



The Effectiveness of Group Guidance Based on The Value of Islamic Education in Reducing Academic Procrastination Behavior in Madrasah Aliyah

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Abstract

Academic procrastination is a delay in the academic world. Academic procrastination can have a bad impact on students, so it requires proper treatment for the perpetrators who are called procrastinators. This research wanted to describe the effectiveness of group guidance services based on Islamic education values in reducing academic procrastination behavior in students at MAS Bustaanul Uluum. The research method used is guidance and counseling action research (PTBK) conducted through two cycles of action. The sample selection technique in this study was purposive sampling, so nine (9) students were found to be academic procrastinators. The results of this study were that the pre-cycle students were in the high category of academic procrastination, with an average score of 106.22. In cycle I, there was a change. Namely, students were in the moderate category of academic procrastination, with an average score of 85.7. After the second research cycle, students are in the low category of academic procrastination, with an average score of 63.2. So group guidance services based on Islamic values effectively reduce procrastination behavior in students.

Keywords: Academic Procrastination, Group Guidance, Education Islamic Values

Abstrak

Prokrastinasi akademik merupakan penundaan yang dilakukan dalam dunia akademik. Prokrastinasi akademik dapat memberikan dampak yang buruk bagi siswa sehingga memerlukan penanganan yang tepat bagi pelakunya yang disebut dengan prokrastinator. Penelitian ini bertujuan mendeskripsikan efektifitas layanan bimbingan kelompok berlandaskan nilai pendidikan Islam dalam mengurangi perilaku prokrastinasi akademik pada siswa di MAS Bustaanul Uluum. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan bimbingan dan konseling (PTBK) yang dilakukan melalui dua siklus tindakan. Teknik pemilihan sampel dalam penelitian ini adalah purposive sampling sehingga didapati 9 orang siswa pelaku prokrastinasi akademik. Hasil dari penelitian ini yaitu pada pra-siklus siswa berada pada prokrastinasi akademik kategori tinggi dengan rata-rata skor 106, 22. Pada siklus I terjadi perubahan yaitu siswa berada pada prokrastinasi akademik kategori sedang dengan rata-rata skor 85,7. Setelah penelitian siklus II, siswa berada pada prokrastinasi akademik kategori rendah dengan rata-rata skor 63,2. Sehingga layanan bimbingan kelompok berlandaskan nilai keislaman efektif untuk mengurangi perilaku prokrastinasi pada siswa.

Kata Kunci: Prokrastinasi Akademik, Bimbingan Kelompok, Nilai Pendidikan Islam

INTRODUCTION

Procrastination is a problem in the world of education. Procrastination is a person's habit of delaying the execution of an activity.¹ Procrastination that is carried out in academic matters is called academic procrastination.² Solomon and Rothblum argue that procrastination is the habit of delaying the completion of a task by doing other unimportant things, which causes the task to be completed late and the completion of the task to deviate from the collection time.³

Ferri and Morales gave the opinion that procrastination hurts students, that is, a lot of time passes in vain without any useful results.⁴ So that none of the perpetrators of procrastination can achieve maximum and quality learning outcomes under existing expectations.⁵ The procrastination that a procrastinator likes to do is usually replaced by various unimportant activities such as relaxing, chatting with friends, watching tv, and other activities that are not useful.⁶ Negative activities like this, in the end, always make procrastination a habit that occurs repeatedly to the perpetrators.

The findings of previous research conducted by Ilyas and Suryadi at SMA IT Abu Bakar Yogyakarta regarding forms of student academic procrastination behavior in the form of: there is a mismatch with certain subject teachers, delays in submitting assignments, an attitude of waiting for the results of friends' work, and the belief that they can do it later (irrational belief).⁷ Bayu Permana, in his research on the description of academic

¹ Xiaorong Xu et al., 'Relative Deprivation and Academic Procrastination in Higher Vocational College Students: A Conditional Process Analysis', *The Asia-Pacific Education Researcher*, 28 March 2022, <https://doi.org/10.1007/s40299-022-00657-2>; Syilma Aulia Syapira, Budiman Budiman, and Mohd Nasir Selamat, 'Self-Efficacy and Self-Regulation with Academic Procrastination in Muslim Adolescents During the Online Learning Period', *Psikis: Jurnal Psikologi Islami* 8, no. 1 (30 June 2022): 88–101, <https://doi.org/10.19109/psikis.v8i1.11894>; Hassan Soleimani Rad et al., 'Mindfulness Intervention for Academic Procrastination: A Randomized Control Trial', *Learning and Individual Differences* 101 (1 January 2023): 102244, <https://doi.org/10.1016/j.lindif.2022.102244>.

² Jørgen Melgaard et al., 'Academic Procrastination and Online Learning During the COVID-19 Pandemic', *Procedia Computer Science*, International Conference on ENTERprise Information Systems / ProjMAN - International Conference on Project MANagement / HCist - International Conference on Health and Social Care Information Systems and Technologies 2021, 196 (1 January 2022): 117–24, <https://doi.org/10.1016/j.procs.2021.11.080>; Arminda Suárez-Perdomo, Zuleica Ruiz-Alfonso, and Yaritza Garcés-Delgado, 'Profiles of Undergraduates' Networks Addiction: Difference in Academic Procrastination and Performance', *Computers & Education* 181 (1 May 2022): 104459, <https://doi.org/10.1016/j.compedu.2022.104459>.

³ Nela Regar Ursia, Ide Bagus Siaputra, and Nadia Sutanto, 'Academic Procrastination and Self-Control in Thesis Writing Students of Faculty of Psychology, Universitas Surabaya', *Makara Human Behavior Studies in Asia* 17, no. 1 (1 July 2013): 1, <https://doi.org/10.7454/mssh.v17i1.1798>.

⁴ Joseph R Ferrari and Juan Francisco Díaz-Morales, 'Perceptions of Self-Concept and Self-Presentation by Procrastinators: Further Evidence CORE View Metadata, Citation and Similar Papers at Core.Ac.Uk Provided by Portal de Revistas Científicas Complutenses', *The Spanish Journal of Psychology Copyright* 10, no. 1 (2007): 91–96.

⁵ Qinglin Wang et al., 'The Effect of the Supervisor–Student Relationship on Academic Procrastination: The Chain-Mediating Role of Academic Self-Efficacy and Learning Adaptation', *International Journal of Environmental Research and Public Health* 19, no. 5 (January 2022): 2621, <https://doi.org/10.3390/ijerph19052621>; Lena M. Wieland et al., 'Task Ambiguity and Academic Procrastination: An Experience Sampling Approach', *Learning and Instruction*, Situational Impact on L&I, 81 (1 October 2022): 101595, <https://doi.org/10.1016/j.learninstruc.2022.101595>.

⁶ Nur Ghufro and Rini Risnawita, *Teori-Teori Psikologi* (Yogyakarta: Ar-Ruzz Media, 2012).

⁷ Muhammad Ilyas and Suryadi Suryadi, 'Perilaku Prokrastinasi Akademik Siswa Di Sma Islam Terpadu (it) Boarding School Abu Bakar Yogyakarta', *An-Nida'* 41, no. 1 (9 February 2018): 71–82, <https://doi.org/10.24014/an-nida.v41i1.4638>; Tatang Agus Pradana, 'Jenis – Jenis Penyebab Prokrastinasi

procrastination of Darul Falah Cililin High School students, stated that the level of academic procrastination among students of Darul Falah High School experienced quite high procrastination, namely in the Science major with an accumulative percentage of 144%, and a percentage of diagrams of 38% with volume 18, while IPS with an accumulative percentage of 147%, and a diagram percentage of 41% with 20 volumes.⁸

In Islam, procrastination is moral behavior that is not commendable because delaying work is a form of disobedience to God's commands and behavior following one's desires. The prohibition of this delaying behavior is contained in Q.S Al-insyirah (7), which means "Then when you have finished (of all matters). Do the other (business) earnestly."

Based on the phenomena and statements above, efforts are needed so that academic procrastination does not continue to occur in students. The research of Hafit Riansyah et al. in 2017 found that group guidance with role-playing techniques can effectively reduce academic procrastination in students.⁹ Then in research by Asroful Kadafi et al. in 2018, it was found that Islamic group guidance can reduce student academic procrastination.¹⁰ So the approach through groups based on Islamic values can be stated as the right strategy to reduce academic procrastination.

In reducing academic procrastination behavior in students, efforts are needed that are appropriate for them, namely by applying the values of Islamic education in these efforts. So this research will test the effectiveness of group counseling based on the values of Islamic education to reduce procrastination behavior in students.¹¹ The core of group guidance activities is the delivery of information regarding matters needed by clients and discussed within the scope of the group.¹² The value of Islamic education referred to here is morality. Morals are expressions about a state that remains in the soul, from which actions arise easily, if the actions that arise are bad deeds such as lying, selfishness, distrust, and so on, then that condition is called bad morals.¹³ Morals are divided into several types, including morals to God and to oneself.¹⁴

Akademik Peserta Didik Ma Minat Kelas Xi Ips Kabupaten Cilacap', *Cermin: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling* 2, no. 2 (24 December 2021): 78–82, <https://doi.org/10.52802/crm.v2i2.239>.

⁸ Bayu Permana, 'Gambaran Prokrastinasi Akademik Siswa Sma Darul Falah Cililin', *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)* 2, no. 3 (11 May 2019): 87–94, <https://doi.org/10.22460/fokus.v2i3.4498>.

⁹ Hafit Riansyah, Hengki Satrianta, and Astriyaningsih Astriyaningsih, 'Bimbingan Kelompok Teknik Role Play Untuk Mereduksi Prokrastinasi Akademik Siswa', *Jurnal Fokus Konseling* 4, no. 1 (2018): 72, <https://doi.org/10.26638/jfk.527.2099>.

¹⁰ Asroful Kadafi, Rizki Ramatus Mardiyah, and Ninik Komsiya Desy Rahmawati, 'Upaya Menurunkan Prokrastinasi Akademik Mahasiswa Melalui Bimbingan Kelompok Islami', *JURNAL EDUKASI: Jurnal Bimbingan Konseling* 4, no. 2 (2019): 181–93.

¹¹ İzzet Parmaksız, 'The Effect of Phubbing, a Behavioral Problem, on Academic Procrastination: The Mediating and Moderating Role of Academic Self-Efficacy', *Psychology in the Schools* 60, no. 1 (2023): 105–21, <https://doi.org/10.1002/pits.22765>; Bilge Uzun et al., 'Mediation Effect of Family Environment on Academic Procrastination and Life Satisfaction: Assessing Emerging Adults', *Current Psychology* 41, no. 2 (1 February 2022): 1124–30, <https://doi.org/10.1007/s12144-021-02652-0>.

¹² Henni Syafriana Nasution and Abdillah, *Bimbingan Konseling, Konsep, Teori Dan Aplikasinya* (Medan: Lembaga Peduli Pengembangan Indonesia, 2019).

¹³ Yoke Suryadarma and Ahmad Hifdzil Haq, 'Pendidikan Akhlak Menurut Imam Al-Ghazali', *Jurnal At-Ta'dib* 10, no. 2 (December 2015): 362–81.

¹⁴ Habib Muhtarudin et al., 'Website: Journal.Unipdu.Ac.Id/Index.Php/Jpi/Index. Dikelola Oleh Program Studi Pendidikan Agama Islam (PAI) Fakultas Agama Islam (FAI)', vol. 3, 2019.

METHOD

In this study, the research method used was guidance and counseling action research (PTBK). Guidance and counseling action research (PTBK) according to Dede Rahmat Hidayat & Aip Badrujaman is a form of activity that aims to deeply understand a problem, seek to find a solution, and improve a special program in a class. The population in this study were 35 students of class 12 MIPA-1 MAS Bustaanul Uluum Perkebunan Teluk Dalam. The sampling technique in this study was *purposive sampling* because the sample used in this study was selected based on information obtained from the homeroom teacher and guidance and counseling teacher so 9 students were found as samples who would be given action.

In this study, the PTBK model used is a cycle model known as the Kemmis and McTaggart models. The stages in this research model consist of planning, action, observation, and reflection¹⁵. This research went through two research cycles in which each cycle will be given two actions of providing group guidance services to the sample. The research instruments used in this study were the academic procrastination scale, observations, and interviews so that the data obtained is complex, complete, and will be recorded systematically. As for the provision of academic procrastination scales to students carried out during the pre-cycle, cycle I, and cycle II which aims to determine the level of procrastination carried out by each student as a sample. The data analysis technique in this study is a qualitative descriptive analysis which will explain the results of the actions that will be given in each research cycle. Analysis will be carried out on student statements during the process of giving action, observing student behavior by teachers and researchers as well as the results of the presentation of scores from the results of the academic procrastination scale given to students.

RESULTS AND DISCUSSION

Findings

Before the guidance and counseling actions were carried out in this study, the initial step taken by the researchers was to ask for information from the homeroom teacher as a party who understands his students regarding procrastination behavior that is often carried out by students through interviews. From the results of the interviews, it was found that there were some students who tended to often delay learning, they often did not do their assignments, were late in submitting assignments, and liked to do things that were not important compared to hastening their learning activities which were far more important. This can also be seen from the results of their assignments or exam results that are less than optimal. According to the simple identification of the homeroom teacher, this result is also not optimal because they do everything in a hurry. Therefore, from the results of the information provided by the homeroom teacher, it can be concluded that these students are academic procrastination actors. In this case, the homeroom teacher stated that there were 9 students who deserved to receive counseling guidance so that their academic procrastination behavior could be reduced.

¹⁵ Mahmud and Tedi Priatmana, *Penelitian Tindakan Kelas* (Bandung: Tsabita, 2008).

After meeting with 9 students as a sample in the study, the researchers made an approach to obtain information about their procrastination. In this case, it can be understood that they postpone learning because they think that delays are things that don't need to be considered a problem, they always believe that if they can still be done in a narrow time then this is understandable and they also admit that they are more spend a lot of their time doing things they know are not doing them any good. Therefore, it can be concluded that the students who are the sample in this study tend to think that their procrastination is not important enough. Therefore, in this study researchers collaborated with counseling teachers to provide group guidance services to reduce their academic procrastination behavior.

Pre-Cycle Results

Before cycle I am carried out, it is necessary to know the level of academic procrastination carried out by students. In this case, all samples of 9 people consisting of 4 male students and 5 female students were given an academic procrastination scale questionnaire that would measure the level of academic procrastination in each of them. Based on the academic procrastination scale that students have filled in, the results show that they are in the high category of academic procrastination level. The average score obtained from the results of this pre-cycle questionnaire was 106.22. Therefore, this proves that these students need group guidance services so that their level of academic procrastination can be reduced to a low category so that their learning activities can be even more effective.

Table 1. Pre-Cycle Academic Procrastination Scale Results

No.	Name (Initials)	Gender	Total Score	Level of Academic Procrastination
1.	IP	P	108	High
2.	DP	P	113	High
3.	ASD	P	108	High
4.	RZS	P	104	High
5.	AT	P	97	Currently
6.	GP	L	101	High
7.	A	L	103	High
8.	Tr	L	110	High
9.	Tf	L	112	High
Average score = 106.22				

Information:

1. Score 33-66 = Low Category
2. Score 67-100 = Moderate category
3. Score 101-134 = High category

Cycle I Results

After it was known that the level of academic procrastination carried out by each student was included in the high category, group guidance activities were given to students as samples in this study. In the first cycle of research, the researcher gave two group guidance actions. In action, I, the topic discussed is the understanding of academic procrastination and the characteristics of academic procrastination. In action II, the topic discussed is regarding

the factors of academic procrastination and types of academic procrastination. This topic was chosen so that students know and understand matters related to academic procrastination so that all samples have the same perception on this matter because academic procrastination is quite foreign to them. By discussing basic matters regarding academic procrastination in group guidance, it is hoped that each student will understand that academic procrastination is bad behavior and does not have a positive impact on the culprit.

The results of the first cycle of research that had been carried out based on the academic procrastination scale questionnaire filled in by each student showed that group guidance activities on this topic had not been able to significantly reduce student academic procrastination behavior. The average score obtained from the results of the first cycle research was 85.7. This figure states that the level of academic procrastination carried out by students has experienced a slight decrease, namely from the high category to the medium category.

Based on the results of observations regarding the level of student activity in group guidance activities, it can be stated that students are still not active and only some students show interest and need for the material provided. From the results of the reflections carried out in this cycle, it can be seen that students have not found the things they need in order to clearly reduce academic procrastination behavior from the material explained. Therefore, the actions given in cycle I have not been successful, so it is necessary to carry out research in cycle II.

Table 2. Results of Cycle I Academic Procrastination Scale

No.	Name (Initials)	Gender	Total Score	Level of Academic Procrastination
1.	IP	P	84	Currently
2.	DP	P	90	Currently
3.	ASD	P	88	Currently
4.	RZS	P	88	Currently
5.	AT	P	87	Currently
6.	GP	L	86	Currently
7.	A	L	81	Currently
8.	Tr	L	83	Currently
9.	Tf	L	85	Currently
Average score = 85.7				

Information:

- 1. Score 33-66 = Low Category
- 2. Score 67-100 = Moderate category
- 3. Score 101-134 = High category

Cycle II results

In cycle II, the action was also given twice. In this case, the group guidance that was carried out discussed a deeper topic regarding academic procrastination. In action, I the topic discussed in group guidance activities is regarding the impact of academic procrastination. In action II, the topic discussed is the main topic of this research activity, namely solutions to avoid academic procrastination and Islamic views on procrastination. With these topics,

students are expected to fully understand that academic procrastination should not be carried out, academic procrastination is something that should be avoided and Islam also prohibits its people from delaying because delays have many negative impacts. The Islamic values embedded in the delivery of material are strengthening so that students are increasingly convinced that procrastination and becoming a procrastinator will only bring harm and is something that is prohibited.

From the results of observations when group guidance activities with Islamic education values were carried out, it can be stated that student activity increased. They showed enthusiasm, asked several questions, and seemed more interested and needed the material being discussed. After reflection is done, it is known that students feel that the material discussed is material they need so they can reduce academic procrastination behavior. The research conducted in cycle II, also made students aware of the importance of group guidance for them and made them understand perfectly the objectives of the actions given to them during the research process.

Based on the actions given to students in the second cycle of research, it can be stated that group guidance based on Islamic education values is successful in reducing student academic procrastination behavior. This is evidenced by the results of the questionnaire on the academic procrastination scale which were filled in by students and resulted in an average score of 63.2. This figure indicates that the level of academic procrastination experienced by students after being given guidance and counseling has decreased significantly, which is now in the low category.

Table 3. Results of Cycle II Academic Procrastination Scale

No.	Name (Initials)	Gender	Total Score	Level of Academic Procrastination
1.	IP	P	64	Low
2.	DP	P	62	Low
3.	ASD	P	61	Low
4.	RZS	P	66	Low
5.	AT	P	64	Low
6.	GP	L	65	Low
7.	A	L	61	Low
8.	Tr	L	64	Low
9.	Tf	L	62	Low
Average score = 63.2				

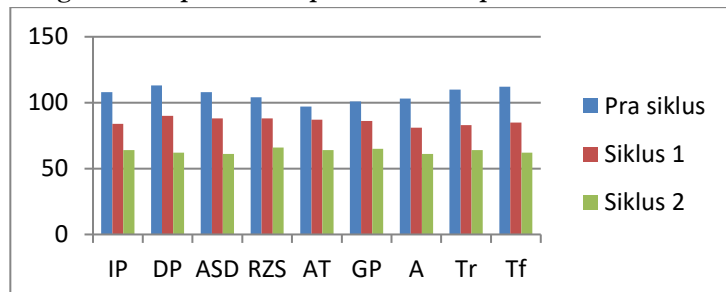
Information:

1. Score 33-66 = Low Category
2. Score 67-100 = Moderate category
3. Score 101-134 = High category

The decrease in the level of student academic procrastination is also supported by the statement of the homeroom teacher who is starting to feel their changes. These students began to show diligent behavior in learning and did not procrastinate their work. This can also be seen from their behavior in not procrastinating on their end-of-semester and remedial grade supporting assignments to improve their test scores as well as the reduced rate of doing homework at school. Therefore, the homeroom teacher also stated that group guidance

services based on Islamic education values were very effective in reducing academic procrastination behavior in students and strongly supported the effectiveness of student learning activities and processes.

Figure 1. Graph Of Group Guidance Implementation Results



Discussion

From the results of the research, it can be seen that the added value of Islamic education in group guidance is an effective effort in reducing academic procrastination in students. Academic procrastination is essentially something that is strictly prohibited in Islam and is included in disgraceful behavior and the perpetrators are considered to have dishonorable morals.¹⁶ The Qur'an never mentions the word procrastination directly, but there are verses that discuss procrastination. In accordance with QS Al-insyirah verse 7, the Qur'an always gives warnings to everyone to be able to take advantage of the available time to immediately do a job and do another job after one job is finished.

In addition, in QS Al-Munafiqun verse 10 Allah SWT said: '*And spend part of what we have given you before death comes to one of you; then he said: "O my Lord, why didn't you postpone my (death) until the near time, which caused me to be able to give alms and I am among the pious?"*' As for the implicit message of the verse is that every human being should do something before the end of his grace period so as not to get regrets in the future.¹⁷

Allah SWT indirectly always commands his people to use their time as best as possible by doing good and beneficial things. People are forbidden to delay work or tasks that must be completed immediately, whether the delay has a reason or not.¹⁸

In Islam, the prohibition against postponing work is also contained in the hadith of Rasulullah SAW, which means '*Use five cases before the other five cases come; use your youth before your old age, your life before your death, your free time before your busy time, your healthy time before your sickness, and your rich time before your poverty.* (HR. Hakim). This Hadith of Rasulullah SAW contains a message that every Muslim must be able to use his time as well as possible and distance

¹⁶ Hasse Jubba et al., 'Reorienting Moral Education for Millennial Muslims: The Changing Role of Islamic Boarding Schools in Indonesia', *The Islamic Quarterly* 65 (10 August 2022): 424; Azhariah Rachman et al., 'Building Religious Character of Students in Madrasah Through Moral Learning', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (4 February 2023): 78–94, <https://doi.org/10.31538/tijie.v4i1.261>.

¹⁷ Triyono and Alfin Miftahul Khairi, 'Prokrastinasi Akademik Siswa SMA (Dampak Psikologis Dan Solusi Pemecahannya Dalam Perspektif Pendidikan Islam)', *Jurnal Al-Qalam* 19, no. 2 (December 2018): 57–74.

¹⁸ Warsiyah, *Menyontek, Prokrastinasi Dan Keimanan* (Yogyakarta: Truss Media Grafika, 2015).

himself from procrastinating work or academic procrastination. Because delaying can cause various problems to arise for an individual.¹⁹

If it is related to academic activities, then this means that every student is not allowed to procrastinate doing their academic assignments and must finish them immediately within the time allotted by the teacher. With this, students will be able to avoid various feelings of regret in the future because academic results do not match their expectations.

Academic procrastination also has a very bad impact on the perpetrators. Procrastination causes anxiety, increases stress, and worsens body health. When students do their assignments and they are unable to complete them, then they ignore them, buying time to do them. Things like this will cause stress in students.²⁰ The anxiety experienced by students is triggered by working on academic assignments at the end of the collection time, this will make students worry about not being able to complete their work properly so they unconsciously criticize themselves.²¹

The common reasons for academic procrastination in students are based on fear of failure, laziness, reduced sense of responsibility, and failure to manage time.²² The desire to fulfill a sense of perfectionism, anxiety, and avoidance in this case will have a significant adverse impact on student development. In addition, individuals' unrealized expectations about themselves and their performance, and their beliefs are substantially distorted will also increase academic procrastination behavior.²³ With conditions like this, it is certain that students will not be able to achieve the goals of academic activities effectively.

Various adverse effects caused by academic procrastination behavior cause academic procrastination to become one of the problems in counseling guidance. As for some specific things that make academic procrastination a problem in guidance and counseling, they are: 1) Individuals cannot identify that they are procrastinators, 2) Procrastination is often considered a trivial problem and only a matter of time management, 3) Academic procrastination is the influence of environment is not hereditary, 4) Procrastination can symbolize the level of academic stress of students, and 5) Procrastinators tend to lie to themselves.²⁴

As a problem, academic procrastination requires efforts not to continue to develop in the academic world for students through guidance and counseling activities. In reducing

¹⁹ Ana Karla Silva Soares et al., 'Psychometric Properties of the Academic Procrastination Scale (APS) in Brazil', *Journal of Psychoeducational Assessment* 40, no. 5 (1 August 2022): 634–48, <https://doi.org/10.1177/07342829221079948>; Agnes Riska Pravita and Paulus Kuswandono, 'Writing Anxiety and Academic Procrastination On Undergraduate Thesis Writing: The Role Of Self-Regulation', *JEELS (Journal of English Education and Linguistics Studies)* 9, no. 1 (23 August 2022): 1–25, <https://doi.org/10.30762/jeels.v9i1.4010>.

²⁰ M Sharma and G Kaur, 'Gender Differences in Procrastination And Academic Stress Among Adolescents', *Indian Journal of Social Science Research* 8, no. 1 (June 2011): 122–27.

²¹ Roger and Daniel, *Keajaiban Emosi Manusia* (Yogyakarta: Think, 2008).

²² Wenhao Wu and Qi He, 'The Roles of Moral Disengagement and Learned Helplessness Towards International Postgraduate Students' Academic Procrastination', *Psychology Research and Behavior Management* 15 (31 December 2022): 1085–1104, <https://doi.org/10.2147/PRBM.S343135>; Sheng-Lun Cheng et al., 'Conscientiousness, Prior Experience, Achievement Emotions and Academic Procrastination in Online Learning Environments', *British Journal of Educational Technology* n/a, no. n/a, accessed 29 March 2023, <https://doi.org/10.1111/bjet.13302>.

²³ Neriman Söyleyen, Melisa Aksu, and Gökben Sayar, 'Procrastination and Academic Procrastination', *The Journal of Neurobehavioral Sciences*, no. 0 (2019): 1, <https://doi.org/10.5455/jnbs.1563790864>.

²⁴ Ghufuron and Risnawita, *Teori-Teori Psikologi*.

academic procrastination behavior in students, group guidance services are one of the right services.²⁵ Through group guidance services, guidance, and counseling teachers can carry out their role in reducing academic procrastination behavior in students.²⁶ Besides that, guidance and counseling teachers can explain to students so students can understand the impact of procrastination and prevent students from delaying assignments and hastening the completion of assignments as quickly as they can so that students' problems don't pile up.

Group guidance with Islamic education values is effective in reducing procrastination in students. This is because humans have limitations in understanding various things that existed now, human abilities are only limited to predicting and guessing with the knowledge and logic of thinking that they have. The value of Islamic education regarding morals in group counseling has a significant influence on the success of this service. Islamic education is an effort to foster and shape the personality of children so that they obey and obey orders and stay away from the prohibitions in Islamic teachings.²⁷ Islamic education is also a way of nurturing and guiding children so that they can practice various teachings in Islam and make it a guide in life so that they are safe in this world and the hereafter.²⁸

Islamic education can collaborate with group guidance because the main concept of treatment in it is guiding and fostering students so that they can be safe and achieve the effectiveness of their lives in accordance with Islamic values and teachings. Group guidance based on Islamic education values is an effort to provide assistance to students to always consider what Islam teaches when they want to act or do something. In addition, group guidance with Islamic education values also allows the counseling teacher to help each individual through group dynamics that contain Islamic teachings so that it will encourage each member to be active in providing their participation by utilizing the thoughts and experiences of its members so that existing problems can be prevented or reduced.

Islamic values and teachings included in group guidance activities are expected to make students understand their problems better and have the courage to face them in a wiser way and not give up on the various failures that exist.²⁹ The existence of a prohibition in Islam

²⁵ Tansel Yazicioglu, 'Determining the Views of School Principals and Guidance Teachers on Inclusive Practices at Anatolian High-Schools', *Journal of Education and Learning* 9, no. 1 (2020): 87–98; Aleksandra Aszkielowicz and Andrzej Ładyżyński, 'From Guidance to Counseling. Theoretical Achievements and Research Areas of Sub-Discipline', *Studia z Teorii Wychowania* XI(2(31)) (2020): 121–41, <https://doi.org/10.5604/01.3001.0014.3652>.

²⁶ Xiaochun Li, Mingming Zhou, and Xiaotian Zhang, 'Rational and Irrational Beliefs in Understanding Academic Procrastination', *The Journal of Genetic Psychology* 183, no. 1 (2 January 2022): 23–39, <https://doi.org/10.1080/00221325.2021.1997895>; Luis Alberto Furlan and Thelma Cristofolini, 'Interventions to Reduce Academic Procrastination: A Review of Their Theoretical Bases and Characteristics', in *Handbook of Stress and Academic Anxiety: Psychological Processes and Interventions with Students and Teachers*, ed. Luiz Ricardo Vieira Gonzaga, Leticia Lovato Dellazzana-Zanon, and Andressa Melina Becker da Silva (Cham: Springer International Publishing, 2022), 127–47, https://doi.org/10.1007/978-3-031-12737-3_9.

²⁷ Mohammad Adnan, 'Islamic Education and Character Building in The 4.0 Industrial Revolution', *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (1 February 2022): 11–21, <https://doi.org/10.31538/nzh.v5i1.1771>.

²⁸ Andika Aprilianto and Muhammad Arif, 'Pendidikan Islam Dan Tantangan Multikultural: Tinjauan Filosofis', *Nazhruna: Jurnal Pendidikan Islam* 2, no. 2 (11 August 2019), <https://doi.org/10.31538/nzh.v2i2.339>.

²⁹ Rohmatus Naini, Mungin Eddy Wibowo, and Mulawarman Mulawarman, 'Efficacy of Online Group Counseling with Mindfulness-Based Cognitive Approach to Enhance Students' Humility', *Islamic Guidance and Counseling Journal* 4, no. 1 (31 January 2021): 78–90, <https://doi.org/10.25217/igcj.v4i1.1280>; Nur Irma Noviyanti, 'Instagram Social Media As Guidance And Counseling Media Based On Technology', *International*

to practice procrastination proves that the value of Islamic education has an urgency to be linked and applied so that academic procrastination behavior in students can be reduced.

The implementation of group guidance services based on Islamic education values can be stated as an effective effort in reducing academic procrastination behavior in students because this has many positive impacts on students and provides awareness for students not to carry out academic procrastination as bad behavior, self-defeating they, and not in accordance with Islamic teachings.

CONCLUSION

Students usually do academic procrastination, which has yet to be considered a big problem and requires the right solution. Therefore, this research is limited to the problem of academic procrastination in students by testing the effectiveness of group counseling based on Islamic educational values in reducing academic procrastination behavior in students. The results of the distribution of the pre-cycle academic procrastination scale questionnaire stated that all samples of 9 students were at a high level of academic procrastination with an average score of 106.22. In the action activities of cycle I, there was a change in the level of academic procrastination in students, which was not too significant, namely in the medium category with an average score of 85.7. Then after the second cycle of action was given, the results showed a fairly good chance. Namely, the level of academic procrastination in the nine students was in a low category, with an average score of 63.2. Thus group guidance services based on Islamic values can effectively reduce academic procrastination behavior in students. For future researchers, it is hoped that they can research alleviating academic procrastination in students through services in other guidance and counseling so that cases of academic procrastination are not carried out by students anymore.

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