



Application of Cognitive Theory in Overcoming Procrastination Against Students

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ABSTRACT

The procrastination behavior experienced by students is very disturbing, which can negatively affect students' lives. There are several research findings regarding the application of counseling services to overcome procrastination with various cognitive theory treatments. This research was conducted using a systematic literature review (SLR) method. The steps in carrying out the SLR method are by compiling statements related to the research carried out, conducting searches with systematic literature reviews, identifying, assessing, analyzing, and compiling reports.

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1. INTRODUCTION

Participant students who experience it difficulty in doing something task or work, appropriate limit time that has been set often late in did it , failed in finish something work or task in accordance limit time that has been specified , nor in prepare something in a way excessive . Called as someone who carries out procrastination, because procrastination is something behavior that is not efficient in use time . Procrastination originate from Language Latin that is *pro crastination* with prefix *pro* that means moving proceed or push progress and ending Crastinus It means decision day tomorrow . If combined own meaning postpone until Tomorrow day or day next . Term procrastination first used by Bown and Holzman in show trend postpone something solution task or work (Hinestroza 2018) .

Wolter argued that procrastination is failure in do task in period desired time or postpone do task or work until moment approach time the collection (Muyana, 2018) . Procrastination usually often appear to participant educate or student Because have negative effect to the process as well performance learn it . Individuals who experience procrastination will cause it's late in gather duty , feel worried in approaching aim , have attitude giving up results to results exams , as well can influence activity other (Ramadhan and Winata 2016) . Procrastinator Actually aware that himself do something task or important and rewarding work For himself , however in a way on purpose postpone something work in a way repeated so that give rise to No comfortable (Fauziah, 2016) .

Procrastination experienced by participants educate If No overcome will influential bad to participant educate , which is correlated with price low self , irrational thoughts, depression, anxiet , and not believe self with abilities possessed (Munawaroh et al., 2017) . In matter this , guidance counseling own role in give solution with give service help For participant educate Good in a way individual nor group so develop and be independent in a way optimal in development self participant education , life personal , ability in stud , social life , and inner life planning career (Nitami et al., 2015).

A lot of research has been done For peeling procrastination academic . From the research that has been done done , can is known reason happen procrastination experienced by participants educate . There are five things that are said with its height trend procrastination according to Janssen and Carton that is exists worry social , low self-control (*self-control*), *self-esteem* , *self-consciousness* , and *self-efficacy* , (Ursia, N. R. , 2013) . Plus with research conducted by (Saraswati et al. 2017) that factors that become supporter performance academic somebody support family , parents , friends , as well objective learning , conditions emotional , as well environment in Study .

There is a number of techniques that can carried out by guidance and counseling teachers or counselor with theory cognitive possibilities participant educate in prevent happen procrastination that is Alone own objective that is For reach activity learning with use internal strategies a cognitive process in accordance with expectations , behavior and motivation participant educate . Participant educate must can capable For own high motivation to be able stimulate his abilities in finish something task or the job he thinks difficult in the learning process (Stya, 2020). There is service counseling with theory cognitive For help in formulate something problem , collect existing data , evaluate How appropriateness data , analyzing and interpreting relevant data , organizing as well as serve something data results , which are then results the compared to with problem (Suhartoni, 2017) .

2. METHODS

In method research conducted this , that is use *systematic literature review* (SLR). SLR itself is something method used For identify , assess , and intervene to all results found in relevant research with answer question study specific applied , topics particular issues discussed , as well phenomenon that is becoming something attention , (Meitasari et al. 2021) . Review steps taken that is :

- a. Drawing up a statement related research conducted
 - a. RQ 1: What just service guidance and counseling with theory cognitive skills at school in effort overcome procrastination students / participants educate
 - b. RQ 2: Who only those involved in service This ?
- b. Do a search with *systematic literature review*

In research carried out , the author conducted a search with collect data from various trusted source like journals , theses and dissertations .

3. FINDINGS AND DISCUSSION

Based on invention results analysis based on method used , in overcome procrastination experienced by students there is a number of service that can applied with service guidance and counseling theory cognitive . Findings done with method *systematic literature review* with data collection from various trusted source . In conducting research , there are: question For help with the manufacturing process This like .

- a. RQ 1: What just service guidance and counseling with theory cognitive skills at school in effort overcome procrastination students / participants educate
- b. RQ 2: Who only those involved in service This ?

Based on research that has been done about application theory cognitive in overcome procrastination student among them as following .

Table 1. The selected works of literature that appropriate to the RQ

No.	Title	Authors	Publications Date	Service Guidance provided with theory cognitive	Which are involved
1.	Islamic Counseling Method <i>Self Regulated Learning</i> For Overcome Procrastination Academic Elementary School in the Village Hips Subdistrict	Aidah Rachmawati Stya	January 2021	<i>Self Regulated Learning</i>	Entire student as well as guidance and counseling teachers

Gedangan Regency Sidoarjo						
2.	Counseling Group with Restructuring Strategy Cognitive For Lower Attitude Procrastination Academic student	U Khasanah	swatun	November 18, 2019	Counseling Group	Entire student class VII -B and guidance and counseling teacher at UPT SMP Neg eri 28 Gresik
3.	<i>Self Regulated Learning Strategy, Academic Procrastination and Academic Achievement.</i>	Princess Sarawati		2017	<i>Self Regulated learning , in procrastination performance academic to performance academic</i>	Entire guidance and counseling students and teachers
4.	Influence Application Counseling Cognitive- Behavioral to Decline Behavior Procrastination Academic Participant Educate Class VII at Gajag Middle School Mada Bandar Lampung	Luluk Hidayati		January 2018	Cognitive Behavioral Counseling Techniques , against decline behavior student	Entire student class VII Gajah Mada Middle School and guidance and counseling teacher
5.	<i>The implementation of Really Group Counseling to Reduce Academic Procrastination Behavior to the Students of VIII C</i>	Wilujeng Wahyuni	Dwi	2014	<i>Reality Group Counselling</i>	7 Students Class C of SMP Negeri 20 Surabaya and BK Teacher

Class of SMP N 20 Surabaya					
6.	Implementation Counseling <i>Self Talk</i> Technique Group For Reduce Behavior Procrastination Participant Educate Class XI of SMA Negeri 1 Way Serdang Mesuji, Lampung	Diyah Imawati	March , 2021	Counseling Group with <i>Self Talk</i> Technique	Student Class XI and BK Teacher
7.	Application of <i>Self Management</i> Techniques For Reduce Behavior Procrastination Academic Students at SMA Negeri 12 Makasar	Nurhidayatullah and Erwin	June , 2019	Counseling cognitive behavioral with <i>Self Management</i> Techniques	Entire BK Students and Teachers
8.	Use <i>Solutions Focused Brief Counseling</i> (SFBC) to Reduce Student Academic Procrastination	Aji Popowiranta, Ratna Widiastuti, and Ashari Mahfud	2019	Service Counseling Group <i>Solutions Focused Brief Counseling</i> (SFBC)	Entire BK Students and Teachers

Based on results analysis from a number of literature that has done in the table above , results research conducted it turns out own method service with theory cognitive diverse in application theory cognitive in procrastination student as well as Who only those involved in service This . There are related explanations with the services listed in the table research above in application service cognitive to students who experience procrastination that is :

3.1 Self Regulated Learning

Self regulation has deep meaning Language English that is management self . *Self* Alone means " self " and regulation means " rules ". Management self make it happen part most importantly in theory published social cognitive theory For the first time theory social learning by Albert Bandura , (M Ghufro N, & S 2011) . Bandura explained that *self regulated learning* is something condition individual in control activity learning yourself , manage something object as well as source Power human , monitoring efforts and goals learning, as well make behavior individual in the retrieval process decisions and implementing them in a learning process participant educate or individual (Filho, 2001).

Zimmerman thinks that *self regulated learning* focused to abilities possessed by

participants learn to participate active in a good learning process in facet behavioral , metacognitive , as well motivation . Metacognitive Alone is something arrangement the individual self knows the participant students who organize , guide , monitor , plan and in the learning process He evaluate himself . Then from facet motivation that is participant educate will feel himself capable , more independence and trust self more increase (Zimmerman, 2002) . Besides That . Zimmerman also emphasized that someone who has self regulation must have method greetings learn to achieve objective academic (Cahyadi, 2016) .

3.2 Counseling Group

Counseling group is a counseling process in form group that uses it therapeutic and internal diagnostics finish problem participant students involved in counseling group the . Counseling group chosen Because students who have attitude procrastination academic tall what we can be certain of is more from One individual , with so will more Good with use counseling in a way group . With So , guidance and counseling teacher or counselor can use counseling group in help participant educate in a way simultaneously to be able overcome problems experienced participant counseling group (Sisca Folastrri, 2016) .

Counseling group is something effort in help somebody with method interacting nature personal between counselor with counselee so counselee Can understand himself and also his environment , are capable in make something decision and determine objective with the values he understands so that counselee feel happiness (Achmad Juntika Nurihsan, 2007) . Counseling group own objective that is For practice its members so more brave speak with many people, train members to be able to do so sympathize with Friend his peers , capable develop interests and talents possessed its members , as well finish problem in group (Dewa Ketut Sukardi, 2008) .

3.3 Self Regulated learning , to performance academic with regulatory strategies

Self Regulated learning has a number of component like self-evaluating, organizing and transforming , goal setting and planning, seeking information, keeping records and monitoring, environment structuring, self-consequating, rehaering and memorizing, seeking social assistance, and reviewing and records . With some of these strategies expected can increasing self- control , social support , skills , motivation , and style in solution that 's the problem factor it happened procrastination to student . Regulatory strategy Alone it is hoped that it will be possible more increase performance academic participant educate as well as lower level the procrastination he experienced (Saraswati, 2017) .

Procrastination academic experiences experienced by participants educate own connection negative with *rational* beliefs held by participants educate in learning , achievement academic as well as satisfaction in life academic . Participant students who have procrastination more low , participant educate believes that they capable learn , be happy with his life as well as own performance decent academics high , (Balkis 2013) .

3.4 Cognitive Behavioral Counseling Techniques , against decline behavior student

Counseling cognitive-behavioral is form bye One from therapy psychosocial with objective change pattern think negatively become more positive so that behavior emerging maladaptive consequence pattern think no Correct can changed So behavior adaptive positive , (Amilin, 2014) . Draft main from theory cognitive-behavioral that is coalition between approach behavioral and cognitive . Cognitive-behavioral more reflect approach cognitive and behavioral to help and understand individual . Counseling cognitive-behavioral more emphasize about problem behavior and emotions of individuals or participants learn what you can overcome with effective in restructuring cognitive as well as show How confidence irrational or distortion cognitive in bother participant educate and them capable

change thoughts that don't appropriate with use various method , (Husni Abdillah and Diana Rahmawati, 2010) .

Counseling This can held with effective Good in a way individual or group . Counseling This If held in a way grouped , there are two activity formats like group all of them are homogeneous participant his group own the same problem and group format every open participant his group in a way alternate convey problems experienced and wanted discussed (McLeod, 2003) .

3.5 Counseling Group Reality

Objective base from counseling group reality This that is counselee For have great control to his life and ability make the best choice , helpful student or counselee in fulfil need Basically, develop successful identity , can help in intertwine more relationship Good with other people, realistic, responsible answer , as well have istikomah skills in form something action in a way healthy that improves behavior in total (Darminto, 2007) . Temporary (Komalasari, Gantina., Wahyuni, Eka, 2011) opinion that objective from counseling group reality that is For help participant educate in reach his identity as successful and capable understand and face reality .

Counseling Reality use various techniques to achieve something objective counseling , especially techniques from perspective counseling behavior . Theory counseling This own a number of technique such as : Metaphors that use techniques such as analogues, smiles , images , and anecdotes For give counselee important message with creative way . Second relationship , use connection as asexual part in a therapeutic process . Third question , fourth WDEP & SAMI2C3 which is acronym from *evaluation* (assessment) , *wants* (desire) , *planning* (plan) , and *direction* (direction) . Fifth , negotiation , which is the counselor invite counselee in make plan repeat and find more other options easy . Sixth Paradox intervention , which is for push counselee in accept not quite enough answer for behavior Alone . Seventh development skills , eighth addiction positive For lower various mavam behavior negative with with give mental readiness , confidence , energy , and creativity . Ninth , use verbs For help counselee so capable control his life and make positive choice . And finally , the natural consequences that have trust that counselee capable responsible answer as you can accept consequence from his behavior (Wilujeng Dwi Wahyuni and Muhari, 2014) .

Stages in conducting counseling group reality namely stage 1: Involvement and group structuring , stage 2: Data exploration , stage 3: Value considerations or evaluation of the pros and cons, advantages and disadvantages of current behavior , stage 4: Plan for developing new behavior and its implementation , and t Stage 5: Evaluation of implementation and follow-up as well as those who fail must not be exploited but also must not be punished (Nursalim, Mochamad and Hariastuti, 2007) . In matter this , take something subject done with *purposive sampling* technique Because use sample characteristics Already determined and known previously based traits and characteristics its population (Winarsunu, 2009) .

3.6 Counseling Self Talk Technique Group

Saligman and Reichenerg convey that *self talk* is a meaningful pop - *talk* conversation For wake courage or enthusiasm positive given individual For himself Alone every day . Then Diswantika opinion that technique *self talk* is something positive conversations are had individual with himself Alone every day , which is individual the repeat various the question he thought helpful and supportive in carrying out a certain action or pulled over from behavior certain (Diyah, 2021) . To do *self-talk* , there are a number of stage that can be done done namely: Stage First counselee pointed out and made aware of that they No irrational and not logical . Stage second convincing counselee For believe that negative feelings and thoughts can changed and challenged . And the third stage , help counselee For always develop rational

thought as well as develop philosophy more life rational not to trapped with problems caused thinking irrational (Komarudin, 2013) . Whereas according to Priyitno in service counseling group with technique *self talk* that is (Prayitno, 2003) :

- a) Stage formation stage , which is the counselor give explanation about objective from counseling group technique *self-talk* to reduce procrastination participant educate with grow each other accept and trust fellow members group .
- b) Stage transition , with confirm that set member has understand procedures and objectives from counseling This .
- c) Stage activities , with steps done that is stage listen *self talk* , stage know *self talk* negative , stage change *self talk* negative become positive , and stage set *self talk* positive Keep going continuous ,
- d) Stage Lastly , the members each other motivating and capable apply technique *self talk* when faced with situation certain in his life .

3.7 Self Management Techniques

Self Management ability For direct and organize self.Ability arrange self This can prevent somebody from behavior deviated (Nurhidayatullah and Erwan, 2019) . *Self Management* is something which procedure the counselee use skills and management techniques himself in face The problem is , it's not obtained in a way direct in therapy (Gunarsa, 2004) . In the counseling process carried out , the counselor or guidance and counseling teachers and counselors determine the goal will be achieved in a way simultaneously . Then counselor give instruction to his counselee For determine goals , as well his counselee must active in the counseling process . After the counseling process has done , students expected For can pattern behavior , desired feelings , thoughts , as well capable create atmosphere Study in accordance what you want , you can afford it maintain his skills even though it 's outside session counseling , have extraordinary change normal , as well istiqomah with direction correct procedure.

Besides That's the step that is carried out in counseling This that is , first rational treatment stage with give knowledge about procrastination behavior work or task as well as strengthen counselee about behavior procrastination can harm in life . Stage second , specify problem and set something objective in counseling . Third , create commitment that counselee will changed with activity useful thing to do as well as counselor request counselee convey benefit what happened counselee after happen change in himself. Stage fourth that is dance data and provide evaluation related reason from problems to find out how much often behavior problematic the appear . Stage fifth , Develop and implement plan handling with objective set activities for behavior procrastination capable resolved .

3.8 Counseling Group Solution Focused Brief Counseling (SFBC)

Service counseling This more emphasize to conversation direct solution (*solution-talk*). focused to steps to be done counselee on the day next with problem in his life , so to speak session become more short (Corey, 2013) . Use counseling This hope to be able to *cognitive* restructuring for bring up confidence good irrational to participant educate later capable overcome procrastination (Gladding, 2012) . There is stages in counseling group *Solution Focused Brief Counseling* (SFBC) , namely , sessions First aims to form something mutual groups support and understand something more changes Good with fellow member accompanied understanding related to the counseling process carried out . Session second , aim introduce approach *Solution Focused Brief Counseling* (SFBC) for overcome procrastination academic . Session third own objective For educate all members so they can identify alternative capable solution used in reduce procrastination . Session fourth , push

participants to have hope to change as well as have alternative more solutions effective . Then on to the session session fifth aims to practice real the behavior you have .

4. CONCLUSION AND RECOMMENDATION

In research conducted by the author use systematic literature review (SLR) method . Based on results analysis literature that has carried out by the author , found a number of study about application theory counseling to procrastination student with various services and methods . From source data that has been done, there is factor causes , as well impact for students who do procrastination very detrimental academics . As for related research that has been done , that must be done studied more in Again in write various application of the technique carried out in service .

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