

# The Role of Reality Counseling to Improve Students' Responsibility in Thesis Completion Procrastination

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## ABSTRACT

This study aimed at analyzing the procrastination of IAIN Curup students in completing their thesis and growing responsibility with reality counseling. This study used a mixed methods research design. There were two instruments used in the process. The participants consisted of 46 volunteer students (XIV semester) who experienced procrastination in completing their thesis spread across 6 study programs at IAIN Curup. Data collection instruments were a questionnaire, and an in-depth interview form. The obtained data were analyzed based on three stages of grounded analysis: open coding, axial coding, and selective coding. The research results revealed that the highest cause was 97.1% anxiety about not being able to complete the thesis on time; 74.3% estimated that it did not match reality; and 62.9% found it difficult to find a supervisor for thesis guidance. In addition, it was found out that completing a thesis takes awareness and responsibility of students and counseling is needed via appropriate steps.

**Keywords:** Reality counseling, thesis completion, procrastination, responsibility.

## INTRODUCTION

Education is a maturing process that is carried out consciously and with full responsibility through the learning process. This responsibility is needed to get better results, besides the need to support the environment, learning facilities, and harmonious relations with lecturers. In contrast to the phenomenon that occurs to the students who are completing their undergraduate thesis at IAIN Curup, there are 46 students who are active and still registered at L-SATU (one door service) who have not completed their thesis due to the condition of COVID 19, difficulty contacting supervising lecturers, the difficulty of online guidance, such as finding low mastery of technology for certain lecturers, Guswanti & Satria (2021) mentioned the lack of understanding of thesis assignments and the internet network, which is often problematic and saturated due to limited space for movement during COVID 19, lack of self-regulation, which should not occur when students are able to become independent individuals in learning, but due to a lack of responsibility, the thesis task is not completed (Harahap et al., 2022).

So, with those deficiencies, the university needs to use counseling to facilitate the students. Counseling is done to meet physiological and psychological needs. Psychological needs include the need to love and be loved, both for oneself and others (Prayitno, 2005). To realize these needs requires responsibility (responsibility), value (right), and reality (reality). One of these needs is learning, and this is a basic need that must be met by individuals. This requires responsibility for self-regulation, a positive self-concept, and achievement motivation (Glessner, 1998; Ismail, 2022). This is in line with the principle of counseling, which emphasizes the client's personal responsibility (Winkel, 2004). Fostering learning

responsibility requires personal strength, such as a commitment to self-regulation and leaving harmful (destructive) behavior (Nashrullah, 2015). If self-control and self-regulation are good, students will be able to develop their learning potential (Tahar, 2006). People who do not believe will have an impact on the decisions they make, resulting in an identity crisis (Padillah, 2020). This means that self-regulation and self-commitment are forms of responsibility that have an impact on every decision one makes in learning.

Therefore, with those reasons for taking the class of 2015, which amounted to 46 students in the XIV semester and almost dropped out (DO), In this case, the researchers tried to analyze the causes of procrastination in completing the thesis and growing responsibility through reality counseling. Based on the facts above, the authors are interested in researching reality counseling for increasing student responsibility in completing theses.

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## LITERATURE REVIEW

### Reality Counseling

Reality counseling is done to meet physiological and psychological needs. Psychological needs include the need to love and be loved, both for oneself and others (Prayitno, 2005). To realize these needs requires responsibility (responsibility), value (right), and reality (reality). One of these needs is learning, and this is a basic need that must be met by individuals. This requires responsibility for self-regulation, a positive self-concept, and achievement motivation (Glessner, 1998). This is in line with the principle of counseling, which emphasizes the client's personal responsibility (Winkel, 2004).

Fostering learning responsibility requires personal strength, such as a commitment to self-regulation and leaving harmful (destructive) behavior (Nashrullah, 2015). If self-control and self-regulation are good, students will be able to develop their learning potential (Tahar, 2006). People who do not believe will have an impact on the decisions they make, resulting in an identity crisis (Padillah, 2020). This means that self-regulation and self-commitment are forms of responsibility that have an impact on every decision one makes in learning. Some of the basic things in this counseling are: (1) being directly involved; (2) focusing on the behavior you want to change; (3) current problems; (4) decisions on changing values; (5) planning responsible actions; (6) firm convictions; (7) no apology for the client; and (8) no punishment.

### The urgency of Responsibility

Responsibility for the urgency of learning is very important for students because learning is a necessity and they must be responsible for achieving it. This is in line with the fact that learning is a real basic need and requires responsibility to achieve it (Reality & Adaptation, 2020). It is said that to be successful, students should graduate on time with high scores. If possible, they can work according to their knowledge and psychologically gain satisfaction and confidence with the knowledge and academic degrees they have. On the other hand, it can also be said that someone is successful if she or he: a) has good, intimate, and dynamic interpersonal relationships. b) has work that is useful for many people. c) is able to overcome obstacles and turn them into opportunities. d) has planned and clearly defined life goals with a strong foundation of faith. e) is humorous by staying within the boundaries of values and being creative. f) has the awareness to continue to think creatively. g) has good physical and mental abilities (Fuad, 2015). So, the problem of student academic procrastination is alleviated, especially with the completion of the final project.

### Procrastination

Procrastination is delaying academic assignments, or

behavior to delay work or completion of academic tasks (Nugrasanti, 2006). Besides, Procrastination is a pervasive self-regulatory failure affecting approximately a half of the student population (Rozental & Carlbring in Zarrin et. al., 2020). This behavior can be seen from completing assignments beyond the deadline, delaying reading material, reluctance to take notes, arriving late, and preferring to study at the last moment before exams. This is doing homework for a certain period of time or putting it off until the last moment" (Wolters, 2003). Findings from a research study conducted by Chehrzad et al. (2017) showed that 70% of university students had moderate procrastination and 14% of students had severe procrastination, and older age, academic level and gender were the main predictors of procrastination. This number is quite large and needs serious attention so that there are concrete policies to overcome this problem.

Besides that, it was also found that the longer the time spent on completing college, the more open they were to procrastinate (Janssen & Carton, 1999). This is reinforced by academic procrastination which is more dominant in students who lack self-confidence and have more confidence in factors outside of themselves (Rizvi et. al., 1997). And it is this inability to assess oneself that also makes students slow in academic completion.

Postponement of assignments without good consideration will harm students academically (Schraw et. al., 2007). As a result of the research, it was found that 40% of students felt lazy to write their thesis and 26.7% because of low student motivation (Januarti, 2009).

To be more specific, symptoms of academic procrastination include poor sleep, high levels of stress, delayed work due to lack of time, improper completion of homework, confusion, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression (Custer, 2018). Steel in Zarrin et. al., (2020) found that 80% to 95% of students suffered from work problems due to procrastination. Procrastination was also positively related to academic burnout (Abdi Zarrin, Akbarzadeh et al., 2019; Hall et al., 2019).

The cause of academic procrastination does not just happen, but there is a process behind it, among others; 1) there are students' irrational thoughts, that the submitted assignments must be perfect. 2) the students worried about the possibility that the task will be faulted. 3) The laziness of students who find it difficult to manage time and do not like being given assignments. 4) There are punishments and rewards for assignments, 5) environmental factors, with a lack of monitoring from home and school of the tasks being done. 6) Tasks that pile up cause laziness and confusion about which tasks to do first (Ferrari et. al., 1995).

## RESEARCH METHODOLOGY

This study uses a mixed research method (mix method). This technique aims to combine quantitative and qualitative methods. Consequently, to answer the research questions, this research requires both quantitative and qualitative data. "Mixed methods research design is a technique for collecting, analyzing, and 'mixing' quantitative and qualitative methods research in one study to understand a research problem." According to Creswell (2008), the underlying premise of combining these two approaches into one-unit results in a better understanding of the research topic than if only one method was used. The first instrument is a questionnaire about delays in the completion of the thesis that was collected and presented, and the second is an in-depth interview. The data was extracted through in-depth interviews and presented descriptively.

Distribution of active student data for class of 2015;

No	Study Program	2015		Amount
		L	P	
1	PAI	6	4	10
2	MPI	1	-	1
3	PGMI	-	3	3
4	Tad.Bhs.Ingggris	4	6	10
5	PS	5	0	15
6	HKI	7	-	7
	Amount	3	3	46

Source of data: Monthly reports of L-SATU 2022

## Research Subjects and Data Collection

Research subjects were informants who were trusted, had information and data for research, and were inherent and permanent in nature, as well as those that were not attached and were not permanent. Informants who were attached and permanent were students as the subject of thesis completion procrastination, and those who were not attached were supervisor lecturers, heads of study programs, and other lecturers.

Sampling was voluntary because it was necessary to build natural interactions without coercion (Miles & Hubberman, 1994). Observed that this technique did not use random areas or strata but considers and focuses on a specific objective. The considerations were taking samples with characteristics or characteristics with the main characteristics of the population, as well as, the subject was a sample with characteristics in the population (key subjects), with carefully selected population characteristics.

## Data analysis

The data analysis used in this study was grounded theory. Then interpretation of the data was carried out with the aim of disclosing meaning from the point of view of the research subjects and directing the preparation of theories from field data (Muhadjir,

1992).

The shared coding plan was used during the open coding phase, whereas the in vivo coding was constructed from the interview transcripts. Furthermore, axial coding was useful in establishing relationships between various categories and subcategories. The selective coding phase was built through "concept saturation", categories, and subcategories to define and find relationships between various categories and main categories (Miles & Hubberman, 1984).

## RESULTS

From the results of the study, it could be seen that the impact of Covid 19 was still felt, especially for upper semester students who only have thesis assignments left. Here are what procrastinations are

### Procrastination

#### Delay to start working on the thesis

In this case, there were 31.4% of students who always procrastinated starting their thesis assignments, while 68.6% immediately worked on their thesis assignments and did not procrastinate. There are several students who, after the proposal seminar, never come again to meet the supervisor submitting improvements to their proposal, for various reasons: because I was confused about what to fix, it was difficult to contact prospective supervisors, and the seminar was online the other day. There are also those who reason that the laptop is damaged and the data is deleted. In this academic procrastination, students carry out self-defense mechanisms such as rationalization or seeking justification so that it can be accepted logically by others, and also projections by blaming others, such as hard-to-reach professors. After being confirmed with the lecturer, it turns out that the lecturer always provides time as long as there is a time agreement with the guidance student in advance.

#### Late in working on the thesis

In this case, it can be seen that 48.6% said they were late in working on their thesis, and 51.4% were working on their thesis on time. This problem is more triggered by various logical reasons or justifications from students, such as; it is difficult to find reference materials for their thesis because they are in the village, the signal is weak in the village, and they are not allowed to leave the house. This reason for certain areas is acceptable, but does not mean resigned to the situation. Students must be able to regulate themselves by setting short-term and long-term achievement targets, such as trying to contact the supervising lecturer in various ways, leaving activities that are less relevant to the completion of the thesis, because there are students whose thesis has been signed by both supervisors but is not submitted for testing until the

student comes with his family to register to take the exam, after checking the data base of TIPD IAIN Curup turned out that his academic data had been deleted at PD Dikti.

### **Estimated workmanship of the thesis does not match the real conditions**

In this statement, it can be seen that 74.3% felt that the estimate did not match the real conditions, and 25.7% stated that there was no problem. This is because students are not used to scientific writing. There are also students who think that the thesis is easier than regular paper assignments or more difficult, so they are afraid to start it. Some of the students said that the supervisor was too difficult and thought that the students' abilities were the same as their own. There are also those who don't dare to start because it is traumatic that their supervisor is difficult to find and is not cooperative. It could be because the supervisor is sick or because they have heard from seniors that the supervisor is not cooperative enough.

### **Too much use of time that is not related to the completion of the thesis**

Here it can be seen that 37.1% of students use a lot of time that is not related to completing their thesis, and 62.9% use time related to completing their thesis. Students who experience procrastination caused by activities that are not related to the completion of their thesis, especially student activists, spend their time in campus and off-campus organizations. Often they are lulled by the busyness of the organization; sometimes they even sleep on campus. Even though the academic adviser has warned that organizing is sufficient until semester VI, in order to focus on completing studies, students must be wise in considering the advantages and disadvantages of organization. After the upper semester, if there are concurrent activities between lectures and organizations, it is best to prioritize academics, especially for those who are in the upper semester.

### **Difficulty meeting the supervisor for thesis guidance**

During the Covid 19 pandemic all academic services were carried out online according to regulations issued by the central government and the Chancellor of IAIN Curup, offline lectures were abolished, the campus was completely deserted. In connection with this, the student thesis guidance was also done online. Student complaints that it was difficult to contact supervisors, including making agreements for tutoring time. After being confirmed, the lecturer actually still provides time for thesis guidance, it's just that sometimes students want guidance via WA, this is boring for lecturers. It can be seen that 62.9% stated that they had difficulty meeting the supervisor, and 37.1% had no difficulty meeting the supervisor. There is another problem here as well. Some lecturers do not have a

special room for guidance, so guidance is in the library or in the study program room.

### **I do not understand the title and content of the thesis that I will work on**

Here it can be seen that 14.3% did not understand the contents of the thesis, while 85.7% understood the title and the thesis they were working on. There are students who do not understand the contents of the thesis being worked on, do not understand what will be researched, even though the proposal seminar and guidance have been directed, it is still not optimal, so they are lazy and tend to drag out the completion of their thesis. Even though it was suggested during the selection of titles to be mastered and easy to do, they are not the same and have never been researched by others.

### **Slow at work compared to my friends in completing thesis**

In this case, 40% of students are slower to work on their thesis compared to their friends, while 60% can finish earlier and be the same as their friends. Different abilities will affect the speed in completing the thesis, this is also what makes students delay completing the thesis. The slow completion of this thesis was triggered by low IQ skills, the title submitted was not through in-depth study and discussion with the PA lecturer and head of study program who approved it.

### **It is hard to concentrate on doing the thesis**

As many as 51.4% said it was difficult to concentrate, while 48.6% could concentrate on completing their thesis. The number of problems and activities makes students less focused on working on their thesis, working while studying, being sick or having problems causing students to be delayed in completing their thesis.

### **Pessimistic and afraid of failing the thesis exam**

60% of students are afraid of failing the thesis exam, and 40% of them are not afraid of failure. Minimum anxiety is needed as motivation to achieve goals; high anxiety makes a person unable to think rationally, because his rationality is supported by fear and anxiety. Likewise, students are filled with feelings of failure, so they don't dare to take the thesis exam, even though sometimes their thesis is ready to be tested. There are those who lobby the head of study program who arranges a schedule of examiners or through their relatives/family who are on campus assignments.

### **Tired of unfinished thesis**

In this case 45.7% of students feel bored with their unfinished thesis, while 54.3% of students are not bored and still work on their thesis well. Boredom or boredom in working on the thesis also causes the thesis to be delayed in its completion. This is due to the lack



of seriousness of students in working on their thesis, so that supervisors often return them because they do not comply with the supervisor's directions and assume that supervisors are uncooperative, hate students. After being clarified, it turned out that the thesis was not in accordance with what the supervisor had directed, and some supervisors were even annoyed and asked to find another supervisor.

### **Worry if the thesis is not finished on time**

As many as 97.1% of students are very worried if the thesis is not finished on time, and only 2.9% of students are sure that the thesis is finished on time. There are students who are worried if they don't finish their thesis, but also don't do anything, all they think about is worrying about the burden of the thesis and their parents' demands to finish it quickly. This means that anxiety is not followed by concrete action to solve the problem

### **Not satisfied with the thesis being done**

As many as 14.3% said they were not satisfied with the thesis they were working on, while 85.7% said they were satisfied with the thesis they were working on. In accordance with the guidance process, there is a change in mindset. There was dissatisfaction with the thesis being worked on, after reading it over and over again some were not suitable and it took a long time to fix them, while for guidance and overhaul it took a long time, so doubts arose about submitting the thesis for examination.

### **Overwhelmed with the thesis task which is very time, energy and mind-consuming**

As many as 51.4% stated that thesis was very time consuming, energy and thought, while 48.6% did not think so. Habits that have been formed affect the completion of thesis, students who usually relax and lecture assignments only with plagiarism from friends or the media will feel bored and unable to think. Moreover, some were being guided by a lecturer who was disciplined and not careless, so that if you don't get bored and can adjust to the pattern and process of guidance by the lecturer. This is common for students who are not used to doing heavy and structured assignments.

### **Less able to map thesis tasks**

In this case 51.4% of students said they were unable to map their thesis assignments, while 48.6% said they were able to map their thesis assignments. There are students who are thorough and think systematically and coherently, but there are also students who think disorganized, so that in working on the thesis it is difficult which part to do first. Even though the supervising lecturer has ordered per chapter based on the guidebook, in order to issue a supervising decree, a revision of the proposal must be completed, for

vacancies it must be completed until chapter III, complete with instruments. For the Class of 2015, the online academic process is indeed a bit difficult for guidance, due to various limitations, but for students who are in-person guidance is still found, so it is sometimes mixed up.

### **Thesis is problematic, because it is the same as another student's thesis**

2.9% of students stated that their thesis had problems, and 97.1% had no problems. The thesis problem is the same; it also makes students delay in completing the thesis, because it has to be repeated. This is not much, because it can be traced through plagiarism. There is even the same title, the only difference is the research location, while the contents of each chapter are exactly the same. If this problem occurs, students are usually told to re-examine by looking for a new title.

### **Reality counseling**

Reality counseling in increasing student responsibility in overcoming procrastination in completing student thesis.

From the results of the counseling, it was found that it was difficult to contact the supervising lecturer; students did not understand their thesis assignment because seminars and guidance were online (Covid 19 conditions),

"Student 1 stated that the signal was sometimes weak and disconnected, and after that it was difficult to contact the lecturer".

This, after being confirmed by telephone, the supervisor feels that he has never been contacted, and even forgets about the students, because each guidance student must be disciplined, the lecturer makes a guidance day schedule, and for guidance students there is no progress, so they will not be attended to, usually guidance is completed on time (Supervisor interview, 2022).

The student's self-defense mechanism in the form of a projection that throws the blame on others is a form of lack of responsibility and says;

Student 2 said that "Actually, I have never met my supervising lecturer after repairing the proposal and asking for a signature for the supervisor's SK, I was carried away and just hanging out with friends, and I was also confused about where to start my thesis?, meanwhile I was also haunted by feelings I'm sorry to my parents that I always lied that I graduated this year, I know this isn't a good thing, everyone knows to ask and I say it's difficult to meet the supervisor".

Client confusion cannot be forgiven, because it is a form of irresponsible behavior, moreover this is already at the end of an even semester and is threatened with dropping out, after it is clarified that all courses have been taken, it is advisable to submit a letter of extension of the study period, because of dispensation The extension of the study period according to the Minister of Education and Culture regarding Covid 19

has not been revoked. Some concrete behaviors to be formulated quickly, starting from meeting the supervisor, apologizing, intensifying the guidance, time and target for completing the thesis, apologizing and talking honestly to parents. These are all forms of the consequences of the responsibilities that must be carried out.

Second counseling with students with thesis procrastination who cannot make good use of time, time is used for things that have nothing to do with thesis, too many rah-rah activities, as said:

Student 3 stated that "I was already embarrassed by my supervisor, he often sent me messages to face through friends with the same supervisor, but instead I accompanied friends to go camping for a few days, sometimes I was just lazy at the boarding house, especially when my friends were busy so I wanted to I couldn't open my laptop, because I waited on friends to chat until late in the evening, sometimes walking until late at night".

This behavior is unacceptable and justifiable, because it is seen that the lack of self-regulation and self-responsibility (self-responsibility) has just been worked on until chapter III and has not been followed up with opportunities to find research data, while many of my colleagues who have graduated have graduated. The form of responsibility must be corrected to face the supervisor for guidance, apologize and promise with a strong commitment to complete the thesis within 2 (two) months.

In contrast to a student who is the third client of a foreign language study program, his academic fate is already in jeopardy because he is on the verge of dropping out, always sheltering from incompetence, not being gifted just because of his family's wishes, etc. Meanwhile, he is unable to speak honestly and directly with his family and his academic scores each semester remains above 3.0. Clients like depression and project their mistakes on the family and supervisors. After exploring the client's problem, he did not show any real effort either to the supervising lecturer or to his family, while in fact he really wanted to graduate from this study program and promised that his language skills would be improved after graduation. Panic and stress are unacceptable, because in reality counseling does not recognize mental illness; there are people who are not responsible for themselves. Everything that happens is the impact because of the lack of responsibility. So it is emphasized that:

Counselor stated that "Whatever the reason for not completing your thesis is unforgivable, as an adult person you have to be able to manage yourself, be able to determine what is good and what is bad. Now it's too late to say it's hard to finish the thesis, you can't go back again. There are only two choices, continue completing the thesis with various risk consequences by working hard and working smart so that it can be finished or you back out by failing to get nothing and disappointing your parents".

Hearing this statement the client was stunned and pensive and thought, finally the client decided to finish his thesis, then strengthened his self-concept so that it was steady and strong, and retreated when faced with obstacles in the field, steps were also formulated, including; meet the two supervising lecturers and apologize and ask for directions on what can be done, renew the supervisory decree and research permits that have expired, the freedom to find data according to the supervisor's instructions, make a letter of application for extension of studies to the head of the Academic sub-division (L-SATU (One Stop Service) His name is at IAIN Curup) and intensify it by increasing the frequency of guidance.

The counseling process also emphasizes the importance of values, and current problems that must be resolved immediately, as the client said: "I am very sorry and feel guilty, especially for my family, because I have wasted the trust given to me, I often imagine the high hopes It's big enough for me, every time I'm asked "when is graduation" I always argue with various reasons. Even though I have nothing to do besides studying, now I just realized the importance of this responsibility, I promise to finish my thesis, even though it's late, the important thing is to finish it and be able to graduate, so that my parents will be proud".

In this counseling, you can see the importance of awareness which is an important part of reality counseling, the emergence of regret is the first step for clients to determine their own destiny, as it is said: "I become and am like being whipped with negligence so far, every time I see friends who are in the same class finished, I am increasingly burdened by made me surrender to the situation that was getting worse, plus the burden of feeling lied to my parents by finding various reasons for not being able to graduate. This burden is getting piled up and heavy, so they prefer to be ignorant and don't care. Now I realize that my academics can still be saved even though it's a short time. I have to have commitment and discipline with good self-regulation. The first step that I have to do is to meet my supervisor, apologize and ask for guidance on my thesis. I have to focus on completing my thesis, besides that I have to take care of the study extension permit, because there is only this thesis left".

Based on the counseling above, the problems became serious because of the accumulation of problems that were initially mild, such as the reason it was difficult to meet a supervisor, being busy with organizational activities, not understanding the contents of the thesis. The main focus of reality counseling is to foster responsibility for self-awareness in determining one's own destiny. The current reality must be faced with full responsibility because the problems that occur today are the result of irresponsible clients. All clients are aware of their responsibilities, some of them must be frustrated and not forgive their behavior; of course, the relationship must be more intimate first. Clients become jerks when demanded how their responsibilities to themselves,

parents and God. Reviewing the pros and cons if the thesis is not finished and you have to drop out. How disappointed the parents were and had to bear the shame of the extended family and society, some of them even cried, because they imagined their parents working in the fields and gardens in rainy and hot conditions to slam their bones for their children and really hoped that their children could raise the dignity of their families, if you can graduate and become a scholar.

## DISCUSSION OF RESEARCH RESULTS

Based on the results of questionnaires and counseling interviews, it can be seen that the COVID-19 pandemic has had a huge impact on the completion of student theses, especially for the upper semester of the Class of 2015. Complex problems arise, such as students finding it difficult to contact certain lecturers, not having a quota, the signal in the village being weak, lecturers being unable to use the latest cellphone devices, and weak research concepts. These cases are called procrastination.

According to Sepehran in Abdi Zairrin (2020), academic procrastination is defined, with delays in starting or finishing a task, as an academic assignment that an individual intends to do but cannot be sufficiently motivated to do so. This is also shown by Wolters (2003), who shows that this behavior can be seen in completing assignments beyond the deadline, delaying reading material, reluctance to take notes, arriving late, and preferring to study at the last moment before exams. This is doing homework for a certain period of time or putting it off until the last moment. Most studies have identified procrastination as a barrier to academic success (Hen & Goroshit, 2012). Which means it is also the same as what happened at IAIN Curup, where some students delayed their final task because of something outside of themselves. This is reinforced by academic procrastination, which is more prevalent in students who lack self-confidence and have more confidence in factors outside of themselves (Rizvi et al., 1997). In another study, the researcher found that 40% of students felt lazy to write their thesis and 26.7% because of low student motivation (Januarti, 2009). From several students who attended reality counseling, it was seen that students had self-defense mechanisms, looked for justifications, and avoided responsibility. Even though they should be responsible individuals and determine effective and concrete steps for the completion of their thesis, students must develop self-resilience because it can be seen from the visible changes in student resilience in dealing with current conditions (Wirastania & Farid, 2021). Moreover, the majority of their parents are farmers, and their children's futures are their responsibility. This means that students must be responsible for themselves and their parents. Fostering learning responsibility requires personal strength, such as a commitment to self-regulation and leaving harmful

(destructive) behavior (Nashrullah, 2015). If self-control and self-regulation are good, students will be able to develop their learning potential (Tahar, 2006). People who do not believe will have an impact on the decisions they make, resulting in an identity crisis (Padillah, 2020). This means that self-regulation and self-commitment are forms of responsibility that have an impact on every decision one makes in learning.

In reality, students in counseling must be rational with their problems and responsible for them; any academic procrastination that occurs must be realized as a form of weak student responsibility. For that, the counselor gives some of the basic things in this counseling: (1) being directly involved; (2) focusing on the behavior you want to change; (3) current problems; (4) decisions on changing values; (5) planning responsible actions; (6) firm convictions; (7) no apology for the client; and (8) no punishment. They must be proactive and cooperative with supervisors and other parties who contribute to the completion of their thesis. The technique of not forgiving clients is very important so that students are shocked and aware that negligence has been a form of their lack of responsibility.

## CONCLUSION

According to the data above, the researchers concluded that procrastination in the completion of a thesis comes from students themselves due to a lack of self-regulation in setting their life priorities and from outside students because of weak self-concept and self-management, so they are weak in overcoming all causes of this procrastination. Formation of responsibility with behavioral commitments that are measured correctly and realistically, as well as strengthening and strengthening desires, can motivate students to overcome procrastination in completing their thesis. The longer it takes students to complete their thesis, the heavier their academic burden will be, and they will carry out self-defense mechanisms in seeking justification.

In another case, reality counseling's major goal is to promote self-awareness and responsibility for choosing one's own path. Given that today's issues are the product of irresponsible customers, the current situation must be fully accepted own path. Given that today's issues are the product of irresponsible customers, the current situation must be fully accepted. Although all of the clients are aware of their duties, some may be irritated and unable to forgive them for their actions; of course, a closer relationship is necessary before this. When asked about their obligations to themselves, their parents, and God, clients behave badly.

## Implications

This research is an input for policy makers at IAIN Curup, starting from the Chancellor, Dean, Quality

Assurance Institute (LPM), and Internal Supervisory Unit (SPI), to revise policy regulations regarding thesis guidelines, which contain the duties of thesis supervisors and examiners, the rights and obligations of students, guidance time, and the length of the guidance process. They must be in report form. Also, SPI made a questionnaire about student perceptions of thesis guidance, forms of cooperation between study programs and supervisors, and restrictions on students participating in extra-curricular activities or campus organizations only up to semester VI. The study programs must be proactive in reminding students, as well as have special applications regarding study progress that can be accessed by parents of students.

### Limitations And Suggestions For Further Research

Although the study succeeded in confirming the importance of reality counseling to foster student responsibility in procrastinating thesis completion, it turns out that there are other factors that have not been clarified and explored, such as the analysis of the thesis guidance process from the perspective of quantity and quality of guidance, the analysis of courses supporting thesis completion, etc. This is a suggestion for the next researcher.

Thorough academic guidance is needed, whether it is classical, group, or individual, by empowering the functions of study programs and academic supervisors, especially regarding the completion of theses. Regulations are needed regarding timely and quality thesis completion as well as responsible thesis guidance, and in the future, they will be used as a reference for the number of guidance students.

### Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author on reasonable request.

### Conflict of interest

The authors declare that there are no conflicts of interest.

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