Conference Paper

Group Behavioral Counseling Using Assertive Techniques to Reduce Procrastination in Junior High School Students

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Abstract

This study aimed to reduce procrastination in eighth grade students at Junior High School 7 Baubau through group behavioral counseling using assertive techniques. A one group pre-test/post-test design was used. Based on the descriptive analysis results, students' procrastination before treatment was categorized as 'high' with an average score of 70.43%; after treatment, the average score was 31.92%, which was classified as 'low'; this difference was significant ($p = 0.012$). From these results, it can be concluded that group behavioral counseling using assertive techniques can reduce academic procrastination in eighth grade students. It is hoped that these results can be used to help guidance and counseling teachers to carry out services to reduce procrastinaton in students.

Keywords: academic procrastination, group counseling, behavioral, assertive

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1. Introduction

Education is essentially an attempt to assist students in developing abilities, knowledge, intelligence, values, or useful behavior patterns. However, in an effort to take education, the process that occurs is not always as expected. Students often face various obstacles. Barriers that arise can be related to career development, personal, social, or academic fields. One of the obstacles that arise in the academic field is related to academic procrastination behavior. Class VIII SMP Negeri 7 Baubau is listed as the class where students often postpone their academic assignments. These academic tasks include postponing assignments or homework, delaying studying subject matter, delaying submitting assignments, and so on.

The phenomenon of academic procrastination that occurs at SMP Negeri 7 Baubau is even the main cause for some students not graduating. In addition, the results of previous research that are relevant to this research are research conducted by Mardhiyyah & Indriani, 2018 explaining that many students experience academic procrastination, students as students will definitely get assignments from their teachers, almost every

How to cite this article: Muhammad Musafir and Agus Basuki, (2021), "Group Behavioral Counseling Using Assertive Techniques to Reduce Procrastination in Junior High School Students" in *The 2nd International on Meaningful Education (2nd ICMEd)*, KnE Social Sciences, pages 271–286. DOI 10.18502/kss.v6i2.9994

Page 271

time students will get more assignments. From one lesson, students should do the assignment after getting it, but in fact when students get assignments they often delay doing it, the students will be overwhelmed by the new assignments that are done. Solomon and Rothblum (1994) state that procrastination is an action that is not useful and causes feelings of discomfort to someone who does it [22]. Whereas according to Newton (2014) says that procrastination can be interpreted as replacing high priority tasks with low priority or doing activities that are more enjoyable which results in delays on the main task [15]. Furthermore, Jannah & Muis (2014) said that academic procrastination is a failure to complete assignments according to the deadline for submission or delaying the work until the deadline [21]. Meanwhile, McCloskey said that "Academic procrastination is a tendency to postpone activities and behaviors related to education," [2].

Students usually do academic procrastination behavior because of the large number of daily activities, they are anxious about the task they are going to do, even sometimes they are confused about doing the assignments given by the teacher. This is the same as described by Solomon & Rothblum (1984) which states that procrastination occurs not only due to bad time management and wrong learning habits, but also related to the interaction between behavioral, cognitive and affection components [22]. Specifically, Solomon and Rothblum (1984) divide the factors that cause procrastination, including feelings of fear of failure, anxiety, having too high standards, lack of self-confidence, and perceiving tasks as unpleasant. Meanwhile, according to Burka & Yuen (2008) there are several factors that influence procrastination which can come from outside the individual (external) and also from within the individual (internal) [3]. External factors include (1) rebellion against control and authority figures, (2) experience in a group, (3) model of success or failure. Internal factors include (1) fear of failure, (2) fear of success, (3) fear of losing the battle or fear of losing control. On himself, (4) fear of attachment or the fear of being confined, limited if the individual allows other people to have a close relationship with him, (5) fear of separation is when an individual feels fear of being alone.

In this case the counseling teacher has an important role as described in article 1, Permendikbud No. 111 of 2014 that guidance and counseling is an effort that is directed systematically and objectively and programmed by counseling teachers to facilitate the development of students to achieve independence in their lives [12]. In this connection, the behavioral group counseling service with assertive techniques can be used to reduce academic procrastination behavior in students so that students can carry out the teaching and learning process properly. The behavioral approach focuses on changing

behavior by emphasizing rewarding the counselee when doing a good activity and giving consequences to prevent the counselee from doing bad activities. James and Gilliland also say that basically behavioral counseling is directed at the goals of acquiring new behavior, eliminating maladaptive behavior, and strengthening/maintaining desired behavior [26]. Meanwhile, according to Corey behavioral counseling is a theory that emphasizes human behavior which is basically shaped and determined by the environment and all of that behavior is learned / obtained due to the training process [28]. In addition, the assertive training technique used in this study is a technique that can help students express their feelings. Rini also argues that assertiveness is the ability to express what she wants, what she feels, and what is thought of others but must protect and respect the rights and feelings of others [10].

Based on the explanation above that procrastination is an important thing that must be overcome, procrastination behavior is a delay in a job that is done. Therefore, in an effort to overcome academic procrastination behavior at SMP Negeri 7 Baubau, the researcher applied the Behavioral Group Counseling strategy with Assertive Techniques. This is because academic procrastination is a maladaptive behavior carried out by students, while behavioral group counseling aims to remove / eliminate maladaptive behavior to be replaced with new, more adaptive behavior. Meanwhile, assertive techniques aim to train individuals who have difficulty saying no, as the cause of student academic procrastination at SMP Negeri 7 Baubau. The magnitude of the negative impact that can be caused by academic procrastination behavior on student achievement, encourages researchers to study "Behavioral Group Counseling with Assertive Techniques to Overcome Student Academic Procrastination Behavior at SMP Negeri 7 Baubau.

2. Related Works/Literature Review

Dysfunctional procrastination is often encountered, one of which is in the academic field, for example student academic life [22]. This procrastination is known as academic procrastination, which is a delay done on types of formal tasks related to academic assignments. The results of research in the United States indicate that procrastination is one of the problems that afflicts most students. Ellis and Knaus estimate that more than 70% of students undertake academic procrastination [6]. In line with Rahmatia & Rahman (2015), it is explained that academic procrastination is a type of delay made on formal tasks related to academic assignments, for example assignments given while at school [18].

To minimize the habits of students who do academic procrastination, one way that can be done is by using behavioral counseling services. According to Krumboltz and Thoresen (in Nabilla, 2019), behavioral counseling is the process of providing assistance to others to solve certain interpersonal problems and decisions.

Behavioral counseling is considered as the right way to reduce procrastination behavior, as in a study conducted by Praptiana & Rozikan (2014), a research that is motivated by the large number of students who procrastinate and result in a decrease in academic achievement, explaining that group counseling with a behavioral approach helps students to open reveal the problems faced related to the emergence of academic procrastination behavior, so that students' daily lives are not disturbed and students can learn well so that they get maximum results [16]. On the basis of the calculations carried out by these researchers, group counseling with a behavioral approach is proven to have an effect on reducing students' academic procrastination behavior.

In behavioral counseling, there are techniques that can be used to deal with problems that occur so that they can be resolved immediately. Monica & Gani (2016) suggest that behavioral counseling is a therapeutic technique in counseling based on learning theory that focuses on individual behavior to help counselees learn new behavior in solving problems through action-oriented techniques [13]. The techniques in question were explained by Corey, he argued that there are several techniques that can be used in behavioral counseling, including: Assertive Exercise, Systematic Desensitization, Aversion Conditioning, Modeling Techniques, Covert Sensitization, and Thought Stopping. In this study, the researchers chose to use assertive training techniques in behavioral counseling to deal with academic procrastination behavior [17].

The selection of assertive techniques in behavioral counseling to deal with procrastination is due to the relationship between assertive techniques and procrastination, such as in research conducted by Wahyuni Tresnawati & Naqiyah (2020) which explains that there is a negative relationship between assertive behavior and academic procrastination which means if individual assertive behavior is high then the individual academic procrastination becomes low and vice versa. If the individual has high assertive behavior, it can reduce academic procrastination because boldly asking others, communicating inability and honestly about what is not mastered will provide the individual with new learning and assistance to be able to complete the task.

Furthermore, other research conducted to find out how the relationship between assertiveness and academic procrastination was not only carried out to students but also to students, one of which was research conducted by Husetia (2010) which aims to determine the relationship between assertiveness and academic procrastination in

students of the Faculty of Psychology, University Diponegoro Semarang [9]. In this study, it is explained that individuals who are less assertive do not want to seek help (seeking for help) from others to help complete their tasks so that their tasks are neglected or completed near the deadline. As a result, the task was not completed optimally. Meanwhile, individuals with high assertiveness will carry out the tasks they are responsible for in a timely manner and have high confidence that their business will be successful. Based on the results of the research that has been done, it can be concluded that there is a negative correlation between assertiveness and academic procrastination in students, meaning that the higher the assertiveness, the lower the academic procrastination in students, and vice versa.

With this relationship, some researchers believe that this assertive technique is appropriate for use in dealing with procrastination. As in the research conducted by Antari et al (2013) with the aim of minimizing the emergence of academic procrastination behavior in class X SMA Laboratorium Undiksha through assertive technical behavioral counseling [1]. In this study, it is explained that if assertive behavioral counseling techniques are used appropriately in helping students to minimize the appearance of academic procrastination behavior, the results will slowly appear. The provision of this counseling service helps students to change bad behavior, poor learning habits, the habits of students who often delay doing assignments, delay completing assignments, are lazy, cannot manage study time, and lack of motivation. The results of this study also showed a decrease in students' academic procrastination behavior between before the action and after the action. Therefore, assertive technique behavioral counseling is considered capable of minimizing the emergence of students' academic procrastination behavior.

From several studies that have been previously described, it can be seen that behavioral counseling with assertive techniques can be used to reduce procrastination behavior. With a negative relationship between assertiveness and procrastination behavior, guidance and counseling teachers can conduct behavioral counseling with assertive training techniques so that assertiveness will increase, and procrastination behavior will automatically decrease. So, this is what underlies the importance of providing behavioral group counseling services with assertive techniques to reduce academic procrastination behavior experienced by student participants.

3. Material & Methodology

This research was carried out at Junior High School 7 Baubau. This research is a type of quantitative research with pre-experimental methods. The form of pre-experimental design used is one group pre-test and post-test design. According to Gall, Gall & Borg in Setyosari (2013), one group pre-test-post-test research design includes three steps, namely: a) the implementation of the pre-test to measure the dependent variable, b) the implementation of the treatment or experiment, and c) the implementation of the post-test for measure the outcome or impact on the dependent variable [20]. Thus, the impact of the treatment is determined by comparing pre-test and post-test scores. Schematically can be described as follows:

The subjects in this study were students in Junior High School 7 Baubau with the following characteristics:

1. Research subjects were determined based on pre-test results, with a total of 8 students.

2. Students who were subjected to this study were students who obtained the highest scores on the academic procrastination scale.

3. Get approval to be a research subject from the BK teacher, homeroom teacher, and students concerned.

4. Are cooperative and want to work together in groups.

5. Not currently receiving other counseling interventions.

6. Registered as a eighth-grade students at Junior High School 7 Baubau.

The instrument developed in this study was in the form of a questionnaire to measure the behavior of academic procrastination of eighth-grade students at Junior High School 7 Baubau. The questionnaire used to measure the level of academic procrastination is an adaptation of the PASS (Procrastination Assessment Scale for Student) [22]. Instrument adaptation is done because each population has different characteristics. Likewise, the dynamics of academic activities that are typical of students of eighth-grade students at Junior High School 7 Baubau. Therefore, the researchers conducted the development of PASS to better suit existing characteristics so that the symptoms of procrastination can be measured properly. Therefore, before it is used for actual data selection, research instruments are trialed to determine the validity and accuracy of the research instruments.

Find items that meet the validity and reliability requirements, the validity and reliability test of the instrument in this study uses SPSS version 16. The criteria used for validity testing are if the value of rxy> r-table with a significant level of 5%. While the reliability test is based on the provision that if the value of r> r-table, the instrument is said to be reliable. The validity and reliability test of the research instrument was carried out on 50 respondents of the trial outside the research sample consisting of class IX students at Junior High School 7 Baubau. Based on the analysis of the validity of the academic procrastination scale test, obtained the results of 63 items statement on the academic procrastination scale, 52 items were declared valid and the remaining 11 items were invalid on the academic procrastination scale part B namely item numbers 10, 11, 15, 16, 19, 27, 28, 30, 31, 32, 36, at the 5% significance level with an r-table value of 0.279. The results of the calculation of the instrument trial results obtained 0.931 of 52 valid items at a significance level of 5%. Based on these calculations, the academic procrastination scale that has been tested (try out) to students has good reliability. Thus, the academic procrastination scale is already well used as a data collection tool in research.

In this study used descriptive percentage analysis to explain the results of the calculation of pre-test scores (initial test) and post-test (final test). The descriptive percentage analysis technique is a data analysis technique that is carried out to find out the description of students' academic procrastination behavior before being given group counseling services with assertive techniques and after being given services. The formulas used are as follows:

$$\% = \frac{n}{N} \times 100\%$$

Information:

% = Percentage sought

n = Number of scores obtained

N = Number of expected scores

To find out the description of students' academic procrastination behavior, the answer score will be converted into 5 assessment categories consisting of: very high, high, medium, low, and very low. These assessment categories can be known by calculating the interval first, as follows:

$$i = \frac{bkt - bkr}{k}$$

Information:

i = interval

bkt = Highest answer score

bkr = The lowest answer score

k = Answer classification

To test the research hypothesis, inferential statistical analysis is used. Hypothesis testing is done using non-parametric statistics, namely, the Wilcoxon signed-rank test. The Wilcoxon marked level test can be based on a small sample (n ≤ 25) with a significance level of 0.05, 0.02, and 0.01 (Sugiyono, 2010). The formulation of the proposed hypothesis is:

H0: Behavioral group counseling with assertive techniques cannot reduce the academic procrastination behavior of eighth-grade students at Junior High School 7 Baubau

Ha: Behavioral group counseling with assertive techniques can reduce the behavior of academic procrastination of students of eighth-grade students at Junior High School 7 Baubau.

4. Results and Discussion

4.1. Results

4.1.1. Descriptive Analysis

Picture of Student Academic Procrastination Behavior Before Being Treated (Pre-test)

From the results of these data taken eight students who had the highest academic procrastination scores to be given treatment, to find out the description of students' academic procrastination behavior before being given treatment, the scores obtained by research subjects were first converted into the assessment category by using descriptive percentage analysis as presented in the following table:

Based on table 2, academic procrastination behavior of VIII grade students at Junior High School 7 Baubau before being given treatment (pre-test) included in the high category. This can be seen from the average percentage of students' academic procrastination behavior reaching 70.43% of the 8 subjects of the study. Description of Academic Procrastination Behavior of Students after Being Treated (Post-test).

Based on table 3, students' academic procrastination behavior after being given treatment (post-test) experienced a change from the high category to the low category. This can be seen from the average percentage obtained which is around 31.92% of the 8 subjects of the study. A description of students' academic procrastination behavior before and after treatment

TABLE 1: Pre-test scores for grade VIII students

No.	Name	Score	No.	Name	Score
1.	MM	112	18.	*WF*	*185*
2.	DM	125	19.	AWL	142
3.	AS	129	20.	YHM	151
4.	WA	103	21.	APF	148
5.	RF	162	22.	LMA	151
6.	NM	162	23.	BMI	146
7.	NDI	145	24.	LIH	117
8.	AA	133	25.	LMR	111
9.	*FD*	*183*	26.	IM	153
10.	BLI	117	27.	AA	138
11.	MK	139	*28.*	*WSR*	*181*
12.	LMD	145	29.	MAS	121
13.	DSM	123	30.	DD	125
14.	*SD*	*179*	31.	LIU	150
15.	*MAD*	*186*	*32.*	*LMA*	*184*
16.	*SNH*	*182*	33.	LOS	157
17.	*NN*	*185*			

TABLE 2: Students' *pre-test*

No.	Name	Score	%	Criteria
1.	FD	183	70,38	High
2.	SD	179	68,85	High
3.	MAD	186	71,54	High
4.	SNH	182	70,00	High
5.	NN	185	71,15	High
6.	WF	185	71,15	High
7.	WSR	181	69,62	High
8.	LMA	184	70,77	High
Total		1465	563,46	
Average		183,13	70,43	

From the table above it is known that before being given a treatment (pre-test) the level of academic procrastination students are in the high category with an average percentage reaching 70.43% while after being given a treatment (post-test) the level of academic procrastination students are in the low category with an average percentage average of 31.92%.

This shows that the level of academic procrastination of VIII grade students at Junior High School 7 Baubau decreased 38.51% after being treated in the form of behavioral group counseling services with assertive techniques.

TABLE 3: Students' *post-test*

No.	Name	Score	%	Criteria
1.	FD	91	35,00	Low
2.	SD	83	31,92	Low
3.	MAD	74	28,46	Low
4.	SNH	84	32,31	Low
5.	NN	80	30,77	Low
6.	WF	84	32,31	Low
7.	WSR	80	30,77	Low
8.	LMA	88	33,85	Low
Total		664	255,38	
Average		83	31,92	

TABLE 4: Deviation of *pre-test* and *post-test*

Name	%		Category		Dev
	Pre	Post	Pre	Post	
FD	70,38	35,00	T	R	35,38
SD	68,85	31,92	T	R	36,92
MAD	71,54	28,46	T	R	43,08
SNH	70,00	32,31	T	R	37,69
NN	71,15	30,77	T	R	40,38
WF	71,15	32,31	T	R	38,85
WSR	69,62	30,77	T	R	38,85
LMA	70,77	33,85	T	R	36,92
$\sum$	563,46	255,38	T	R	308,08
$\overline{x}$	70,43	31,92	T	R	38,51

Note: **T: High, R: Low**

4.1.2. Inferensial Analysis

Data analysis to find out whether behavioral group counseling with assertive techniques can overcome the academic procrastination behavior of VIII grade students at Junior High School 7 Baubau, non-parametric statistical analysis was performed with the Wilcoxon test. The results of Wilcoxon test calculations using SPSS 21.00 can be seen in the following table.

Test Statistics[b]	
	After − Before
Z	-2.527[a]
Asymp. Sig. (2-tailed)	.012

Based on inferential statistical analysis using the Wilcoxon test at the significance level α = 0.05 obtained Pvalue = 0.012. Pvalue <α (0.012 <0.05) thus H0 is rejected. This means that behavioral group counseling services with assertive techniques can reduce students' academic procrastination behavior.

4.2. Discussion

Behavioral group counseling with assertive techniques is one method that can be used to overcome students' academic procrastination problems. This is because behavioral counseling is also known as behavior modification which is defined as an action that aims to change behavior. Behavior modification can also be an attempt to apply the principles of experimental learning to human behavior [5]. The purpose of behavioral group counseling is to remove / eliminate maladaptive behavior (problems) to be replaced with new behavior, namely adaptive behavior that the client wants [24]. The purpose of this approach is very suitable to overcome academic procrastination behavior because academic procrastination is a maladaptive behavior carried out by students [22]. Furthermore, the goal of behavioral counseling is to help group members eliminate maladaptive behavior and learn new, more effective patterns of behavior [8]. The behavioral approach holds that every behavior can be learned. The process of learning behavior is through maturity and learning. Furthermore, old behavior is replaced by new behavior, because humans are seen as having the potential to behave good or bad, right or wrong [11].

In the implementation of behavioral counseling, there are techniques that can be used to deal with problems that occur so that they can be resolved immediately. Behavioral counseling is a therapeutic technique in counseling based on learning theory that focuses on individual behavior to help counselees learn new behavior in solving problems through action-oriented techniques [13]. The techniques in question were explained by Corey (in Rahayu, 2017), he argued that there are several techniques that can be used in behavioral counseling, including: Assertive Exercise, Systematic Desensitization, Aversion Conditioning, Modeling Techniques, Covert Sensitization, and Thought Stopping. In this study, the researcher chose to use assertive training techniques in behavioral counseling to deal with academic procrastination behavior [17].

The use of assertive techniques is based on one of the factors causing academic procrastination, namely the lack of assertion. Lack of assertion can be interpreted as a lack of giving a firm statement that causes someone to procrastinate. This is as the result

of research conducted by Verdiawati (2013) which found that there is a negative relationship between assertiveness (assertiveness) and academic procrastination [27]. The higher the assertiveness, the lower the academic procrastination behavior, conversely the lower the assertiveness, the higher the academic procrastination behavior. This is in line with the problem raised by one of the subjects (MAD) in the counseling process regarding his lack of assertiveness in rejecting friend invitations, that: "I cannot refuse invitations from friends, friends often invite me to go for a walk, hang out., playing PS, well, even though I have a lot of tasks to complete, I prioritize their invitations instead of having to do the assignments because I think the assignments can still be worked on tonight, ah it's still a long time to collect.

What was revealed by MAD had something to do with the reasons for academic procrastination stated by Solomon & Rothblum (1984) that one of the reasons students procrastinated was due to peer influence. This is also reinforced by the results of Candra's (2014) research which shows that peer influence can be one of the causes of academic procrastination in students with a percentage of 61% [4]. One of the roles of assertive techniques is related to assertiveness which is in line with Sunardi (2010) that assertive training is one of the techniques in the treatment of behavioral disorders in which clients are trained, directed, instructed, and supported to be assertive in dealing with uncomfortable or unfavorable situations. for himself.

Various kinds of reasons for the subject that make them procrastinators in terms of academic procrastination. There are reasons about their lack of assertiveness in refusing friends' requests, the need for affiliation that makes the subject tired and not doing assignments, about self-acceptance and even overconfidence and so on. Everything the reasons for this subject are behavioral that they are actually aware of. So, in this study group counseling was applied with a behavioral approach because as suggested by Sulistyarini & Jauhar (2014) states that the main assumption of this behavioral approach is that human behavior is not the result of unconscious encouragement but is the result of learning, so it can be changed manipulating and creating the conditions for shaping behavior [24]. Furthermore, Folastri & Itsar (2016) argues that the behavioral approach believes that appropriate (appropriate) or inappropriate (inappropriate) behavior with life situations are both learning outcomes [7]. Because wrong behavior is the result of learning, wrong behavior can also be erased and replaced with appropriate behavior through the learning process.

Academic procrastination carried out by some of the above subjects can be said to be maladaptive behavior (problems), therefore behavioral group counseling is applied because behavioral group counseling can change maladptive behavior into adaptive

behavior as suggested by Gibson & Mariane (2011) states that the goal Behavioral counseling is helping group members eliminate maladaptive behaviors and learn new behavior patterns more effectively [8]. This is in line with the opinion of Sulistyarini & Jauhar (2014) that the purpose of counseling is to remove / eliminate maladaptive behavior (problems) to be replaced with new behavior, namely adaptive behavior that the client wants. Behavioral counseling in changing behavior uses one of the techniques of several techniques in behavioral counseling, namely assertive techniques [24]. As previously explained, assertiveness training is used to train individuals who have difficulty declaring themselves that their actions are appropriate or correct. This exercise is useful, among others, to help individuals or students who are unable to express feelings of offense, difficulty stating no, express affection and other positive responses. The method used is by means of role playing or group discussions.

In this study it was also explained that if the behavioral group counseling, assertive techniques were used appropriately in helping students reduce academic procrastination behavior. The provision of this counseling service helps students to change bad behavior, poor learning habits, the habits of students who often delay doing assignments, delay completing assignments, are lazy, cannot manage study time, and lack of motivation. Therefore, the procrastination behavior of grade VIII students of SMP Negeri 7 Baubau must be reduced so that students are able to achieve optimal academic development and achievement. The increase occurred based on the analysis carried out, it turns out that the results obtained support the theory that underlies this research, namely that theoretically, behavioral is a theory that studies individual behavior and deals with changes in behavior in adaptive directions and the study is limited to observing and writing behavior. So, it can be explained that the application of assertive behavioral group counseling techniques is effective in reducing students' academic procrastination behavior.

5. Conclusion

Based on the results of the discussion, it can be concluded that procrastination is a behavior that is not appropriate for students to do even by anyone, because procrastination is procrastinating a job so that it hinders the performance of an individual which is carried out repeatedly, even though the individual knows the negative impact. Meanwhile, academic procrastination is a delay in completing academic assignments or delays in doing academic assignments so that student academic achievement

decreases. Factors that affect procrstination, namely external factors such as environmental factors or parenting style of parents and internal factors such as physical and psychological conditions of the individual. So that it can have consequences, such as individuals who have low academic performance, tend to experience stress because of neglected tasks even though the time for collection is getting closer, the onset of an illness, and have a high level of anxiety.

Academic procrastination is a problem that must be resolved as soon as possible. This is a full concern for counseling teachers because procrastination can cause a decrease in student academic achievement and interfere with students' daily activities. In this case, the guidance and counseling teachers are expected to reduce the level of student procrastination by implementing good and optimal service according to the needs of students. One of the services that can be provided is behavioral counseling, behavioral counseling is a process of helping someone regarding behavioral problems through certain techniques that are oriented towards one's actions and can create new, better conditions. One technique that can be used is assertive training techniques. This assertive training technique is used to help students (counselees) who are less able to express their feelings. So that this assertive training technique provides an opportunity for the counselee to communicate what he wants, feels, and thinks to others.

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