

Reducing Academic Procrastination in Students Through Individual Counseling with Cognitive Restructuring Techniques

A Case Study at Pondok Pesantren Al-Hikmah Bandar Lampung

¹Hani Lestari, ¹Anisa Mawarni*, ²Chadchom Ratsameemonthon

Corresponding Author: * anisamawarni@radenintan.ac.id

¹ Universitas Islam Negeri Raden Intan, Lampung, Indonesia

² Hatyai University, Thailand

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ABSTRACT

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This study aims to understand how individual counseling using cognitive restructuring techniques can reduce academic procrastination behaviors among students at Pondok Pesantren Al-Hikmah Bandar Lampung. The research employs a descriptive qualitative method, where the researcher observes and interacts with the students. The study focuses on four students, two boys and two girls, who have issues with academic procrastination, selected through purposive sampling. Data collection techniques used in this research include observation, interviews, and documentation. The results indicate that individual counseling with cognitive restructuring techniques significantly impacts reducing academic procrastination behaviors among the students at Pondok Pesantren Al-Hikmah Bandar Lampung. The counseling sessions helped the students realize that academic procrastination can lead to anxiety, fear, and worry. After participating in the counseling sessions, the four students recognized their mistakes and are now committed to improving their behaviors.

Keywords

Academic Procrastination
Cognitive Restructuring
Techniques
Individual Counseling

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Introduction

Education is a fundamental right for all individuals. As time progresses, education has been facilitated by advancements in modern technology. However, these technological developments can sometimes introduce new challenges in the field of education, one of which is procrastination. A study on academic procrastination among high school students identified both internal and external factors as contributors. Internal factors included physical conditions and psychological conditions, while external factors encompassed family conditions, the school environment, and the community environment [1].

Procrastination derives from two Latin words: "pro" and "cratinus." "Pro" means to move forward, and "cratinus" means decisions for tomorrow, so procrastination can be interpreted as postponing until the next day [2]. However, procrastination refers to intentionally and consciously delaying activities despite awareness of the negative consequences [3]. Factors influencing academic procrastination can be categorized into two types: internal and external. These factors form the basis of student behavior as adolescents and are influenced by their environment, such as low parental supervision if the individual lives with their parents [4]-[7].

An individual is the smallest unit in the formation of society. In social science, an individual represents the smallest, indivisible part of a social group. For example, a family consists of a father, mother, and child. The father is an individual within the social group and cannot be divided into smaller parts. Individuals have distinguishing characteristics influenced by experiences, education, environment, and personal traits [8].

Individual counseling is the process of assisting with counseling interviews conducted by an expert (counselor) to an individual experiencing a problem (client), ultimately aiming to resolve the client's issue [9],[10]. Individual counseling involves a face-to-face relationship between the counselor and the client. This counseling is a meeting between a counselor and a client where a counseling relationship is established, characterized by rapport, and the counselor strives to provide support for personal development and problem-solving [11].

Cognitive restructuring is a new technique derived from cognitive therapy. It is designed to help achieve better emotional responses by changing habits and judgments to minimize bias. Cognitive restructuring is based on two assumptions: first, irrational thoughts and defective cognition result in self-defeating behaviors. Second, thoughts and self-statements can be altered through changes in personal views and cognition [12]. Cognitive restructuring is a cognitive technique used in cognitive counseling, alongside behavioral and

didactic techniques. Cognitive restructuring aims to eliminate cognitive distortions, irrational beliefs, and faulty conclusions, and to develop new cognition with healthier response patterns [13]. This technique focuses on identifying and changing negative self-statements and irrational beliefs of the client. Cognitive restructuring assumes that maladaptive behavioral and emotional responses are influenced by the client's beliefs, attitudes, and perceptions [12].

Individual counseling using cognitive restructuring techniques is crucial for addressing academic procrastination behavior among students. This approach aims to help students manage their time effectively, complete tasks punctually, and avoid procrastination. Through counseling at Pondok Pesantren Al-Hikmah Bandar Lampung, students can understand appropriate and inappropriate behaviors, preventing the recurrence of procrastination. The counseling process provided by guidance counselors is essential for improving behavior among students experiencing academic procrastination. This study aims to investigate academic procrastination among students at Pondok Pesantren Al-Hikmah Bandar Lampung. It seeks to understand the specific tasks affected by procrastination, such as assignment completion and exam preparation. Through individual counseling sessions utilizing cognitive restructuring techniques, the study intends to modify students' cognitive patterns to enhance academic performance. By monitoring changes in student behavior pre- and post-counseling, including improvements in focus, task completion, and time management, the study aims to assess the effectiveness of these interventions.

Material and Methods

This study employs field research to identify the issues faced by students at Pondok Pesantren Al-Hikmah Bandar Lampung. A descriptive research approach is used to understand how individual counseling for students experiencing academic procrastination is conducted. Using cognitive restructuring techniques, the aim is to transform students' negative behaviors into positive ones by teaching them appropriate behaviors for daily life.

The qualitative approach is intended to understand social phenomena by analyzing comprehensive and complex descriptions presented in words. It reports detailed views obtained from sources regarding the determinant factors influencing students' academic procrastination behaviors and the impacts of such behavior. Consequently, the survey at Pondok Pesantren Al-Hikmah Bandar Lampung requires four students who experience academic procrastination. Data is collected through interviews, observations, documentation, and other methods.

Data collection involves an initial data analysis phase. The analysis is conducted through interviews, field notes, and various materials to facilitate understanding and sharing

with others. Information obtained through observations, interviews, and documentation is organized according to the research problem. During the data analysis phase, a qualitative approach is employed.

Results and Discussion

Based on direct observations at Pondok Pesantren Al-Hikmah Bandar Lampung, it was noted that some students exhibit academic procrastination behaviors that affect their daily learning both during and outside school hours. Individual counseling using cognitive restructuring techniques has proven effective in helping students change their habitual behaviors, leading to improved behavior by making unconscious attitudes or feelings conscious of the students. Cognitive restructuring is a technique within the Cognitive Behavioral Therapy (CBT) approach [12]. It is a method aimed at reorganizing thoughts and eliminating irrational beliefs that cause tension, thus influencing one's emotions and behaviors. From this understanding, the Cognitive Restructuring Technique, when applied to problematic students, can correct behaviors and foster desirable, directed behaviors.

In this research, students were able to integrate negative behaviors into positive ones. The conclusion drawn from this research is that individual counseling with cognitive restructuring techniques significantly reduces academic procrastination [14]. In a study, students who were experiencing academic procrastination underwent individual counseling through three stages: the initial stage (opening), the main stage (core activities), and the final stage (closure). The results of the individual counseling implementation showed that students rediscovered their lifestyle, regained confidence, developed independence, and stabilized their emotions, allowing them to progress toward their future [15]. The individual counseling process involves building students' confidence in the guidance counselor and actively engaging students in the counseling process [13].

The depiction of academic procrastination among students was obtained from research conducted at Pondok Pesantren Al-Hikmah Bandar Lampung. The findings indicate that the academic procrastination experienced by the students has been significantly addressed, demonstrating success in reducing procrastination behaviors among both male and female students. The success indicators of individual counseling with cognitive restructuring techniques show that students have exhibited behavioral changes post-counseling. Evaluations using sensory observations have confirmed that students are now better at managing their time and avoiding delays in their tasks. Additionally, they have become aware of their problems and have transformed negative cognitive distortions into positive attitudes as expected.

Reducing Academic Procrastination in Students Through Individual Counseling with Cognitive Restructuring Techniques (Lestari et al.)

Table 1. Student Progress Before and After Individual Counseling with Cognitive Restructuring Techniques

No	Name	Before	After
1	AY	Day 1 Before Counseling: Did not understand the material. Preferred chatting over completing tasks. Struggled with time management. Day 2 Before Counseling: Late in completing and submitting assignments. Skipped classes and caused disturbances.	Day 1 After Counseling: Began to focus on the material. Stopped chatting and started completing tasks on time. Day 2 After Counseling: Submitted assignments and memorization on time. Stopped skipping classes and causing disturbances.
2	MR	Day 1 Before Counseling: Struggled with self-motivation due to a preference for discussion-based learning. Preferred a relaxed approach, which did not align with the curriculum. Day 2 Before Counseling: High emotional responses when given tasks. Chatted with friends during class. Slept during lessons. Late in completing and submitting assignments.	Day 1 After Counseling: Became self-motivated in both discussion and individual learning. Adjusted to the current curriculum and completed tasks on time. Day 2 After Counseling: Reduced emotional responses when given tasks. Stopped chatting and sleeping during class. Submitted assignments and memorization on time.
3	HQA	Day 1 Before Counseling: Confused and delayed in memorizing oral lessons. Day 2 Before Counseling: Lacked focus. Late in submitting tasks and memorization.	Day 1 After Counseling: Focused on lessons and timely memorization. Day 2 After Counseling: Improved focus. Submitted tasks and memorization on time.
4	ZA	Day 1 Before Counseling: Struggled with time management. Frequently forgot about school tasks. Day 2 Before Counseling: Easily influenced by friends, leading to neglected tasks. Late in submitting tasks and memorization.	Day 1 After Counseling: Improved time management longer forgot school tasks. Day 2 After Counseling: Less influenced by friends. Submitted tasks and memorization on time.

The counseling process involves several stages:

1. Problem Definition Stage: This initial stage involves identifying the problems of the students based on issues, concerns, or challenges faced by the clients.
2. Exploration Stage: In this middle stage, the focus is on exploring the students' problems and determining the type of assistance needed based on the reassessment of the issues explored.
3. Final Stage: This concluding stage results in the desired behavioral changes, as observed by the guidance counselor. The students demonstrate improved behaviors, better time management, and a shift from negative to positive cognitive patterns.

The overall evaluation of the counseling sessions has shown that students have successfully managed to use their time effectively, avoid procrastination, and address their issues constructively. The counseling process has been effective in guiding students toward positive behavioral changes.

The findings from this study indicate that individual counseling using cognitive restructuring techniques has significantly reduced academic procrastination behaviors among

the students at Pondok Pesantren Al-Hikmah Bandar Lampung. This discussion will utilize relevant counseling theories to explain the observed changes. Cognitive restructuring is a core component of Cognitive Behavioral Therapy (CBT), which focuses on identifying and challenging irrational thoughts and beliefs to change emotional responses and behaviors [16]-[18]. The application of cognitive restructuring in this study helped the students recognize and modify their procrastination behaviors. Initially, AY struggled with understanding the material and managing time effectively, often opting to chat rather than work on tasks. After counseling, he showed improved focus and time management, indicating that he had successfully challenged and changed his previous procrastination habits. MR had difficulty motivating himself and adjusting to the curriculum, leading to high emotional responses and disruptive behaviors. Post-counseling, he demonstrated self-motivation and emotional regulation, reflecting the effectiveness of CBT in modifying his thought patterns and behaviors. Humanistic counseling emphasizes the importance of self-awareness and self-acceptance [19]. Through the counseling process, HQA and ZA became more self-aware of their procrastination issues and their impact. HQA, who initially lacked focus and was often late, became more focused and punctual post-counseling. ZA, who struggled with time management and peer influence, showed significant improvements in these areas after the counseling sessions.

Solution-Focused Brief Therapy (SFBT) concentrates on finding solutions in the present time and exploring hope for the future rather than focusing on past problems [20]. The brief and targeted nature of cognitive restructuring sessions aligns well with the principles of SFBT. The students were able to quickly identify their problems, work on practical solutions, and observe immediate behavioral changes. The use of individual counseling with cognitive restructuring techniques at Pondok Pesantren Al-Hikmah Bandar Lampung proved effective in reducing academic procrastination among students. The changes observed in the students' behaviors align with the principles of CBT, humanistic counseling, and SFBT. The students became more aware of their procrastination behaviors, developed better time management skills, and demonstrated improved academic performance. These findings highlight the importance of tailored counseling interventions in addressing academic challenges and promoting positive behavioral changes.

Conclusion

The research findings suggest that individual counseling with cognitive restructuring techniques is effective in reducing academic procrastination behaviors among students. The counseling sessions helped the students become aware of their mistakes, understand their behaviors, and become open to change beyond the counseling process. Noticeable

improvements were observed in the students' behavior, particularly in their ability to manage time, avoid procrastination, and adopt more positive attitudes. While the changes are not yet complete, the students have made significant progress toward positive behavioral adjustments.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Authors



Hani Lestari is an accomplished student at Universitas Islam Negeri Raden Intan Lampung, Indonesia. Born on October 16, 2000, she has been dedicated to her academic and personal growth from an early age. She is currently majoring in Islamic Guidance and Counseling at the Da'wah and Islamic Communication Sciences Faculty, a program she has been part of since 2019. In addition to her academic endeavors, she is actively involved in various extracurricular activities. (email: hanilestarii71@gmail.com).



Anisa Mawarni is a dedicated counselor and lecturer at Universitas Islam Negeri Raden Intan Lampung, Indonesia. In addition to her professional roles, she is currently pursuing her doctoral studies at Universitas Pendidikan Indonesia. She is known for her expertise in the field of counseling and her commitment to education and research. Her academic and professional credentials are impressive, with an Orchid ID of 0000-0003-3795-2809 and a Scopus ID of 58487669400. Her journey in higher education and her role as a counselor has equipped her with a broad perspective on the challenges and opportunities in her field. (email: anisamawarni@radenintan.ac.id).



Chadchom Ratsameemonthon is a researcher and academic at Hatyai University, specializing in the study of achievement goals, procrastination, self-efficacy, and structural equation modeling, with a particular interest in the Montessori educational approach. She has contributed to several notable studies, including research on the influence of achievement goals and academic self-efficacy on academic achievement among Thai undergraduate students, distinguishing between procrastinators and non-procrastinators. She is with the International Relations Department and International Marketing (IAU) at the same university. (email: leelie@hu.ac.th).