

The Development of E-Counseling Gestalt Prophetic to Help Students Cope with Academic Procrastination in Indonesian Islamic Higher Education

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Abstract

The numerous cases of academic procrastination of students in various universities in Indonesia are worrying. In terms of intervention, there is a proven effective approach to improve students' skill to cope with academic procrastination. It's called Guidance and Counseling Gestalt Prophetic (G-Pro). Unfortunately, due to a lack of access, G-Pro needs to be developed. This article will present a new approach called E-Counseling Gestalt Prophetic (E-G-Pro). The author used the Borg and Gall model research and development (R & D) model with three research steps: a preliminary study, model development, and model validity. Focus group discussion (FGD) has been done to assess the properness of the model. Four parties, each from information and technology expert, Qur'anic Interpretation expert, Islamic education and religiosity expert, guidance and counselor expert, and counselee, were invited to the FGD. Based on internal judgement by experts and users, the E-G-Pro is highly feasible to be applied to help students cope with academic procrastination in Indonesian Islamic Higher Education.

INTRODUCTION

The case of student academic procrastination is dramatically increasing. This case occurred, particularly in Islamic higher education. A study found that only 4,937 of 24,493 active students had taken their theses, which not all students able to complete their theses on time (Fernando & Rahman, 2016). Similarly, Rahman's et al. (2018) research at the University of Ibn Khaldun, Bogor. Her study showed the number of class 2012 students were 3,658, who should have graduated in 2016. Unfortunately, only 835 students were graduated. On the other hand, 2,823 could not complete their college. The findings of both studies indicated high student procrastination in Islamic higher education.

The enormous cases of procrastination show a low capability of Indonesian human resources at a productive age. Thus, many academic procrastination students finally failed to complete their studies. This case has contributed to the increasing number of unemployment in Indonesia. It is a severe threat that requires solutions.

This problem is the responsibility of the guidance and counseling unit in each higher education. If properly managed and guidance and counseling experts available, counseling services can be implemented. Students with academic procrastination can use this service to help them get out of the wrong paradigm and habituation. Student academic procrastination is a tendency to put off or delays in starting, carrying out, or completing assignments and

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responsibilities as a student. The trend of delaying college assignments and always having doubts about facing college assignments are the two main characteristics of student procrastination behavior (Basri, 2017). Besides, Vargas (2017) states that there are aspects of academic procrastination, namely involving the element of delay (starting and completing), resulting in other harmful behaviors that are more concerning, it has implications for uncomfortable and unpleasant emotional situations such as anxiety, guilt, anger, and panic.

Safaati et al. (2017) divides procrastination into three categories, specifically as postponing behavior, a habit that leads to a trait, and a personality trait. The embodiment of student academic procrastination, according to Fauziah (2015), appears to anxiety because they had failed to make or present a paper in front of the class, and does not like the lecturer gave the assignments. Besides, unable to control himself, especially to persist in completing the assigned tasks, tend to oppose the rules, depended on groupmates in working and presenting the assignments, and severe in making a decision. Forms of student academic procrastination behavior according to Rahman et al. (2018) can be seen from the habit of being late get into the class or not being disciplined, postpone carrying out academic assignments, avoiding specific tasks such as presentation of papers, choosing to do other activities, missing the class, the number of attendance does not meet the minimum requirements, does not pass, the GPA is below the standard, and threatened with expelled from the college.

These postponing behaviors are inherent in students with academic procrastination issues, including students in Islamic higher education. Fernando & Rahman's (2016) study at an Islamic university showed that student academic procrastination affected by religiosity and self-regulation. The higher religiosity and self-regulation will make the academic procrastination decreased simultaneously.

In this study, the authors use a Gestalt approach to overcome the problems experienced by Islamic University students, especially in terms of academic procrastination. Gestalt approach believes that everyone is inherently capable of being responsible. The advice in the Gestalt counseling approach is delivered to help people find their awareness, contact, and support so that the person can make choices in life and take responsibility for their decisions.

Gestalt approach by Perls (1997) has been evaluated and developed both concepts and practices into Sufistic guidance and counseling approaches since 2011 (Rahman & Furqon, 2011). The results of this development are known as Prophetic Gestalt Guidance and Counseling (G-Pro) (Rahman, 2017). The G-Pro has proven effective in improving several psychological aspects, such as adaptability (Rahman & Furqon, 2011), religiosity (Rahman, 2011), self-regulation (Pratiwi et al., 2019), self-awareness (Fitriawati, 2019), and the parenting approach (Kusumaningtyas et al., 2019). Based on the findings of previous studies, the authors concluded that G-Pro is sufficient to improve students' religiosity and self-regulation.

Guidance and counseling G-Pro needs to meet several requirements in practice, including, conducted face-to-face, representative rooms, LCDs, videos, some pictures, counselors must be able to confront each student's answers, SDBHSM cards needed (Please see (Rahman, 2017; Rahman, 2018) for more detailed information), and up to 10 group members only. These requirements sometimes become obstacles for some counselors and students. Therefore, authors developed G-Pro into a website based, which also known as E-G-Pro. This approach is a model of information technology-based approach that can be accessed anytime, anywhere, and anyone.

The website is a very interesting technology with a creative and innovative appearance as well as high accessibility (Chang, 2016; Isaac et al., 2019; Yilmaz, 2017). The website also can be accessed independently and gained great interest in students (Kurt, 2019). The E-G-Pro can be accessed independently by students, lecturers, coordinator of guidance and

counseling at higher education, and counselors. Through this website, it expected that many students, particularly with academic procrastination could be helped to overcome their bad behavior.

METHODS

The authors use research and development methods, which are the processes used to develop and validate products. This study uses the Gall et al. (1996) model which has been adapted into three research steps 1) preliminary study, 2) model development, and 3) model validity.

A preliminary study was conducted on the G-Pro approach, both literature studies, and field studies. Literature studies were done by reviewing a book titled Gestalt Prophetic Guidance and Counseling (Concepts and Practices of Islamic Guidance and Counseling) (Rahman, 2017) and published paper related to the topic (Rahman, 2018). The field studies done by observation and interviews with seven other researchers who had used G-Pro as treatments in helping individuals or groups for diverse purposes.

Model development was done with internal testing. Internal testing was carried out by E-G-Pro assessment by four experts and one technician through focus group discussions (FGD). They were asked to give the score based on the content of the E-G-Pro (<http://sdbhsm.imaskaniarahman.com>). The experts involved consisted of two informatics experts and design experts, two counselors, 2 Islamic education experts, and 2 Islamic religious experts. Then, assessed by fifteen users.

RESULTS AND DISCUSSION

Based on the preliminary study, G-Pro aimed to build responsible attitudes and behaviors which are consist of awareness, support, and correct interaction. These three things are done by delivering the counselee to have the proper paradigm of the nature of human beings as servants of God. The duties and responsibilities of all humans as servants of God and leaders. Human beings should have the right purpose in life, always use the time to reach God's pleasure to reach the goal, and focus on preparing afterlife provisions.

To gain this awareness, we began by delivering the counselee to answer six key questions 1) Who are you? 2) Where do you come from? 3) Where are you right now? 4) where are you going? 5) what are you doing now? And 6) what benefits do you get? The counselee's answer is explored by asking confrontational questions. Then, they were directed through pictures, videos, and directions. Thus, the counselee reaches the correct paradigm. Then, the counselee was helped to plan behavioral changes to wisely use the time to do meaningful activities to achieve God's pleasure. The results of this analysis are in line with the results of the studies of Kusumaningtyas et al. (2019).

No	Expert	Theme	Content Comprehensiveness	Display	Benefit
1	Informatics 1	90	80	85	80
2	Informatics 2	88	85	85	89
3	Islamic Education and Religious 1	100	96	100	100
4	Islamic Education and Religious 2	90	85	85	90
5	Guidance and Counseling 1	85	85	85	90
6	Guidance and Counseling 2	90	85	85	85

Table 1. Expert Judgment

No	Statement	Very agree	agree	Not agree	Totally not agree
1	Joining G-Pro is a valuable experience for me.	14	1	0	0
2	I am grateful to receive G-Pro, so that I understand the nature and the purpose of life.	13	2	0	0
3	After receiving the G-Pro, I want to be better and will make the most of the rest of my life.	13	2	0	0
4	I received a lot of benefits from G-Pro. In my opinion, all college students should receive the same thing.	13	2	0	0
5	I feel a waste of time by joining G-Pro. I regret joining it.	0	0	1	14
6	If possible, I hope my family, friends, and loved ones can also experience G-Pro. Thus, all the people I love have a true purpose in life.	13	2	0	0
7	I believe I can do G-Pro for other people.	3	10	2	0
8	I hope that G-Pro media and applications are accessible to everyone, so then it will be useful for many people.	14	1	0	0
9	I want to receive G-Pro again, but with a different version.	10	5	0	0
10	I once received a guidance and counseling service similar to but not G-pro.	1	6	4	4

Tabel 2. User Judgement

The results of this study are the material to develop web-based Guidance and Counseling G-Pro by technicians and multimedia experts. The E-G-Pro, as an e-counseling approach, pays attention to indicators of suitability, eligibility, presentation, and achievement of expected competencies. The success of this indicator can be seen by observing the relevance between the material with the G-Pro, paying attention to the visualization of the media, which is displayed as attractive, easily understood, and paying attention to the principles of media development.

A preliminary study of researchers who have used the G-Pro approach by interview showed that the majority had difficulty meeting the media requirements for G-Pro (Arifah, personal communication, 2019; Hajir, personal communication, 2019), problems in preparing the media needed to improve awareness of the responsibility in Yogyakarta students (Aulia, personal communication, 2019), and the G-Pro is only useful for 10-15 people (Hartati, personal communication, 2019).

In the interview, the researchers agreed that G-Pro was needed in guidance and counseling services to help individuals or groups achieve awareness and responsibility as Muslims. Research that has been done shows significant results as expected (Fitriawati, 2019;

Kusumaningtyas et al., 2019). These results encourage researchers to continue using the G-Pro approach to help individuals or groups in diverse environments. The results of this study also confirm that researchers expect ease of accessing media and ease of use of G-Pro for the needs of a greater number of counselees.

Model development begins with the involvement of informatics experts and technicians. By using the results of preliminary studies, the development of the E-G-Pro approach model can be done. The model can be accessed via the website. Counselees who need it can access the website <http://sdbhsm.imaskanarahman.com>. Meanwhile, counselors, guidance, and counseling coordinators, academic supervisors, and other advisers can be accessed via the web address http://sdbhsm.imaskanarahman.com/nm_webmin/. The advantage of this web address is that the counselor can see the names of counselees who have used and can also observe the results of counselee awareness.

The results of the development of G-Pro into E-G-Pro are in line with the results of research by Yucel (2006) that the advantage of using websites in counseling services is to open up opportunities for services without a time limit. Counselors can use the E-G-Pro approach in a higher number of counselees so that it is effective and efficient. E-G-Pro provides some videos to deliver the counselee to find awareness, contact, and support. In line with the results of research Rahman et al. (2018), the video is essential. It is needed in guidance and counseling services. Besides, the video favored by the counselee is also useful in instilling understanding as expected.

The model passes internal judgement. Internal judgement is carried out through expert and user. Experts involved consisted of informatics experts, guidance and counseling experts, Islamic education and religious experts. Internal testing was conducted using a focus group discussion (FGD) approach. Users involved in judgement are students of academic procrastination at the Faculty of Islamic Studies, Ibn Khaldun University, Bogor. The results can be seen in Table 1 and Table 2.

The results of the experts' assessment of the E-G-Pro approach is high. The highlighted aspect and getting notes are the content comprehensiveness and the display. The comprehensiveness of the proposed content includes the concepts of prayer, worship, life, and death because of Allah, and it is essential to emphasize that the most critical worship is prayer on time, and worship mahdlah is a priority. The results of the assessment conducted by fifteen students who experienced academic procrastination at the Faculty of Islamic Religion, Ibn Khaldun University Bogor can be seen in Table 2.

All users appreciate E-G-pro as a useful approach for themselves as well as for others. The highlighted aspect was the response to the counselee's ability to give G-Pro to his friend. Four people answered unable to do G-Pro. Another aspect of the counselee's response was getting a similar service besides G-pro.

The judgment of six experts and fifteen users of the E-G-Pro approach above illustrates that E-G-Pro is the answer to the obstacles faced by previous researchers. Researchers who use the G-Pro approach experience the same constraints, namely limitations on the media needed, including SDBHSM cards, videos and images to deliver counselees to the expected awareness. Through the E-G-Pro application, all of these media are available and easier to use, because the media needed is in the counseling process that will be passed by the counselee.

In addition, the EG-Pro approach is a solution for researchers, counselors, guidance and counseling coordinators, teachers, academic supervisors and others who have limitations in using the G-Pro approach, where this approach requires having the ability to ask confrontational questions as a bridge to deliver the counselee to reassess his awareness and improve awareness towards the expected awareness.

Like the G-Pro, the E-G-Pro approach receives a positive evaluation as an approach that is beneficial to the counselee. The primary purpose E-G-Pro given to the counselee is finding awareness about the nature of oneself as a servant of God and the caliph of God. This illustrates that the essence of the G-Pro approach has been fulfilled in the E-G-pro approach. This result supported by previous studies on the effectiveness of G-Pro, such as adaptability of new students (Rahman & Furqon, 2011) self-awareness of students in maintaining cleanliness of dormitories (Fitriawati, 2019) and drugs addiction (Tajiri, 2018), gadget addiction (Kusumaningtyas et al., 2019), and improve religious tolerance (Faujiah et al., 2018). It can be assumed that the EG-Pro approach is effective in the same aspects in similar cases.

There is a limitation in this study. This study is only conduct an internal judgment. Therefore, future research should consider to conduct external judgment. The external judgement could be done by a quasi-experiment reseach to investigate how the E-G-Pro would be affecting students' academic procrastination in Islamic Higher Education. Lastly, future researchers expected to investigate the blended G-Pro and E-G-Pro approach.

CONCLUSIONS

By using the R & D method, the author succeeded in developing the G-Pro to E-G-Pro approach. The E-G-Pro declared eligible after an internal assessment by Experts and Users. Counselors, guidance and counseling coordinators, academic supervisors, and other practitioners need to understand and utilize E-G-Pro to optimize guidance and counseling services. For future researchers, it is expected to conduct external judgment and examine the blended G-Pro and E-G-Pro approach.

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