

## Development of CBT Counseling Guide Based Muhasabah for Students' Procrastination

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### ABSTRACT

This study aims to develop and test the effectiveness of a Cognitive Behavior Therapy (CBT) counseling guide based on muhasabah (self-reflection) to reduce students' academic procrastination at MAN 1 Buton. The guide was developed using the 4D model (Define, Design, Develop, Disseminate) and validated by experts with high scores: language (92%), media (94.73%), counseling content (94.5%), and Islamic counseling (91.67%). A practicality test showed that 85% of school counselors found the guide easy to use and relevant. The effectiveness test, using a one-group pretest-posttest design, showed a significant decrease in students' academic procrastination levels. Before the intervention, 20% of student were in the very high category, and 80% in the high category. After the intervention, 30% were in the moderate category, 60% in the low category, and 10% in the very low category. This guide has been proven valid, practical, and effective for use in school counseling services.

**Keywords:** Counseling, Cognitive Behavior Therapy (CBT), Muhasabah, Academic Procrastination

### INTRODUCTION

Academic procrastination has become a common problem among students, not only abroad but also significantly in Indonesia. Several studies have shown high rates of procrastination across various regions and educational levels. Research by Putro & Sugiharto (2020) reported that 66% of high school students in Magelang exhibited symptoms of procrastination, while another study indicated an even higher rate, reaching 85% among vocational high school students in Jakarta (Sari, 2021). Procrastination, in its simplest form, is the act of delaying and postponing tasks (Sparfeldt & Schwabe, 2024). This means that individuals delay important tasks and choose to engage in less critical activities (Yang et al., 2023). In other words, individuals prioritize tasks that are more enjoyable or less burdensome, without considering their true importance and urgency (Kuftyak, 2022). One root cause of procrastination may stem from what Freud called the pleasure principle (Tisocco & Liporace, 2023). Humans, rather than considering the long-term consequences of their decisions and behaviors, instinctively prefer to engage in pleasurable activities and avoid painful ones (Parvez et al., 2023). Procrastination becomes a serious behavioral problem when it reduces efficiency, occurs with important tasks, and generally causes delays in various activities (Goroshit & Hen, 2021). Negative consequences of procrastination include decreased output and productive efficiency (Salguero-Pazos & Reyes-de-Cózar, 2023). Similar results were also found at MAN 1 Buton, where 72% of 10th-grade students showed a high level of academic procrastination based on initial analysis from a distributed academic procrastination questionnaire.

One approach that has proven to be effective is Cognitive Behavior Therapy (CBT). CBT is an approach that integrates cognitive and behavioral aspects to address various psychological disorders. Febriani et al. revealed similar findings, stating that the cognitive behavior modification approach is effective in reducing academic procrastination among high school students (Febrian et al., 2020). Cognitive Behavior Therapy (CBT) is a counseling approach that focuses on healing distorted thoughts caused by experiences affecting both physical and psychological aspects (Aini, 2019). According to Rosenvald (Fitri D., 2017), the CBT approach helps individuals identify that negative thoughts can cause them to misinterpret situations and result in negative feelings. The goal of Cognitive Behavior Therapy, according to Beck (Beck, 2015), is to provide assistance by evaluating how one's thoughts can influence their behavior. Research conducted by Heriansyah (2019) on the effectiveness of cognitive behavioral group counseling to increase students' academic awareness explains that cognitive behavioral counseling is effective in improving students' academic awareness. In that study, students were first given an explanation about guidance and counseling within the cognitive behavioral framework so that they could understand the purpose and objectives of the counseling. According to Coralia & Yanuvianti (2012), guidance and counseling using the cognitive behavioral counseling approach is an active, structured, and focused method that addresses students' problems effectively. The results of research by Aulia, Prathama, and Soedjokusumah (2018) state that CBT can overcome academic procrastination by transforming negative automatic thoughts into more positive thinking, thereby forming a new, more adaptive perspective. Furthermore, research by Rahmatia and Halim (2019) on a model for overcoming academic procrastination using cognitive behavior found that counseling services utilizing the cognitive behavioral approach combine cognitive and behavioral counseling. Therefore, in the counseling process, the goal is not only to change the counselee's behavior but also to help the counselee eliminate irrational thoughts, which assists in improving their mindset and thus eliminating academic procrastination behavior.

In this study, Cognitive Behavior Therapy to reduce students' academic procrastination is combined with techniques from Islamic counseling. The Islamic counseling technique used is *mubasabah* (self-reflection). Kadafi et al. (2018) found in their research that Islamic group guidance is effective in reducing students' academic procrastination. The development of Islamic counseling concepts is based on an epistemological-empirical foundation supported by systematic methodology, making it applicable by integrating and connecting general counseling concepts with Islamic teachings, one of which is *mubasabah*. *Mubasabah* guides students to consider every action they take, consistently engage in self-introspection and self-awareness, and direct their actions towards positive outcomes to achieve success. The selection of *mubasabah* in this study is based on the reason that through *mubasabah*, a person can optimally develop themselves and effectively overcome the problems they face. Research by Andriyani (2017) proves that *mubasabah* is also effective in reducing students' procrastination levels. Makmudi, Tafsir, Bahrudin, & Alim (2018) revealed that the most dangerous thing for any task is underestimating, delaying, or even abandoning it, as this can lead to its destruction. Cognitive behavioral counseling combined with the *mubasabah* technique is one approach that can be used to reduce the negative behavior of academic procrastination among students (Rustam et al., 2019).

The implementation of *mubasabah*-based Cognitive Behavior Therapy (CBT) counseling to minimize students' academic procrastination can be carried out in a more structured manner if supported by the presence of a guide that outlines the details of the process. A counseling guide serves as one of the tools in guidance and counseling services, acting as a resource for school counselors to facilitate the delivery of counseling services. The content of the guidance and counseling manual can be modified to make it more engaging and easier to understand; complex stages can become more manageable, and tense counseling sessions can become more enjoyable (Leksana et al., 2013).

These studies strengthen the researcher's conviction to conduct a study on the development of a *mubasabah*-based Cognitive Behavior Therapy (CBT) counseling guide to reduce academic procrastination among students at MAN 1 Buton. This is part of an effort to provide a structured counseling guideline and address student issues at MAN 1 Buton.

## METHOD

This study employed a Research and Development (R&D) approach using the 4D development model proposed by Thiagarajan, Semmel, and Semmel. This model consists of four main stages: Define, Design, Develop, and Disseminate (Fajrin & Taufiqurrahman, 2017). However, in this study, the development process focused only up to the *Develop* stage, which includes expert validity testing, user practicality testing, and effectiveness testing in reducing students' academic procrastination behavior. The aim of this research is to produce a *mubasabah*-based Cognitive Behavior Therapy (CBT) counseling guide that is valid, practical, and effective as a supporting tool for school counselors in helping students effectively reduce academic procrastination.

## Define

This stage involves needs analysis (Nurhalim & Puspita, 2021). Activities in this stage include:

**a. Initial-Final Analysis**

A field study was conducted at MAN 1 Buton to understand how counseling services are delivered and to identify the fundamental issues that need to be addressed. The field study was carried out through interviews with school counselors and document analysis.

**b. Student Analysis**

Student analysis was conducted to identify student characteristics in order to achieve the predetermined objectives. To understand student characteristics, an academic procrastination questionnaire was distributed, providing an overview of the academic procrastination levels among 10th-grade students at MAN 1 Buton.

**c. Task Analysis**

Task analysis was conducted by identifying student achievement indicators in counseling.

**d. Concept Analysis**

Concept analysis was carried out to determine the content of the counseling guide to be developed. This was done by identifying and systematically organizing the main components of the counseling guide material.

**e. Formulation of Counseling Objectives**

The formulation of counseling objectives was done to determine the indicators of counseling success by combining the results of task and concept analysis. By formulating counseling objectives, the relevant content areas to be included in the counseling guide can be clearly defined.

## Design

This stage involves the creation of the initial design (prototype) of the counseling guide to be developed (Putri, Widya, & Yusman, 2023). The counseling guide being developed is a *muhasabah*-based Cognitive Behavior Therapy (CBT) guide aimed at reducing students' academic procrastination. This design stage includes:

**a. Instrument Development**

The instrument is developed to establish criteria for assessing students' conditions, based on the results of the counseling objectives and student analysis. In this study, the instrument created is a student academic procrastination questionnaire. This questionnaire serves as an evaluation tool after the implementation of the intervention, as it provides insight into the level of academic procrastination among students.

**b. Media Selection**

Media selection is based on the results of concept analysis, task analysis, student characteristics, and the needs of school counselors.

**c. Format Selection**

Format selection involves choosing the appropriate presentation form for the counseling content, adapted to the media used.

**d. Initial Design**

In this phase, the researcher prepares the initial draft of the counseling guide based on the design results. This guide is then reviewed by expert lecturers as informal reviewers before proceeding to the formal validation stage.

## Develop

This stage involves the development of a product (Sugihartini & Jayanta, 2017). It includes the following components:

### Validity Test

- Validation was carried out by four (4) experts who assessed four main aspects:
- Content validity
- Construction of the counseling guide
- Readability and language
- Compatibility with the *muhasabah*-based cognitive behavior therapy (CBT) counseling model

The validation instrument used a 5-point Likert scale, and the data were analyzed using the following validity level formula:

$$V = \frac{\sum X}{N \times 5}$$

Where:

$\sum X$  = the total score from all validators

N = number of items/statements

5 = the maximum score per item.

The interpretation of validity levels is based on the following criteria (Annisa, Wahyuni, & Ahmad, 2023): Very valid (0.81–1.00), valid (0.61–0.80), fairly valid (0.41–0.60), less valid (0.21–0.40), not valid ( $\leq 0.20$ ).

### ***Practicality Test***

After expert assessment, a trial phase was conducted. During the trial, data on responses, reactions, and feedback from the target users were collected to determine practicality (Mutia, Nuraini, Hidayatsyah, Suputra, & Sinaga, 2024).

The practicality of the counseling guide was evaluated based on the responses and reactions of school counselors (BK teachers) at MAN 1 Buton who provided counseling services to students identified with a high level of academic procrastination, using the developed guide.

After the counseling sessions, the BK teachers were given a practicality questionnaire to assess their perceptions regarding the ease of use, clarity of instructions, and usefulness of the guide. The practicality score (Pramaditya & Ambarwati, 2021) was calculated using the following formula:

$$Practicality = \frac{\sum X}{N \times 5} \times 100\%$$

The interpretation of practicality levels is as follows: very practical (0.81–1.00), Practical (0.61–0.80), fairly practical (0.41–0.60), less practical (0.21–0.40), and not practical ( $\leq 0.20$ ).

### ***Effectiveness Test***

The effectiveness test was conducted during the trial by measuring the students' level of academic procrastination before and after receiving counseling services using the guide.

The trial involved ten students identified with high levels of academic procrastination, selected using purposive sampling, which is a sampling technique based on specific criteria relevant to the study (Amin, Garancang, & Abunawas, 2023).

The instrument used to measure students' academic procrastination levels was an academic procrastination questionnaire, which referred to the four indicators of academic procrastination by Ferrari (Suriyah & Sia, 2007):

- Delay in starting or completing assigned tasks
- Tardiness in completing tasks
- Gap between planning and actual performance
- Engaging in more enjoyable activities instead

The procrastination scale was tested for validity and reliability before being administered. It was a closed Likert scale, consisting of favorable and unfavorable items with five response options: not suitable (NS), less suitable (LS), fairly suitable (FS), suitable (S), and very suitable (VS)

To get a general overview of the students' academic procrastination levels before and after treatment, the mean score was calculated using the formula (Burhanudin, 2022):

$$Me = \frac{\sum Xi}{n}$$

Keterangan:

Me : Mean

$\sum Xi$  : sum of all individual score

N : Number of subject

The muhasabah-based cognitive behavior therapy counseling guide is considered effective if there is a reduction in the students' academic procrastination level after the intervention.

## RESULTS AND DISCUSSION

### Results

This study aims to develop a muhasabah-based Cognitive Behavior Therapy (CBT) counseling guide to reduce academic procrastination among students. The development was carried out using the 4D model (Define, Design, Develop, and Disseminate), with structured stages to ensure that the resulting guide meets the criteria of validity, practicality, and effectiveness.

The development process began with the Define stage, which involved identifying field needs through a preliminary study that included an analysis of students' academic procrastination levels, their psychological characteristics, and the current counseling practices applied in schools. This information served as the foundation for designing a counseling guide that is contextual, relevant, and aligned with muhasabah values as a reflective approach to help students overcome academic delay.

In the Design stage, an initial draft of the counseling guide was developed, integrating CBT principles with the muhasabah approach, presented in the form of modules, session outlines, and assessment instruments. This draft was then validated by experts in guidance and counseling as well as educational psychology to assess the content feasibility, structural consistency, and appropriateness of the methods used.

The practicality test involved school counselors/guidance teachers as the direct users of the guide, who assessed its ease of implementation, clarity of instructions, and the relevance of the materials to students' conditions. Next, the effectiveness test was conducted through limited implementation with a group of students experiencing academic procrastination, with pre- and post-intervention measurements to evaluate the guide's impact on students' procrastination behavior.

Each stage of development was systematically documented to provide a comprehensive overview of the quality of the counseling guide developed, and to demonstrate the integration of theoretical, practical, and Islamic values in supporting efforts to improve students' academic discipline and responsibility.

### Define

This study identifies an urgent need for the development of a Cognitive Behavior Therapy (CBT)-based counseling guide integrated with an Islamic muhasabah approach, particularly to address the issue of academic procrastination at MAN 1 Buton. Based on interviews with school counselors (BK teachers), it was found that 80% of counseling services are still general in nature and not based on specific guidelines tailored to students' problems, resulting in less effective interventions.

BK teachers recognize the importance of using contextual approaches and techniques that align with students' problem characteristics. However, the lack of clear guidelines makes it difficult for them to provide optimal services. This situation contradicts the counselor competency standards outlined in Permendiknas No. 27 of 2008 and by ABKIN, which require counselors to develop targeted service guidelines.

Academic procrastination has become a central issue because document analysis revealed it as the main cause of students' learning difficulties. A procrastination scale distributed to 68 tenth-grade students showed that 72% (49 students) had high levels of academic procrastination. The main causes identified were negative thought patterns and a lack of prioritization of school tasks, which negatively affect students' academic performance and psychological well-being. The types of tasks most frequently postponed included homework, group projects, and exam preparation, which are perceived as burdensome and anxiety-inducing when accumulated. This confirms the need for specific counseling strategies to address the root causes of procrastination.

Conceptually, the study examines CBT and muhasabah as a combined approach capable of transforming negative thinking patterns while also instilling spiritual awareness. CBT helps modify unproductive behavior, while muhasabah encourages self-reflection and a sense of responsibility as a servant of Allah. The goal of the counseling outlined in this guide is to minimize delays in starting and completing tasks, reduce the gap between planning and action, and help students become more focused and disciplined.

### Design

At this stage, a **muhasabah-based Cognitive Behavior Therapy (CBT) counseling guide** was developed to reduce students' academic procrastination. This study produced a counseling guide that integrates **CBT principles with Islamic muhasabah values**, systematically designed to assist school counselors in addressing students' academic procrastination.

The structure of the counseling guide is as follows:

Chapter 1 – Introduction	<b>Rationale:</b> Describes the background of the academic procrastination problem as a key reason for the necessity of this guide. <b>Development Basis:</b> Covers both juridical and theological foundations, providing legal grounding and Islamic values as the basis for implementing the counseling.
Chapter 2 – Theoretical Foundation	<b>Cognitive Behavior Therapy (CBT):</b> The main theory forming the foundation of this counseling approach. <b>Muhasabah:</b> Islamic introspection that serves as an integral part of the counseling process. <b>Academic Procrastination:</b> Explanation of the concept, causes, and impacts of academic procrastination.
Chapter 3 – Counseling Model	Explains the integration of CBT and muhasabah, including the model's characteristics and syntax specifically designed for cases of academic procrastination.
Chapter 4 – Counseling Implementation Guide	Contains the guide's objectives, users (counselors/guidance teachers), clients (students), usage instructions, counselor roles, location, and service implementation agenda.
Chapter 5 – Implementation Procedures	Describes the systematic steps of the counseling service from beginning to end, to be followed by the counselor in practice.

The syntax of the muhasabah-based CBT counseling model for reducing students' academic procrastination consists of six stages; (1) problem Identification: The counselor and counselee identify specific situations that trigger academic procrastination, (2) self-Reflection (Muhasabah): The counselee is guided to reflect and evaluate themselves through an Islamic perspective to understand the underlying reasons for their procrastination behavior. (3) Cognitive Restructuring: The counselor helps the counselee challenge negative thoughts and replace them with more positive, realistic, and Islamic beliefs. (4) Strategy Development: Concrete strategies are formulated based on SMART principles and Islamic values in planning time and tasks. (5) Istikamah (Commitment to Change): The counselee is supported to remain consistent in implementing changes through positive reinforcement and spiritual awareness. (6) Termination & Evaluation: The counseling process concludes with an evaluation of outcomes to assess the success and sustainability of behavior change.

### Validity Level of the Counseling Guide

The validation process of the counseling guide and research instruments is a crucial stage in the 4D model-based development, particularly during the define, design, and develop phases. This validation aims to assess the feasibility and appropriateness of the guide in relation to psychological intervention goals and its relevance to the context of students' academic procrastination issues. The assessment was carried out by experts specializing in educational psychology, counseling, and instrument development.

The validated aspects included: the alignment of the content with Cognitive Behavior Therapy (CBT) principles and the muhasabah concept, the clarity of the guide's structure and organization, the use of communicative language suited to the target audience, and its integration with the goal of reducing academic procrastination behavior.

Table 1 presents a summary of the validation results for the main components: the CBT-muhasabah-based counseling guide and the academic procrastination assessment instrument. Each component was evaluated by four experts using a 5-point scale, and the data were analyzed to obtain the average validity score and its corresponding feasibility category. The results showed that all components fell into the "very valid" category, indicating that the guide is suitable for use in the development trial phase to further examine its practicality and effectiveness.

**Table 1.** Recapitulation of the Counseling Guide Validation Results

No.	Component/ instrument	Validator/ Assessment Aspect	Average Score	Presentase Average (%)	Category
1.		Language expert	4,6	92%	Feasible, minor revision
		Media expert	4,73	94,73%	Feasible, no revision needed

	Counseling Guide	Conseling content expert	4,72	94,5%	Feasible, no revision needed
		Islamic counseling expert	4,58	91,67%	Feasible, minor revision
2.	Teacher response questionnaire	Instructions, Language, Content	4,83	96,67%	Very Good
3.	Student academic procrastination questionnaire	Instructions, Language, Content	4,67	93,33%	Very Good

The student academic procrastination questionnaire was tested for validity and reliability before being used. The questionnaire underwent a limited field trial to assess its validity and reliability. The trial was conducted with 30 students from a comparable school level. Based on the validity test results using SPSS software, it was found that out of 37 statement items, 4 items were deemed invalid because the obtained r-values were less than 0.3, as stated by Sugiyono & Wibowo (Sujianto, 2009). The invalid items were item number 6 (0.275), number 15 (0.169), number 20 (0.297), and number 25 (0.239). Therefore, after the validity test, the questionnaire consisted of 33 valid items. To determine the reliability level of a research instrument, it is considered acceptable if the alpha coefficient is greater than 0.60, in accordance with Nugroho & Suyuthi (Sujianto, 2009). Thus, the academic procrastination questionnaire is considered reliable, as it achieved an alpha coefficient greater than 0.60, specifically 0.944.

**Practicality Level of the Counseling Guide**

The developed counseling guide was tested through limited implementation within the school environment. School counselors or guidance teachers were given brief training on how to use the guide and were monitored during the counseling implementation process. Evaluation was conducted through observation to assess the ease of use, accessibility, and the guide's relevance to students' needs. The practicality data presented in Table 2 was obtained through a questionnaire and analyzed based on the responses of the guidance and counseling teachers. The results showed very positive responses across all aspects of the guide.

**Table 2.** Recapitulation of the Counseling Guide Practicality Results

Aspect	Number of Items	Average Score (Guidance Counselor)	Average Percentage (%)
Content Relevance	3	4,66	93%
Language Use	3	4,33	86%
Presentation	3	4,33	86%
Implementation	3	4,33	86%
Practical Usefulness	3	4,00	80%

**Effectiveness of the Counseling Guide**

The effectiveness test was conducted through limited implementation on a group of students experiencing academic procrastination, with pre- and post-intervention measurements to assess the impact of the guide on changes in students' procrastination behavior.

**Table 3.** Results of the Counseling Guide Effectiveness Test

Interval	Category Student	Student Respondent			
		Pretest		Postest	
		Frequency	Presentage	Frequency	Presentage
141-166	Very high	2	20%	0	0%
114-140	High	8	80%	0	0%
87-113	Moderate	0	0%	3	30%
60-86	Low	0	0%	6	60%
33-59	Very low	0	0%	1	10%

In the pretest stage, the majority of students (80%) were in the high academic procrastination category, and the remaining 20% were in the very high category. No students fell into the moderate, low, or very low categories. However, after the intervention, the posttest results showed a significant change. No students remained in the high or very high categories. Instead, 60% of students were in the low category, 30% in the moderate category, and 10% reached the very low category. Thus, it can be concluded that there was a clear decrease in the level of academic procrastination following the intervention, as indicated by the shift in distribution from high and very high categories to moderate, low, and very low categories.

## DISCUSSION

### Define

Needs analysis is a crucial initial stage in the development of a counseling guide, as it provides a strong foundation to ensure that the guide truly addresses the real issues students face in the field. According to Alfajri, Maizora, & Agustinsa (2019) in the 4D model, the define phase aims to identify and formulate needs, objectives, and user characteristics as the basis for design and development. Similarly, Rahayu, Hasan, Asmendri, & Sari (2023) state that needs analysis is the core foundation of the instructional design process, as it determines the direction and focus of the developed intervention.

Based on a preliminary study conducted through observations, questionnaires, and interviews with guidance and counseling teachers as well as students at MAN 1 Buton, it was found that the level of academic procrastination among students remains relatively high. Most students struggle with time management, learning motivation, and a tendency to delay academic tasks. This finding aligns with Ulum (2016), who stated that academic procrastination is a form of self-regulation failure frequently seen in educational contexts and can significantly hinder students' academic achievement.

In-depth interviews with school counselors revealed that the counseling approach currently used in schools is still general and has not yet accommodated the specific needs of students related to procrastination behavior. Furthermore, some teachers do not yet have a structured guide that can be used systematically to address this issue. Diagnostic assessment results, gathered through a procrastination questionnaire, indicated that most students fell into the high and very high categories, particularly in areas such as delaying academic tasks and lacking study planning.

The gap between students' needs for reflective, targeted, and psychologically grounded counseling services and the current counseling practices is clearly evident. Students require an approach that not only helps them understand maladaptive thought and behavior patterns but also encourages deep self-reflection. In this regard, Adriansyah, Rahayu, & Prastika (2015) suggest that Cognitive Behavior Therapy (CBT) is effective in helping individuals identify and change negative thought patterns that lead to dysfunctional behavior. When combined with the muhasabah approach—spiritual self-reflection rooted in Islamic tradition—this intervention addresses not only the cognitive aspects but also values and moral awareness.

These findings highlight an urgent need to develop a counseling guide that is systematic, practical, and evidence-based, which can support guidance and counseling teachers in facilitating behavioral change in students prone to procrastination. Therefore, the results of this needs analysis serve as a solid foundation for developing a muhasabah-based CBT counseling guide as a contextual, transformative, and relevant intervention to address students' academic problems in today's era.

### Design of the Counseling Guide

The research results at the design stage indicate that the main product developed is a muhasabah-based Cognitive Behavior Therapy (CBT) counseling guide, specifically designed to help reduce students' academic procrastination behavior. This guide is systematically compiled by integrating cognitive-behavioral and Islamic spiritual approaches, represented here by the practice of muhasabah or self-reflection from an Islamic perspective. This integration aims to address the needs of madrasah students who require not only cognitive intervention but also spiritual support in overcoming the habit of delaying academic tasks.

The structure of the guide consists of five main chapters, each playing an important role in supporting the effective implementation of counseling services. Chapter 1: Introduction contains the rationale for development, highlighting the urgency of addressing academic procrastination and the juridical and theological foundations as the basis for implementing counseling in an Islamic educational environment. This aligns with the principle that counseling interventions should be grounded in the socio-religious context of the students, as stated by Corey (2013). Chapter 2: Theoretical Foundations presents three main conceptual frameworks: Cognitive Behavior Therapy (CBT) theory, which focuses on changing negative thoughts and maladaptive behaviors; the muhasabah theory as a means of spiritual introspection; and the concept of academic procrastination as the main target of intervention. These three concepts are combined into a solid theoretical framework, reflecting an integrative approach that is not only remedial but also transformative. Chapter 3: Counseling Model explains how the synthesis between CBT and muhasabah is formulated into an applicable counseling model. This model is unique because it not only emphasizes cognitive restructuring but also internalizes Islamic values into the counseling process. Thus, the model promotes behavioral change in students not only from a rational perspective but also from moral and spiritual awareness. Chapter 4: Counseling Implementation Guide contains practical guidance for guidance counselors or BK teachers, including role identification, guide users, target counselees, and technical instructions for conducting counseling services. The guide is designed to be easy to follow by BK teachers in schools. Chapter 5: Implementation Procedures outlines six stages of counseling that constitute the core syntax of the muhasabah-

based CBT model, namely: Problem Identification, Self-Reflection (Muhasabah), Cognitive Restructuring, Strategy Development, Istiqamah (Consolidation of Change), and Termination & Evaluation.

Each stage is sequentially designed to guide the counselee from problem recognition to behavioral change and evaluation. This syntax demonstrates the continuity between cognitive and spiritual aspects in the behavior change process, supporting previous findings that integrative interventions tend to be more effective in the Islamic education context (Alamsyah & Ningsih, 2025). With this syntax, the developed guide becomes not only a technical intervention instrument but also a means of character formation and self-awareness. This serves as evidence that the combination of CBT and muhasabah approaches has strong potential to reduce students' academic procrastination, without neglecting the values and morals that are often overlooked in conventional counseling approaches.

### **Validity Analysis of the Counseling Guide**

The validation process of the counseling guide and research instruments is an important stage in development based on the 4D model. This validation is conducted to ensure the guide's content aligns with the principles of Cognitive Behavior Therapy (CBT) and the concept of muhasabah, as well as its relevance to students' academic procrastination issues. The assessment was carried out by four experts in educational psychology, counseling, and instrument development, focusing on the clarity of construction, systematic arrangement, language use, and the coherence of the intervention objectives.

The validation results showed that all components of the guide and assessment instruments fell into the "very valid" category with average scores above 4, making them suitable for the trial phase. This validation supports the quality of the guide as a product ready for application in counseling practice. Additionally, the academic procrastination questionnaire was tested on 30 students at another school to ensure its validity and reliability. Out of 37 items tested, 4 were found invalid and removed, leaving 33 valid items. The instrument also demonstrated high reliability with a Cronbach's alpha coefficient of 0.944, well above the minimum threshold of 0.60, indicating that the questionnaire is consistent and trustworthy for use in research.

### **Practicality Analysis of the Counseling Guide**

The developed counseling guide was tested on a limited basis within the school environment, involving counselors or BK teachers who had previously received brief training on its use. During the implementation, the counseling process was monitored and evaluated to assess ease of use, accessibility, and the guide's suitability to students' needs.

Based on questionnaire data completed by the BK teachers, the guide received very positive responses across all evaluated aspects. Content appropriateness scored the highest average at 4.66 (93%), followed by language, presentation, and implementation, each with an average score of 4.33 (86%). The practical usefulness aspect scored slightly lower but was still considered good at 4.00 (80%).

These results indicate that the CBT-based counseling guide integrated with muhasabah is practical, easy to use, and relevant to students' counseling needs in overcoming academic procrastination.

### **Effectiveness Analysis of the Counseling Guide**

The effectiveness test of the CBT-based counseling guide integrated with muhasabah was conducted through limited implementation on a group of students with high academic procrastination. Measurements were taken before (pretest) and after (posttest) the intervention to evaluate changes in procrastination behavior.

The pretest results showed that the majority of students (80%) were in the high academic procrastination category, and 20% were in the very high category. There were no students in the moderate, low, or very low categories. After the intervention, there was a significant decrease, with no students remaining in the high or very high categories. Sixty percent of students were in the low category, 30% in the moderate category, and 10% in the very low category.

These findings indicate that the developed counseling guide is effective in reducing students' academic procrastination levels, as evidenced by the shift in category distribution to lower levels.

## **CONCLUSION**

The Cognitive Behavior Therapy (CBT) counseling guide based on muhasabah, developed through the 4D model (Define, Design, Develop, Disseminate), has met the criteria for feasibility and effectiveness to be used in the intervention process for students' academic procrastination. Needs analysis showed that students and school counselors require a structured guide that integrates the CBT approach with spiritual reflection through muhasabah, capable of effectively addressing academic procrastination behavior.

The guide's design was systematically developed by integrating CBT principles and Islamic values, complemented by clear and practical counseling procedures. Validation by experts indicated that the guide is highly feasible in terms of content, language, and suitability for the school counseling context.

The practicality of the guide was demonstrated through positive responses from counselors during limited implementation, who assessed the guide as easy to understand and apply in practice. Effectiveness testing showed that interventions using this guide significantly reduced students' academic procrastination levels, as evidenced by a shift in procrastination categories from high to low after the intervention.

Overall, this CBT counseling guide based on muhasabah is not only theoretically and technically feasible but also practically effective in helping students overcome academic procrastination while enhancing their awareness and learning responsibility.

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## Author Contributions

Conceptualization, A.S.I., A., and M.Y.; methodology, A., U.R., and A.S.I.; validation, A., S.AZ., and M.M.I.; formal analysis, A., M.M.I., and A.S.I.; investigation, A.S.I., M.Y., U.R., and M.M.I.; resources, A., U.R., and A.S.I.; data curation, A.S.I., M.Y., and M.M.I.; writing—original draft preparation, A.S.I., S.AZ.; writing—review and editing, M.Y., U.R., and M.M.I.; visualization, A., and S.AZ.; supervision, U.R., and M.M.I.; project administration, A., and A.S.I.; funding acquisition, A.S.I., A., and S.AZ. All authors have read and agreed to the published version of the manuscript

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## Conflicts of Interest

The authors declare that there is no conflict of interest

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