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## Group counseling using motivational interviewing technique: reducing students' academic procrastination

Sulistiyana Sulistiyana<sup>\*)</sup>, Mufida Istati, Engga Nur Rahmah

Universitas Lambung Mangkurat, Indonesia

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### ABSTRACT

This research is based on the discovery of academic procrastination behavior experienced by students. The purpose of this study was to analyze the effectiveness of group counseling services using motivational interviewing counseling to reduce students' academic procrastination. The research approach used is quantitative with the type of experimental research and research design non equivalent pretest-posttest group. The research population consisted of 146 students and a sample of 8 students who had high academic procrastination was then divided into 4 students as the treatment group and 4 students as the control group. The data collection instrument used was a questionnaire on the academic procrastination scale. The result of data analysis use t-test is that motivational interviewing techniques in group counseling services are effective in reducing student academic procrastination. Group counseling using the Motivational Interviewing technique with the stages: Engaging, Formulating Goals, Generating Motivation, and Planning. Future research can analyze the level of student academic procrastination based on gender. Implications The results of this study provide evidence that motivational interviewing can have an effective effect on reducing academic procrastination in students and used as a conceptual and practical reference in the development of future counseling.



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### Corresponding Author:

Sulistiyana Sulistiyana,  
Universitas Lambung Mangkurat  
Email: [sulis.bk@ulm.ac.id](mailto:sulis.bk@ulm.ac.id)

## Introduction

The impact of Covid 19 on the world of education is that students' habits in online learning tend to be less serious. Impact of distance learning, namely inadequate networks, students lacking understanding of learning materials, students feeling less enthusiastic about participating in online learning, limited facilities in online learning made it difficult for students and expensive internet quotas and impact of distance learning is that online learning is more practical and relaxed (Wirajaya, et al., 2020). 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). This triggers the emergence of student academic procrastination in learning. Problems related to learning management that students often encounter are such as suspension when completing assignments. This negligent attitude in carrying out this task is known as academic procrastination. Academic procrastination is a procrastinating behavior when doing assignments or a job that is carried out continuously with other activities that are not needed when completing academic assignments. This suspension is dysfunctional, that is, the suspension applied can have a negative impact. Individuals who experience academic procrastination do not intend to reduce or be indifferent to the tasks at hand (Ferrari, Johnson, & McCown, 1995 in Popowiranta, Widiastuti, & Mahfud, 2019).

Steel and Klingsieck (2015) argue that procrastination in students has an impact on decreasing academic achievement, student welfare, stress, and regret. When students often procrastinate, students often lose their opportunities and opportunities. This is corroborated by the results of research (Savira & Suharsono, 2013) which showed that of the 48 students in the sample, 25 students or 52.1% were found to apply high academic procrastination, namely delaying completing assignments, lagging behind in completing assignments, not fulfilling set deadlines, as well as prioritizing other activities when completing assignments, meanwhile, the remaining 23 students or 47.9% are included in low academic procrastination. The research conducted by (Titu, Papu, & Mamahit, 2020) yielded results that 46% of class VII students at SMP Santo Christopher 1 Grogol, West Jakarta, had moderate academic procrastination scores, and there were 6% of students who had a high level of academic procrastination classification. individuals procrastinate when completing assignments, and more study time is spent on other activities such as playing cellphones, watching movies or soap operas, and playing games until they forget the time.

Based on the results of interviews conducted by researchers directly with counselors at SMP Negeri 11 Banjarmasin, the guidance and counseling teacher explained that when face-to-face learning begins, of course, students will re-adapt to their learning, because previously students and teachers were used to learning during a pandemic. *COVID-19* so in this face-to-face learning should be able to make better use of face-to-face time. Guidance and counseling teachers also explained that, in the process of adapting to learning, students lose motivation to do assignments which causes students to be lazy in completing assignments. In addition, there are some students who are less able to manage their time in learning so that students have procrastination behavior to start and complete assignments.

The counselor also explained that another reason that makes students delay doing or completing assignments is that they think that there is still time to complete assignments so they choose to carry out other activities that are more enjoyable, such as playing game online, watching television, and hanging out with his friends so that in the end the task collection becomes close to deadline his. They did this on purpose, which ultimately led to unfinished academic assignments because students preferred to do other work or things that were more fun than doing assignments even though they knew there were assignments to complete.

One of the triggers for academic procrastination is the existence of cognitive dissonance or irrational views that exist within students who think that students still have a long time to complete assignments (Steel & Klingsieck, 2015 in Popowiranta et al., 2019). As for other things that cause the emergence of academic procrastination behavior in students due to the low learning motivation of students, this is in line with the opinion of Briordy (Tamami, 2011) explaining that the higher the motivation that exists in an individual when carrying out assignments, the lower the tendency to implement academic procrastination. In addition, the results of previous research stated that social support and self-efficacy contributed to the occurrence of academic procrastination in students (Rahmadina et al., 2020). Likewise with self regulation and peer conformity also contributes to academic procrastination behavior (Sulaiman et al., 2022).

Some of the results of previous research regarding guidance and counseling services to help reduce student academic procrastination that group counseling with a rational emotive behavior therapy approach is effective in reducing students' academic procrastination behavior. Implementation of counseling with a rational emotive behavior therapy approach to group members is given the ABCDE model in which group members are actively involved in the goal group, members express the irrational beliefs they experience (Ozer's et al., 2013; Aprillia., et al., 2019; Kaur & Narang, 2021; Chairunnisya et al., 2022; Kartikasari et al., 2023). The limitation of counseling with a rational emotive behavior therapy approach is that it is only appropriate to be given to students who have irrational beliefs related to their academic procrastination problems. Nitami., et al. (2015) and Wahyuningtyas., et al. (2021) in their research revealed that academic procrastination is influenced by student learning motivation. Students who tend to have high learning motivation will prevent the emergence of academic procrastination.

Based on the explanation above, group counseling techniques are needed which can help reduce students' academic procrastination by increasing their learning motivation. One of the guidance and counseling services through group counseling services with motivational interviewing techniques can help increase learning motivation as an effort to reduce student academic procrastination. Group counseling is an effort to help students in group conditions that are preventive and curative, and are focused on providing facilities for their growth and development (Nurhisn, 2012). Motivational Interviewing based on Rogers theory and social psychological principles such as cognitive dissonance and self-efficacy to help increase client motivation in order to change the behavior of counselee problems (Miller & Rollnick, 1998). One of the strength-based and focused paradigm approaches to building motivation is motivational interviewing.

Motivational interviewing as a form of collaboration between counselor and counselee together to explore motivation in a supportive and person-centered way (person-centered) guiding to obtain and strengthen the motivation to make a change. Motivational interviewing counseling is a humanistic therapy and enhanced cognitive-behavioral strategy designed to refocus clients on their life goals and reframe the things that are important in their lives. Motivational interview counseling emphasizes developing strengths by identifying one's own strengths (Jones-Smith, 2013). Stages of group counseling with the technique of Motivational Interviewing. The experimental group was given a Motivational Interviewing Technique with the steps of (1) Engaging, (2) Formulating Goals (Focusing), (3) Generating Motivation (Evoking), and (4) Planning Changes (Mulawarman, et al., 2020). The results of previous research indicate that motivational interviews can support self-empowerment, and believe that everyone has the ability to solve problems and achieve goals (Manthey et al., 2011). Likewise, strength-based cognitive therapy is also effective in increasing student resilience (Fadhillah et al., 2017; Padesky & Mooney, 2012). However, they also had gaps, so this study aimed to provide novelty, and develop what previous studies have found, the steps of the motivational interviewing technique designed to suit the needs of members in the implementation of group counseling services so that they can motivate each other and share experiences to reduce academic procrastination.

## Method

This research is a quantitative study using the experimental method with a quasi-experimental design in the form of the non-equivalent pretest-posttest group design, namely the existence of a control group can determine how effective the treatment given to the experimental group. The existence of a control group can determine the extent to which the actions given can be effective (Indrawan & Yaniawati, 2017). The control and experimental groups were initiated by administering a pretest before treatment was given, after which group counseling services were given with motivational interviewing techniques to the experimental group, while the control group was given group counseling services, then a posttest was held. The subjects here were Grade VIII students at SMP Negeri 11 Banjarmasin with a population of 146 students and 8 students as samples in the study which were divided into two groups, namely the experimental group and the control group.

The measurement instrument used is a questionnaire with a scale *likert*. Questionnaire is one way to collect data which is carried out by giving a set of questions or done in writing to respondents to answer (Hikmawati, 2017). The type of measurement scale used is the academic procrastination scale used to analyze the results *pretest* and *posttest*. Based on the results of the measurement scale validity test, 45 valid question items were obtained. The results of the instrument reliability using Cronbach's alpha were 0.937 at a 97% confidence level. So it can be concluded that the items of the academic procrastination variable instrument are reliable. Observation guide sheets are made in line with indicators on academic procrastination. The data obtained is then analyzed using the test formula *t-test*.

## Results and Discussion

Based on the research objectives, the research results can be described as follows: (1) Can describe the description of students' academic procrastination behavior before receiving Motivational Interviewing group counseling services. (2) Can describe the picture of academic procrastination behavior after receiving Motivational Interviewing group counseling services. (3) Can analyze the effectiveness of group counseling services. Motivational Interviewing is effective in helping to reduce students' academic procrastination behavior.

### **An overview of academic procrastination behavior before getting group counseling services using motivational interviewing techniques**

In accordance with the preliminary study conducted at SMP Negeri 11 Banjarmasin, it was found that several students had academic procrastination behavior, with the adaptation of online learning during the COVID 19 period to face-to-face learning affecting students' tendency to decrease motivation to do assignments. The motivation to learn which tends to be low triggers procrastination behavior in doing assignments, namely not being able to manage time in learning, thinking that there is still a time lag to do assignments so that students prefer to do activities that are more enjoyable. The behavior of delaying in doing learning tasks is called academic procrastination. Some students who experience high academic procrastination are given group counseling services. There were 4 students in the experimental group who were given group counseling using motivational interviewing techniques and 4 other students in the control

group who were given group counseling services. The results of the pre-test measurements on samples that had been assigned a high category before being given treatment were as follows:

**Table 1.** Results Overview *Pre-Test* Class VIII Students at SMP Negeri 11 Banjarmasin

Student Code	Shoes Total <i>Pre-Test</i>	Category of Academic Procrastination
A27	134	Height
A34	137	Height
A87	132	Height
A125	135	Height
A12	128	Height
A42	132	Height
A103	127	Height
A138	130	Height
Rate-Rata	73,63	Height

Based on the data from table 1, the results can be explained *pre-test* of students in class VIII at SMP Negeri 11 Banjarmasin have an average score of 73.63% in the high category. As for the division of the experimental group (*treatment*) and the control group is according to the level of academic procrastination behavior based on the total score per subject. The students who were used as samples to be given *treatment* are students with codes A27, A34, A87, A125 then students who are sampled for the control group are students with codes A12, A42, A103, A138.

#### **An Overview of Academic Procrastination Behavior After Receiving Group Counseling Services Using Motivational Interviewing Techniques**

Group counseling with the Motivational Interviewing Technique was given to 4 students based on the opinion of Lubis (2016) that the number of effective group counseling members is 4-12 people. The counseling stages applied in this study are the initial stage, the transitional stage, the working stage, and the final stage according to the Operational Guidelines for the Implementation of Junior High School Guidance and Counseling (2016). Stages of group counseling with the technique of Motivational Interviewing. The experimental group was given a Motivational Interviewing Technique with the steps of (1) Engaging, (2) Formulating Goals (Focusing), (3) Generating Motivation (Evoking), and (4) Planning Changes (Mulawarman, et al., 2020). The motivational interviewing technique is carried out by the counselor by asking open questions to group members, namely what forms of academic procrastination they are doing and the reasons. Counselors listen, show empathy and provide space for group members to be open with one another, share experiences and find ways to increase motivation to learn to reduce academic procrastination.

After being given this counseling service, it shows a change in student behavior, namely not delaying doing assignments anymore and being more responsible for the assignments given, when they have free time students prefer to do assignments after that do other activities, seen at every meeting students actively participate the ongoing counseling process, willing to express opinions to their group mates, have better life goals, and have the motivation not to delay doing academic assignments and can be described in the following table:

**Table 2.** Results Overview *Post-Test* Student Academic Procrastination Behavior Once given *Treatment*

Student Code	Rather Total <i>Pre-Test</i>	Category of Academic Procrastination
A27	90	Low
A34	100	Low
A87	96	Low
A125	98	Low

Based on data from table 2, it can be explained that the results of the post-test in the treatment group are students with code A27 with a total score of 90 included in the low category after being given treatment using group counseling with motivational interviewing techniques, is a decrease in academic procrastination behavior, students no longer delay doing assignments, students are more responsible for the assignments given and are better able to manage their study time well, students with code A34 with a total score of 100

fall into the low category students become more motivated to do assignments earlier and have better life goals, when they have time students who are free to work on assignments earlier even though the assignment is still long in the collection. students with code A87 fall into the low category with a score of 96 after being given treatment using motivational interviewing counseling students become better able to manage their time so that there are no delays in doing assignments. students with code A125 with a total score of 98 fall into the low category after being given treatment using group counseling with motivational interviewing techniques, after recalling what the losses were and what the impacts were when they continued to do academic procrastination.

### Analysis of Group Counseling Services with Motivational Interviewing Counseling is Effective for Reducing Academic Procrastination

Knowing the effectiveness of motivational interviewing counseling to reduce academic procrastination in students, a hypothesis test was carried out using the formula *t-test*. The differences in the scores of the experimental group and the control group are as follows:

**Table 3.** Difference Calculation Results *Pre-Test* and *Post-Test* Academic Procrastination

Group Treatment					Control Group				
Student Code	Pre-Test	Post-Test	Beda (X <sub>1</sub> )	(X <sub>1</sub> ) <sup>2</sup>	Student Code	Pre-Test	Post-Test	Beda (X <sub>2</sub> )	(X <sub>2</sub> ) <sup>2</sup>
A27	134	90	44	1934	A12	128	125	3	9
A34	137	100	37	1849	A42	132	130	2	4
A87	132	96	36	1156	A103	127	126	1	1
A125	135	98	37	1089	A138	130	128	2	4
<b>Total</b>	<b>538</b>	<b>383</b>	<b>155</b>	<b>5538</b>	<b>Total</b>	<b>517</b>	<b>509</b>	<b>8</b>	<b>18</b>

Based on table 3 it can be described the difference in the calculation results *pre-test* and *post-test* group student academic procrastination *treatment* and control group. There is a difference between scores *pre-test* and *post-test* of groups *treatment* (those who were given treatment) which is quite significant after being given group counseling services using *motivational interviewing*. Based on manual calculations using formula *t-test* which is done to get the results  $T_{hit} > T_{tab}$  ( $13.61 > 2.447$  with a probability of error of 0.05 or 5%). So that the hypothesis  $H_0$  is rejected and  $H_a$  is accepted, which means that the research results show that *motivational interviewing* can effectively reduce students' academic procrastination due to a decrease in scores *pre-test* and *post-test* once given *motivational interviewing* by using the strategy of group counseling services.

Implementation of group counseling activities with motivational interviewing techniques to reduce academic procrastination was carried out for 5 meetings. Group counseling using the Motivational Interviewing technique with the stages: (1) Engaging, (2) Formulating Goals (Focusing), (3) Generating Motivation (Evoking), and (4) Planning for Change (Planning) (Mulawarman, et al., 2020). Building engagement among group members and leaders is an important step in group counseling. The counselor asks open questions to group members, namely what forms of academic procrastination they do and the reasons. Counselors listen, show empathy and provide space for group members to open up to one another. The stage of Formulating Goals (Focusing) The counselor asks group members to look back, namely the counselor asks group members to remember and share their experiences regarding the losses they have experienced after carrying out academic procrastination. The counselor asks group members to describe statements about the motivation for the expected change in a better direction. In the Evoking Motivation stage, the counselor performs querying extremes to arouse the motivation of group members, namely asking group members questions to see the consequences of not changing, and imagining what life would be like if they decided to change. Stage Planning Change (Planning) Counselors re-motivate group members about the changes they want and provide feedback. The counselor asks group members to try to apply the behavior of doing the task earlier in everyday life.

The results of this study strengthen other relevant research stating that motivational interviewing according to principles such as empathy, support for counselee's personality effectiveness, accepting counselee's rejection, etc. can have interventions with one another (Miller & Sanchez, 1994; Miller & Rollnick, 2013, Manthey., et al, 2011; Azizah., Et al., 2020; Ahmadi, et al., 2021). Research shows that motivational interviewing is directive counseling (with an evidence-based approach) that helps counsees change their behavior through uncertainty detection and resolution. In other words, the ultimate goal motivational interviewing is to treat and deal with doubts and ambivalence in the counselee. Counselors also use this approach to determine changes in counselee behavior (Imanparvar, 2016). This is also found in the

research findings of Hall., et al., (2012) Motivational interviewing techniques in counseling have the advantage of increasing counselee motivation to manage themselves better, which is represented by the acronym RULE: Resist the righting reflex; Understand the counselee's own motivations; Listen with empathy; and Empower the counselee.

Motivational interview counseling interventions can be carried out to provide a positive identification effect on low self-esteem and self-control resulting in academic procrastination, which before the intervention was given these conditions greatly hampered daily life. However, with motivational interviewing, students can better understand their internal thinking, broaden their perspective of thinking to be more positive, resolve their ambivalence, try to determine what action they take, and try to be able to apply it to themselves when they feel it. a difficult situation that did not match his expectations at the time (Singh, 2019). Group counseling techniques with motivational interviewing techniques can remedy these problems more directly than individually services, because groups bring people together to share concerns and support one another, increasing their hope and confidence. By "going through it together," members inspire one another through their progress and success (Wagner & Karen, 2013).

The results of this research still have limitations, the study did not measure and analyze the level of academic procrastination tendencies in research subjects after being given counseling motivational interviewing (post-treatment), but only focused on efforts to reduce academic procrastination. Second, in this study a follow-up plan was carried out to find out how the effects changed after giving the treatment motivational interviewing done only with a span of 3 weeks after post test.

## Conclusion

Some students who have academic procrastination behavior in the process of adapting online learning during the COVID 19 era in face-to-face learning affect students tend to decrease motivation to do assignments. The motivation to learn which tends to be low triggers procrastination behavior in doing assignments, namely not being able to manage time in learning, thinking that there is still a time lag to do assignments so that students prefer to do activities that are more enjoyable. The behavior of delaying in doing learning tasks is called academic procrastination. Several students who experienced high academic procrastination were given group counseling services using motivational interviewing techniques. The findings of this study prove that the intervention of motivational interviewing techniques is effective in reducing students' academic procrastination. The findings of this study prove that the intervention motivational interviewing technique effectively reduce student academic procrastination. Thus, counselors can use this approach to intervene students. Future research could analyze students' levels of academic procrastination by gender, or test efficacy motivational interviewing in a group setting and overcoming the limitations of this study. Implications The results of this study provide evidence that motivational interviewing can have an effective effect on reducing academic procrastination in students and can be used by guidance and counseling teachers as a conceptual and practical reference in the development of future counseling.

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