

## THE EFFECT OF GROUP COUNSELING USING THE SOLUTION-FOCUSED BRIEF COUNSELING APPROACH ON ACADEMIC PROCRASTINATION BEHAVIOR AMONG STUDENTS AT TANJUNGANOM STATE HIGH SCHOOL 1, NGANJUK REGENCY

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### Abstract

This study aims to determine the effect of group counseling services using the *Solution-Focused Brief Counseling* approach on the academic procrastination behavior of 12th-grade students at SMA Negeri 1 Tanjunganom, Nganjuk Regency, during the 2025/2026 academic year. This study employs a quantitative approach using a quasi-experimental method and a one-group pretest–posttest design. The research subjects consisted of 61 students with high levels of academic procrastination. The research instrument was an academic procrastination questionnaire developed based on indicators of delaying the start of tasks and avoiding academic tasks, and its validity and reliability had been tested. The data obtained were analyzed using descriptive and inferential statistics. The results of the normality test using the Shapiro–Wilk test indicated that the pretest and posttest data were not normally distributed; therefore, hypothesis testing proceeded with the Wilcoxon Signed-Rank Test. The analysis results showed a decrease in the average academic procrastination scores of students from the pretest to the posttest. The Wilcoxon test yielded a significance value of 0.000 ( $p < 0.05$ ), indicating a significant difference between the pretest and posttest scores. Based on these findings, it can be concluded that group counseling services using the *Solution Focused Brief Counseling* (SFBC) approach significantly influence the reduction of students' academic procrastination behavior. This study provides practical implications for guidance and counseling teachers to utilize the SFBC approach as an alternative intervention in helping students overcome academic procrastination, particularly at the high school level.

**Keywords:** group counseling, solution focused brief counseling, academic procrastination.

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh layanan konseling kelompok dengan pendekatan *Solution Focused Brief Counseling* terhadap perilaku prokrastinasi akademik siswa kelas XII SMA Negeri 1 Tanjunganom Kabupaten Nganjuk tahun pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain *one group pretest–posttest*. Subjek penelitian berjumlah 61 siswa yang memiliki tingkat prokrastinasi akademik tinggi. Instrumen penelitian berupa angket prokrastinasi akademik yang disusun berdasarkan indikator penundaan memulai tugas dan penghindaran tugas akademik, serta telah diuji validitas dan reliabilitasnya. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan

*statistik inferensial. Hasil uji normalitas menggunakan Shapiro–Wilk menunjukkan bahwa data pretest dan posttest tidak berdistribusi normal, sehingga pengujian hipotesis dilanjutkan dengan uji Wilcoxon Signed Rank Test. Hasil analisis menunjukkan adanya penurunan skor rata-rata prokrastinasi akademik siswa dari skor pretest ke posttest. Uji Wilcoxon menghasilkan nilai signifikansi sebesar 0,000 ( $p < 0,05$ ), yang menunjukkan adanya perbedaan yang signifikan antara skor pretest dan posttest. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa layanan konseling kelompok dengan pendekatan Solution Focused Brief Counseling berpengaruh secara signifikan dalam menurunkan perilaku prokrastinasi akademik siswa. Penelitian ini memberikan implikasi praktis bagi guru bimbingan dan konseling untuk memanfaatkan pendekatan SFBC sebagai alternatif intervensi dalam membantu siswa mengatasi prokrastinasi akademik, khususnya di jenjang Sekolah Menengah Atas.*

**Kata kunci:** *konseling kelompok, solution focused brief counseling, prokrastinasi akademik.*

## INTRODUCTION

Students, in the process of acquiring knowledge, inevitably face various assignments given by teachers, whether individual or group tasks. With the rapid advancement of technology, this has significantly influenced both the learning process and the completion of these assignments. Students today are increasingly spoiled by technology, various forms of entertainment, or activities that are less beneficial. As a result of the various comforts available to students today, many have become dependent on technology, leading to a lack of hard work (effort) in completing academic assignments, laziness, and a significant number of students who neglect or put off their academic tasks (procrastination).

Fernando (2017) states that procrastination is a tendency to delay work and the completion of a task or assignment related to academic activities. Another definition is provided by Fernando & Rahman (2018), who state that “procrastination is the deliberate and repeated delay in completing a task or assignment, whether in starting or finishing tasks related to school academic duties.” From these two definitions, it can be concluded that procrastination is a behavior in which an individual intentionally and repeatedly delays tasks or work related to school academic duties. An individual who habitually delays tasks is referred to as a procrastinator (Fernando & Rahman, 2016, p. 217). On average, the students most likely to be identified as procrastinators are senior students who are in the process of completing their theses. This is because senior students face numerous obstacles that serve as reasons for procrastination, such as a lack of time to work on the task, boredom during the process, and the difficulty of the task itself, which can lead students to become reluctant to complete it. Given such conditions, it is necessary for a counselor to take actions or make efforts to reduce procrastination behavior among students, particularly among final-year students.

Based on the results of a preliminary study conducted by the researcher as a guidance counselor at State High School 1 Tanjunganom, Nganjuk Regency. Several issues were identified, including students frequently submitting assignments late, a habit of failing to

complete tasks by the specified deadline, some students repeatedly submitting assignments late despite frequent reminders from teachers, students completing assignments at school, and students submitting assignments that do not follow the teacher's instructions. The habit of academic procrastination can have very serious negative impacts on students' development, both psychologically and otherwise. Therefore, schools and guidance counselors need to guide students so they can develop optimally in achieving success.

Based on the issues mentioned above, schools—specifically guidance counselors—need to seek solutions to help minimize the occurrence of procrastination. For students who have already developed academic procrastination, serious intervention is required. This includes implementing an alternative approach that can be tested to reduce academic procrastination, specifically using group counseling based on the Solution-Focused Brief Counseling (SFBC) approach. This is because SFBC group counseling employs the “Miracle Question” technique, which focuses on solutions rather than the problems themselves.

This Solution-Focused Brief Counseling (SFBC) group counseling model focuses on solutions and the future. Given the high rate of academic procrastination at State High School 1 Tanjunganom in Nganjuk Regency, along with the impacts caused by this delaying behavior, this certainly poses a unique challenge for both teachers and the school. Therefore, intervention is needed to progressively reduce the high rate of procrastination at State High School 1 Tanjunganom, Nganjuk Regency. One form of intervention that can be implemented is by guidance counselors, in the form of group counseling using the SFBC (Solution-Focused Brief Counseling) approach. This approach has been tested in several studies, and the results indicate a significant effect of the Solution-Focused Brief Counseling approach on reducing students' procrastination behavior. For instance, in a study conducted by Aziza et al. (2023) on “The Application of SFBC (Solution-Focused Brief Counseling) to Reduce Academic Procrastination Among High School Students,” this study employed The Randomized Pretest-Posttest Control Group Design to examine the application of Solution-Focused Brief Counseling on students' procrastination levels at Enrekang State High School 5, and the results demonstrated that group counseling services using the SFBC approach have a significant effect in reducing students' procrastination levels. Furthermore, the study by Endarti & Susanto (2019) showed that the use of group counseling with the Solution-Focused Brief Counseling (SFBC) approach can reduce academic procrastination levels among 11th-grade students at Taruna High School.

Furthermore, the study conducted by Kusumadewi et al. (2019) employed an experimental design with a pre-post experimental design, where the research subjects were students in the special sports class at SMP Negeri 2 Galur, Kulon Progo. Based on the results, a significant difference was found between students' academic procrastination levels before and after receiving Solution-Focused Brief Counseling services. Therefore, the researcher chose the title “The Effect of Solution-Focused Brief Counseling Group

Counseling on Reducing Academic Procrastination Behavior Among Students at SMA Negeri 1 Tanjunganom, Nganjuk Regency, in the 2025/2026 Academic Year.”

## METHOD

In this study, a quasi-experimental design was used, which is an experimental study conducted on a single group—the experimental group—without a comparison group or control group (Arikunto, 2006). The research design used is the *one-group pre-test-post-test design*, which is an experimental study conducted on a single group selected at random, without conducting tests to assess the stability and clarity of the group’s condition prior to the intervention. This *one-group pre-test and post-test design* is measured using a pre-test administered before the intervention and a post-test administered after the intervention for each learning session. Thus, the results of the intervention can be determined more accurately. To eliminate bias from the research results, the pre-test and post-test will be conducted for each learning session.

Group counseling technique: *Solution-Focused Brief Counseling*. The treatment (*treatment*) is provided to the experimental group by delivering group counseling services that leverage group dynamics as an effort to help students reduce their academic procrastination. Below, the researcher presents the implementation schedule for the group counseling services at State High School 1 Tanjunganom, Nganjuk Regency. According to Seligman, there are several stages for the *Solution-Focused Brief Counseling* approach, as outlined in the article (Mulawarman, 2024), as follows: (1) *Establishing a Relationship* (building a good rapport) between the counselor and the client; a positive relationship must be established to facilitate collaboration in identifying a neutral topic, thereby helping the client discover various possibilities in determining a solution. (2) *Identifying a solvable complaint* (identifying a problem with a solution): questions are posed to the client until they can identify the root cause of the problem. (3) *Establishing goals* (setting objectives): asking a “wonder question” or providing a vision to help the client clarify the purpose of addressing the issue. (4) *Designing and implementing intervention*: interventions are provided to the client; exceptions are made for situations that enable the client to find solutions, and this becomes the client’s responsibility. (5) *Termination, evaluation, and follow-up*: During both the initial and final counseling sessions, the counselor will administer a standardized questionnaire to assess the extent of counseling progress. An agreement is made with the client regarding further counseling if deemed necessary.

Kurniawan (2016) explains that data collection techniques or methods are the approaches used to gather the necessary data for research. In this study, the researcher employed a tool in the form of an academic procrastination scale. The implementation of data collection is a critical factor as it directly impacts the data used in the research; therefore, the researcher conducted the data collection process accordingly. This study employed validity testing conducted through expert opinions. After the instrument was constructed to measure specific aspects based on a particular theory, it was then consulted with experts. Following the completion of the expert-based construct validity testing, the

instrument was pilot-tested on 61 students with characteristics similar to the study's subjects. The results of this pilot test were calculated using Karl Pearson's product-moment correlation coefficient formula (Arikunto, 2006). Item analysis was conducted using SPSS (*Statistical Package for the Social Sciences*) version 16 with the product-moment correlation formula

Data analysis in this study was used to determine the effectiveness of the *Solution-Focused Brief Counseling* group counseling service in reducing academic procrastination among students at State High School 1 Tanjunganom, Nganjuk Regency, during the 2025/2026 academic year. This study employed the Wilcoxon test for data analysis, specifically to identify differences between the *pretest and posttest means*. The researcher chose the Wilcoxon test because the sample size was less than 25 and the data were not normally distributed. Since the data were ordinal, non-parametric statistics were used (Sugiono, 2013), specifically the *Wilcoxon Matched Pairs Test*. This study will compare pretest and posttest scores.

## RESULTS AND DISCUSSION

This study aims to determine the effect of group counseling using the *Solution Focused Brief Counseling* approach on academic procrastination behavior among students at State Senior High School 1 Tanjunganom during the 2025/2026 academic year. The focus of this study is on changes in academic procrastination behavior, measured before and after the provision of group counseling services using the *Solution Focused Brief Counseling* approach.

This study aims to determine the effect of group counseling *Solution Focused Brief Counseling (SFBC)* on academic procrastination behavior among 12th-grade students at State High School 1 Tanjunganom, Nganjuk Regency. The study was conducted on the students who served as research subjects using an academic procrastination questionnaire that had been validated. The research instrument consisted of an academic procrastination questionnaire for students, designed based on indicators of *Delay in Starting Tasks* and *Task Avoidance & Distraction*. The instrument underwent validity and reliability testing prior to its use in the study.

This study was conducted to determine the effect of *Solution Focused Brief Counseling (SFBC)* group counseling services on the academic procrastination behavior of 12th-grade students at SMA Negeri 1 Tanjunganom, Nganjuk Regency. The study sample consisted of 61 students. The instrument used was an academic procrastination questionnaire designed based on indicators of academic procrastination behavior and employing a Likert scale. The data obtained were subsequently analyzed using descriptive statistics and inferential statistics.

**Table 1.** Descriptive Statistics of Academic Procrastination Pretest Scores

STATISTICS	VALUE
NUMBER OF RESPONDENTS (N)	61

<b>SCORE MINIMUM</b>	112
<b>MAXIMUM SCORE</b>	178
<b>MEAN</b>	148,62
<b>STANDARD DEVIATION</b>	14,37

Based on Table1, it is found that the mean score of students' academic procrastination pretest is 148.62. This value indicates that the level of students' academic procrastination before receiving SFBC group counseling services falls into the high category.

The results of the Wilcoxon Signed Rank Test showed a significance value (Asymp. Sig. 2-tailed) of 0.000 ( $p < 0.05$ ). Thus, there was a significant difference between the students' pretest and posttest academic procrastination scores. Based on these results, the research hypothesis stating that *group counseling using the Solution-Focused Brief Counseling (SFBC) approach* influences a reduction in students' academic procrastination behavior is accepted.

**Table 2.** Descriptive Statistics of Posttest Academic Procrastination Scores

<b>STATISTICS</b>	<b>VALUE</b>
<b>NUMBER OF RESPONDENTS (N)</b>	61
<b>SCORE MINIMUM</b>	92
<b>MAXIMUM SCORE</b>	154
<b>MEAN</b>	121,48
<b>STANDARD DEVIATION</b>	13,02

Based on Table 2, the mean score of the posttest for students' academic procrastination is 121.48. This result indicates a decrease in the level of students' academic procrastination after receiving group counseling services using the *Solution Focused Brief Counseling* approach.

**Table 3.** Comparison of Mean Pretest and Posttest Scores

<b>MEASUREMENT</b>	<b>MEAN</b>	<b>MEAN DIFFERENCE</b>
<b>PRETEST</b>	148,62	27,14
<b>POSTTEST</b>	121,48	

Table 3 shows a decrease in the mean academic procrastination score of 27.14 points after students received group counseling using *Solution Focused Brief Counseling*.

### Data Analysis and Hypothesis Testing

**Table 4.** Results of the Data Normality Test (Shapiro-Wilk)

<b>DATA</b>	<b>SIG</b>	<b>REMARKS</b>
<b>PRETEST</b>	0,021	Abnormal
<b>POSTTEST</b>	0,018	Abnormal

Based on Table 4. the significance values for the pretest and posttest data are less than 0.05; therefore, it can be concluded that the data are not normally distributed. Consequently, hypothesis testing proceeds using the Wilcoxon Signed-Rank Test.

**Table 5.** Results of the Wilcoxon Signed-Rank Test

STATISTICS	VALUE
Z	-6,214
ASYMP. SIG. (2-TAILED)	0,000

Based on Table 5, the Asymp. Sig. (2-tailed) value is 0.000 ( $p < 0.05$ ). Thus, there is a significant difference between the pretest and posttest scores for students' academic procrastination after receiving group counseling using the *Solution-Focused Brief Counseling* approach. Before hypothesis testing, the data were first tested for normality using the Shapiro-Wilk test. The results of the normality test indicated that the pretest and posttest data were not normally distributed (Sig.  $< 0.05$ ); therefore, hypothesis testing was conducted using the Wilcoxon Signed Rank Test, in accordance with the methodology described in Chapter III. The results of the Wilcoxon Signed Rank Test showed a significance value (Asymp. Sig. 2-tailed) of 0.000 ( $p < 0.05$ ). Thus, there was a significant difference between the students' pretest and posttest scores for academic procrastination. Based on these results, the research hypothesis stating that *group counseling using the Solution-Focused Brief Counseling (SFBC) approach* influences a reduction in students' academic procrastination behavior is accepted.

## DISCUSSION

The results of this study indicate that group counseling services using the *Solution-Focused Brief Counseling (SFBC)* approach are effective in reducing the level of academic procrastination among 12th-grade students at State High School 1 Tanjunganom. The reduction in academic procrastination scores can be explained by the core characteristics of the SFBC approach, which focuses on solutions, individual strengths, and the achievement of realistic short-term goals. Through group dynamics, students gain the opportunity to reflect on maladaptive academic habits while developing concrete strategies for managing time and academic responsibilities. SFBC techniques such as the *miracle question*, *scaling question*, and *exception question* help students build self-awareness and intrinsic motivation to change.

The results of this study are consistent with previous research findings stating that group counseling using the *Solution Focused Brief Counseling* approach is effective in reducing students' academic procrastination behavior. This approach has proven capable of increasing student engagement in the change process because students are actively involved in setting goals and solutions. This study has limitations, including a research design that still uses a pre-experimental design without a control group, so the results cannot yet be generalized widely. Additionally, the data are short-term and do not yet reflect the long-term sustainability of changes in student behavior. The results of this study provide practical implications for guidance and counseling teachers to utilize group counseling services using the *Solution Focused Brief Counseling* approach as an alternative intervention in addressing students' academic procrastination, particularly at the high school level.

## CONCLUSION

Based on the research findings and discussion outlined above, the following conclusions can be drawn: (1) The level of academic procrastination among 12th-grade students at SMA Negeri 1 Tanjunganom, Nganjuk Regency, prior to receiving group counseling using the *Solution-Focused Brief Counseling* (SFBC) approach, was in the high category. This is indicated by the relatively high pretest mean score, reflecting students' tendency to delay completing academic tasks, suboptimal time management, and a preference for enjoyable activities over academic obligations. (2) The level of academic procrastination among students decreased after receiving group counseling using the Solution-Focused Brief Counseling (SFBC) approach. The posttest mean score was lower than the pretest score, indicating a positive change in students' academic behavior. (3) The results of the hypothesis test using the Wilcoxon Signed Rank Test showed a significance value less than 0.05. Thus, there was a significant difference between the pretest and posttest scores for students' academic procrastination behavior. (4) Based on these analysis results, it can be concluded that group counseling services using the *Solution Focused Brief Counseling* approach have a significant effect in reducing academic procrastination behavior among 12th-grade students at SMA Negeri 1 Tanjunganom, Nganjuk Regency.

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