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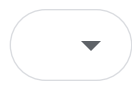
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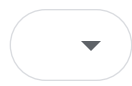
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## DEVELOPMENT OF "DREAM AND FUTURE" TRAINING MODULE TO COMPLETE ACADEMIC PROCRASTINATION IN JUNIOR HIGH SCHOOL STUDENTS IN THE RIVER BETWEEN REGION, BANJARMASIN CITY

Sulistiyana<sup>1\*</sup>, Muhammad Arsyad<sup>2</sup>

<sup>1,2</sup>Faculty of Teacher Training and Education  
Lambung Mangkurat University, Indonesia

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**Abstract:** This study aims to develop a training module that is directed to be a solution to the problem of procrastination in schools. The subjects in this study were junior high school students around the Banjarmasin riverbank. The module validity process uses content validity using Aiken-V validity and involves several expert judgments. The data from the module test results were analyzed quantitatively by using a different test. The measurement uses the academic procrastination scale. Based on the results of the expert judgment test on the "dream and future" training module, it was found that  $V\text{-count} > V\text{-table}$  ( $V\text{-table} = 0.87$ ).  $V\text{-count}$ , first session 0.875, second session 0.875, third session 0.875, and fourth session 0.9375. Based on this with the comparison of the Aiken-V validity coefficient ( $V\text{-table} = 0.87$ ), it can be concluded that every aspect of the session in the training module is declared valid. The results of the "dream and future" training module test results obtained a mean pre-test score of 87.50 and a mean post-test score of 78.50. This means that there is a decrease in students' procrastination scores from pre-test to post-test. These results also show that there is a significant difference between before being given training and after being given training using the "dream and future" module with a probability value of  $0.000 < 0.05$ . These results indicate that the "dream and future" training module can be used as an effort to reduce procrastination behavior in students.

**Keywords:** Procrastination, training, goal setting, dream and future

### 1. Introduction

Education is one of the important aspects in life. Education is also an important indicator of the progress of a nation. This means that education is an important asset for the progress of the nation so that people are required to follow the level of education. In Indonesia, it is required to follow the minimum level of education up to high school. The program is a nine-year compulsory education. However, along with the rapid development of the times, the level or level of education that should be followed is no longer only up to high school. This can be seen from the number of job vacancies that already require a minimum of high school and even some of them require a minimum of a bachelor's degree education. Indonesia is a democratic country that gives its citizens the right to follow the level of education. This is in accordance with the preamble to the 1945 Constitution which states the ideals of the Indonesian people, namely the intellectual life of the nation. This means that education in Indonesia needs to be developed so that it is able to form quality and competitive human resources.

The importance of implementing education raises a number of challenges in various countries, especially in Indonesia. One of the challenges faced by Indonesia in implementing education is the implementation system and available resources, both in terms of teaching staff resources and student resources as students. This is because of the vast territory in Indonesia. The resources available in various regions in Indonesia are not evenly distributed so that this can also affect the output or quality standards of graduates in various regions in Indonesia. In addition, the unequal quality of human resources for teaching staff also affects the quality of the education.

Another challenge faced is related to the welfare of students as students. Various cases were found ranging from violence to other psychological problems. One of the psychological problems that affect the quality of human resources is the delay in the results of work or assignments given at school. Even though as students they have their own strategies in completing assignments, most of them procrastinate. The behavior of delaying in completing this task is called procrastination.

Procrastination can be said as an inefficient behavior in using time due to a tendency not to immediately start a job when facing a task (Ghufron & Rismawati, 2017). Procrastination can cause the low quality of the work done because it is done at an urgent time and the deadline for collection. Conditions approaching the collection of tasks can cause stress. Based on the results of Wahyuningtias, Fasikhah & Amalia's research (2019), they found that there was a relationship between stress management and the level of procrastination in students. The lower one's stress management, the higher the level of procrastination. This means that the time of procrastination has quite a psychological impact on a student. Silver (Ferrari, Johnson, and McCown, 1995) procrastination is not just avoiding a task which under certain circumstances may be a very logical decision. In addition, Millgram (in Ghufron and Rismawati, 2017) defines that procrastination is a delay in a task that is carried out intentionally and repeatedly by carrying out other activities outside the task so as to make the completion of the task exceed the specified time limit.

In addition, according to Fuschia M. Sirois & Timothy A. Pychyl (2016), over the past 20 years it has provided some insight into a relatively stable assessment of procrastination, where procrastination is consistently associated with a tendency to blame oneself, criticize oneself and think self-judgmentally. This indicates that procrastination consistently has a negative impact on students. Procrastination is caused by various influencing factors. Motivation, self-control and time management certainly have a considerable influence on the emergence of procrastination.

Based on Rahmawati's research (2021) they got data that class XI students of SMKN 4 Banjarmasin on average have a high level of procrastination, which is 57% of the total 119 students. This means that more than half of the students in the school do academic procrastination. Several other studies also mention the numbers that vary and tend to be large at the level of procrastination among students. The results of Muyana's research (2018) also found that as many as 6% of BK study program students described procrastination in the very high category, 81% high, 13% moderate and 0% low. This shows that the number of academic procrastination in students is still relatively high.

In addition to the results of this study, the results of a preliminary study in one of the schools around the riverbanks in Banjarmasin City, also showed the characteristics of academic procrastination. From a preliminary study conducted by interviewing the BK teacher and one of the subject teachers, it was stated that before the pandemic occurred almost every day students were found doing assignments in the morning before class started. The tasks to be done are assignments that have been given by the teacher one week before and will be collected on the day the students work on them. In addition, there are also students who do not submit assignments to the teacher because they do not work. Based on the identification of the BK teacher at the school, it was said that students tend to delay doing their assignments by doing more other activities such as playing with friends and gatherings. This indicates that there are indicators of procrastination behavior in these students. The effect of procrastination actions taken by students is a decrease in academic achievement with poor grades, accompanied by low quality assignments.

The high level of procrastination among students and students is influenced by various aspects, both motivation, self-control, time management and so on. The results of Maryatami's research (2015) found that there was an influence of self-control and achievement motivation on academic procrastination. Other research that supports is that there is a significant relationship between self-motivation, time management and goal setting (Atika Thoria, 2019) on procrastination. The higher the motivation, time management or goal setting, the lower the academic procrastination. Based on these results, goal setting is one aspect that has a relationship and also affects a person's level of academic procrastination. Students tend to be less able to organize their activities on a priority scale. According to Luneburg (2011) Goal setting has become a well-known theory and is widely applied in academia, work, and sports. Locke and Latham, Goal setting is that Goal is a direct regulator of human action (Weinberg, 1993; Locke, et al, 1981). This can be interpreted that goal setting is an important component in acting especially for students in schools in an academic context that allows them to be career-oriented in the future.

Students also have not set the goals they want to achieve, both in the form of long-term goals and achievement targets from their learning outcomes at school. Therefore, it is necessary to have a form of intervention that can help students to get out of the bad habit of procrastination. These problems are the background for the thought of developing a training module that allows it to be used to provide interventions to overcome procrastination problems in students. The training module that will be developed is the "Dream and Future" training module

which is developed using the foundation of goal setting. It is hoped that the development of this training module will be able to facilitate students to get out of procrastination problems so that they can produce maximum performance to produce quality resources, especially in schools around the riverbanks in Banjarmasin City. The theme of this training is "Development of the "Dream and Future" Training Module to Overcome Academic Procrastination in Bantaran Sungai Junior High School Students, Banjarmasin City.

This research is expected to produce a training module based on the wetland environment in collaboration with the development of science which will be a solution to psychological problems that exist in schools. The modern approach in collaboration with the characteristics of the riverbank community is expected to be a solution that can be developed to be continuously used by teachers, especially guidance and counseling teachers as a medium to provide services in the form of training with the guidance of the "Dream and Future" module. The "Dream and Future" training is expected to be a solution related to issues regarding procrastination problems in schools so that they can be minimized and produce students who are able to work based on quality.

### Methodology

The research method used in this research is the research and development method. The research and development method is a research method used to produce certain products, and test the effectiveness of these products (Sugiono, 2018). To produce a product, research that is needs analysis is used and then a trial is carried out to test the effectiveness of the product, so that it can be used to overcome a problem. In this study, the product that will be produced is the "Dream and Future" training module which later will also be tested to determine the effectiveness of the module. The effectiveness of this module will give hope that the module product can be used to overcome procrastination problems that occur in students in schools, especially in riverside school students in Banjarmasin City. Although research and development that produces products in the education sector still tends to be low (Sugiono, 2018), this is a new breakthrough for the world of education. Especially the results of the research will allow it to be used by teachers, especially guidance and counseling teachers in providing services that lead to the creation of students' well being.

The steps of development research based on the borg and gall model (Sugiono, 2018) are based on Figure 1

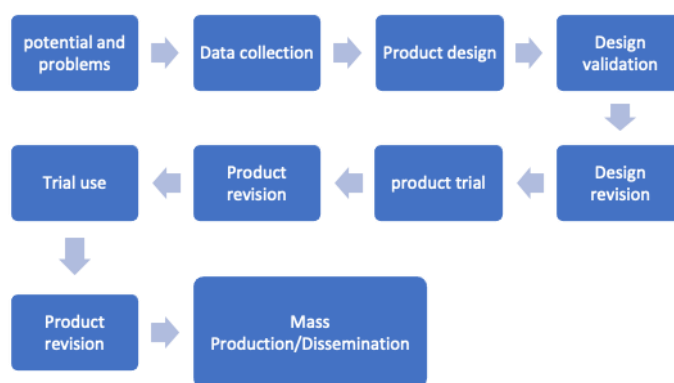
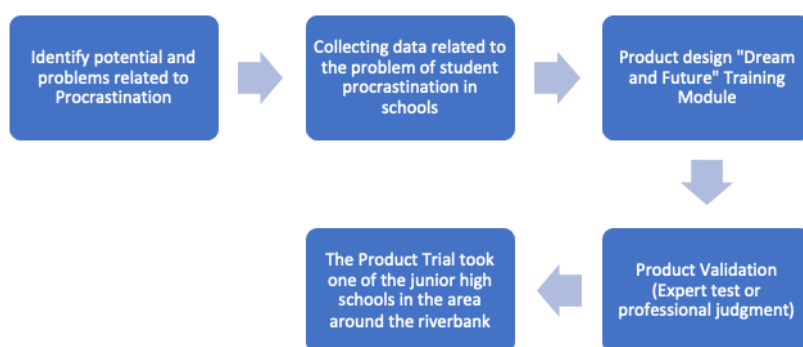


Figure 1. The steps for using the Research and Development (R & D) Method

Based on the research and development model from Borg and Gall above, the research and development on the "dream and future" training module will be divided into 2 (two) stages of research. In phase 1 (one) research, it will be more focused on the validation of the module product which will be tested in one of the junior high schools located around the riverbank. The steps are based on Figure 2. below.

The validity that will be used in this research is content validity. Content validity, more specifically, consists of two kinds, namely face validity and logical validity. Content validity used in this study is logical validity which will involve several experts to perform logical or rational analysis (professional judgment). Azwar (2012) says that content validity is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through expert judgment.



**Figure 2. Overview of the Research and Development Flow of the “Dream and Future” Module Phase 1**

For this reason, the researcher asks for an assessment from several experts who have experience in the field of education, both from academics and related practitioners. The procedure for assessing the logical validity of these experts will be calculated using the content validity coefficient formula from Aiken's V (Azwar, 2012). The coefficient of validity of each item is obtained by the formula:

$$V = \frac{\sum s}{(n(c-1))}$$

Note:

S :  $r - l_o$

$l_o$  : The lowest score of validity assessment (in this case = 1)

c : The highest rating score (in this case = 5)

r : The number given by an appraiser

In addition, the data analysis of the module test results was carried out quantitatively, namely by using a paired sample t-test. This is to see how significant the difference between procrastination scores before and after being given training using the "dream and future" module is. Analysis of paired samples t-test using SPSS version 24 program.

## Results

Based on these results, it can be seen that  $V\text{-count} > V\text{-table}$ , which means that based on expert judgment on the blue print of the “Dream and Future” training module, it is valid and relevant to use. In addition, based on Azwar (2012) states that items that have a validity coefficient around 0.50 are more acceptable and considered satisfactory. Based on the calculations obtained from the Aiken's V formula, it can be concluded that all sessions of the "Dream and Future" training module have good content validity and support overall content validity.

Based on the results of module trials with a limited scale carried out to students of SMPN 27 Banjarmasin which is a school around the riverbanks of the city of Banjarmasin, the results are as shown in table 2. decrease in students' procrastination scores after being given the "Dream and Future" training.



Table. 1 Recapitulation of Expert Judgment Blue Print Results of the “Dream and Future” Training Module

No	Aspect/Session	EXPERT SCORE	S				$\sum S$	V Count	V table	Result				
			1	2	3	4								
1	Sesi "Who Am I"	1	5	4	5	4	4	3	4	3	14	0,875	0,87	Valid
2	Sesi "Creat My Dream"	2	5	4	5	4	4	3	4	3	14	0,875	0,87	Valid
3	Sesi "From Time to Future"	3	5	4	4	5	4	3	3	4	14	0,875	0,87	Valid
4	Sesi "Action Plan and To Do List"	4	4	5	5	5	3	4	4	4	15	0,9375	0,87	Valid

\*note: The error rate used is based on the 1985 Aiken V Coefficient of Validity table is 0.05% (Aiken, 1985).

Table 2. Trial Results of the “Dream And Future” Training Module

No	NAME	PRE-TEST		POST-TEST		DIFFERENCE SCORES
		TOTAL SCORE	CATEGORY	TOTAL SCORE	CATEGORY	
1	Subject 1	90	Average	83	Average	7
2	Subject 2	91	Average	77	Low	14
3	Subject 3	86	Average	75	Low	11
4	Subject 4	88	Average	80	Average	8
5	Subject 5	82	Average	79	Average	3
6	Subject 6	94	Average	80	Average	14
7	Subject 7	81	Average	80	Average	1
8	Subject 8	92	Average	77	Low	15
9	Subject 9	82	Average	76	Low	6
10	Subject 10	89	Average	78	Low	11

Table 3. Paired Samples Statistics Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	87.5000	10	4.57651	1.44722
	POSTTEST	78.5000	10	2.36878	.74907

The decrease in students' procrastination scores can also be seen from table 3. from the results of paired samples statistics. In the table, it can be seen that there is a difference between the mean before and after training. There is a mean difference of 9 points between the procrastination scores before and after the training. The mean before being given the "Dream and Future" training (Pre-test) was 87.5. After being given training using the "Dream and Future" module, the mean is 78.5. This means that there is a decrease in students' procrastination scores after being given training with the "dream and future" module (see figure 3.).



Figure. 3 Procrastination Score Chart Before and After Training

This difference in results is reinforced by the results of the analysis using the different paired sample t-test (table 4) which shows that there is a significant difference in the pretest and post-test scores with a significance value of  $0.000 < 0.05$ . This can be interpreted that training using the "dream and future" module can effectively reduce procrastination behavior in students of SMPN 27 Banjarmasin which is one of the schools located around the riverbanks of Banjarmasin city.

Table. 4 Analysis of Paired Samples T-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	9.000	4.80740	1.52023	5.56099	12.43901	5.920	9	.000

Discussions of Finding

The results of the calculation of the content validity of Aiken'V, the rater value of expert judgment is greater than the V-Table (0.87) from a value close to 1. Aiken (1985) says that the second range of the V coefficient is 0 to 1, a high value which indicates that an item has high content validity (when a single item rating is made by n raters) or that a set of items has high content validity in a single rater rating (when n item ratings are made by a single rater).

Referring to this, the content validity of the expert judgment assessment on the blue print of the "dream and future" training module can be said to be valid. When the correspondence value of expert judgment shows a value greater than the V-Table with a probability of 0.05, the value of the validity of the items in each training session is

significantly valid (Aiken, 1985). Broadly speaking, expert judgment has stated that the "dream and future" training module is valid in content so that it can be used to enter the next stage, namely testing. Improvements in content based on quantitative input in the module are more about writing and module design that needs to be made more attractive so that it can be more practically used by other people, especially BK teachers.

The next step taken based on the Steps in development research after the content validity was carried out by expert judgment was conducting a module test on a limited subject. Based on the results of module trials conducted on students at SMPN 27 Banjarmasin, which is one of the schools located around the riverbanks of Banjarmasin City, the results showed that there was a change in the procrastination score in students before and after being given training with the "dream and future" module. The difference is significant with a probability of  $0.000 < 0.05$ . This shows that the "dream and future" training can effectively be used to overcome the problem of procrastination in students, especially students in high schools around the riverbanks.

These results indicate that goal setting is one of the possible alternative solutions that can be used to overcome procrastination. Timing is part of self-regulation. Basco MR (2010) said that self-regulation is the main aspect that can lead to the emergence of procrastination because self-regulation is one of the strategic aspects to deal with negative emotions from the emergence of procrastination.

In addition, based on the results of a study conducted by Gabrier Talask and Marcela RDC (2017), it was found that behavior activation is one of the deep interventions carried out to overcome procrastination. This means that a behavioral approach can also be implemented to overcome the problem of procrastination. Behavior activation is a strategy that is able to bring someone involved in various kinds of activities that may often be neglected in life which leads to a constant state of inactivity (Beck, 2013). The results of this trial are also reinforced by research conducted by Morisano, et al (2010) which found that those who have goal setting have an effect on students who show a higher increase in GPA and are better able to reduce stress and anxiety related to academics. This is in line with the results of research by Wahyuningtias, Fasikhah & Amalia (2019) which found that there was a relationship between stress management and the level of procrastination in students. The lower one's stress management, the higher the level of procrastination.

The concept of goal setting which is the basic concept of the "dream and future" training module is sufficient to have a positive influence on the problem of procrastination so that it is quite capable of being a solution. Locke and Latham (2006) explain that Goal is the goal of an action or task which is the conscious desire of the individual to achieve and obtain it. Goals also serve as motivational reasons and individual goals (Aarts, 2004). The existence of goal setting in students is able to provide a better picture of the academic goals to be achieved in facing the future. However, the "dream and future" training module still needs to be developed to go through the next stage in research and development with improvements and trials on more subjects with a wider scale of coverage. This will allow to strengthen the global assumption that the "dream and future" training module has been able to produce a solution to the problem of student procrastination, both in terms of skill development (preventive) or intervention (reduction).

## Conclusions

The results of the module testing, it can be concluded that first, the results of the expert judgment validity test indicate that the "dream and future" training module is valid in content and can be tested on a limited scale. Aiken's  $v$  validity coefficient in each blue print session with the calculation of  $V_{count} > V_{table}$ . The second conclusion shows that training using the "dream and future" module can effectively reduce the level of procrastination in students of SMPN 27 Banjarmasin. This means that the "dream and future" training module can be used to reduce the procrastination level of students.

## Acknowledgements

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