know more about the strengths and weaknesses, evaluate themselves, take responsibility and help the subject in making plans so that his wishes can be realized. Subjects in the experimental group who were treated in the form of reality therapy counseling showed a decrease in academic procrastination scores based on the results of the pre test and post test.

D. CONCLUSION

The results showed that training with reality therapy techniques had a significant effect on reducing student academic procrastination behavior (sig 0.008 < 0.05 and Effect size 79%). Suggestions for the subject are expected to commit and consistently implement the plan that has

been prepared for the expectations that have been written, evaluate behaviors periodically to maintain motivation. The subject is expected to be able to apply the reality therapy when procrastination behavior appears. For further research on the same topic, it is hoped that they will be able to use a variety of techniques and add to the variety of data demography such as subjects in terms of age, level of education, gender, places and so on.

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