

The Effectiveness of Group Counseling Using Self-Talk Techniques to Reduce Procrastination in Students Experiencing Post-Earthquake Trauma

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ABSTRACT

Background: Post-disaster trauma, such as that experienced after the earthquake in Cianjur, can lead to psychological issues among students, including academic procrastination. Interventions are needed to help students regain focus and motivation in their learning. **Objective:** This study aimed to determine the effectiveness of group counseling using self-talk therapy techniques in reducing academic procrastination among students during the post-earthquake traumatic period at SMPN 03 Cianjur, West Java. **Method:** The research was conducted in 2022 using a pre-experimental design with a one-group pretest-posttest approach. Data were collected using a procrastination scale administered before and after the intervention. The Wilcoxon Signed Ranks Test was used to analyze the data. **Result:** The analysis showed a significant reduction in students' procrastination scores after the implementation of group counseling with self-talk therapy techniques, indicating a positive effect of the intervention. **Conclusion:** Group counseling using self-talk therapy techniques is effective in reducing academic procrastination among students affected by earthquake trauma. **Contribution:** This study contributes to the development of trauma-informed counseling practices by providing evidence of the effectiveness of self-talk techniques in group settings, offering a valuable approach for school counselors in post-disaster recovery programs.

KEYWORDS

Group counseling; Self-talk techniques; Procrastination; Post-Earthquake; Traumatic

ARTICLE HISTORY

Received: September 03, 2024

Revised: September 26, 2024

Accepted: October 23, 2024

Available online: October 29, 2024

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1. INTRODUCTION

The earthquake in Cianjur on Monday, November 21, 2022, with a magnitude of 5.6 had a devastating impact, leaving hundreds of people dead and thousands of buildings destroyed. Cianjur is one of the areas in Jawa Barat affected by the disaster in 2022 and adds to the long list of disasters that occurred at Jawa Barat in 2022 (Rizky, 2022). Various psychological problems may be experienced by a person after experiencing a traumatic post-earthquake event. Normal and natural reactions that are usually displayed after experiencing a traumatic event include reactions from various things, such as physical, emotional, cognitive, spiritual, and social (Regel & Joseph, 2017). In a person who experiences a traumatic event, the experience is first received through the senses. The experience is converted by the limbic system into a code that is stored in memory as a form of sensory reality. In

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How to Cite (APA Style 7th Edition):

Annisa, D. F., Erwinda L., & Syahputra, Y. (2024). The Effectiveness of Group Counseling Using Self-Talk Techniques to Reduce Procrastination in Students Experiencing Post-Earthquake Trauma. *Indonesian Journal of Guidance and Counseling Studies*, 1(2), 65-74. <https://ojs.aeducia.org/index.php/ijgcs/article/view/227>



someone who has experienced trauma, to reduce it, the trauma must be processed through sensory meaning. The expression of the sensory memory of the traumatic event determines the success of the intervention (Schnyder, et al., 2018). A post-earthquake traumatic period is an extraordinary event experienced by a person that provides an experience for his life and often provides mental wounds if not properly recovered.

Post-earthquake traumatic events have many impacts on students, especially on the learning process, one of which is the increase in procrastination in students (Niu et al., 2022). Procrastination is a behavior of procrastination or avoidance in various matters. Academic procrastination is more directed toward the behavior of postponing academic tasks due to experiencing tendencies and difficulties in dealing with learning (Rahman et al., 2018). Academic procrastination is an act of procrastinating doing work or tasks tomorrow where the delay can become a habit (Hilda, 2022). The incidence of academic procrastination that occurs especially in students is usually because the students themselves do not fully understand what the teacher has explained. Problems that often arise are also due to the inability to concentrate on what they are learning (Dairo & Dewi, 2019). The impact of academic procrastination behavior that will occur is poor in terms of managing time, difficulty in concentrating, irrational beliefs and fear of failure, and the emergence of feelings of boredom with the task (Kusuma, 2018). One of the impacts of this task delay is the less-than-optimal academic achievement achieved by students (Cindy, 2022).

Johnson & Cown say that as a delay, academic procrastination can be manifested in certain indicators that can be measured and observed certain characteristics in the form of (1) delays in starting or completing work on the task at hand, delays in doing tasks; (2) procrastinators more often use their free time to do something that is not related to the main task; (3) time gaps between plans and actual performance; (4) doing other activities that are more enjoyable than doing the tasks that must be done (Ulum, 2016). You (2015) suggested that procrastination is a behavior that is not expected to occur in the academic world because this action can have consequences in the form of paralysis of academic progress, tends to get low academic grades and average poor health conditions, and reduce quality of life (Ganji et al., 2022). Some of the losses due to the emergence of academic procrastination are uncompleted tasks, unsatisfactory results that will cause anxiety, and even later depression, high error rates because individuals feel depressed, difficulty concentrating, wasted time, and low motivation and self-confidence (Zacks & Hen, 2018).

One intervention that can help students reduce procrastination in the post-earthquake traumatic period is to use the self-talk therapy method. The reason for choosing self-talk therapy is because self-talk itself is a method that can make someone with negative thoughts more directed towards positive thoughts, so that when given an assignment students can immediately do it and not procrastinate on the task (Rahmayanti, 2022). Seligman & Reichenberg describe self-talk as a positive pop-talk (talk intended to arouse courage or enthusiasm) that a person gives to himself every day. When using self-talk, a person repeatedly mentions a supportive phrase that is very helpful when faced with a problem. Self-talk is a technique derived from rational emotive behavior therapy (REBT) and other cognitive-behavioral approaches to counseling (Diyah, 2021). The self-talk technique is a positive conversation that a person has with himself daily where the person repeats statements that are considered useful and supportive to perform a certain action or avoid a certain behavior (Novia, 2020). The self-acceptance process functions as self-talk (Kim & Gal, 2014). These functions include three things, a form of denial, problem-solving, and psychological coping strategy. This self-talk takes place through four stages, including identifying the emergence of barriers to self-acceptance, secondly defining feelings, looking for loopholes to deal with, and finally evaluating feelings (Thomaes et al., 2020). Through self-talk, students can be taught how to concoct self-behavior by changing dysfunctional behavior (inability) in self-adjustment utilizing self-verbalization through self-talk and forming self-control through self-monitoring in the form of self-control (Utomo et al., 2018).

The research by Aini et al (2023) reveal that self-talk and guided imagery techniques used together can reduce symptoms of post-traumatic stress better, because self-talk is the ability to develop healthier and positive thinking and guided imagery is a technique that uses individual imagination that is directed, in the sense of being directed to reduce the symptoms felt by individuals such as post-traumatic stress. Self-talk can be applied to reduce post-traumatic stress levels. The implementation of self-talk can also be given to someone who experiences stress and anxiety in certain situations. It is useful in increasing motivation and enthusiasm in carrying out daily life activities after experiencing post-traumatic stress. Self-talk is a cognitive therapy that done by changing irrational thoughts that cause anxiety, sadness irrational thoughts that cause anxiety, sadness, and stress. This approach is done by changing negative self-statements into more positive and purposeful (Bashir & Goswami, 2020).

Safitri explains that the self-talk technique is a technique in the form of internal conversation that is organized from within for oneself as a description of oneself (Fuaida, et al., 2023). Self-talk technique is a technique of talking to oneself either loudly or softly, by believing oneself to be able, to be able to face something, and to change negative

thoughts into positive ones so that one hopes to be better. Yusuf & Haslinda (2019) explain that self-talk is a conversation within oneself, almost all day doing the self-talk in every individual, except when sleeping self-talk stops running. Self-talk is something very simple for individuals to do that has a big impact on their lives and the root of their psychological problems (Horcajo et al., 2019). This self-talk can positively affect the mood when the body feels tired and exhausted by saying positive sentences to oneself (Galanis et al., 2016). This technique includes the theory of Rational Emotive Behavior Therapy (REBT) which works by repeating positive sentences or expressions continuously adjusted to a predetermined time for each individual. The way this technique works is no different from REBT. Based on the description above, self-talk therapy is a technique that talks to oneself, using positive sentences or expressions continuously and repeatedly. Self-talk is also included in the REBT section, so the way self-talk works is no different from the way REBT works.

Assisting with self-talk therapy techniques is considered effective in helping to reduce procrastination in post-earthquake students. This study aims to test the effectiveness of self-talk therapy techniques to reduce procrastination in the post-earthquake traumatic period in class XI students of SMPN 03 Cianjur.

2. METHOD

2.1 Research Design

This study used a quantitative approach with a research method of pre-experiment research type one-group pretest posttest design (single group pretest-final test). Pre-experimental is a research design that uses only one group (experiment) that is given a pre and post-test. This one-group pretest and posttest design was conducted on one group without a control or comparison group. The following describes the design of the pre-experiment research type one-group pretest-posttest design in Table 1:

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

Description:

O1 = Pretest score (before treatment)

O2 = Posttest score (after treatment)

X = Treatment

2.2 Researcher Subject

This research was conducted at SMP N 03 Cianjur, the research sample was class XI students with a total of 20 students who had a high level of procrastination. Specifically, this study is to determine the effectiveness of providing self-talk therapy techniques to reduce procrastination during the post-earthquake traumatic period in students. The data needed in this study is about students who have high procrastination. The data was collected by distributing questionnaires using a rating scale format to students of class XI SMPN 03 Cianjur, Jawa Barat.

2.3 Research Instruments

The instruments in this study were pretests and posttests with material on reactions to collective decisions, while the indicators were based on the existing syllabus. The test used is multiple choice with 4 alternative answers as many as 40 items. The test questions before being used to collect data were tested first with a validity test and a reliability test.

The data obtained were pretest and posttest results related to procrastination. The procrastination instrument was used to determine the condition of student procrastination adopted by the researcher. The questionnaire uses a rating scale format to reveal procrastination. Based on the data obtained by the researchers, the results of the research analysis can be described before treatment (pre-test) and after treatment (posttest).

2.4 Data Analysis

To answer the research hypothesis, non-parametric statistical analysis techniques were used. This is based on the assumption that data under 30 is not normally distributed. The non-parametric statistical analysis technique used to test in this study is the Wilcoxon signed ranks test and the Kolmogorov-Smirnov method for multiple sample groups. According to Lukiaстuti & Hamdani (2012), hypothesis testing utilizing the signed ranks test is carried out if the researcher wants to make sure about the presence or absence of differences in conditions after certain treatments are given. In line with Sugiyono (2012) said "This design uses an initial test given before the start of

instruction or treatment, so there are two tests O_1 is the pretest, and O_2 is the posttest. X is used as a symbol of treatment in the design. From this explanation, the research design uses before treatment and after treatment.

To see the difference in student procrastination before and after treatment, data analysis using the Wilcoxon Signed Ranks Test technique was used. The results show "there is a significant difference in student procrastination before and after receiving treatment".

3. RESULT AND DISCUSSION

3.2 Result

The data obtained from the test results of giving questionnaires to research subjects and measurements are still meaningless and are only limited to scores as research data. To get a conclusion or meaning from the data, it is necessary to process and analyze statistically. The data in this study were processed and analyzed based on statistical calculation steps. The data processing process includes calculating the average and standard deviation, as well as the significance test. The steps taken in data processing are as follows Table 2:

Table 2. Student Procrastination Pretest Results

Subject	Pre-Test Result	Criteria
Code 1	94	Lower
Code 2	78	Lower
Code 3	104	Lower
Code 4	92	Lower
Code 5	87	Lower
Code 6	85	Lower
Code 7	191	Lower
Code 8	95	Lower
Code 9	94	Lower
Code 10	100	Lower
Code 11	105	Lower
Code 12	97	Lower
Code 13	103	Lower
Code 14	100	Lower
Code 15	96	Lower
Code 16	87	Lower
Code 17	110	Lower
Code 18	113	Lower
Code 19	115	Lower
Code 20	103	Lower

After students are given treatment, then students are given a posttest to find out whether there is a decrease in student procrastination. The results of the post-test are described in Table 3.

Table 3. Student Procrastination Posttest Results

Subject	Pos-Test Result	Criteria
Code 1	124	High
Code 2	122	High
Code 3	130	High
Code 4	127	High
Code 5	135	High
Code 6	133	High
Code 7	122	High
Code 8	126	High
Code 9	124	High
Code 10	123	High

Subject	Pos-Test Result	Criteria
Code 11	124	High
Code 12	127	High
Code 13	121	High
Code 14	130	High
Code 15	122	High
Code 16	135	High
Code 17	130	High
ode 18	127	High
Code 19	124	High
Code 20	133	High

Hypothesis Testing

In the calculation of hypothesis testing, the two mean difference test approach is used to determine how much influence the self-talk therapy technique has on reducing procrastination in the post-earthquake traumatic period in class XI students of SMP N 03 Cianjur. The calculation results can be seen in the Table 4.

Table 4. Hypothesis Testing Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Procrastination Pretes - Procrastination Postes	- 24.500	24.637	5.509	-36.031	-12.969	-4.447	19	.000

Based on the output table of the t-test results, the sig value = 0.000 is obtained, which means it is smaller than α 0.05. Thus, Ho is rejected and Ha is accepted. Ho = There is no difference in the value of student procrastination before and after being given the self-talk therapy technique, it is rejected and H1 = There is a difference in the value of student procrastination before and after being given the self-talk therapy technique, it is accepted. Thus, it can be concluded that the provision of self-talk therapy techniques has a significant effect on reducing the procrastination scores of students in class XI SMPN 03 Cianjur.

3.2. Discussion

Procrastination that occurs in post-earthquake students is important to reduce. Glenn suggests that procrastination is associated with various psychiatric syndromes. A procrastinator usually also has unhealthy sleep, chronic depression causes stress, and various other causes of psychological deviations (Saman, 2017). Zarrin et al (2020) explain that academic procrastination is the failure to complete academic tasks until the last deadline for factors that influence academic procrastination can be categorized into two types, namely internal factors and external factors (Santyasa et al., 2021). The procrastination that is done does not need to happen. Through this, they try to say that procrastination is a behavior that is done to avoid some-thing, and not a behavior that occurs due to the unavaila-bility of time (Afzal & Jami, 2018). This procrastination has become a habit for the individual. This habit can mean that there are factors within the individual that encourage him to procrastinate. This shows the consistency of individuals to procrastinate for certain reasons.

Ferrari, et al said, that as a delay behavior, academic procrastination can be manifested in certain indicators that can be measured and observed in certain (Saplavska & Jerkunkova, 2018) characteristics: 1) Delays in starting and completing tasks, 2) Delay in doing the task, 3) the time gap between plan and actual performance, and 4) Doing more enjoyable activities. The characteristics of academic procrastination are delays in starting and completing work on the task at hand, delays in doing tasks, time gaps between plans and actual performance, and doing other activities that are more enjoyable than doing the tasks that must be done. The results of research by Yilmaz (2017) showed that procrastination is negatively correlated with academic achievement. The higher the individual's procrastination, the lower the academic achievement obtained. This is because individuals who procrastinate generally do not give full attention to the task at hand.

This procrastination is carried out with the influence of students' thoughts and behaviors which are included in maladaptive behavior. This individual's thinking makes students have the assumption that they can still do other things instead of doing assignments (Febriani et al., 2020). Procrastination is closely related to the existence of individual thoughts and behaviors such as a) irrational thinking, b) self-assumption and personal awareness, c) self-control and learning assistance, and the existence of d) perfectionism. Procrastination is a disagreement or irregularity between intention and behavior. Therefore, an effective technique is needed to reduce procrastination in students. The self-talk therapy technique is one technique that has been proven effective in reducing procrastination in students (Park et al., 2017).

Self-talk therapy is a technique that aims to help change negative thoughts that arise in a person into positive thoughts. Self-talk therapy is a way of being able to "dialogue with one-self" with speech or words that cross an individual's mind, which can be negative or positive (Atmoko et al., 2018). Negative self-talk therapy will influence a person to be pessimistic, not confident and other traits that do not turn them into a good person (Rimonda et al., 2018). Words that include negative self-talk include, "I'm stupid!", "I can't do this", "I'm scared", and so on. Positive self-talk therapy, on the other hand, is a person's inner words that can help him to calm down when facing a situation. These words will increase his confidence so that he will not make the situation worse. The form of the statement is for example, "I can!", "I must be enthusiastic!", "I dare!", and other encouraging words that can support his mental state to remain stable (Ananda & Apsari, 2020).

The Self Talk therapy technique is a form of cognitive therapy (Cognitive Restructuring) where this technique will prioritize positive statements to change a person's unreasonable (irrational) thoughts either verbally or nonverbally to make sense (rational). This technique is a type of Rational Emotive Behavior Therapy (REBT) developed by Albert Ellis. This Rational Emotive Behavior Therapy (REBT) focuses on irrational beliefs to be changed to rational to be following existing facts (Ananda & Apsari, 2020). This approach emphasizes more on efforts to understand an event cognitive behavior requires special attention in the form of self-talk (Prayogi & Utomo, 2021).

Schafer mentioned that the self-talk technique is one of the counseling techniques used to refute irrational beliefs and assist in developing healthier or better thoughts, which will guide to more positive self-talk (Erford, 2016). The purpose of providing self-talk techniques is to change the negative self-talk that exists in individuals into positive self-talk (Tasdiq et al., 2020). Based on some of these opinions, it can be concluded that the self-talk technique is to speak to oneself consciously about positive things and provide reinforcement for activities carried out loudly or quietly (normally), repeatedly, and within a certain time. This is done to provide reinforcement, motivation, and focus in making efforts to achieve a goal. The purpose of giving self-talk techniques is to change the negative self-talk that exists in individuals into positive self-talk.

According to William, mentioned the benefits of self-talk techniques in daily life (Flanagan & Symonds, 2022) are: 1) Aids in making decisions. Contemplating in a quiet place, then trying to listen to our heart, is a powerful way to make a decision independently, 2) Self-recognition. We can be intimate with ourselves, so we cannot be influenced by others and we can be independent and committed, 3) Interacting with others. With self-confidence, we can interact with others in meeting our needs, 4) Self-control advice. By talking to yourself, a person easily controls his bad thoughts and prevents a person from making the wrong decision. Because when we decide on a decision in a good state of mind, something is good in determining the decision.

4. IMPLICATIONS AND CONTRIBUTION

The contribution of this research is that it can help students in reducing procrastination experienced by utilizing self-talk therapy techniques. This procrastination is carried out with the influence of students' thoughts and behavior which is included in maladaptive behavior, so it must be reduced.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

This study faced several limitations that may have influenced the results and their generalizability. One of the main challenges was the data collection process, which was constrained due to the post-earthquake conditions in Cianjur. The environment remained unstable during the research period, and many students were unable to attend school consistently. As a result, the number of participants was limited, and the consistency of participation in the intervention sessions varied. These circumstances made it difficult to obtain a fully representative sample or ensure uniform treatment across all participants.

Future research should consider adopting more rigorous experimental designs, such as randomized controlled trials, to strengthen causal inferences about the intervention's effectiveness. Longitudinal studies are also

encouraged to examine the sustainability of reduced procrastination over time and to determine whether the positive outcomes persist beyond the immediate post-treatment phase. Researchers might also explore the integration of other therapeutic techniques—such as mindfulness, cognitive restructuring, or peer support—with self-talk strategies to enhance intervention outcomes. Finally, future studies could assess the role of school counselors and teachers in delivering these interventions to ensure scalability and sustainability in post-disaster educational settings.

6. CONCLUSION

Based on the findings of the study, it can be concluded that the use of self-talk therapy techniques is effective in reducing students' academic procrastination. The research showed a noticeable and statistically significant decrease in procrastination levels following the intervention. This was evident from the comparison of pretest and posttest scores, which revealed positive changes in student behavior after participating in the group counseling sessions that incorporated self-talk strategies.

The treatment helped students become more aware of their thought patterns and how those patterns influenced their tendency to delay tasks. Through the self-talk therapy process, students learned to replace negative or irrational thoughts with more constructive and motivating internal dialogue. As a result, they began to take greater responsibility for their academic tasks, showed improved time management, and demonstrated increased motivation to complete assignments on time.

Furthermore, self-talk therapy enabled students to consciously identify the core of their procrastination issues. With this new awareness, they were better equipped to resolve their problems by developing healthier thinking habits. They also became more capable of making independent decisions, prioritizing daily activities, and managing their academic responsibilities effectively. This suggests that self-talk therapy not only reduces procrastination but also fosters self-regulation and personal growth among students.

Acknowledgments

The author would like to thank all those who have helped in conducting this research. In addition, thanks are also extended to the students of the guidance and counseling study program who have made a major contribution to the implementation of this research, as well as the co-restiveness in completing this research. We would also like to thank the Principal and Teachers of SMP N 03 Cianjur who have facilitated and provided a lot of assistance during the research process until it was completed. Hopefully in the future we can continue to cooperate in the fields of education, research and service.

Author Contribution Statement

The first (DFA) and second (SKN) authors contributed to conceptualizing the (theoretical) research framework. Author's three to seven contributed to data collection in the field. We take full responsibility for the data we have presented in this research.

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Ethical Approval Statement

The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

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First Publication Right:

Indonesian Journal of Guidance and Counseling Studies

Article info:

<https://ojs.aeducia.org/index.php/ijgcs/article/view/227>

Word Count: 5482

Publisher's Note:

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