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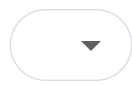Thank you for considering this journal as a venue for you

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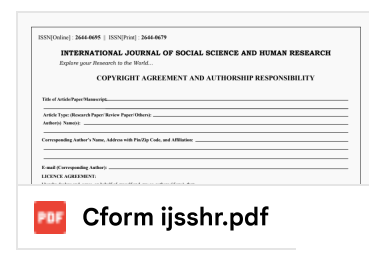
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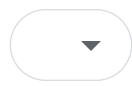IJSSHR
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The Effectiveness of Dream and Future Training to Reduce Academic Procrastination of Junior High School Students on The Banks of The River Banjarmasin

Sulistiyana[1], Muhammad Arsyad[2], Ribka Simanjuntak[3], Muhammad Aditya Ramadhan[4]

[1,2,3,4]Universitas Lambung Mangkurat

ABSTRACT: The concept of goal setting is one of the aspects that have a relationship and also affects the level of academic procrastination of a person. Dream and future training is designed by emphasizing experiential learning models based on the concept of goal setting theory. The purpose of this study was to test the effectiveness of "dream and future" training as an effort to reduce academic procrastination in first-school students. The subjects of the study were junior high school students from four schools in Banjarmasin City located around the riverbank. The number of subjects was 32 students with details of 16 students as an experimental group and 16 students as a control group. Data analysis using the SPSS program, which uses a paired sample t-test difference test to see the differences that occur in the pre-test and post-test of individuals in both groups. In addition, it also uses the Independent sample t-test to analyze differences in the experimental and control groups. The results showed that there was a significant difference between the academic procrastination of students before and after being given dream and future training and the sig value. (2-tailed) is $0.000 < 0.05$. While in the control group it shows a sig. (2-tailed) value is $0.741 > 0.05$, which means that in the control group there is no difference in the pre-test and post-test scores of students. In addition, Equal variances assumed known Sig value. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a significant difference between the average academic procrastination in the experimental group and the control group. The conclusions of this study show that dream and future training can effectively reduce the level of procrastination in junior high school students around the riverbanks of Banjarmasin city.

KEYWORDS: Procrastination academic, goal setting, training, dream and future

INTRODUCTION

The *covid-19* virus outbreak began to spread, there were many changes that were deeply felt by all circles of society. One of them is in the field of education. The government is trying to keep education in Indonesia running well and the chain of covid spread does not increase by changing the face-to-face learning system to an online learning system. The change on the one hand provides benefits but will also provide a number of obstacles, especially in terms of school readiness. One of the affected areas in Indonesia is Banjarmasin City.

The city of Banjarmasin is known for its water area. Even among the people, they are high-lying and do activities around the riverbanks. Generally, the people of Banjarmasin who are around the riverbank tend to work as traders. In addition, students who go to school around the river, also mostly live or live around the riverbank. found various characteristics of students residing around the riverbank in Banjarmasin City, namely some students have a tendency to irregular time management, have a low enthusiasm for learning, tend to be more concerned with social diversity activities from learning activities, and most of them get less attention from parents because parents are busy in making a living. Therefore, most of the impact of the pandemic also has repercussions on economic life. The declining economic impact also certainly has an impact on school life on students who are around the riverbank. One of the teachers who teaches in schools around the riverbank said that there was a decrease in the level of students who took education. In addition, another impact is the decreasing level of student participation in carrying out school activities online. This is due to the limited facilities and infrastructure owned by students. Not all students have devices that are able to connect to the internet as an online learning medium. Moreover, most of his parents have been affected by the pandemic, which affects his income level.Sari & Setiawan (2020).

Another phenomenon in the world of education that occurs and is increasing among learners is the increasing behavior of delaying the collection of student assignments, while one of the tasks of a student is learning, including completing tasks on time and persevering when facing difficulties in doing tasks (Nitami & Yusri, 2015) . Collection delays such tasks are often termed as procrastination. The phenomenon of procrastination in working on tasks in the field of psychology initiated by Brown & Holtzman in 1967 is called procrastination. The term has its roots in the Latin "(Ferrari et al., 1995a)*procrastinare*" which means to postpone

until the next day. Academic procrastination according to is the tendency to postpone the implementation of tasks that have a time limit. In line with academic procrastination according to is the act of postponing tasks that begin with less study time or less study. Individuals who perform procrastination are called Procrastinations. So it can be concluded that academic procrastination is a behavior of delaying tasks caused by poor time management.Vargas (2017)(Solomon & Rothblum, 1984).

Based on the research, it was obtained data that class XI students of SMKN 4 Banjarmasin on average had a high level of procrastination, which was 57% of the total 119 students. This means that more than half of the students in the school are doing academic procrastination. Several other studies have also mentioned figures that vary and tend to be large at the level of procrastination among students. In addition, the results of the study also found that the results of the study as many as 6% of BK study program students described the procrastination of categories as very high, 81% high, 13% medium and 0% low. This shows that the number of academic procrastinations in students or students is still relatively high.(Rahmawati et al., 2021)(Muyana, 2018).

The change from the pandemic era to the endemic or towards the new normal, most schools have re-established the offline or face-to-face learning system while maintaining strict health protocols. The implementation of limited face-to-face learning in this new normal period actually still shows academic problems in students, related to the behavior of delaying the work of doing assignments or procrastination. The characteristics of academic procrastination are the delay in starting to study or do assignments, the time gap between the plan and the actual performance in doing the task, as well as the tendency to do other activities that are seen as bringing more entertainment and pleasure. In accordance with the results of the study illustrates that academic procrastination among students tends to show a high category. Students who have a tendency to academic procrastination are identified through various indicators of academic procrastination including confidence in ability, attention disorders, social factors, time management, personal initiative, and laziness. (Alfina, 2014; Ferrari et al., 1995b)(Muyana, 2018).

There are several causes that give rise to such behavior. mentions that the cause of procrastination behavior is the irrational thoughts of the procrastination, namely the assumption that a task must be completed perfectly, The existence of anxiety because of its ability to be evaluated, fear of failure and difficulty making decisions, or because it requires the help of others, the existence of laziness and difficulty managing time and not liking the task, the existence of environmental factors, namely the lack of observation from the environment such as the family or in the environment school also causes a person to procrastinate, in addition, procrastination is caused by piling up tasks, too many and must be done immediately, so the delay of one task can cause another task to be delayed. This is strengthened by the results of the study, it can be found out the behavior of student academic procrastination, namely delays in starting to work and completing assignments, students are late in collecting assignments, students prefer to do other fun activities such as talking in class, disturbing friends in class, playing online games. Then it can be concluded that the academic procrastination that occurs in students is caused by internal and external factors. Ferrari et al (1995) Nopita et al (2021).

Vargas (2017) In his research, he found that there was a delay in writing academic reports or articles as much as 63%, it caused anxiety, interfered with health, reduced the quality of learning, and had many negative impacts on their lives. This is in line with (Custer, 2018; Savdekar, 2019) someone who has aprocrastinating behavior tends to be more prone to stress, anxiety, hypertension, heart disease, lack of sleep, confusion, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression. Therefore, a person who experiences academic procrastination really needs to be considered and given appropriate interventions so that academic procrastination behavior is reduced. One form of intervention to be able to help students get out of procrastination behavior is to exercise self-control, do time management and goal setting. Research has found that there is an influence of self-control and motivation for achievement on academic procrastination. Another supporting study is that there is a significant relationship between self-motivation, time management and goal setting towards procrastination. The higher the motivation, time management or goal setting, the lower the academic procrastination. (Sri et al., 2015)(Thoria et al., 2019).
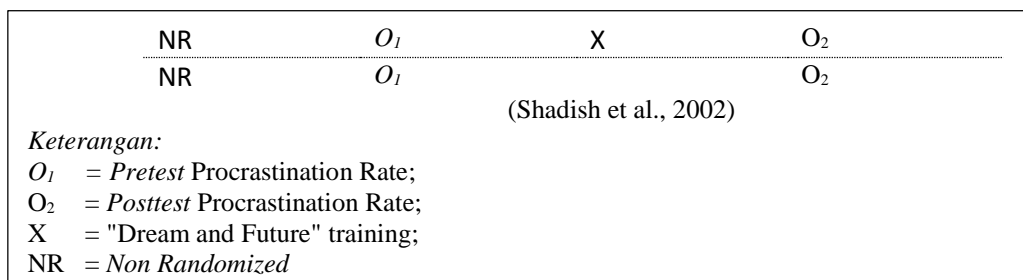
The concept of goal setting is one of the aspects that have a relationship and also affect the level of academic procrastination of a person. Students tend to be less able to organize their activities on a priority scale. So based on previous research and the concept of goal setting, an intervention program was created in the form of dream and future training that has been adapted from the context of goal setting theory. The dream and future training method applies experiential learning based on HOTS (High Order Thinking Skill). Based on this background, this study tested the effectiveness of "dream and future" training as an effort to reduce academic procrastination in students of the first menengan school in Banjarmasin City.

RESEARCH METHODS

The research design used was quasi-experimental with an untreated control group design with pre-test and post-test. The design consists of two groups, namely the experimental group and the control group. The experimental group is the group that accepts the manipulation of the experiment, while the control group is the group that is in the control conditions used to determine the value of the dependent variable without the experimental manipulation of the free variable. Here is a drawing of the quasi-experimental design design untreated control group design with pre-test and post-test:(Shadish et al., 2002).

The Effectiveness of Dream and Future Training to Reduce Academic Procrastination of Junior High School Students on The Banks of The River Banjarmasin

NR	O_1	X	O_2	
NR	O_1		O_2	

(Shadish et al., 2002)

Keterangan:
O_1 = *Pretest* Procrastination Rate;
O_2 = *Posttest* Procrastination Rate;
X = "Dream and Future" training;
NR = *Non Randomized*

Figure 1. Quasi-Experimental Research Design

The subjects in this study were junior high school students from four schools in Banjarmasin City located around the riverbank. The number of subjects was 32 students with details of 16 students as an experimental group and 16 students as a control group. Data analysis uses the SPSS program, which uses a paired sample t-test difference test to see the differences that occur in the pre-test and post-test. In addition, it also uses the independent sample t-test to analyze differences in the experimental and control groups based on pre-test and post-test.

RESULTS AND ANALYSIS

Based on the results of the research that has been carried out, the following results are obtained in table 1. Paired sampkes statistics as follows:

1. In the experiential group, the pre-test value obtained an average procrastination or mean of 127.38. Meanwhile, in the post-test experimental group, the average procrastination or mean was obtained at 60.69. This shows that the average academic procrastination before being given treatment is greater than academic procrastination after being given treatment 127.38 > 60.69. The data showed that there was a decrease in academic procrastination in students after being given treatment with "dream and future" training.

2. In the control group, the pre-test value obtained an average procrastination or mean of 126.88. Meanwhile, in the post-test control group, the average academic procrastination or mean was obtained by126.69. There was a very small decrease between pre-test and post-test in the control group that was not given any treatment. Based on the research conducted, the following result were obtained:

Tabel 1. Paired Samples Statistics

|		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Eks	127,38	16	5,841	1,460
	Post Eks	60,69	16	10,793	2,698
Pair 2	Pre Kont	126,88	16	4,703	1,176
	Post Kont	126,69	16	3,737	0,934

In addition, based on data analysis in table 2. Paired sample tests obtained results in the experiential group of sig values. (2-tailed) is by 0.000 < 0.05. This means that there is a significant difference between academic procrastination before being given treatment and after being given treatment. Difference from the mean in the pre-test and post-test in the group the experiment was 20,049. While the control group shows the sig value. (2-tailed) is 0.741 > 0.05. This means that there is no significant difference between academic procrastination at the time of pre-test and post-test in the control group that is not given.

Tabel 2. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Eks - Post Eks	66,688	13,305	3,326	59,598	73,777	20,049	15	0,000
Pair 2	Pre Kont - Post Kont	0,188	2,228	0,557	-1,000	1,375	0,337	15	0,741

Here is a graph of the average academic procrastination rate of the experimental group and the control group.
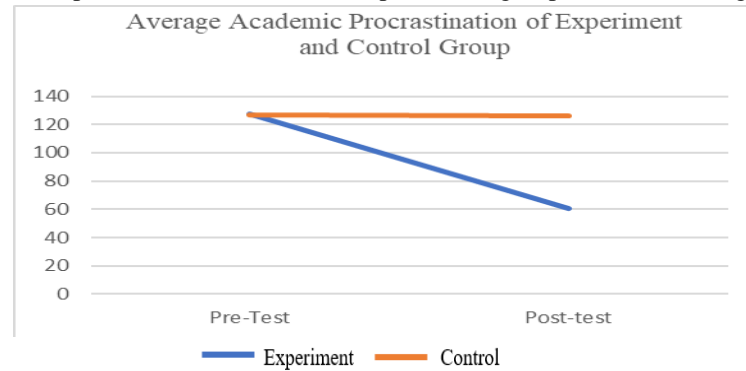
Figure 2. Graph of average academic procrastination of experimental and control groups

Based on table 3 below, it can be seen that the comparison of the average score or mean of academic procrastination of students for the experimental group was 249.1892, while for the control group it was -0.2276. This means that descriptively statistically it can be concluded that there is a difference in the average academic procrastination of students between the experimental group and the control group.

Tabel 3. Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Procrastination Akademik	Eksperimen	16	249,1892	47,97339	11,99335
	Kontrol	16	-0,2276	9,40577	2,35144

Next based on table 4. under the Equal variances assumed section, the Sig value is known. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a significant difference between the average academic procrastination in the experimental group and the control group. The "mean Difference" value is 249.41677. This value shows the difference between the average academic procrastination in the experimental group and the control group.

Tabel 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Prokrastinasi Akademik	Equal variances assumed	28,288	0,000	20,408	30	0,000	249,41677	12,22169	224,45675	274,37679
	Equal variances not assumed			20,408	16,152	0,000	249,41677	12,22169	223,52768	275,30586

Based on these results, it can be concluded that effective "dream and future" training can reduce the level of academic procastination in high school students around the riverbank in Banjarmasin City. 'dream and future' training emphasizes the learning process based on experience or experiential learning. In addition, the training uses a "dream and future" training module which is based on theoretical concepts and goal setting. As has been done in previous studies from those who have obtained results that the

The Effectiveness of Dream and Future Training to Reduce Academic Procrastination of Junior High School Students on The Banks of The River Banjarmasin

"dream and future" training module is valid, it can be used as an effort to reduce the level of procrastination in students in secondary schools around the riverbanks of Banjarmasin city. In addition, it (Sulistiyana & Arsyad, 2021)Lunenburg (2011) says that *goal setting* is a well-known theory and is widely applied in the academic world, the world of work, and sports. Therefore, the use of the concept of goal setting in "dream and future" training becomes relevant to overcome the problem of academic procrastination in students.

Another supporting study is that there is a significant relationship between self-motivation, time management and goal setting towards procrastination. The higher the motivation, time management or goal setting, the lower the academic procrastination. Four aspects that have been adapted from goal setting theory are able to provide a positive learning experience by reflecting on yourself, recognizing potential, and understanding the goals and importance of time for the future so as to be able to plan future goals and make action plans to achieve goals. These four things are part of being able to bring students to a level of self-awareness that ideals and the future are important parts that need to be planned in carrying out academic activities so that they are able to minimize procrastination behavior that occurs. This is also in line with the results of research that states that in the learning process, things that affect learning motivation are: learning objectives, learning strategies and learning environments that stimulate students to develop their scientific thinking, these factors represent influences that work both from the outside and from within the students. In addition, according to future orientation is defined as "the thoughts, plans, motivations, expectations and feelings of the individual about his future".Thoria et al (2019)Mr. et al., (2005)Stoddard et al (2011).

In addition, students who have a goal setting will have an orientation to the future. Students who have a goal orientation in the future will provide motivation for students to achieve the goals that have been targeted. says that the individual begins to build expectations about the future at a very young age, this process becomes very important in adolescence because if it does not have a future orientation when entering adulthood, it will have difficulty making plans and thinking about the future. In line with the results of research that shows that Goal Setting Training can improve the future orientation of junior high school students and can improve the ability to make goals. Based on this, the goal setting provides hope and a positive influence on reducing the level of procrastination of students in schools, especially high school students around the riverbanks of Banjarmasin cityCarla Crespo a et al (2013)Zakariyya & Koentjoro (2019).

DISCUSSION

Goal setting training focuses on the concept of experiential learning by adapting relevant goal setting theory to overcome academic problems such as procrastination. Prokrastination can be said to be one of the inefficient behaviors in using time due to the tendency not to start a job immediately when facing a task (Ghufron & Risnawati S, 2014). Meanwhile, *the goal setting* concept can be used to help students in setting goals, increasing motivation and future orientation to form human resources that are able to determine career decisions and become quality resources for indonesia's young generation. Related to the foregoing, concretely there is a need for a preventive program and intervention that can overcome the challenges of the world of education in the current period. The *"dream and future"* training is designed for preventive and intervention programs to improve the quality of human resources. The process of self-reflection, realizing the abilities of both the shortcomings and the advantages that the learners have. Learners are able to set clear goals for their future orientation. Have ideals as well as hopes for the future. The application of SMART concepts *(Specific, Measurable, Achieveble, Realistic, and Timely)* can provide a clear picture of goal setting for students. Not only setting goals but the ability to carry out self-management and time management oriented towards activity priorities. Action plans are made both long-term and short-term plans for efforts to realize the achievement of goals. The outline of the material in the *"dream and future" training* is a solution to problems both from personal, social, learning and career aspects, especially related to academic procrastination problems.
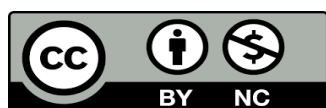
CONCLUSION

Based on the results of research that has been carried out, it can be concluded that effective "dream and future" training can reduce the level of academic procastination in high school students around the riverbank in Banjarmasin City. This can be seen from the significant differences between the experimental group and the control group. In addition, it can also be seen from the changes of each individual in both groups. In the experimental group that had been given the "dream and future" training treatment, there was a significant decrease in the level of procrastination compared to the control group that did not receive treatment.

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