



## The Effectiveness of Group Guidance Services Discussion Technique "Cultural Meaning in the Form of Congklak Game" to Reduce Academic Procrastination of Class X Students of SMA N 1 Sewon

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### **Abstract**

Academic procrastination is the behavior of delaying starting or completing academic assignments in order to carry out non-academic activities such as accessing YouTube. Academic procrastination can result in delays in submitting assignments and learning goals not being achieved. This study aims to determine the effectiveness of discussion group counseling services in reducing academic procrastination in class X SMA Negeri 1 Sewon. The implementation of services is carried out based on three aspects of academic procrastination, including; delay doing assignments, object to doing assignments, and blame others. The method used is quantitative type research Pre-Experiment with one group pretest posttest design. The data collection technique uses an academic procrastination questionnaire and research sampling is carried out by technique Purposive Sampling taking into account the score pretest. While the research sample involved 5 students of class X SMA N 1 Sewon. Based on test data analysis paired sample t-test using SPSS version 26, significant value results (2-tailed) of  $0.028 < 0.05$  which means that the discussion group guidance service is effective in reducing academic procrastination in class X SMA Negeri 1 Sewon.

**Keywords:** *Group Guidance Services; Congklak Game; SMA N 1 Sewon*

### **Introduction**

Teenagers are individuals who have an important role in realizing the progress of the Republic of Indonesia (Dahwadin et al., 2018). As *agent of change* Teenagers are expected to have a positive attitude, be creative, innovative, and have national cultural characteristics. As an effort to realize this generation, of course, optimal effort is needed. One of the government's steps in optimizing the potential of these youth is to improve the quality of human resources through education (Shidiq & Raharjo, 2018).

Problems arise where in fact there are several problems that hinder the improvement of the quality of human resources in the field of education. One of the obstacles encountered is that students do not care about their education. Students procrastinate school work and prefer to do less useful activities outside of academics. according to statement (Munawaroh et al., 2017) that students prefer watching television, accessing social networks, playing games *online*, accessing adult sites before learning, and the

phenomenon of delay is known as procrastination. Then the results of research conducted by (Munawaroh et al, 2017) show that 17.2% of subjects have a high level of academic procrastination, 77.1% of subjects have a moderate level of academic procrastination, and as many as 5.7% others have a low level of academic procrastination . Meanwhile, according to research conducted by (Triyono & Miftahul Khairi, 2019) also obtained results that academic procrastination that occurred in students was in the low category by 29%, the medium category was 63%, and the high category was 8%.

Procrastination according to Solomon and Rothblum (Ferrari et al., 1995) “*procrastination as the act of needlessly delaying tasks to the point of experiencing subjective discomfort*”. This means that procrastination is an act of delaying doing unnecessary tasks until experiencing subjective discomfort. (Muyana, 2018) added that academic procrastination is a form of delay in starting or completing assignments so that it can be late in working until the desired deadline. Indicators of academic procrastination according to (Wicaksono, 2017), namely: (1) like to delay starting or completing the task at hand; (2) individuals who think that it is better to do the task later than immediately (delay); (3) have low self-confidence; (4) tend to repeat procrastination; (5) having a gap between plans and actual performance that will do other activities that are more enjoyable than doing assignments.

The results of observations in August-September 2020 at SMA N 1 Sewon show that there are students who practice academic procrastination. The form of academic procrastination in students is characterized by students being late in submitting assignments. Meanwhile, the results of interviews conducted by researchers with counseling teachers at SMA N 1 Sewon on April 19 2021 showed that in each class there must have been several children who were late in submitting assignments given by the teacher. Students who are late in submitting assignments are individuals who tend to be the same, where in each class there are students who tend to repeat academic procrastination every time there is a school assignment.

The counseling teacher further explained that the main reason students were late in submitting their assignments was because they were carried away by an atmosphere that was not directly supervised by the guidance counselor because the learning process at SMA N 1 Sewon was carried out online. The BK teacher added that from the student's statement that the student was late in collecting assignments because he fell asleep (forgot) and did things other than academic assignments such as playing *game online* and accessing social media to the point of forgetting when the deadline for submitting assignments. This is certainly a negative habit for students, because it will interfere with learning development and academic achievement is not optimal. In addition, the teacher will not give maximum marks for students who do not submit assignments on time for reasons of falling asleep or forgetting.

Departing from these problems, the researcher intends to reduce the use of discussion group guidance services. According to (Winkel & Sri Hastuti, 2013) group guidance is a guidance service provided to more than one person at the same time. The most prominent characteristic of group guidance is preventive or preventive, although there is also a developmental nature. Meanwhile, group discussion according to (Imatiya, 2018) is a way in which students get the opportunity to solve problems together. Each student has the opportunity to express their own thoughts in solving a problem. In addition, according to (Aliyustati, 2016) through group discussions, active interaction of group members occurs in order to solve problems experienced together through exchange of opinions, information from each group member and each group member obtains something that is useful for self-development. Through this technique the problem will be easy to unravel because it relates to each individual expressing the cause of the problem appearing. Implementation of group discussion technique guidance can be done by raising certain topics of discussion so that the discussion becomes interesting. As a reference, research (Ramadhani and Sari, 2018) uses an approach *discovery learning* in group discussion sessions and has a positive effect on reducing student academic procrastination in working on theses. In addition, the topic that can be discussed in group guidance is by raising the theme of culture.

Culture according to (Sumarto, 2019) is a basic assumption of society or a pattern of human activity that is systematically passed on from generation to generation through various learning processes to create a certain way of life that is most suitable for its environment. Meanwhile (Effendi, 2017) defines that culture has several forms, one of which is culture in the form of products or *congklak* games. The *congklak* game is a game played by 2 people using a *congklak* board and a kind of seed which is spread in each of the 7 small holes. Furthermore, that the *congklak* game contains many philosophies or meanings in everyday life. For example, where the 7 holes each contain 7 seeds in the *congklak* game means that 7 is the number of days in one week, in other words everyone has the same allotment in one week, namely 7 days.

Based on the description that has been presented, it is important to explore, understand, and provide *treatment* as an effort to reduce student academic procrastination. Therefore, this study intends to test the effectiveness of group guidance services using discussion techniques by bringing up the topic of cultural meaning in the form of *congklak* games in reducing academic procrastination.

## **Method**

This research is *Eksperiment Research* using design *One Group Pretest Posttest*. Population can be interpreted as a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. The population in this study were students of class X IPS 1 and 2 of SMA Negeri 1 Sewon. While the research sample involved 5 students from the total population. Sampling research using techniques *purposive sampling*, which is done by considering the score *pretest* academic procrastination questionnaire that has been analyzed.

The data collection technique in this study was using a questionnaire with a scale measurement *likert* 4 levels of scores, namely; 1) very suitable, 2) suitable, 3) not suitable, and 4) very inappropriate. The questionnaire was compiled based on 3 aspects of academic procrastination according to (Tucman, 1990) namely tending to delay doing or completing assignments, tending to feel burdened doing assignments, and tending to blame other parties. Through these three aspects, it is used as a guide for researchers in compiling an instrument grid that contains indicators and statement items *favorable* and *Unfavorable*. Then, the instrument was tested for expert validity conducted by the instrument examiner lecturer. Furthermore, the instrument was tested on class X MIPA students to find out valid and invalid statement items. The step to find out whether the instrument is valid or not is carried out with SPSS Version 25 and the results show that of the 43 statement items there are 3 invalid items and 40 valid items. The number of items that were declared valid were then used by researchers in collecting research data.

Data analysis was carried out first by tabulating the data obtained from the results of the distribution of research instruments. Meanwhile, power analysis techniques in this study used descriptive statistics and hypothesis testing. Data analysis techniques in this study used descriptive statistics and hypothesis testing. Descriptive statistics are used to describe the data of each variable based on the data that has been processed. Descriptive statistics are also used to make it easier to know the lowest value, average value, highest value and research standard deviation. Meanwhile, to process the data to find out the descriptive statistics of the data in this study, the researchers used SPSS version 26.

Hypothesis testing is carried out with the aim of knowing whether there is a difference between the 2 (two) data obtained from *pretest* and *posttest*. Hypothesis testing is done by using test *paired sample t-test* through SPSS version 26, by entering data that has been obtained from the results of a scale questionnaire *likert* that has been filled in by the respondent.

## Results and Discussion

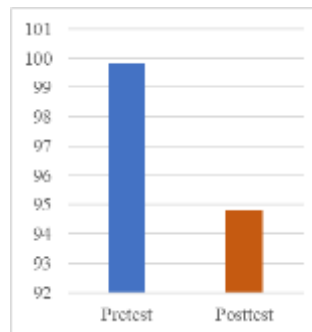
### a. Results

The results of this study indicate that there is a change in the academic procrastination score. A clearer picture of changes in academic procrastination scores, the following shows the table of pretest and posttest results..

Table I Pretest And Posttest Results

No	Inisial Peserta Didik	Skor		Score penurunan
		<i>Pretest</i>	<i>Posttest</i>	
1	ZC	100	98	2
2	HFN	102	100	2
3	DMA	99	95	4
4	ZNA	97	89	8
5	HLW	101	92	9
Rata-rata		99,8	94,8	5

Graph 1 Pretest And Posttest Results



Based on the tables and graphs of the data above, it can be seen that the average pretest value is 99.8. Whereas after being given the treatment it decreased to 94.8 in the average posttest score, in other words there was a decrease in the average score of 5. Through these data it can be concluded that there was a decrease in the level of student academic procrastination after being given treatment of group guidance on discussion techniques on the topic of cultural meaning in the form of a congklak game. Furthermore, the following table shows the results of the paired sample t-test used in answering the research hypothesis.

Table Ii Results of Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	<i>Pretest - Posttest</i>	5.000	3.317	1.483	0.882	9.118	3.371	4	0.028

Drawing conclusions from the paired sample test table refers to a significant value (2-tailed). If a significant value (2-tailed)  $< 0.05$  it is said to be effective/there is a difference, whereas if a significant value (2-tailed)  $> 0.05$  is obtained it is not effective. Based on the results of the paired sample test table, it can be noticed that the significant value (2-tailed) is 0.028 or  $< 0.05$ . Therefore, the provision of group guidance services with discussion techniques on topics of cultural meaning in the form of congklak games is effective for reducing students' academic procrastination.

## b. Discussion

This study illustrates that group counseling services with discussion techniques are effective in reducing academic procrastination in class X SMA Negeri 1 Sewon. The basis for decision making refers to the results of the t-test using a paired sample t-test, where the results show that the significance value (2-tailed) is  $0.028 > 0.05$ . These results indicate that there are differences in the results of the pretest and posttest. The results of the pretest were obtained from the results of the questionnaire instrument which were distributed to the study population. After obtaining the results of the pretest, the researcher then determined the sample based on the population to be provided with group guidance services on cultural meaning discussion techniques in the form of a game of congklak.

The provision of group guidance services on the topic of discussion on cultural meaning in the form of a game of congklak was carried out in 3 meeting sessions. The service will be carried out online using Google Meet on November 26 and 27 2021. Each meeting discusses 1 aspect of academic procrastination which then jointly determines the best solution based on cultural meaning in the form of a game of congklak.

The meaning used as a guideline for decision making in reducing student academic procrastination in aspect 1 is "7 holes and each contains 7 congklak seeds". Meaning that everyone has the same ration in one week, which is 7 days. Meanwhile, in aspect 2, the meaning of the congklak game which is used as the basis for the decision is "the congklak seeds are taken one by one and may not be taken all at once in the hole". The meaning is, what is done little by little as long as it is honest is better than a lot but not honest. Then at the 3rd meeting, aspects of the 3 game of congklak were discussed and the meaning of congklak which was used as the basis for reducing academic procrastination, namely "the seeds of the game are taken then take them again". The meaning of the sentence is that one must live giving and receiving.

After being given group guidance services using discussion techniques about cultural meaning in the form of a game of congklak, then the research sample was given another measurement to obtain posttest data. Furthermore, it can be interpreted that the pretest average score which was initially 99.8 after being given the service became 94.8 in the posttest average score, in other words it decreased by 5 test scores. Decrease in every aspect of academic procrastination, including; 4.42% on aspects tend to delay doing or completing assignments, 2.08% on aspects tend to feel objection to doing or avoiding assignments, and 2.26% on aspects tend to blame other parties. So it can be interpreted that there is a

decrease in the level of academic procrastination after the technical group guidance service discusses the topic of cultural meaning in the form of a game of congklak.

This research is in line with the results of research (Juliawati, 2014) "Effectiveness of Group Guidance Services to Reduce Student Academic Procrastination", where this research proves that academic procrastination can be reduced by group guidance services. The difference in the research is in the technique used and also in the research group. The research implementation (Juliawati, 2014) used a Quasi-Experiment with a non-equivalent control group design, while the research used a Pre-Experiment with a One Group Pretest-Posttest Design. In addition, this research also raises the theme of culture in finding solutions to problems related to academic procrastination. By utilizing the cultural meaning contained in the congklak game, students can obtain an overview or benchmark in reducing academic procrastination.

## Conclusion

Based on research data conducted at SMA Negeri 1 Sewon, it was found that the group guidance service on the discussion technique "cultural meaning in the form of a game of congklak" was effective in reducing academic procrastination in class X students of SMA Negeri 1 Sewon. Discussion technique group guidance services utilize the topic of congklak cultural meaning to reduce academic procrastination. Service delivery is carried out in 3 meetings, which refers to the number of aspects of academic procrastination. Each session discusses 1 aspect of academic procrastination which is then connected with cultural meaning in the form of congklak games in finding solutions to problem solving.

Through group guidance services on cultural topic discussion techniques in the form of congklak games which were held 3 times, the result was that there was a decrease in students' academic procrastination scores. Services are provided 3 times based on aspects of academic procrastination, namely 3. Each service meeting discusses 1 aspect of academic procrastination and then looks for solutions through discussion based on cultural meaning in the form of congklak games. Then after being given 3 times the service, the research sample was measured again to find out the results *posttest*.

Rate-rate *pretest* academic procrastination was 99.8 and after being given group guidance services the discussion technique of cultural meaning in the form of a game of congklak decreased to 94.8 in *posttest*. In more detail, through the test *paired sample t-test* the result is that the significance value (2 tailed)  $0.028 > 0.05$ . Therefore, it can be concluded that there are differences in the two data that are owned so that group guidance services on cultural meaning discussion techniques in the form of congklak games are effective in reducing academic procrastination in class X students of SMA Negeri 1 Sewon.

In order to maximize further research, researchers should be able to optimize time, facilities and infrastructure in carrying out research, bearing in mind that one of the limitations of this research is time constraints and the implementation of services provided regularly *online*. This is none other than so that research can run optimally and can also directly monitor students.

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