

Effectiveness of Reality Approach Group Counseling with WDEP Procedure to Reduce Students' Academic Procrastination Efektivitas Konseling Kelompok Pendekatan Realita Dengan Prosedur WDEP Untuk Menurunkan Prokrastinasi Akademik Siswa

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Article Info:

Received: 09-04-2025

Revise: 30-04-2025

Accepted: 21-05-2025

Published: 23-05-2025

Keywords:

Group Counseling, Reality Approach With WDEP Procedure, Academic Procrastination

Abstract:

This study aims to determine whether reality therapy group counseling, utilizing the WDEP (Wants, Doing, Evaluation, Planning) procedure, effectively reduces academic procrastination among high school students. A one-group pretest-posttest design was applied in this quantitative research. Data were gathered via purposive sampling from a population of 122 eleventh-grade pupils at SMA Negeri 1 Loa Janan. 7 students exhibiting pronounced levels of academic procrastination, identified by the school counselor and homeroom teachers, were then selected to participate in the intervention. The researcher developed and validated the Academic Procrastination Scale to measure participants' tendencies. Group counseling sessions incorporated WDEP steps alongside reality therapy techniques—statistical analysis employed paired-sample t-tests to compare pretest and posttest scores. Findings revealed a mean pretest score of 69.00, indicating high procrastination, which decreased to a mean posttest score of 41.28 after intervention. The paired-sample t-test yielded a p-value of 0.001 ($p < 0.05$), confirming a statistically significant difference between initial and final measurements. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, demonstrating that reality therapy group counseling combined with the WDEP procedure constitutes an effective strategy for reducing academic procrastination. These results contribute empirical support for integrating WDEP-based reality therapy into school guidance and counseling programs. By providing a structured intervention framework, this study offers practitioners a practical, evidence-based approach for addressing procrastination and enhancing student academic responsibility at the secondary education level.

How To Cite: Rahman, K., & Pratiwi, Y. (2025). Effectiveness of Reality Approach Group Counseling with WDEP Procedure to Reduce Students' Academic Procrastination. *MOTIVA: JURNAL PSIKOLOGI*, 8(1), 1-13. <https://doi.org/10.31293/mv.v8i1.8584>

1. Introduction

Students are an essential part of education, inseparable from learning activities and the responsibility of completing academic tasks. These tasks are obligations that must be fulfilled responsibly and within the timeframe set by the teacher. According to Paragita & Dalimunthe (2022) the purpose of assigning homework is to enhance students' motivation to study and their ability to perform their tasks correctly. Through these assignments, it is hoped that students develop into individuals who are more disciplined, responsible, and wise in managing their time for productive activities, particularly in the academic field.

According to Rachman et al. (2024) in the learning process, many students face various academic problems at school. For example, difficulties in completing school assignments, facing exams, and managing their study time. This leads to the development of the procrastination phenomenon, which is often seen in the workplace, in academic settings, and other spheres of life. Procrastination behavior and a lack of discipline towards time are problems that are quite often encountered by students.

According to Winarso (2023) when the habit of procrastination becomes a persistent pattern of behavior, it can hinder the development of important skills such as time management, priority setting, <https://doi.org/10.31293/mv.v8i1.8584>

and the ability to complete tasks efficiently. Procrastination behavior can result in decreased student confidence, increased levels of stress and anxiety, and potentially frustration and dissatisfaction with oneself. (Nasution, 2020). These conditions can interfere with the optimal learning process and hinder students from exploring and developing their full potential.

Task procrastination, which is then called academic procrastination according to Rahmanisa et al. (2023) it is the deliberate delay of the desired activity, even though one is aware that procrastinating the task can produce a bad impact and become futile. Academic procrastination is a serious problem that requires more attention because it greatly affects students and their learning outcomes. Zahara et al. (2024). Students who often procrastinate on tasks will experience a decrease in academic achievement. If not addressed immediately, they can get stuck in a cycle of procrastination, constantly postponing even though they know that this behavior is wrong and detrimental to themselves and others. Because they are accustomed and comfortable with this bad habit, they find it difficult to get out of the cycle. As a result, students who procrastinate take longer to complete tasks, which ultimately extends their task completion time.

According to the findings of the Learner Needs Questionnaire (AKPD) administered to SMA Negeri 1 Loa Janan class XI pupils, up to 2.93% (high category) of students still choose to put off work and school tasks. Certain students often put off completing their academic responsibilities, according to the findings of interviews conducted with guidance and counseling (BK) and homeroom instructors. The guidance and counseling teacher noted that some students exhibit consistent behavior in procrastinating on assignments, which negatively affects their academic performance. Students who procrastinate tend to feel stressed and overwhelmed as the deadline approaches, which ultimately affects the quality of their work. Homeroom teachers also revealed that the main reason students procrastinate on assignments is that they find them difficult or boring. Some students also admitted to preferring to spend time on more enjoyable activities, such as playing games or talking with friends, rather than completing school assignments.

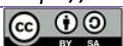
Given the importance of overcoming this problem, an effective approach is needed to help students manage their time and tasks better. One of these is group therapy utilizing the reality approach and the WDEP technique. One kind of guidance and counseling service is group counseling, which uses group dynamics to address the issues of its participants (Izza et al., 2023). According to Setyawan & Prabawa (2023) group counseling aims to help counselees (group members) alleviate their problems related to personal, learning, career, and social, modify unwanted counselee behavior, make counselees have an understanding of themselves, and achieve development and good self-adjustment.

According to Wirastania & Farid (2021) reality counseling is a form of counseling approach that is very practical, relatively quite simple, and in the form of assistance to counselees directly with the aim that they can face future realities optimistically. This reality counseling emphasizes the significance of the three R's: the counselee's duty (duty), societal norms and rights (Right), and the reality in which the counselee acts (Reality). This method places more emphasis on the state of affairs now and tomorrow, so the counselor does not need to delve too deeply or reveal a lot of information related to the counselee's past (Rasimin & Hamdi, 2021). Reality counseling has the aim of helping individuals achieve maturity. The intended maturity is where individuals can take responsibility for their wishes and develop a sense of responsibility for their inappropriate actions (Suciati & Srianhuri, 2021).

Reality Counseling with the WDEP procedure which is an acronym for "W" = wants or needs begins by exploring the desires, needs and perceptions of the student regarding the behavior he will take, "D" = doing and direction, in this session it is done to find out what the student has done to achieve his needs according to his desires, "E" = evaluation or self-evaluation, at this stage helping the counselee to evaluate his behavior, needs, perceptions, level of commitment, plans and "P" = planning, at this stage the counselor and the student make an action plan to help the client meet his wants and needs. Self-evaluation findings must serve as the foundation for the strategy. (Rachman et al., 2024).

According to a study by Rachman et al. (2024) titled "Application of Reality Counseling with WDEP Procedures to Reduce Academic Procrastination Behavior of Muhammadiyah 12 Makassar

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Junior High School Students," which used a true experimental design with a control group for pretest-posttest results. Twenty students were included in the sample, split into experimental and control groups. Comparing the experimental group to the control group, the findings revealed a substantial difference in academic procrastination, with the experimental group's average pre-test score dropping from 93.5 to 59.2 in the post-test. This indicates that the Muhammadiyah 12 Makassar Junior High School students' academic procrastination behavior is significantly reduced when reality counseling services are provided in conjunction with WDEP methods.

Research conducted by Izza et al. (2023) in "The Effectiveness of Reality Group Counseling to Reduce the Academic Procrastination Level of BK Students in 2021," this study aims to determine the effectiveness of reality group counseling in reducing academic procrastination in BK students in 2021. The findings of the pre-test and post-test were significantly different (sig value <0.05), according to data analysis using the Paired Sample T-test using SPSS version 28.00. H_a is accepted and H_o is denied based on these findings, which support the idea that reality group therapy may effectively lower academic procrastination. Reality group therapy has therefore been shown to be successful.

A study conducted by Rachman et al. (2024) titled "The Application of Reality Counseling with the WDEP Procedure to Reduce Academic Procrastination Behavior in Students of SMP Muhammadiyah 12 Makassar" utilized a True Experimental Design with a Pretest-Posttest Control Group Design. The sample consisted of 20 students, divided into experimental and control groups. The results showed that the academic procrastination levels of the experimental group decreased significantly, with the average pre-test score dropping from 93.5 to 59.2 in the post-test, demonstrating a significant difference compared to the control group. This finding confirms that providing reality counseling services with the WDEP procedure has a significant impact on reducing academic procrastination behaviors among students at SMP Muhammadiyah 12 Makassar.

It is clear from the previous explanation that academic procrastination may be decreased by combining WDEP techniques with reality approach group counseling. The differences between this study and previous studies lie in several aspects, one of which is the limitation of the population, which poses a challenge. For instance, the study conducted by Izza et al. (2023) involved university students as respondents, while the study by Rachman et al. (2024) targeted junior high school students. Consequently, the findings from these studies cannot yet be generalized to broader groups or other educational levels, such as senior high school/vocational school students or elementary school students. Therefore, further research involving a more diverse population is necessary to achieve broader generalizability. To address this gap, the current study focuses on respondents from the senior high school level. Another notable difference is the composition of respondents. In previous studies, all respondents were male students, whereas this study includes a more diverse sample, consisting of six female students and one male student. This variation provides a broader perspective on the effectiveness of the intervention and highlights gender diversity within the sample. Additionally, the implementation of group counseling in earlier studies by Izza et al. (2023) and Rachman et al. (2024) was limited to four sessions, with the application of the WDEP procedure—covering the stages of Wants, Doing and Direction, Evaluation, and Planning—conducted within a single meeting. In contrast, this study developed an intervention spanning eight sessions, with the WDEP procedure being implemented gradually over four distinct phases. This approach allows for a more in-depth and continuous counseling process. These variations indicate that the current study employs a more intensive intervention approach while also considering the diverse characteristics of each respondent.

With the data in the field. AKPD results and interviews with counseling teachers and homeroom teachers, as well as relevant research, the researcher wants to conduct research on reality approach group counseling with WDEP procedures to reduce students' academic procrastination. The guidance and counseling program at school is anticipated to benefit from this study. One possible contribution is that it may serve as a strategy and the foundation for a plan to deploy guidance and counseling services to help students stop putting off their academic work.

2. Methods

This study uses a quantitative approach and an experimental pretest-posttest design with a single group. As stated by Sugiyono (2020), Research on specific populations or research samples is conducted using quantitative approaches, which include data collection using research tools and statistical data processing aimed at evaluating preconceived assumptions. The tool is the academic procrastination scale, which was taken from a study (Paragita & Dalimunthe, 2022). The sample selection criteria are as follows: (1) students from Grade XI at SMA Negeri 1 Loa Janan, (2) students identified as exhibiting academic procrastination behavior based on data from the Academic Procrastination Diagnostic Tool (APDT), experiencing a decline in academic performance, and receiving recommendations from the school counselor and class teacher, and (3) willingness to participate as respondents and attend all sessions of the study. The research will consist of 8 sessions, each lasting 45 minutes, facilitated by the researcher.

Population and Sample

Students from SMA Negeri 1 Loa Janan's eleventh grade made up the study's population. There were 122 pupils in class XI who preferred to put off doing their homework, according to field data and AKPD findings. Purposive sampling, which involves selecting participants based on predetermined criteria or goals, was the method used in this investigation. The considerations used are class XI students of SMA Negeri 1 Loa Janan who are identified as showing academic procrastination behavior with AKPD results data, experiencing a decrease in academic grades, recommendations from counseling teachers and homeroom teachers, and are willing to become respondents and participate in the entire series of activities. So the sample in this study was 7, with 1 male student and 6 female students.

Measurement

The academic procrastination measure used in this study was taken from research by Paragita & Dalimunthe (2022). This 21-item scale examines four indicators: beginning and finishing work late, completing tasks late, the time difference between planned and actual performance, and engaging in more pleasurable activities. Based on the findings of a validity test that was conducted on sixty respondents. According to Gazali (Suryana & Suyono, 2021) To determine whether scales are legitimate or invalid, one must first locate the r table. Since $df = N-2$ is the formula for the r table, $60-2 = 58$, meaning that the r table = 0.2542 and that the item's significance value is 0.05. According to the validity calculation results, $r_{count} > r_{table}$, 21 academic procrastination scales are deemed valid, and 4 academic procrastination scales $r_{count} < r_{table}$ are deemed negative. Although all 21 academic procrastination scales are deemed valid because r_{count} exceeds r_{table} , four academic procrastination scales are deemed negative because their results fall short of the amount of r_{table} , which is 0.2542. This measuring tool's alpha Cronbach reliability value is 0.930. Participants rate each item on the inventory using a 4-point Likert scale with a favorable answer score: Strongly Agree (SS) receives a score of 4, Agree (S) receives a score of 3, Disagree (TS) receives a score of 2, and Strongly Disagree (STS) receives a score of 1. The evaluation for the unfavorable score is as follows: Strongly Agree (SS) receives a score of 1, Agree (S) receives a score of 2, Disagree (TS) receives a score of 3, and Strongly Disagree (STS) receives a score of 4.

Data Analysis Method

Given that there are fewer than fifty samples, the assumption test used in this investigation is a normality test utilizing the Shapiro-Wilk. After the assumption test was successful, the researcher used SPSS version 30 to perform a hypothesis test using the paired sample t-test.

3. Results

Normality Test Results

According to Sugiyono (2020) to determine whether or not the independent variables and the dependent variable regression model are both regularly distributed, the normality test is used. Due to the small sample size (less than 50), the Shapiro-Wilk analysis technique is used for the normalcy test.

<https://doi.org/10.31293/mv.v8i1.8584>



Sig. > 0.05 indicates that the data distribution is regularly distributed if the significant probability p-value is higher than 0.05.

Table 1. Summary of Descriptive Analysis Results for Academic Procrastination Pre-Test and Post-Test

No	Subject	Pre-Test score	Category	Post-Test Score	Category	Reduction
1	SC	70	High	43	Low	27
2	BA	67	Medium	34	Very Low	33
3	MY	65	Medium	46	Low	19
4	EA	76	High	38	Low	38
5	ARA	66	Medium	45	Low	21
6	MVH	73	High	41	Low	32
7	SK	66	Medium	42	Low	24
Mean		69	High	41,28	Low	27,71

Based on the table above, it can be concluded that the pre-test results for academic procrastination before treatment were in the high category, with an average score of 69. After administering group counseling using the reality therapy approach with the WDEP procedure over eight sessions, academic procrastination decreased to an average score of 41.28, which falls into the low category. This indicates a significant difference in students' academic procrastination before and after the treatment through group counseling using the reality therapy approach with the WDEP procedure.

Table 2. Normality Test Results Shapiro-Wilk

	Statistic	Sig
Pretest Academic Procrastination	0,875	0,205
Posttest Academic Procrastination	0,944	0,674

The findings of the normality test indicate that the data is normally distributed, as shown by the Sig. Value in the pre-test of $0.205 > 0.05$ and the post-test results of $0.674 > 0.05$.

Paired Sample T-Test Results

When the data is assumed to be normally distributed, the paired sample t-test compares the difference between the two means of two paired samples. (Sugiyono, 2020).

Table 3. Paired Samples T-Test Results

Variable	t	Two-Sided
Academic procrastination	10,594	0,001

The pre-test and post-test results demonstrate a significant difference in academic procrastination between students who received treatment or treatment through reality approach group counselling with WDEP procedures, as indicated by the Sig. (2-tailed) $0.001 < 0.05$ results of the paired sample t-test. This implies that the alternative hypothesis (H_a) is adopted and the null hypothesis (H_0) is refuted. Consequently, the reality approach group counselling with WDEP procedures is effective in reducing academic procrastination among students in class XI at SMA Negeri 1 Loa Janan.

4. Discussion

According to Ghufon and Risnawati (Rachman et al., 2024) procrastination is derived from the Latin word "procrastination," which consists of the prefix "pro," meaning "to push forward" or "move forward," and the suffix "crastinus," meaning "to decide for tomorrow." When combined, it becomes "putting off" or "putting off until the next day." Academic procrastination behavior is the behavior of deliberately procrastinating doing academic tasks to cause feelings of discomfort, and completing the task when there is an ultimatum to complete it.

According to Muhibbin & Marfuatun (2020), the multidimensional nature of human needs is elucidated by the hierarchy of needs theory, whereas academic procrastination is the inability of students to fulfil their educational obligations punctually. The hierarchy of needs theory can be implemented to mitigate academic procrastination by guaranteeing that students' fundamental requirements are met. If physiological needs such as sleep, food, and rest are not met, students lose energy and focus, and thus tend to postpone tasks. Procrastination can also be a way to avoid activities that feel heavy when the body and mind are not optimal.

A sense of security is also important, as uncertainty about academic ability, such as fear of failure or criticism, can trigger procrastination (Fatimah, 2018). Students often avoid tasks to reduce stress, although this makes the situation worse. In addition, feeling loved and having social support affect students' motivation. When they feel isolated or underappreciated, their motivation to complete tasks decreases.

Self-confidence in facing difficult tasks is also a major cause of procrastination, as students want to protect their self-esteem from failure (Fatimah, 2018). Finally, procrastination inhibits self-actualization, especially if students feel academic tasks are irrelevant to their life goals. The implication of this application could be to encourage students to seek new opportunities that will improve their quality and achievement. It also has the potential to provide positive effects that will help them grow and gain long-term benefits.

Meanwhile, according to Temporal Motivation Theory (TMT) described in research by Steel & Konig in 2007 (Rizki & Mudrikah, 2023) specifically, it delineates four primary components that significantly impact individual behaviour in the context of motivation and time. These elements include expectancy, which refers to one's beliefs regarding the likelihood of success in completing a task. Value relates to the importance or satisfaction gained from completing the task. Time sensitivity describes how quickly one feels urgency or pressure due to an approaching deadline. And the tendency to procrastinate, which is a person's habit of putting off tasks until the last moment.

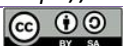
The theory further explains that individuals' perceptions of their academic tasks and their self-evaluations often do not match reality. For example, a student may underestimate the difficulty of a task or doubt their ability to complete it well. This mismatch can create feelings of discomfort or anxiety, which then encourages students to avoid the task, a phenomenon known as academic procrastination.

Academic procrastination is not just about procrastination, but also about how those feelings of discomfort and anxiety interfere with an individual's decision-making process and prioritization. When a student procrastinates, they are not only putting aside the task they should be working on, but also diverting their attention to other activities that may provide short-term gratification but end up harming their long-term goals. TMT proposes that by understanding and addressing these factors, increasing expectations of success, reassessing the value of tasks, becoming more sensitive to the consequences of procrastination, and managing time more effectively, one can reduce procrastination behavior.

Academic procrastination is a form of behavior carried out by individuals in deliberately and repeatedly procrastinating in doing or completing academic tasks by replacing other activities that are more enjoyable and less useful so that it has a negative impact such as feeling anxious when the task is approaching the deadline, not being able to do the task optimally, feeling insecure and tending to rush in doing it because it is chased by time. To overcome this, a reality approach group counseling with WDEP procedures is carried out. The implementation of this group counseling conducted on students in class XI 1, XI 3, and XI 4 at SMA Negeri 1 Loa Janan is an assistance effort given to students to develop their personalities to achieve a solution to personal problems experienced by students. Assisting students through a reality approach group counseling with WDEP procedures has a positive impact on development, especially in reducing students' academic procrastination. Each student can learn about how to manage behavior from a reality approach group counseling with WDEP procedures, and can be applied in students' daily lives. The steps of the reality approach group counseling with WDEP procedures are as follows:

The researcher shows his involvement with the students/counselees and builds a good relationship with them (rapport) to create a comfortable atmosphere in the group by inviting group

<https://doi.org/10.31293/mv.v8i1.8584>



members to introduce themselves to reduce awkwardness and discomfort in the group. At this stage, the counselee is expected to be able to understand the purpose of group counseling, their tasks in the group, and the time of the counseling session. Furthermore, at the second meeting, the counselor conducts the education stage by explaining the material, which aims to provide understanding to group members regarding academic procrastination. At this stage, counselees are expected to be able to know and be aware that they do experience and perform academic procrastination behavior.

Then the third meeting is the implementation of the WDEP procedure, namely Wants. At this meeting, the counselor examines the desires/hopes and needs of group members to be able to describe what they want in their lives related to academic procrastination that exists in each of them. In this meeting, the counselor distributed worksheets to the counselees and asked them to write down their desires and explore the needs of each counselee, and then conduct discussions related to the results of the answers they wrote. The fourth meeting discusses Doing & Direction, where the counselor reviews the things they have done in dealing with problems related to academic procrastination that exist in themselves and provides more understanding to members' awareness of their behavior as a whole. At this stage, the counselor invites group members to write on the worksheet that has been distributed previously and conduct a discussion of the results they wrote.

Next, at the fifth meeting, it discusses Evaluation, where the counselor encourages, directs and invites group members to evaluate their behavior about what should be improved and perfected from what they have tried to do, assess the quality of their behavior and the consequences of their behavior in procrastinating academic assignments, expressing honestly and openly the findings of the assessment of the quality of their behavior or the consequences of their behavior in procrastinating academic assignments based on the findings of the worksheet that was previously distributed and the results of the discussion. The sixth meeting discussed Planning, where the counselor assisted group members in making an action plan by distributing worksheets for group members to write their plans. Then, group members are asked to submit the results of the plans they have written before, and invite counselors to ask questions or respond to each other. Furthermore, the counselor directs group members to implement and carry out the action plans they have made as a form of assignment (homework)

At the seventh meeting, namely discussing the tasks (homework) that have been given at the previous meeting, to see the commitment of the counselees in carrying out the action plan they have made on the homework sheet to achieve the target behavior, namely reducing academic procrastination in group members. Furthermore, the counselor invites group members to examine action plans that still need to be improved or have not been successful, and to refine them by discussing them together. Then the counselor invites group members to ask questions or respond and exchange ideas with each other regarding the action plan that has been made on the homework sheet to achieve the target behavior. Then, the counselor invites group members to commit to the action plan that has been made and evaluated together, to not do things related to academic procrastination. Then the last meeting is a follow-up or termination, which is the last stage in counseling. The counselor asks reflection questions related to self-commitment to previously made plans and evaluation explanations about conclusions, impressions, and messages while participating in group counseling activities, asks about the changes they have experienced, and group members can continue their action plans independently, so that the group counseling process can be stopped. Group members can learn that they must be responsible in dealing with existing academic demands.

The success of the group counseling approach utilizing the WDEP procedure in reducing academic procrastination in this study highlights that systematically designed interventions, with a primary focus on enhancing students' self-awareness, can have a positive impact on academic behavior change. The WDEP approach operates by guiding students to first identify and understand what they truly want (Wants) in the academic context, followed by encouraging them to honestly evaluate their current behaviors (Doing). Subsequently, students are led to critically reflect on the extent to which these behaviors support or hinder their goal achievement (Evaluation). Finally, they are assisted in developing a concrete, adaptive, and realistic plan to improve their actions moving forward (Planning). Through these stages, students not only become more aware of the choices they make but are also motivated to take full responsibility for their academic actions. This process of

<https://doi.org/10.31293/mv.v8i1.8584>



internalization significantly contributes to strengthening self-regulation skills, which, based on the findings of this study, are proven to be a key factor in reducing academic procrastination. In other words, the better students can regulate themselves, manage their desires, and design concrete steps to achieve their goals, the more likely they are to reduce their tendency to postpone academic tasks significantly.

In this study, the success of group counseling is closely linked to the support provided by school counselors (BK teachers) and the school administration. As individuals who are closest to the students and have a deep understanding of their characteristics and needs, BK teachers played a crucial role in assisting the researcher by recommending students who met the criteria or were identified as exhibiting high levels of academic procrastination. Moreover, BK teachers helped establish initial communication with the students, ensuring that they felt more prepared and comfortable to participate in the entire series of group counseling activities designed by the researcher. Beyond the role of BK teachers, the school administration also provided significant support to ensure the smooth implementation of the group counseling sessions. This support included allocating specific time and space for counseling sessions, coordinating with BK teachers, homeroom teachers, and subject teachers to ensure the intervention process proceeded effectively and positively impacted students' behavioral changes. With strong collaboration among all parties, especially through consistent support, the process of behavioral change among students can occur more effectively and sustainably. The success of this intervention heavily relies on the active role of BK teachers in guiding and accompanying students, as well as the cooperation of the school in creating an environment conducive to positive student development.

In general, the findings of this counselling indicate that the reality approach, which incorporates WDEP procedures, is effective in assisting students in the reduction of academic procrastination and in the development of a new understanding of the significance of self-discipline and time management in the pursuit of academic success. Group counselling with WDEP procedures can assist students in recognising themselves as individuals who are aware of the steps they will take in the future and the resulting consequences, using the reality approach. According to Habsy et al. (2024) the objectives of the reality approach group counseling include providing assistance to counselees to achieve a successful identity and directing them towards realistic learning with the aim of helping counselees make decisions about their behavior in determining action plans. Reality therapy emphasises the counselee's awareness and assists the counselee in enhancing it.

Level of Academic Procrastination Before being given Reality Approach Group Counseling Services with WDEP Procedures

The level of academic procrastination of students before being given the reality approach group counseling services with WDEP procedures can be known according to the pre-test results, where all group members are in the high category. These results were obtained from the cause of the academic procrastination scale to a sample of SMA Negeri 1 Loa Janan students who had been determined during the preliminary study.

Treatment for the selected sample will be administered through reality approach group counselling services with WDEP procedures, as determined by the results of the pre-test. The implementation of reality approach group counselling services with WDEP procedures on seven class XI students at SMA Negeri 1 Loa Janan is an assistance effort that aims to develop the personalities of students to address personal issues they currently face.

According to Rachman et al. (2024) reality approach group counseling with WDEP procedures provides benefits for students, especially in helping them reduce the habit of postponing academic tasks. Through this counseling session, each student gained a better understanding of how to manage their behavior, as well as how to apply these strategies in daily life. Reality approach group counseling with WDEP procedure allows students to learn from each other's experiences, so that they can find more effective solutions in overcoming academic procrastination. The process consists of several stages designed to help students realize their desires, evaluate their actions, and develop a realistic change plan.

Level of Academic Procrastination After being given Reality Approach Group Counseling Services with WDEP Procedures

Following the provision of group counselling services with a reality approach and WDEP procedures, the level of academic procrastination among students has decreased from a high to a very low level. The level of academic procrastination among students was in the high category prior to treatment, with an average of 69. However, after receiving treatment in the form of reality approach group counselling services with WDEP procedures for eight meetings, followed by a post-test, the level of academic procrastination among students decreased to 33.57.

The current study is consistent with the inquiry carried out by Rachman et al. (2024) entitled "Application of Reality Counseling with WDEP Procedures to Reduce Academic Procrastination Behavior of Muhammadiyah 12 Makassar Junior High School Students". According to the findings of this investigation, the experimental group's academic procrastination was classified as extremely high during the pre-test, with an average score of 93.5. However, the post-test demonstrated a decrease in academic procrastination among the experimental group students who received treatment in the form of reality group counselling services with WDEP procedures, with an average score of 59.2.

According to the findings of Izza et al. (2023) with the research title "The Effectiveness of Reality Group Counseling to Reduce the Academic Procrastination Level of BK Students Class of 2021". Based on the findings of this investigation, the pre-test and post-test scores of the subjects exhibit a discrepancy. The pre-test scores of the subjects average 85, while the post-test scores average 71.8. This indicates that the pre-test and post-test results have decreased, from a score of 85 to 71.8.

Effectiveness of Reality Approach Group Counseling Services with WDEP Procedures to Reduce Academic Procrastination of High School Students in Class XI SMA Negeri 1 Loa Janan

Pre-test and post-test scores are compared to determine the efficacy of reality approach group counseling services with WDEP procedures. The primary objective of utilizing the WDEP procedure in reality approach group counseling is to enable the counselee to alter and enhance their behavior in the future. Additionally, the counselees can assist themselves in confronting the reality of meeting basic needs without causing harm to themselves or others, and accept responsibility for all of their actions.

In accordance with the findings of the pre-test of 7 students who became research subjects with an average score of 69 (high) before being given the treatment of reality approach group counseling services with WDEP procedures and after the treatment was carried out, again measuring the post-test with an average score of 41.28 (low). So that from the comparison of these average scores, a decrease in student academic procrastination is obtained.

In addition to providing reality approach group counseling services with WDEP procedures, of course in reducing or reducing academic procrastination other factors can influence students, such as counseling teachers who always provide information about the impact that will be received from academic procrastination, homeroom teachers who always control students both in class and outside the classroom and of course the awareness of the students themselves to overcome their academic procrastination. Academic procrastination committed by students is related to various internal and external factors that influence their mindset and habits in completing academic tasks. According to Ferrari (Herawati & Suyahya, 2019) these internal factors include: (1) natural conditions, such as gender, age, and birth order, (2) physical and health conditions, (3) psychological conditions such as lack of motivation, social ability relationships, and anxiety levels in social relationships, and (4) perfectionist attitudes. While external factors include: (1) parenting, (2) family environment, (3) community environment, and (4) school environment.

According to Izza et al. (2023) Academic procrastination is the practice of postponing the completion of academic-related duties, typically due to the intrigue or urgency of other activities. This behavior can hurt the individuals who do it, so it needs to be reduced or even eliminated because it is included in the category of maladaptive behavior. The negative impacts of academic procrastination

<https://doi.org/10.31293/mv.v8i1.8584>



include the emergence of increased anxiety when the assignment deadline is approaching, suboptimal work results due to rushed work, and the inability to manage time effectively. This condition not only affects students' ability to complete academic tasks, but can also reduce the level of confidence and motivation to learn in students who continue to apply this habit.

Consequently, to address this issue, researchers implement group counselling services through the WDEP procedure, which is a reality-based approach used in this investigation. According to Rachman et al. (2024) the reality approach with the WDEP procedure is an approach that focuses on current behavior, namely students' academic procrastination behavior caused by a lack of consideration of the impact when doing this behavior, while the reality approach with the WDEP procedure is used to help students assess their desires, behavior, and then formulate plans to overcome them.

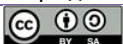
Subsequently, the Sig value is determined based on the hypothesis test conducted during the analysis using the t-test. Two-tailed 0.001 is less than the cutoff value of 0.05. The average score of the pre-test and post-test differs, or there is a substantial difference between the pre-treatment and post-treatment periods, when adjusted to the basis for making Paired Sample T-test decisions. This implies that group counselling services with a reality approach and WDEP procedures are effective in reducing academic procrastination.

This is consistent with the inquiry carried out by Rachman et al. (2024) with the research title "Application of Reality Counseling with WDEP Procedures to Reduce Academic Procrastination Behavior of Muhammadiyah 12 Makassar Junior High School Students". The findings of this investigation suggest that there is a substantial difference between the pre-test and post-test scores, as evidenced by a probability value that is less than the significance value derived from the paired sample t-test hypothesis test, specifically the Sig value. 0.000 is less than 0.05 (2-tailed). Thus, there is a substantial disparity between the experimental and control groups in terms of the scholastic procrastination behaviours of students. From the comparison of the average value of the decrease, it is evident that the experimental group's average gain score was 34.3, which is significantly higher than the control group's average gain score of 1.6. This indicates that students who undergo reality counselling with the WDEP procedure experience a much greater reduction in academic procrastination than those who do not receive the intervention. Therefore, the findings of this investigation bolster the assertion that the implementation of reality counselling with WDEP procedures has been demonstrated to be effective in reducing academic procrastination among students in grades VII and VIII at SMP Muhammadiyah 12 Makassar.

According to the findings of Izza et al. (2023) with the research title "The Effectiveness of Reality Group Counseling to Reduce the Academic Procrastination Level of BK Students Class of 2021". The results of this study indicate a difference in scores between the pre-test and post-test results, where the pre-test average score of the research subjects was 85, while the post-test average score decreased to 71.8. After analyzing the data using a paired sample t-test, the results show that one side sig. value is 0.002, while the two-sided sig. value is 0.003. Because the significance value obtained is less than 0.05 (<0.05), it can be concluded that there is a significant difference between the pre-test and post-test results. Thus, the alternative hypothesis (H_a), which states that group counseling with a reality approach is effective in reducing academic procrastination, is accepted, while the null hypothesis (H_0), which states that reality group counseling is not effective, is rejected. As a result, it is possible to infer that the reality approach to group counselling has been effective in reducing the level of academic procrastination among the BK students of the 2021 class.

As per the study carried out Rahman et al. (2022) with the research title "The Effectiveness of Reality Group Counseling on Academic Procrastination of Class VIII Students of MTsN 6 Padang". The findings of this investigation suggest that the pre-test and post-test scores exhibit a substantial disparity, indicating that the treatment has a concrete impact on the treatment difference in each pre-test and post-test. According to the data, the average pre-test score of academic procrastination is 99.55, while the average post-test score is 72.55. In other words, the value of academic procrastination scores varies between the pre-test and post-test, at 27. The sig. (2-Tailed) $0.000 < 0.05$ was determined through the t-test data analysis. The hypothesis test results indicate that H_a is accepted and H_0 is rejected. This implies that the post-test ratings of the participants differ

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significantly at a level of α 0.05. Therefore, reality group counselling is effective in decreasing academic procrastination.

This study's conclusion that reality approach group counselling with WDEP procedures is an effective method for reducing students' academic procrastination is also supported by the aforementioned research results. The average post-test score was 41.28, which is consistent with the average pre-test score of 69 pre-treatment and the average post-test score of 41.28 after realism approach group counselling services with WDEP procedures. Therefore, using a reality approach, group counselling with WDEP procedures can be implemented to mitigate academic procrastination among students.

5. Conclusions

According to the findings of the research conducted on the Effectiveness of Reality Approach Group Counselling with WDEP Procedures to Reduce Academic Procrastination of Class XI Students of SMA Negeri 1 Loa Janan in the 2024/2025 Academic Year, the level of academic procrastination among students before receiving treatment in the form of reality approach group counselling with WDEP procedures is significantly reduced following treatment in the form of reality approach group counselling with WDEP procedures. Therefore, the researcher concludes that the data analysis results about group counselling services with a reality approach and WDEP procedures to reduce students' academic procrastination indicate that group counselling with a reality approach and WDEP procedures is effective in reducing students' academic procrastination.

Students are fully aware that academic procrastination is a behavior that negatively impacts their academic achievement. During the study, the researcher found that many students engage in academic procrastination due to various factors, be it from their internal factors or from external factors such as laziness, lack of motivation, poor time management, and academic pressure. Therefore, students need to have good self-management strategies, including self-regulation and effective study planning, to reduce their level of academic procrastination.

Therefore, group counseling using the reality therapy approach can be adopted as an effective intervention strategy and integrated into the guidance and counseling programs implemented by school counselors. This approach is particularly beneficial in assisting students who face learning difficulties, exhibit a lack of responsibility toward their academic tasks, and are identified as engaging in academic procrastination. Moreover, group counseling services based on the reality therapy approach, utilizing the WDEP procedure, can be continuously programmed within schools to systematically reduce academic procrastination among students. To ensure the success of such programs, schools must provide consistent support, including adequate facilities, resources, and the allocation of dedicated time for the implementation of these services. Such support is expected to facilitate the smooth execution of group counseling activities, ultimately contributing to positive changes in students' academic performance and behavior.

However, this study still has limitations in the use of techniques that are by the WDEP procedure because this study did not use techniques in group counseling, only using the WDEP procedure. Therefore, it is expected that future researchers can add appropriate techniques to be used in WDEP procedures. In addition, future researchers are also expected to be able to apply the reality approach group counseling as a different research method by using other approaches, such as reducing or reducing procrastination with REBT, CBT, and Gestalt approaches. Then, from the sampling results, a high level of academic procrastination was obtained in 6 female subjects and 1 male subject, so that future researchers can investigate gender differences in the level of academic procrastination.

6. Credit Authorship Contribution Statement

Khusnul Fatur Rahman: Conceptualization, research execution, data analysis, writing. Yasintha Sari Pratiwi: Advisor, conceptualization, writing, review, and editing, supervision.

7. Declaration of Competing Interest

The author declares no financial conflicts or personal relationships that could have influenced the work reported in this research.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

In the process of writing this paper, the author utilized supportive technologies such as ChatGPT for conceptual feedback and word count analysis, and Grammarly to ensure grammatical accuracy.

9. Funding

No funding agencies provided financial support for this study.

10. Ethical Approval

The Faculty of Teacher Training and Education has granted ethical approval for this study under approval number 333/UN17.5/PT.00.05/2024, and SMA Negeri 1 Loa Janan has granted ethical approval under approval number B-000.9/18/SMAN1LJ/2025. Additionally, each respondent taking part in this study provided informed consent forms.

11. Acknowledgments

The author extends heartfelt gratitude to Mrs. Yasintha Sari Pratiwi for her invaluable guidance throughout the preparation and execution of this research. Appreciation is also extended to the administration of SMA Negeri 1 Loa Janan for granting permission to conduct the study. Lastly, the author is deeply grateful to friends, companions, and family whose unwavering support and encouragement were vital during the research process.

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