

## Research Article

# Cognitive Restructuring: Alternative Counseling Techniques to Reduction Academic Procrastination

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**Abstract:** In the period the more complex problem of academic procrastination still became a center of the attention of the academic sites. Procrastination often experienced by almost everyone including the students who often delay completing all responsibilities in the academic process that will have an impact on the decrease in academic learning achievements of the individual. Cognitively intact restructuring is one of the cognitive techniques used in cognitive counseling besides behavior technique (a certified Behavioral) and didactic technique. This technique has several procedures with a focus on efforts to identify and change the thoughts of uterine or negative self-statements to the new belief that more rational and adaptive, which will affect the behavior of the more rational. The technique of cognitively intact restructuring was considered able to become alternative counseling techniques in reduce procrastination academic.

**Keywords:** procrastination academic, cognitively intact restructuring

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## INTRODUCTION

Academic procrastination is a complex problem that befell most of society, especially in the academic environment. (Aderanti at all., 2013; Ferrari, Johnson & McCown, 1995). Academic Procrastination is defined as the delay is done deliberately and repeatedly, by doing other activities that are not required in the making of the essential tasks. Peterson stated that a person could perform procrastination only on certain things only, or on All things. Ferrari, Johnson & McCown.

(1995), explained that in some research about procrastination, found that procrastination is a complex problem that befell on the most comprehensive community as well as on the academic environment. This is made clear by Peterson says that the type of tasks that are often delayed by procrastinator namely the task of decision making, tasks- household duties, academic activities, the work of the office and other. Academic procrastination occurred not.

By itself, but caused by certain factors namely the existence of the mind that uterine.

Beck (1995) said that academic procrastination usually influenced by irrational beliefs that come from the feeling unable or not feeling ugly duckling. The existence of irrational beliefs on procrastinator manifested itself in the form of assumptions, attitudes, and rules-irrational rules.

Associated with it, counselors need to be aware of the impacts of if the behavior of the academic procrastination left. Academic Procrastination will seriously affect if not immediately handled by counselors. The impact of academic procrastination behavior is declining academic learning achievements (Popoola, 2005) and academic performance students (Jiao at all., 2011). The students who have problems procrastination academic, tend to have less role and participation in the class will lead to the revelation of academic achievement.

Based on the literature study in guidance and counseling, there are many approaches, methods, and techniques used to reduce the behavior of academic procrastination, one of them is through the technique of *cognitively intact restructuring*. The technique of *cognitively intact restructuring* this is rooted in the approach counseling behavior-cognitive. The process of cognitive counseling structured leases behavior challenging cognitive aspect that maladaptive, and modify and change with a more constructive mind that will have an impact on the emotions and behavior (Turner & Napolitan, 2010). In the pure theory of cognitive counseling- Behavior look how one think will affect how a person feels and behaves.

The technique of *cognitively intact restructuring* using the assumption that the response of the behavior and emotional responses that are not adaptively influenced by the belief, attitudes, and perception (Cognitive Aspect) counseling. In the technique of *cognitively intact restructuring*, focusing on efforts to the identification and change the thoughts of uterine or negative self-statements to the new belief that more rational and adaptive, which will affect the behavior of the more rational again (Coermir, Nurius& Osborn, 2009)

Based on the explanation above, techniques *cognitively intact restructuring* as the technique of cognitive counseling can be

used to reduce the academic procrastination behavior.

## METHOD

This research uses ex-post facto research with the correlational approach. Ex post facto research is research in which the independent variables had occurred when researchers began with the observation of the variables bound in a study.

## RESULT AND DISCUSSION

### A. Academic Procrastination

The term procrastination was first induced by Brown & Holtzman in 1967 (Ferrari, Johnson & McCown. (1995). This term stems from the Latin "*procrastinate*" which means the delay until the next day. Milgram (1991) stated that procrastination did solely to complete the task optimally. However, the delay would not make the task more; it would lead to delays that are not useful.

Procrastination is a tendency to postpone or avoid entirely the responsibility of the decision, or tasks that need to be done (McCarthy et al., in LaForge 2008). Procrastination often experienced by almost everyone including the students who often delay to complete all responsibility in the learning process dissemination or commonly called with academic procrastination. Academic Procrastination is a behavior to procrastinate work or complete academic tasks, and usually, the new task starts to work at the last moment the task collection (Wolters limit, 2004 ).

According to Milgram (1991), procrastination is a specific behavior that includes behavior that involves elements of the delay is good to start or complete a task or activity, produce the effect of the more distant. The example of delay in completing tasks or failure in performing tasks, involves a task that perception by procrastination players as an essential task to do, for example, office tasks, school tasks, and household duties, produce emotional state that is not enjoyable, for example, the feeling worry, feeling guilty, angry, panic, and so on.

Lay (in Prima, 2007) define procrastination as a tendency to postpone the

things that should be done for a particular purpose while Bernard (1991) stated that in the behavior of procrastination, delay tasks remain to be done even though it is known that the delay was not profitable. Procrastination can be said as one of behavior that is not efficient in the use of time and the tendency to not immediately begin work when facing a task (Anggraeni, 2008).

From the explanation above, it can be concluded that the academic procrastination is the behavior of delay the making of the academic tasks without regard for any reason. This can be influenced by the existence of the belief that someone is irrational

What he accomplished with the task so that when they are not able to complete the task by the time or do not then, they will provide the maximum reason- reasons that make them seem reasonable not to achieve it.

### **B. Technical procedure cognitively intact restructuring**

According to Cormier, Nurius& Osborn (2009), there is general procedures from the technique of *cognitively intact restructuring* are as follows :

1. Rational treatment. At this stage-structured leases the explanation of the purpose and procedures of the treatment.
2. The identification of negative thoughts on the situation the problem. At this stage, counselors perform analysis of mind-counselee mind in situations that contain pressure. This stage consists of three activities namely, describing the thoughts of counselee in situations problem, are modeling the relationship between events and emotion, and the modeling of mind by counselee.
3. The introduction and the exercise *coping thoughts*. At this stage occurs movement focus from the minds of counselee that damage to the form of other thoughts that compatible (mind tackling). This stage can include several activities among other things the explanation and examples of *coping give the statement*, making an example by counselee, and counselee practice *coping statements*.
4. Move from *self-defeating* to *coping thoughts*. Counselors train counselee to Move from negative thoughts to the

*coping statement*. Against the two activities in this stage, namely giving an example of the transition of mind by counselors and intermediate exercise the mind by counselee.

5. The introduction and strengthening exercise themselves. Counselors teach counselee about how to provide for their self-gain for each success the achieve.
6. The duty of the house and follow-up. Rugas task is intended to provide the opportunity for practice counselee the skills obtained in use *coping statements in the actual situation*.

### **C. Technical Overview cognitively intact restructuring**

Cognitively intact Restructuring is one of the cognitive techniques used in cognitive counseling besides behavior techniques (a certified Behavioral) and didactic technique. Cormier, Nurius& Osborn (2009:383) stated that cognitive restructuring

Rooted in deleting cognitive distortion or the conclusion that one of the mind, irrational beliefs, and developing new cognitive aspect with a better response pattern or healthy. The technique of *cognitively intact restructuring* focused on efforts to identify and change of mind or self-revelation is negative and irrational counselee confidence the technique of *cognitively intact restructuring* using the assumption that the behavior and emotional responses that are not in influence adaptive by faith, attitudes, and perception (Cognitive Aspect) counselee.

*Cognitively intact restructuring* consists of six stages. The first phase is a rational treatment that structured leases the explanation of the purpose and procedures of the treatment. The second stage is regrouping counselee mind in the situation the problem. At this stage, counselors perform analysis of mind counselee in situations that contain pressure. This stage-structured leases three activities, describing counselee thinking in the situation the problem, are modeling the relationship between event and emotion, and the modeling of mind by counselee.

The third phase is the introduction and the exercise *coping thoughts*. At this stage occurs movement the focus of mind- counselee

mind that damage to the form of the mind of others who overcome. This phase covers several activities

Among other things the explanation and giving examples of *coping statement*, making an example by counselee, and as she is *coping counselee statement*. The fourth stage is to move from the *self-defeating to coping thoughts*. Train counselee counselor for a move from negative thoughts to the *coping statement*. There are two pursuits in this stage is giving an example of the transition of mind by counselors and moderate exercise the mind by counselee. The fifth stage is the introduction and exercises strengthen the statement themselves. Counselors teach counselee about how-how to give the gains for himself to every success they achieve. The sixth phase is the duty of the house and follow-up. The task of the house is meant to provide an opportunity for counselee to practice the skills obtained in use of *coping statements* in the actual situation.

#### **D. The effectiveness of the technique of cognitively intact**

##### **Restructuring**

The technique of *cognitively intact restructuring* aims to focus on efforts to identify and change the thoughts of uterine or negative self-statements to the new belief that more rational and adaptive, which will affect the behavior of the more rational again

This technique can be said to be useful to reduce the academic procrastination because he was able to change the minds of an adverse effect on the specific tasks that are not productive. As has been described previously that academic procrastination is defined as the delay is done deliberately and repeatedly, by doing other activities that are not required in the making of the essential tasks. It indicates the thinking uterine or negative self-statements that irrational. Associated with it, with the existence of the efforts in the counselor to identify and change the thoughts of uterine on counselee, is expected to be able to change the mind of the uterine has become the new belief that more rational and adaptive so that will bring the impact of the behavior of a rational person.

Based on the explanation above, techniques *cognitively intact restructuring* as the technique of cognitive counseling used effectively to reduce the academic procrastination behavior.

## **CONCLUSION**

The implementation of counseling with the *cognitively intact restructuring technique* was considered to be very useful to help reduce procrastination counselee in the behavior of academic increasingly complex.

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