



How does the effectiveness of cognitive behavior therapy in reducing academic anxiety influence the academic procrastination of undergraduate students?

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Articles Information

Abstrak

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Penelitian ini dilaksanakan untuk mengetahui efektivitas penggunaan Cognitive Behavior Therapy (CBT) dalam menurunkan kecemasan akademik mempengaruhi adanya prokrastinasi akademik pada mahasiswa tingkat akhir yang sedang mengerjakan skripsi. Metode penelitian ini menggunakan desain eksperimen kasus tunggal untuk menguji perbedaan perilaku partisipan sebelum dan setelah pemberian intervensi menggunakan teknik konseling tersebut. Partisipan merupakan seorang mahasiswa jurusan psikologi yang mengerjakan skripsi dan telah memenuhi gejala dari kecemasan akademik. Pengumpulan data menggunakan skala kecemasan akademik oleh Utama (2015) dengan reliabilitas sebesar 0,859 menunjukkan bahwa kecemasan akademik berada pada kategori tinggi dengan skor 90. Namun, setelah diberikan intervensi melalui teknik konseling kognitif perilaku yang terdiri dari lima sesi, kecemasan akademik mengalami penurunan dan berada pada kategori sedang dengan skor 64. Disimpulkan bahwa teknik konseling kognitif perilaku efektif dalam menurunkan tingkat kecemasan akademik yang mempengaruhi pengerjaan skripsi pada mahasiswa.

Abstact

This research was carried out to determine the effectiveness of using Cognitive Behavior Therapy (CBT) in reducing academic anxiety and influencing academic procrastination in final-year students who are working on their thesis. This research method uses a single-case experimental design to test differences in participant behavior before and after providing intervention using this counseling technique. The participant was a student majoring in psychology who was working on a thesis and had symptoms of academic anxiety. Data collection using the academic anxiety scale by Utama (2015) with a reliability of 0.859 shows that academic anxiety is in the high category with a score of 90. However, after being given intervention through cognitive behavioral counseling techniques consisting of five sessions, academic anxiety decreased and was in the medium category with a score of 64. It was concluded that cognitive behavioral therapy techniques were effective in reducing the level of academic anxiety that affected students' when completing their final assignment.



INTRODUCTION

College is the highest point of formal education where students will prepare their abilities before entering real life. Students are in the early adulthood phase with demands to apply and apply the knowledge they have acquired to the world of work. Apart from that, students are also required to complete various course assignments, both individual and group assignments, as a requirement for graduation (Jatikusumo, 2018). The thesis is proof of the student's integrity as a form of implementation of the knowledge that has been obtained at the university. This is because students are required not only to understand theory and choose the right research methods but also the ability to write scientifically (Puspitasari, 2013). Students in completing their final assignments are vulnerable to feelings of insecurity and irrational thoughts that create self-reactions that disrupt the academic process (Permana et al., 2016). The highest level of academic anxiety is in first-year students in the form of adjustment and final-year students who are working on their thesis.

Mulyana., Nurdin., and Nurfatwa, (2022) explained that students with high levels of anxiety can be identified through strong negative thinking about the source of their stress. They are unable to regulate their emotions, so they often feel anxious when writing their thesis because they don't understand the research procedures, they worry about not being able to finish it, and they worry about not being able to answer questions on the exam. This resulted in a delay in the thesis work being carried out because each time the thesis work was carried out the worry felt even more physically and psychologically (Nitami, Daharnis & Yusri, 2015). Academic anxiety is a condition caused by students' feelings of excessive anxiety in various academic assignments given. Ottens (1991) explains that academic anxiety is the presence of disturbed thought patterns along with physiological and behavioral responses that follow concerns about the possibility that students' poor performance will not be well received when given academic assignments. Ottens (1991) explains that there are four aspects of academic anxiety, namely patterns of anxiety-engendering mental activity, misdirected attention, physiological distress, and inappropriate behavior.

Academic anxiety is a condition that causes feelings of fear and worry about something related to academic activities. Apart from that, academic anxiety is triggered by a lack of confidence in one's abilities (Nitami, Daharnis & Yusri, 2015). Permana et al., (2016) show that the level of self-efficacy possessed by individuals is in the medium category, while the level of academic anxiety is in the high category, and there is a negative and significant relationship between self-efficacy and academic anxiety. It can be seen that when there is a lack of confidence, there will be obstacles that can cause feelings of low self-esteem and prolonged anxiety in academics. Apart from that, the academic anxiety that arises is due to the impact of being distracted by internal and external impacts. This can be caused by several factors, including individual factors that make her less confident as well as fear about herself and environmental factors that come from the environment (Utama, C., 2015).

In addition to having uncomfortable thoughts and feelings about being in a situation of academic anxiety. Academic anxiety will affect the emergence of academic procrastination. One of the reasons for anxiety among final-year students is delays in completing their thesis. Procrastination that is carried out in the academic environment and is related to delays in carrying out assignments in the academic field is

referred to as academic procrastination (Nitami, Daharnis & Yusri, 2015). Apart from that, it can be seen from the positive relationship between academic anxiety and academic procrastination. This means that if academic anxiety is high, academic procrastination is also high, and conversely, if academic anxiety is low, academic procrastination is also low (Sari., & Hazim, 2023).

Cognitive Behavior Therapy (CBI) can be used to overcome anxiety related to academic procrastination. The cognitive Behavior Therapy approach in counseling focuses on insight and emphasizes the process of changing negative thoughts and maladaptive beliefs that individuals have (Corey, 2009). Cognitive Behavior Therapy can include interventions that focus on physiological symptoms and can be successfully treated using cognitive, behavioral, and physical methods (Kennerley, Kirk, & Westbrook, 2017). Based on research by Cania, Netrawati, and Yeni (2023), an intervention that has been proven to be effective in treating anxiety is cognitive behavioral therapy. This causes changes with the aim of students increasing their positive perception and always being enthusiastic and motivated to quickly pass the completion of their thesis or final assignment so that the academic anxiety experienced by students will be resolved.

This can be explained by students who feel anxious when completing their final assignment, whether they are meeting their supervisor or facing an exam, where the student always thinks that what he or she does is wrong, so anxiety will arise from fear, which anxiety is due to the student's negative perception about something or someone. This academic anxiety can be overcome by providing counseling with a Cognitive Behavioral Therapy approach (Cania, Netrawati, Yeni, 2023). CBT aims to change irrational beliefs, reasoning errors, and negative statements about an individual's existence. This research aims to determine the effectiveness of cognitive behavioral counseling in reducing the level of academic anxiety that influences academic procrastination in students. Apart from that, the benefit of this research is to provide an overview of interventions through cognitive behavioral counseling that can be used to reduce the level of academic anxiety in students.

METHOD.

This research uses a single-case experimental design. A single case experiment is an evaluation method that can be used to rigorously test the success of an intervention or treatment on 2 particular cases (i.e., a person, school, community) and to also provide evidence about the general effectiveness of an intervention using a relatively small sample size (Ryan & Filene, 2012). The aim of single case experimental design is "to provide fine-grained, time-series analysis of change in a dependent variable(s) across systematic introduction or manipulations of an independent variable" (Purswell & Ray, 2014: 2) ... "to test the efficacy of an intervention ... and involve repeated measurements, sequential introduction of an intervention (Krasny-Pacini & Evans, 2018: 164). Regarding the small sample size in a single case experiment, the unit of analysis and focus of research is the individual (Purswel & Ray, 2014).

Research participants were selected based on categories, namely students who were experiencing academic problems. The subject who participated in this research was a 24-year-old student who was studying psychology. The data collection techniques were carried out using interviews, using psychological

test instruments (SSCT, EPPS, and graphic tests), and using the academic anxiety scale by Utama (2015) with a scale reliability of 0.859. Furthermore, the academic anxiety scale by Utama (2015) is used to determine the subject's level of academic anxiety so that the severity of the academic anxiety experienced can be determined.

Analysis of research data using individual analysis which has some data in the baseline and treatment phases. Qualitative analysis was carried out by comparing the subject's condition in the baseline phase and the treatment phase. This initial behavior as a baseline will later be used as a comparison of participant performance or behavior after the intervention is given (Purswell and Ray, 2014). The intervention for participants used cognitive behavior therapy techniques which consisted of five counseling sessions, each session lasting 60 minutes.

RESULT AND DISCUSSION

The intervention uses CBT counseling techniques which consist of five sessions with each session lasting 60 minutes, held once a week. During counseling, participants can work together well and can follow a series of counseling stages. The Cognitive Behavior Therapy provided to participants includes cognitive therapy, behavior, and relaxation techniques.

Table 1. Implementation of the intervention

Session	Implementation of the intervention
1	Building a good therapeutic relationship with clients from the first meeting. Explaining the results of the assessment to participants regarding the condition of academic anxiety causing academic procrastination and explaining the stages of counseling intervention.
2	Identify and map your Negative Automatic Thoughts (NATs) using the A-B-C principle and analyze the situation, the thoughts you believe, and the consequences of those thoughts. Next, evaluate Negative Automatic Thoughts. This process directs clients to focus more on negative things, especially stressful conditions.
3	Identifying Dysfunctional Assumptions and evaluating Dysfunctional Assumptions. Counselors can identify dysfunctional assumptions that subjects have while undergoing this academic process. Subjects are asked to write down the dysfunctional assumptions they believe in. After identifying dysfunctional assumptions, the counselor helps the client to evaluate them using Socratic dialogue in the context of a specific situation. Evaluation that has been identified previously and replacing it with new, more positive and functional assumptions.
4	Restructuring Core Beliefs, Mapping the positive aspects of the subject by restructuring the core beliefs of the subject by writing down the strengths and achievements that the subject has achieved. followed by the physical technique used, namely relaxation using breathing control. Relaxation using breathing control can be done for around 5 to 10 seconds per session. Facilitate cognitive and behavioral changes between sessions by giving homework assignments to clients to do outside of counseling sessions.
5	stages of termination and prevention by evaluating the counseling sessions that have been carried out. Evaluation of counseling by providing an academic anxiety scale and conveying the results that participants have achieved during the counseling process. Participants are also given the task of being able to practice skills that have been taught during the counseling process, such as evaluating negative thoughts, changing dysfunctional assumptions, and applying breathing control techniques to reduce the anxiety they feel.

As for the results of the intervention implementation, it was found that the evaluation was carried out as follows:

Table 2. Evaluating the Implementation of the Intervention

Session	Evaluating the Implementation of the Intervention
1	The subject agrees to the implementation of the intervention and knows the contract regarding the intervention process that will be carried out. The subject felt safe following the intervention process because the subject agreed that the counseling process would take place due to receiving clear information during the intervention.
2	Subjects were able to identify NATs even though at the beginning of the explanation of NATs the subject had difficulty identifying automatic negative thoughts. After that, the subject gets an explanation of negative thinking, becomes better able to understand and begins to identify what is being directed at. When asked to modify negative thoughts, the subject can describe and direct the negative thoughts they feel so that they find the positive thoughts they feel.
3	Subjects can identify dysfunctional assumptions (DAs) held during the academic process. The subject becomes more understanding when explained the subject's ability to understand more deeply in applying and modifying thoughts related to assumptions and rules that interfere with daily life and expected changes.
4	Subjects did not experience difficulty identifying disturbing core beliefs. Although at the beginning you still need guidance from the counselor in understanding your ability to recognize positive things in the subject. However, the subject was able to continue well without any problems or confusion. Apply it in everyday life by relaxing as an effort to make yourself more comfortable and calm.
5	Improvements were seen in subjects such as subjects who had positive thoughts and could reduce physiological responses. On the other hand, the subject's academic anxiety score decreased

Evaluation is also carried out as an effort to find out the overall condition that the client is experiencing. As well as administering the academic anxiety scale as a way to see changes in reducing the academic anxiety felt by the subject. The results of the changes in the subject's academic anxiety scale scores before the intervention process and after the intervention process were implemented.

Table 3. Comparative results of academic anxiety scale scores

Academic Anxiety Scale	Before the intervention	After the intervention
Scores	90	64
Category	High	Medium

Based on the results of the academic anxiety scale that was obtained, there was a decrease in the academic anxiety score from 90 before the intervention, with academic anxiety categorized as high. Meanwhile, after carrying out the intervention process, a score of 64 was obtained which indicated the medium category. The results obtained show changes in the academic anxiety that the subject experienced. The subject showed a decrease in the category of anxiety experienced by the subject, which was initially in the high category and then became the medium category after following the cooperative intervention process. The intervention process that she went through showed that could become better at cultivating desire and enthusiasm in working on his thesis, as well as the ability to reduce negative thoughts that emerged, thereby giving rise to more dominant positive thoughts as an effort to try to carry out positive affirmations.

The counselor asked questions related to the development of subject abilities in the counseling process that he had gone through to reduce academic anxiety, which showed that showed changes in herself after the counseling process. She was able to focus more on working on the thesis, she also started to rush in completing the thesis work in installments even though many things made her want to postpone the

thesis. The Subject can exercise self-control when in a stressful situation so that becomes more relaxed. She becomes able to better explain the situation and the impact of stressful situations that disturb her condition so that does not immediately think of negative thoughts.

The subject said that after the counseling session ended, the subject still carried out relaxation techniques while at home and routinely, every 2 days or a maximum of three times. Each subject felt panicked and couldn't control herself, so he took 5 minutes to carry out relaxation techniques independently. Each subject thinks about negative things that they are afraid of encountering which causes the subject to want to avoid working on the thesis, so the subject tries to write down the situation that the subject feels using the ABC and D form format that was previously given so that the subject uses this form which helps the subject. The subject uses this form when he or she is under pressure in working on the thesis, especially when there are problems related to the supervisor or academic staff.

The subject shows herself carrying out his dialogue from the negative thoughts that arise to being able to elaborate and explain them until the positive thoughts that are felt emerge. The subject's core self-beliefs are related to the doubts he feels, so when the subject feels doubtful and worried about his abilities, he tries to form core beliefs as a way to get herself out of his wrong core self-beliefs. The subject feels confident that he can complete the thesis according to the target and the subject can be sure that he is competent and can complete the thesis. CBT is an intervention that is considered effective for targeting thoughts, beliefs or interpretations of individuals who are less adaptive in viewing a situation accompanied by the ability to face the situation independently in the future. Cognitive behavior therapy helps reduce academic anxiety so that academic procrastination is avoided (Luzanil & Menaldi, 2021). Therefore, Cognitive behavior therapy helps subjects overcome academic anxiety which influences academic procrastination. The decrease in academic anxiety shows the effectiveness of cognitive behavior therapy (Cania, Netrawati, Yeni, 2023). Based on this, it can be concluded that the intervention process using the Cognitive Behavior Therapy counseling method is effective in reducing the client's academic anxiety because negative thinking can cause the emergence of delays in completing the thesis.

CONCLUSION

Based on the results of implementing interventions using cognitive behavioral therapy techniques for participants who experience academic anxiety, it can be concluded that cognitive-behavioral therapy and the use of breathing control techniques can reduce the level of academic anxiety that influences academic procrastination. This can be proven in the counseling process that has been passed in reducing academic anxiety showing changes in oneself after the counseling process. You can focus more on working on your thesis and can exercise self-control when you are in a stressful situation so you become more relaxed. The results showed that there were more positive 'belief' thoughts so that you felt more confident in your abilities. Apart from that, cognitive behavioral therapy can also restructure maladaptive core beliefs to become more adaptive.

Through this research, there is great hope that the intervention process using the Cognitive Behaviour Therapy method will be effective in reducing clients' academic anxiety because negative thinking can cause delays in completing the thesis. Cognitive behavioral therapy techniques can also be used for students who experience academic anxiety which affects academic procrastination.

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