



THE EFFECTIVENESS OF GROUP COUNSELING SERVICES WITH PSYCHODRAMA TECHNIQUES REDUCING THE ACADEMIC PROCRASTINATION BEHAVIOR OF STUDENTS OF SMA NEGERI 1 LINTAU

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Abstract

The background of this research is that most of the students at SMA Negeri 1 Lintau postpone their academic assignments even though the counselor has made many efforts in counseling, but the results are not significant. Therefore, a new technique is needed to overcome this problem. This study aims to investigate the effectiveness of group counseling services with psychodrama techniques to reduce academic procrastination of students at SMA Negeri 1 Lintau in academics. The design of this study was a quasi-experimental with one group pretest and posttest design. The population in this study were students of class XI SMA N 1 Lintau in the 2020/2021 academic year. Samples were selected by simple random sampling. The sample is class XI IPS 4. Then, 20 students are divided into 2 groups; 10 students as the experimental class and 10 students as the control class. The instrument used to obtain the data is a procrastination questionnaire. Independent sample T-test and N-Gain analysis were used to analyze the data. The results of the study showed that students' academic procrastination decreased after applying psychodrama techniques, but this approach was not effective in reducing students' academic procrastination significantly based on the N-Gain analysis. In conclusion, psychodrama techniques are effective in reducing students' academic delays. The results showed that students' academic procrastination was reduced after applying the psychodrama approach, but this approach was not effective in reducing students' academic procrastination significantly based on the N-benefit analysis. In conclusion, psychodrama techniques are effective in reducing academic procrastination. The results showed that students' academic procrastination decreased after applying



psychodrama techniques, but this approach was not effective in reducing students' academic procrastination significantly based on the N-Gain analysis. In conclusion, psychodrama techniques are effective in reducing students' academic procrastination.

Keywords: *Group Counseling Services, Psychodrama Techniques, Academic Procrastination Behavior*

Abstract

Penelitian ini dilatarbelakangi bahwa sebagian besar siswa di SMA Negeri 1 Lintau menunda tugas akademiknya meskipun konselor telah melakukan berbagai upaya dalam konseling tetapi hasilnya tidak signifikan. Oleh karena itu, diperlukan teknik baru untuk mengatasi masalah tersebut. Penelitian ini bertujuan untuk mengetahui efektivitas layanan konseling kelompok dengan teknik psychodrama untuk mengurangi prokrastinasi akademik siswa SMA Negeri 1 Lintau di bidang akademik. Desain penelitian ini adalah eksperimen semu dengan one group pretest and posttest design. Populasi dalam penelitian ini adalah siswa kelas XI SMA N 1 Lintau tahun pelajaran 2020/2021. Sampel dipilih secara simple random sampling. Sampelnya adalah kelas XI IPS 4. Kemudian, 20 siswa dibagi menjadi 2 kelompok; 10 siswa sebagai kelas eksperimen dan 10 siswa sebagai kelas kontrol. Instrumen yang digunakan untuk memperoleh data adalah angket penundaan. Uji-T sampel independen dan analisis N-Gain digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa prokrastinasi akademik siswa menurun setelah menerapkan teknik psychodrama, namun pendekatan ini tidak efektif dalam mengurangi prokrastinasi akademik siswa secara signifikan berdasarkan analisis N-Gain. Kesimpulannya, teknik psikodharma efektif dalam mengurangi keterlambatan akademik siswa. Hasil penelitian menunjukkan bahwa prokrastinasi akademik siswa berkurang setelah menerapkan pendekatan psikodharma, namun pendekatan ini tidak efektif dalam mengurangi prokrastinasi akademik siswa secara signifikan berdasarkan analisis N-benefit. Kesimpulannya, teknik psychodrama efektif dalam mengurangi prokrastinasi akademik. Hasil penelitian menunjukkan bahwa prokrastinasi akademik siswa menurun setelah menerapkan teknik psychodrama, namun pendekatan ini tidak efektif dalam mengurangi prokrastinasi akademik siswa secara signifikan berdasarkan analisis N-Gain. Kesimpulannya, teknik psikodharma efektif dalam mengurangi prokrastinasi akademik siswa.

Keywords: *Group Counseling Services, Psychodrama Techniques, Academic Procrastination Behavior*

Introduction

Guidance and counseling is a program that aims to assist students in achieving optimal development. The development-oriented guidance and counseling service in question is a service that prioritizes and prioritizes various forms and types of services that allow students to develop well in academic development and behavioral development, so as to reduce problematic behavior.

The task of guidance and counseling teachers is to help students in various ways, either face-to-face or through various media. In dealing with various student problems at school, guidance and counseling teachers can work together or collaborate with all components in the school, so that the services provided can assist students in solving the problems they face.

Guidance and counseling teachers' efforts in alleviating student problems use various BK services which are divided into 3 groups, namely personal-social, academic and career fields.(Mailita et al., 2016) said that there are four types of problems that exist in individuals, these problems include: academic problems, personal social, career and family problems.

In relation to academic problems, among the student problems that are mostly discussed by teachers and BK teachers in schools are student delays in the tasks that have been given by the teacher and also the lack of regulation in using time so that time is just wasted without clear activities. . The student's behavior can be categorized as someone who has deviant behavior which is not disciplined towards the academic tasks given by the teacher at school. Among the deviant behavior discussed in psychology is procrastination. Procrastination carried out by individuals related to the academic field is called academic procrastination(Risdiantoro et al., 2016).

The problem of academic procrastination experienced by students often occurs in schools, the negative impact on students themselves and others has not been fully realized by students as one of the obstacles in achieving academic achievement. The results of research conducted by Hijrah Eko Putra in 2016 at SMA Negeri Magelang City stated that of 256 students with academic procrastination tendencies there were 4 students in the very low category (2%), 23 students (9%) in the low category, 136

students (53%)), in the medium category and 93 students (36%) in the high category, in other words half of the students have high academic procrastination criteria.

Conceptually, according to Ferrari(R. Ghufron et al., 2015): "Academic procrastination is a type of procrastination carried out on formal tasks related to academic assignments, such as school assignments or coursework. While operationally academic procrastination is a person's tendency to delay, end, and neglect in completing school assignments, so that their assignments are often not completed on time. Next up Ferrari(Moawad et al., 2020) revealed that "academic procrastination is an attitude of buying time in carrying out formal work at school".

In addition, in line with Seung's opinion, (2012, p.12) describes academic procrastination, namely: "Procrastination has been commonly understood as a maladaptive behavior that impedes successful academic experiences". Procrastination is a maladaptive behavior and a barrier to academic success. Academic procrastination is failure to do work when it should be done or done at the last second.(Ridwan, 2018).

The opinion of these experts revealed that academic procrastination is a behavior that likes to procrastinate either in starting or ending academic work. This delay is caused by a wrong or wrong perspective in understanding the tasks given, such as a fear of failure, so that it has a negative impact on the individual, which makes individuals prefer to delay doing the task.

The description of student academic procrastination at SMA Negeri 1 Lintau based on several teachers in the field of study stated that on average students always procrastinate on assignments, both those related to learning assignments at school and homework assignments, causing problems and anxiety that almost experienced by students. Teachers feel uncomfortable with unfinished assignments where each teacher gives assignments either in groups or individually.

Based on the results of a preliminary study conducted with BK teachers at SMAN 1 Lintau, it was explained that the phenomenon of delaying assignments among high school students was especially dominant in class XI students compared to other classes. The range of 40% to 60% of class XI students do academic procrastination. The BK teacher also emphasized that the students' lack of responsibility and commitment

to their assignments and learning had not been felt by class XI students which caused the assignments given by the teacher to be neglected and could not be done on time. From the results of interviews with several subject teachers who teach in class XI, it is stated that there are 30% to 60% of students who delay academic assignments such as delaying doing assignments until they exceed the specified time limit and even not collecting the assigned assignments.

Based on the results of interviews conducted with students, most students said that students delay their assignments intentionally due to several factors such as: lazy; sleepy; unable to manage time well; lack of motivation or support; preferring to spend time with friends; doing fun things like: watching tv, traveling, playing games; students do not understand the instructions for the assignments given by the teacher so that students are not sure where to start and how to complete their assignments properly; and students prefer to do homework at school by looking at their friends' work because they feel they cannot do the assignments given by the teacher themselves.

The description of the phenomenon above requires an effort to deal with the problem of student academic procrastination. In this case, BK teachers have a very important role in alleviating student problems, one of which is through group counseling services. Group counseling services guided by BK teachers as group leaders are expected to be able to minimize student procrastination behavior. According to (HJ Prayitno et al., 2020) "Group counseling services are guidance and counseling services that allow students (clients) to have the opportunity to discuss and alleviate the problems they experience through group dynamics, the problems discussed are personal problems experienced by each group member".

The selection of group counseling services is considered practical and time-saving because it can help several students at the same time, all discussions discussed in the group will also be an experience and learning for other students in alleviating their problems. In general, in the practice of group counseling, counselors often refer to western counseling theory. Likewise with the problem of procrastination, many researchers have overcome it with western theoretical techniques and approaches.

The following are some of the studies conducted with a western theoretical approach. First, Putri (2019) conducted a research entitled "Group Counseling with Reality Therapy in Reducing Academic Procrastination". Second, research conducted by Setyowati, Erli and Santosa, Hardi and Biantoro, Yudi (2018) on "Efforts to Reduce Academic Procrastination through Group Counseling Services with a Behavioristic Approach". Furthermore, research by Hanah Pratini and Aini Nur Afifah in 2018. Western theory views human nature more from the side as individual beings and social beings, even though there are other dimensions that cannot be ignored which are inherent in humans themselves, namely reason, lust and conscience that Allah gives to His servants. Based on the view above, in this study.

Research methods

The type of research used is experimental. According to Kasiram (Kasiram, 2008) Experimental research is a research model, in which the researcher manipulates a stimulus or condition, then observes the effect or result of a change in the stimulus or condition on the object that is subjected to the stimulus or condition. The type of experiment used is a quasi-experimental or quasi-experimental.

The quasi-experimental model that the researcher uses is a nonequivalent control group design. First, pre-test was given to the experimental group and the control group. Then the experimental group was given treatment. After that, the post-test was given to the experimental group and the control group (Zamil, 2013).

The research location chosen in this study was SMA Negeri 1 Lintau. This research was carried out in July 2021. A study requires a research object to be studied. Therefore, it is necessary to first determine the object of research or what is called the population. according to (Triana, 2015) population is a collection of data into research in a certain scope. The population in this study were class XI students at SMA Negeri 1 Lintau with a total of 276 people.

The sample is representative of the population to be studied, in other words the sample is part of the population taken as a data source and can represent the entire

population. Sampling was done by simple random sampling technique. According to Sugiono (quantitative, qualitative, and R&D research methods, 2016) simple random sampling, namely taking samples from the population at random without regard to the existing strata in the population. The sample in this study was 20 people and the sample was divided into two groups, namely the experimental group and the control group. Then the researcher divided the research sample into two groups, namely 10 people in the experimental group and 10 people in the control group. This sample of 20 people was taken from the results of the highest pre-test score on the academic procrastination questionnaire.

The data collection technique in this study was to distribute academic procrastination questionnaires to the experimental group and the control group. Assessment scores for students' academic procrastination were measured using a Likert scale. (Nugroho et al., 2019) explains "The Likert scale is used to collect data about a person's attitudes, opinions, and perceptions about social phenomena". In this study, the answers to each item on the Likert scale instrument used positive statements. The researcher chose a Likert scale in this study because the researcher wanted to see the level of student academic procrastination, the answers from this Likert scale have alternative answers in the form of always (SL), often (S), sometimes (K), rarely (J) and never (TP).).

Results and Discussion

The findings of this study are the results of hypothesis testing about the effectiveness of group counseling services using psychodrama techniques in reducing academic procrastination of students at SMA Negeri 1 Lintau. The results of the hypothesis test were obtained from analyzing the pre-test and post-test scores of students' academic procrastination in the experimental and control groups using SPSS for windows version 20.00. The results showed that the null hypothesis was rejected and the alternative hypothesis was accepted.

1. Description of the academic procrastination pre-test data of experimental group and control group students

This research was conducted on students of class XI IPS 4 SMA N 1 Lintau for 8 meetings (see the attachment for the schedule of research activities). The experimental group was given group counseling services with psychodarma techniques and the control group was given conventional approach group counseling services. Prior to the intervention, the researcher conducted a pre-test to both groups and the results can be seen in the table below:

Student Procrastination Pretest Results

| Class | The number of students | Average | Max Value | Min Value | Total number |
|--------------------|------------------------|---------|-----------|-----------|--------------|
| Experimental Group | 10 | 134.7 | 159 | 120 | 1347 |
| Control Group | 10 | 131.1 | 161 | 110 | 1311 |

Based on table 4.1 above about the results of the pre-test level of academic procrastination of students in the experimental and control groups, it can be explained that of the 10 respondents, the maximum score for the control group was higher than that of the experimental group, namely 161 while the experimental group was 159. Then, the lowest score was the result of the student questionnaire. in the control group is also lower than in the experimental group that is 110 while in the experimental group 120. The average score of academic procrastination of the experimental group students is higher than that of the control group which is 134.7 while the control group is 131.1. Thus, the procrastination level of the experimental group was higher than the control group.

Judging from the pretest results of the experimental and control groups, the level of academic procrastination of the two groups can also be classified as shown in the table below:

Classification of Student Academic Procrastination Pretest

| No | Classification | Range | F | |
|----|----------------|-----------|---|---|
| | | | | |
| 1 | Very high | 147 – 174 | 2 | 1 |
| 2 | Tall | 119 – 146 | 8 | 8 |
| 3 | Currently | 91 – 118 | - | 1 |
| 4 | Low | 63 – 90 | - | - |
| 5 | Very low | 35 – 62 | - | - |

| | | |
|-------|----|----|
| Total | 10 | 10 |
|-------|----|----|

2. Description of Post-test Data on Academic Procrastination of Students in Experiment Group and Control Group

After being given the intervention of group counseling services with a muhasabah approach to the experimental group, and group counseling services with a conventional approach to the control group, the researchers re-measured (post-test) the level of student academic procrastination in both the experimental group and the control group. The results of the post-test level of student academic procrastination are as follows:

Student Academic Procrastination Posttest Results

| Class | The number of students | Average | Max Value | Min Value | Total number |
|--------------------|------------------------|---------|-----------|-----------|--------------|
| Experimental Group | 10 | 117.6 | 137 | 105 | 1176 |
| Control Group | 10 | 131.3 | 157 | 115 | 1313 |

Regarding the post-test results of the experimental and control group students' academic procrastination, it can be explained that of the 10 respondents, the maximum score for the control group was higher than that of the experimental group, namely 157 while the experimental group was 137. Then, the lowest score of the student questionnaire results in the control group was also higher. higher than the experimental group, which is 115 while the experimental group is 105. The average score of academic procrastination of the control group students is also higher than the experimental group, namely 131.3 while the experimental group is 117.6. Judging from the posttest results of the experimental and control groups, the level of academic procrastination of the two groups can be classified as shown in the table below:

Classification of Student Academic Procrastination Pretest

| No | Classification | Range | F | |
|----|----------------|-----------|----|----|
| | | | TO | KK |
| 1 | Very high | 147 – 174 | - | 1 |
| 2 | Tall | 119 – 146 | 3 | 8 |

| | | | | |
|-------|-----------|----------|----|----|
| 3 | Currently | 91 – 118 | 7 | 1 |
| 4 | Low | 63 – 90 | - | - |
| 5 | Very low | 35 – 62 | - | - |
| Total | | | 10 | 10 |

Based on the table above, it can be concluded that there is 1 student who has a very high level of procrastination in the control group, but no student has a very high level of procrastination classification in the experimental group. At a high level of classification, the experimental and control groups had significantly different numbers where there were only 3 students in the experimental group and 8 students in the control group. Then, the control group had 1 student who had a moderate level of procrastination, and 7 students in the experimental group. It can be concluded, the control group has 3 variations in the level of students' academic procrastination after being given an intervention which is still dominated by high classification,

A. Procrastination

a. Definition of Procrastination

Epistemologically, procrastination which in English is called procrastination comes from the Latin procrastinare. Procrastinare comes from the word pro which means forward, forward or moving forward, and crastinus which means tomorrow or to be tomorrow. Based on the origin of the word, literally procrastination is to postpone or postpone until tomorrow or prefer to do his work tomorrow. People who do procrastination are called procrastinators.

Procrastination is done because there is a view that the work is considered too heavy, unpleasant or less interesting. In addition, there is a delay in work because there is no appreciation for what has been done. That's why the individual prioritizes doing an activity that has a higher reward and has a low level of loss. Milgram in Sandra points out that procrastination is "part of procrastinating behavior, produces a product of behavior that is below standard, involves tasks that are considered important by the procrastinator, and produces a disturbing emotional state"(Sandra, 2013).

b. Academic Procrastination

Academic procrastination is a type of procrastination that is carried out on types of formal tasks related to academic assignments, such as school assignments or course assignments. While operationally academic procrastination is a person's tendency for delay, end, and neglect in completing school assignments, so that often the assignments are not completed on time. Procrastination carried out by individuals related to the academic field is called academic procrastination, which is a tendency to delay starting or completing overall performance to carry out other activities that are not useful, so that performance becomes hampered. (Izza & Mahardayani, 2011).

Expert opinion states that academic procrastination is the behavior of an individual who likes to delay tasks, either starting or completing academic tasks, and prefers to do other activities that are not useful. Academic procrastination is the behavior of students who procrastinate academic tasks in the form of delays in reading assignments, writing assignments, studying assignments for exams, punctual attendance assignments, writing assignments and completing final assignments.

c. Forms of Academic Procrastination

According to Solomon and Rothblum in Dewi and Asri forms of academic procrastination include delays in: 1) carrying out obligations, 2) studying for exams, 3) reading books, 4) administrative tasks (copying notes, filling out activity attendance lists), 5) attending activities learning, and 6) overall academic performance (postponing doing or completing academic tasks as a whole) (Eka Sriwahyuni, 2018).

Based on the explanation above, the academic tasks that are targeted by procrastinators are writing assignments, studying assignments for exams, reading assignments, administrative work such as copying notes, attending meetings and delaying overall academic performance.

Ferrari in Ghufroon and Risnawita divides procrastination into two, namely: (1) functional procrastination. (2) dysfunctional procrastination. The expert opinion can be understood that procrastination is divided into two forms, namely, functional procrastination, is a delaying behavior because there is an intention to seek more

complete and accurate information so that the task to be carried out can be carried out more perfectly. (Sarwono, 2010). Dysfunctional procrastination, is a behavior to delay a job that has no purpose that results in bad and causes problems in the individual. Procrastination is divided into two forms: academic procrastination related to formal tasks and non-academic related to daily tasks.

The experts above convey that there are two forms of procrastination, first academic and non-academic, which is the behavior of procrastinating academic tasks or activities. While non-academic procrastination is a behavior that delays an activity or task related to tasks or activities in daily life which includes the task of preparing food, washing and so on.

d. Characteristics of Academic Procrastination

Ferrari, Johnson and McCown in Ghufroon said the characteristics of academic procrastination with the following indicators, delay starting and completing tasks, slowing down in doing them, time gaps between plans and actual performance, doing other activities that are liked. From the expert's opinion, it is understood that the characteristics of academic procrastination include procrastinating in starting and ending learning tasks. Mostly because a lot of preparation is needed so that it takes up a lot of time and becomes slower than it should be. Prefer and like fun jobs such as chatting, joking, playing gadgets and other fun (Zubaidillah, 2018).

Young in Ahmaini revealed that the characteristics of people who procrastinate are: undisciplined time, low self-esteem, blaming others for unfinished work, feeling victimized because they do not understand the work that other people are capable of doing. The expert opinion above explains the characteristics of individuals doing academic procrastination. From some of these characteristics will form its own characteristics in individuals who become perpetrators of procrastination (Pangestu, 2019).

e. Academic Procrastination Area

Petterson in Ghufroon says that "A person can procrastinate only on certain

things or on all things. The types of tasks that are often delayed by a procrastinator are decision-making tasks, household tasks, academic activities, office work and others.(MN Ghufon, 2020). According to Green in Ghufon "the type of task that becomes the object of academic procrastination is a task related to academic performance. Behaviors that characterize procrastination in academic tasks are separated from other behaviors and grouped into elements of academic procrastination.(Zainal & Ghufon, 2020). The expert's explanation stated that a person who procrastinates in certain things only, but sometimes there is also a person who procrastinates on everything. The task that is the target for the perpetrator is delaying academic assignments. Salomon and Rothblum mention that there are six academic areas to look at the types of tasks that are often procrastinated by students, namely "composing assignments, studying for exams, reading, administrative work, attending meetings and overall academic performance, i.e. delaying doing or completing assignments. overall academic task.

2. Group Counseling with Psychodarma Techniques

a. Definition of Counseling Psychodarma Technique

1) Definition of Group Counseling

According to Sukardi, group counseling is "Group counseling is counseling held in groups by utilizing the group dynamics that occur in the group". Based on the opinion above, it can be understood that group counseling is carried out in groups by utilizing group dynamics. A lively group atmosphere will be marked by the spirit of working with group members to achieve the group's goals. Group dynamics will work well and is also supported by how the group leader can direct the children and the group atmosphere(d. ketut, 2008).

According to Kurnanto "Group counseling is a counseling process carried out in a group situation, where the counselor interacts with the counselee in a dynamic group form to facilitate individual development and assist individuals in overcoming the problems they face together". Based on the opinion above, it can be understood that group counseling is a counseling process carried out with a group of people. Counselors

interact with clients who are in dynamic groups to facilitate individual. Counselors help individuals in dealing with the problems they face together(ii, 2017). According to Prayitno "Group counseling services are guidance and counseling services that allow students (clients) get the opportunity for discussion and eradication problem which experienced through group dynamics; The problems discussed are personal problems experienced by each group member.(Kholilah & Khusumadewi, 2018). Based on the quote above, it can be understood that group counseling is a service provided to students who can get the opportunity to discuss and alleviate the problems they experience by using group dynamics, and the problems discussed are problems that are being faced by group members at that time.(EA Prayitno, 1995).

Natawidjaja (2009: 7) explains: Group counseling (Group Counseling) is a process of personal relationship (intrapersonal relationship) between a person or several counseling counselors with a group of counsees who in the relationship process the counselor seeks to help grow and improve the ability of the counselee to face and overcome problems or problems. Matters of concern to each counselee through the development of appropriate counselee understanding, attitudes, beliefs, and behavior by utilizing the group atmosphere(Sukma, 2018).

Furthermore, Natawidjaja (2009: 39) states that "Group counseling is usually given to those who experience certain difficulties whose overcoming is not enough by providing information alone". Based on the quote above, it can be explained that group counseling is an effort made by a counselor towards the counselee to grow and improve the ability of the counselee through the development of attitudes and beliefs and the right behavior of the counselee by utilizing the group atmosphere. Group counseling is usually given to those who experience certain difficulties which are not enough to overcome just by providing information. Each counselee will go through the development of the right counselee's understanding, attitudes, beliefs, and behavior by utilizing the group atmosphere and utilizing group dynamics.

Based on the quote above, it can be understood that the group leader is a professional counselor in the implementation of counseling practices. In particular, group leaders are required to animate group dynamics between group members which

lead to the goals of group counseling. Furthermore, the group leader must also direct the behavior of group participants in accordance with the divinity of group members and must also be responsive to changes that occur from the group counseling activities.

Closing

Based on the results of research on the effectiveness of group counseling services using psychodrama techniques, it can be concluded that the implementation of group counseling using psychodrama techniques is effective in reducing student academic procrastination at SMA Negeri 1 Lintau. However, this psychodrama approach has not been effective in reducing student academic procrastination. Based on the results of the study and the conclusion that group counseling services with psychodrama techniques are effective in reducing students' academic procrastination, it is therefore expected that in the future data on student learning outcomes can be used optimally in the implementation of group counseling with this psychodrama technique.

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