

**EFTIVITAS TEORI *COGNITIVE BEHAVIORAL* DENGAN TEKNIK
SELF-MANAGEMENT UNTUK MEMINIMALISIR PROKRASTINASI
AKADEMIK DENGAN SETTING KELOMPOK PADA SISWA KELAS XI
DI SMAS LAB UNDIKSHA**

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ABSTRAK

Prokrastinasi akademik merupakan perilaku maladaptif yang ditunjukkan melalui aspek mengulur waktu, menunda tugas, dan menghindari tugas yang berdampak negatif terhadap proses dan hasil belajar siswa. Berdasarkan hasil pengukuran awal melalui pretes, tingkat kecenderungan prokrastinasi akademik siswa kelas XI SMAS Lab Undiksha berada pada kategori sedang hingga sangat tinggi. Penelitian ini bertujuan untuk mendeskripsikan tingkat prokrastinasi akademik siswa serta menganalisis efektivitas pendekatan *Cognitive Behavioral* dengan teknik *self-management* dalam meminimalisir perilaku prokrastinasi akademik siswa kelas XI SMAS Lab Undiksha. Pendekatan *Cognitive Behavioral* dengan teknik *self-management* dipilih karena prokrastinasi akademik berkaitan dengan pola pikir dan perilaku yang tidak adaptif, sehingga diperlukan intervensi yang membantu siswa mengubah pola pikir tersebut sekaligus mengelola perilakunya secara mandiri. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experiment* model *pretest-posttest control group design*. Subjek penelitian berjumlah 14 siswa yang dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Instrumen penelitian berupa kuesioner prokrastinasi akademik yang telah diuji validitas dan reliabilitasnya. Uji validitas butir instrumen dilakukan dengan membandingkan nilai t hitung dan t tabel pada taraf signifikansi 0,05, sehingga butir yang memiliki nilai t hitung sebesar 0,371 lebih besar daripada t tabel sebesar 0,251 dinyatakan valid. Uji hipotesis menggunakan uji nonparametrik Mann Whitney U untuk menguji efektivitas perlakuan. Hasil penelitian menunjukkan bahwa pada tahap posttes kelompok eksperimen memperoleh nilai rerata sebesar 86 (kategori sedang), sedangkan kelompok kontrol memperoleh nilai rerata sebesar 124 (kategori tinggi). Hasil uji Mann Whitney U menunjukkan bahwa nilai signifikansi sebesar 0,0002 lebih kecil dari 0,05 sehingga terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Dengan demikian, konseling *Cognitive Behavioral* dengan teknik *self-management* efektif dalam meminimalisir prokrastinasi akademik siswa kelas XI SMAS Lab Undiksha.

Kata kunci: prokrastinasi akademik, *cognitive behavioral*, *self-management*, siswa SMA

**THE EFFECTIVENESS OF THE COGNITIVE BEHAVIORAL APPROACH WITH
SELF-MANAGEMENT TECHNIQUES IN MINIMIZING ACADEMIC
PROCRASTINATION THROUGH GROUP COUNSELING AMONG ELEVENTH-
GRADE STUDENTS AT SMAS LAB UNDIKSHA**

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ABSTRACT

Academic procrastination is a maladaptive behavior characterized by delaying, postponing, and avoiding academic tasks, which negatively affects students' learning processes and outcomes. Based on the results of the pretest, the level of academic procrastination among eleventh-grade students at SMAS Laboratorium Undiksha ranged from moderate to very high. This study aimed to describe the level of students' academic procrastination and to analyze the effectiveness of the Cognitive Behavioral approach with self-management techniques in minimizing academic procrastination among eleventh-grade students at SMAS Laboratorium Undiksha. The Cognitive Behavioral approach with self-management techniques was selected because academic procrastination is closely related to maladaptive thoughts and behaviors; therefore, an intervention is needed to help students modify these thought patterns while simultaneously managing their behavior independently. This study employed a quantitative approach using a quasi-experimental method with a pretest-posttest control group design. The research subjects consisted of 14 students who were divided into an experimental group and a control group. The research instrument was an academic procrastination questionnaire that had been tested for validity and reliability. Item validity testing was conducted by comparing the calculated t-value and the critical t-value at a significance level of 0.05, indicating that items with a calculated t-value of 0.371 greater than the critical t-value of 0.251 were considered valid. Hypothesis testing was conducted using the nonparametric Mann–Whitney U test to determine the effectiveness of the treatment. The results showed that, in the posttest stage, the experimental group obtained a mean score of 86 (moderate category), while the control group obtained a mean score of 124 (high category). The Mann–Whitney U test results indicated a significance value of 0.0002, which was lower than 0.05, demonstrating a significant difference between the experimental and control groups. Therefore, Cognitive Behavioral counseling with self-management techniques was proven effective in minimizing academic procrastination among eleventh-grade students at SMAS Lab Undiksha.

Keywords: academic procrastination, Cognitive Behavioral, self-management, group counseling.

