

Pengembangan Buku Panduan Konseling *Cognitive Behavior* Teknik *Self Regulated Learning* Untuk Mereduksi Perilaku Prokrastinasi Akademik Siswa SMK

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ABSTRAK

Penelitian ini memiliki tujuan dalam mengembangkan serta melakukan uji validitas isi dan efektivitas buku panduan konseling *cognitive behavior* teknik *self regulated learning* untuk mereduksi perilaku prokrastinasi akademik siswa SMK. Jenis penelitian ini termasuk dalam penelitian pengembangan dengan menggunakan prosedur 4D (*Define, Design, Develop, dan Disseminate*). Penelitian ini melibatkan 3 orang dosen bimbingan konseling sebagai ahli dan 2 orang guru BK SMKN Darul Ulum Muncar Banyuwangi sebagai praktisi yang memiliki tugas dalam melakukan uji kegunaan, ketepatan, serta kelayakan buku panduan. Pengumpulan data dilakukan dengan menggunakan instrument validitas pakar yang kemudian dianalisis dengan formula CVR (*Content Validity Ratio*), CVI (*Content Validity Indeks*), dan *t-test*. Hasil analisis CVR menunjukkan seluruh pernyataan instrument diterima serta mendapatkan hasil CVI sebesar 0,69 dengan kategori sangat sesuai, maka dari itu buku panduan konseling *cognitive behavior* teknik *self regulated learning* telah memenuhi ketentuan untuk digunakan. Uji efektivitas buku panduan melibatkan 7 siswa dengan menggunakan eksperimen *one group pre-test dan post-test design*. Hasil uji-t didapatkan harga t_{hitung} sebesar 5,074. Koefisien tersebut kemudian dibandingkan menggunakan t_{tabel} dengan $df = 6$ pada taraf signifikansi 0.05. Berdasarkan hal tersebut, maka diperoleh t_{tabel} sebesar 2,446 hal ini berarti $t_{hitung} > t_{tabel}$ sehingga H_0 ditolak. Hasil ini menyatakan bahwasannya pengembangan buku panduan konseling *cognitive behavior* teknik *self regulated learning* efektif untuk mereduksi perilaku prokrastinasi akademik siswa SMK.

Kata kunci : Prokrastinasi Akademik, *Cognitive Behavior, Self Regulated Learning*.

Development of a Cognitive Behavior Counseling Handbook for Self Regulated Learning Techniques to Reduce Academic Procrastination Behavior of Vocational High School Students

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ABSTRACT

This study aims to develop and test the content validity and effectiveness of self-regulated learning cognitive behavior counseling guidebooks to reduce academic procrastination behavior in SMK students. This type of research is included in development research using the 4D procedure (Define, Design, Develop, and Disseminate). This study involved 3 guidance counseling lecturers as experts and 2 counseling teachers at Darul Ulum Muncar Banyuwangi Vocational School as practitioners who had the task of conducting tests of the usability, accuracy and feasibility of the guidebook. Data collection was carried out using an expert validity instrument which was then analyzed using the formula CVR (Content Validity Ratio), CVI (Content Validity Index), and t-test. The results of the CVR analysis showed that all instrument statements were accepted and a CVI result of 0.69 was in the very appropriate category, therefore the self-regulated learning technique cognitive behavior counseling guidebook complied with the requirements for use. The effectiveness test of the guidebook involved 7 students using a one group pre-test and post-test design experiment. The results of the t-test obtained a t_count value of 5.074. The coefficients are then compared using t_table with df = 6 at a significance level of 0.05. Based on this, a t_table of 2.446 is obtained, this means t_count > t_table so that Ho is rejected. These results suggest that the development of a cognitive behavior counseling guidebook with self-regulated learning techniques is effective in reducing the academic procrastination behavior of SMK students.

Keywords: *Academic Procrastination, Cognitive Behavior, Self Regulated Learning.*