

The Effectiveness of Technique Positive Reinforcement in Reducing Academic Procrastination Among Final-Year Students: An Experimental Study

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Abstract

The majority of students graduate beyond the specified time limit. The research aims to test the effectiveness of positive reinforcement techniques to reduce academic procrastination among final-year students in the 9th semester of the BK study program. The results of the procrastination survey showed that the majority of students fell into the high category: 51 Students. The sampling method is purposive random sampling. Sample of 22 students. Research with an experimental process. The research design is a one-group pre-test post-test design. Intervention consists of 5 meetings, each lasting 50 minutes. The stages of the intervention are: opening, transition, core, and closing. The instruments are interviews, observations, and questionnaires. Average Pre-test: 195.68, high category. Average post-test score: 136.90, categorized as low. A decrease of 1293 (17.54%). Wilcoxon Signed Ranks Test analysis: Asymp sig (2-tailed) value = 0.000; thus, H_a is accepted. The positive reinforcement technique can significantly reduce academic procrastination among students. The practical implication of the research is to help students manage their time to complete their theses. Research implication: Students can reduce academic procrastination.

Keywords: positive reinforcement, academic procrastination, students

Abstrak

Mahasiswa mayoritas lulus melebihi batas waktu yang ditentukan. Penelitian bertujuan menguji keefektifan teknik reinforcement positif untuk mereduksi prokstinasi akademik mahasiswa tingkat akhir mahasiswa semester 9 program studi BK. Hasil observasi angket prokstinasi mayoritas mahasiswa kategori tinggi. Populasi: 51 Mahasiswa. Pengambilan sampel yaitu purposive random sampling. Sampel 22 mahasiswa. Penelitian dengan metode eksperimental. Desain penelitian one group Pre test- post test design. Intervensi 5 kali pertemuan, masing-masing pertemuan 50 menit. Tahapan intervensi 4 yaitu: pembukaan, peralihan, inti dan penutup. Instrumen yaitu wawancara, observasi dan angket. Rata-rata Pretest: 195,68 kategori tinggi. Nilai rata-rata post test: 136,90 kategori rendah. Penurunan sebesar 1293 (17,54%). Analisis Wilcoxon Signed Ranks Test, nilai Asymp sig (2-tailed): 0,000 maka H_a diterima. Teknik reinforcement positif secara signifikan dapat mereduksi prokstinasi akademik mahasiswa. Implikasi praktis penelitian adalah membantu mahasiswa manajemen waktu menyelesaikan skripsi. Implikasi penelitian: mahasiswa dapat menurunkan prokstinasi akademik.

Kata kunci: reinforcement positif, prokstinasi akademik, mahasiswa

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INTRODUCTION

One factor that causes students to graduate late is academic procrastination, which involves delaying academic assignments. The behavior of delaying doing academic assignments is called academic procrastination. According to Ferrari (Nurjan, 2020), academic procrastination is the postponing or delaying of academic work until the next day. According to previous research by Cahyono (2020), academic procrastination is a negative behavior that often occurs among students. Academic procrastination is characterized by avoiding academic tasks in favor of other activities, leading to the neglect of main tasks. Thus, the on-time graduation rate is still below 50%. Zhu (2023) found that chronic academic procrastination can negatively impact academic performance, relationships, and overall wellbeing.

Preliminary study to determine the condition of academic procrastination among students. The questionnaire used is the researcher's. The researcher distributed the questionnaire to students through random sampling. Based on the questionnaire responses from 172 FKIP UNISRI students, the results are as follows: Category of very high academic procrastination: 6 students (3.48%), high category: 117 students (68.02%), medium category: 46 students (26.74%), low category: 3 students (1.74%), and very low category: 0 students.

Based on observations of students in the Guidance and Counseling study program, only 1 out of 50 graduates is on time. In addition, many students in the 8th semester have not yet found a title, are still consulting on the title, and will only hold a proposal seminar. Only one student completed their thesis in the 8th semester.

Few studies have examined the effectiveness of positive reinforcement among final-year students. As for addressing academic procrastination through group counseling. Group guidance to help reduce academic procrastination using appropriate techniques.

Based on previous research by Dwisepti (2021), implementing group guidance services via the Canva video application can reduce academic procrastination among eighth-grade students at SMP Palapa Jakarta. According to Aviani & Primanita (2020), academic procrastination among students is driven by both internal and external factors. Internal factors are factors from within the students themselves. The technique used to improve students' abilities. One technique that can be used is positive reinforcement.

The positive reinforcement technique emphasizes students' internal strengths. The positive reinforcement technique is rooted in behaviorist learning theory. According to Martin & Pear (2015), positive reinforcement occurs when a person in a particular situation is immediately followed by a positive consequence, making the behavior more likely to be repeated. Furthermore, it is explained that positive reinforcement is synonymous with "reward" or "gift." Rewards in the form of praise and an enjoyable treat. Scott & Landrum (2020) found that positive reinforcement is effective for students with emotional and behavioral disorders.

Based on the background of the issues and the theoretical literature on addressing academic procrastination, the researcher will test the effectiveness of group counseling with positive reinforcement techniques to reduce academic procrastination among final-year students. This research focuses on positive reinforcement as a strategy to reduce academic procrastination among students. The study focuses on final-year students who often face more complex academic pressures. The research aims to develop effective



strategies to reduce academic procrastination, thereby helping students complete their theses on time.

METHOD

The research was conducted on students in the 9th semester of the guidance and counseling study program. The populations of classes A and B are 51 students each. The results of filling out the academic procrastination scale are: 5 students with very low or low academic procrastination. Students in the medium category are 14. The high category has 26 students, and the very high category has six students. Sampling is purposive random sampling. The class B sample has 22 students. The sample was taken based on Pre-test data, which has a value of more than 172.

The instrument used is the Academic Procrastination Scale, modified to reflect aspects of academic procrastination according to Ferrari (1995) and observation sheets. The academic procrastination scale was tested on 40 students using a random sample, with a significance level of 5%. The data obtained were then tested for validity using SPSS 19. To measure the validity of the questionnaire. Then the result of the SPSS Pearson correlation calculation is: if the value is < 0.312 , it is considered invalid, and if it is > 0.312 , it is considered valid. The 70-item questionnaire was tested for validity, yielding 67 valid items and 3 invalid items. Thus, the 67 valid items are used. The reliability test using SPSS 19 yielded a reliability level of 0.943. Therefore, it is considered reliable.

This research uses an experimental method. The experimental method, according to Sugiyono (2020), is a research method used to determine the influence of one treatment on another under controlled conditions. The research design uses a one-group pre-test-post-test design as follows:



Figure 1. One Group Pre Test- Post Test Design

The research began by measuring academic procrastination among students using a psychological scale developed to assess the initial condition, referred to as the Pre-test. The research continued with the administration of treatment to class B. Based on observations, the majority of students in class B have not yet selected a title, are at the title consultation stage, and are in the proposal seminar preparation stage; none have passed. Treatment is conducted weekly for five weeks, with a total of five sessions. Each session lasts 50 minutes. The first meeting discusses commitment, agreement on the implementation of group guidance, and filling out questionnaires. The 2nd meeting discussed the obstacles encountered, and each student created a daily schedule and targets. The 3rd meeting is to evaluate and monitor the schedule the students have made to assess their progress. The 4th meeting discusses each student's self-control. The 5th meeting involves completing a post-questionnaire and reinforcing consistency. The next stage is to measure after treatment has been given using a psychological scale.

The stages of the experimental research that have been carried out include: 1) selecting and formulating the problem; 2) selecting subjects and measurement instruments; 3) selecting the research design; 4) implementing the procedure; 5)



analyzing the data; and 6) formulating conclusions. The chart of the research activities that have been carried out is as follows:

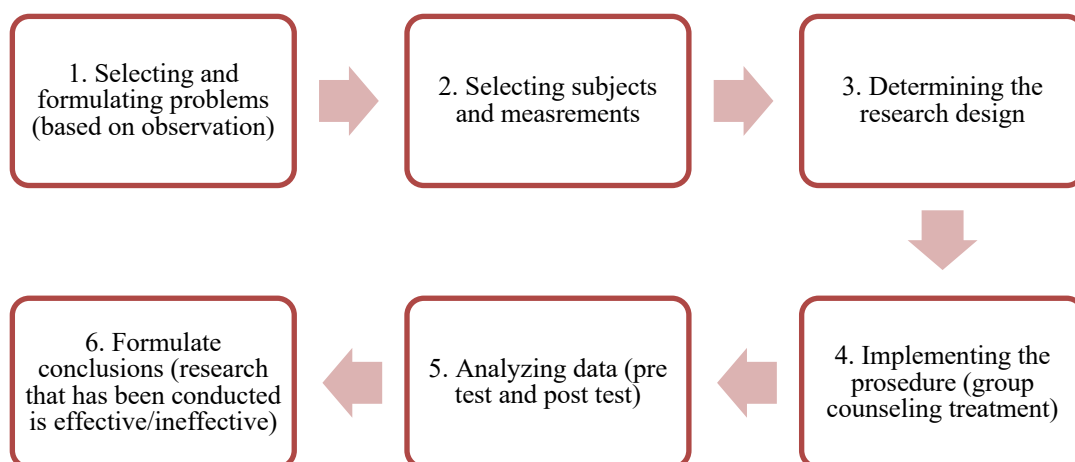


Figure 2. Research Stages

Data collection techniques and instruments include interviews, observations, and psychological scales of academic procrastination. Data analysis uses nonparametric statistics, including the Wilcoxon test. The Wilcoxon test is available in the SPSS application.

RESULTS AND DISCUSSION

This study uses an experimental design of one-group a group Pre pretest and posttest design. Before conducting the study, the researcher created a psychological scale to determine the level of change before and after the treatment was given. In addition, observations were made on the development of student theses. Pre-test and post-test measurements used a psychological scale. The psychological scale is based on academic procrastination experts, as described by Ferrari (1995). The grid used is as follows:

Table 1.
Academic Procrastination Scale Grid

Variable	Indicator	Descrptor
Academic procrastination	Delaying starting work on a task	Delaying starting to do assignments.
		Delaying starting to study
		Delaying starting to write down summaries of the material
	Delay the deadline for completing a task	Delaying completing a task
		Delaying until the final deadline to complete the task
	Working on assignments past the deadline	Late in submitting assignments.



The psychological scale consists of items, with a minimum score of 67 and a maximum est score of 268. The determination of the category range is as follows:

Table 2.

Range of Categorization of Academic Procrastination Levels

Category	Range of values
Very low	67-107
Low	108-148
Medium	149-188
High	189-228
Very high	229-268

The first meeting was a commitment, an agreement on the implementation of group guidance, and filling out the questionnaire. This meeting agreed that treatment would begin on Friday, June 7, 2024, namely by completing the Pre-test and agreeing to participate in the group guidance activities, at 09.00 WIB. This meeting discussed the agreement to hold four meetings. Each meeting lasts 50 minutes.

The research subjects consisted of 22 students. Based on the results of the Pre-test, namely:

Table 3.

Pre-Test Results

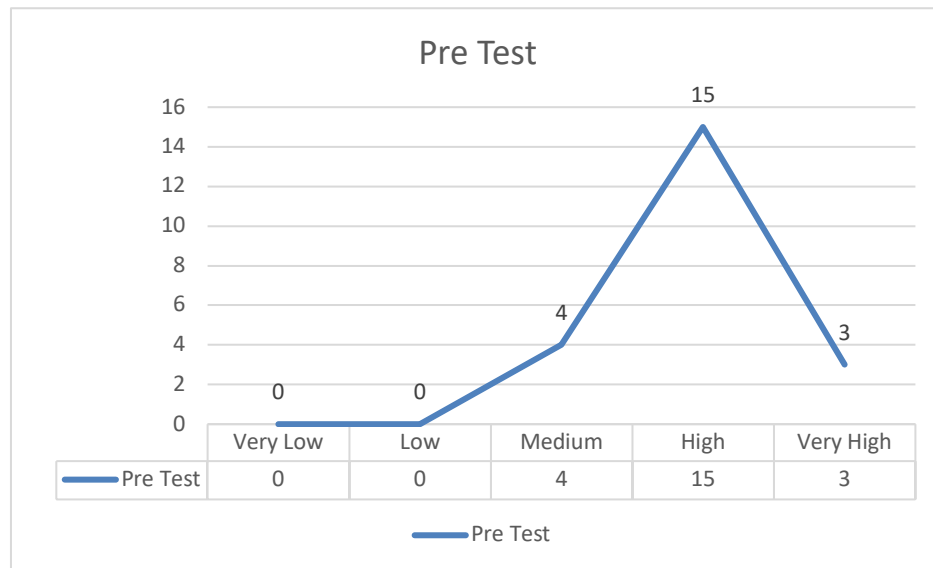
No Absent	Total	Category
1	196	H
2	179	M
3	230	VH
4	197	H
5	191	H
6	198	H
7	194	H
8	174	M
9	191	H
10	175	H
11	230	VH
12	190	H
13	205	H
14	178	M
15	190	H
16	232	VH
17	206	H
18	189	H
19	191	H
20	172	M
21	206	H
22	191	H
Average	195	H



Based on the academic procrastination of 22 students. It can be seen that the majority of female students with academic procrastination fall into the medium and high categories. More details can be seen in the following graph:

Graph 1.

Pre-Test Graph



Based on the Pre-test data above, the results indicate that there are no students with very low or low academic procrastination. Students in the medium category are 4. The high category has 15 students, and the very high category has three students. So, it can be concluded that, according to the psychological scale, students experience academic procrastination at medium and high levels. This is indicated by the fact that students who graduate on time for 8 semesters are one student graduation in the March period. In addition, it varies greatly: some students will start consulting on titles, while others will consult for proposal seminars.

The 2nd meeting was held on Friday, June 14, 2024. The 2nd meeting discussed the obstacles students faced in completing their final assignments. Based on the challenges students expressed, the majority were due to time management. Students still cannot manage their time to work on their thesis. Fun things carry away students. The 2nd meeting discussed and made a daily schedule for each student. The daily schedule helps ensure all activities run smoothly. This meeting produces a daily schedule for each student and is implemented. The counselor shows appreciation through praise and motivation because students can make a schedule and will try to keep it. Puspitasari & Suwarjo (2018). The results of the study showed that teachers' efforts to reduce students' academic procrastination include creating a daily activity schedule, a diary, a motivation and achievement table, and good communication between teachers and parents.

The 3rd meeting was held on Friday, June 21, 2024. This meeting evaluated and monitored the schedule students had made to assess its progress. The monitoring results began to implement the schedules made by each student. The counselor provides appreciation, praise, and motivation because they have started to be able to implement the schedule that has been made. Furthermore, in the core stage, they discuss obstacles



and alternatives to overcome issues that arise from implementing the schedule to focus on completing the thesis. This session analyzes stories of motivation to achieve. Students are given positive reinforcement for every plan that will be carried out and every incident that has occurred. Positive reinforcement makes students more enthusiastic about improving their achievements. Kumalasari (2023). The application of self-management techniques can significantly reduce students' academic procrastination behavior.

The 4th meeting was held on June 28, 2024. At this meeting, they discussed each student's self-control. At this meeting, students discussed self-control and how to improve self-control. Self-control, according to Marsela & Supriatna (2019), is the ability to regulate, guide, and direct positive forms of behavior and is one of the potentials that can be developed and used by students while studying. Good self-control reduces students' academic procrastination. Every student who demonstrates a positive attitude and takes action to change academic procrastination behavior receives positive reinforcement. In this 4th meeting, students organize and control themselves in carrying out actions that are more enjoyable than working on their thesis. Some of the actions students take to postpone working on their thesis include watching movies, hanging out with friends, playing online games, and using other social media.

The 5th meeting was on July 5, 2024. Students were given a post-test questionnaire and commitment reinforcement to complete their thesis immediately after receiving feedback on the group guidance activities. The last meeting was a post-test to assess the level of academic procrastination following the group-guidance treatment with positive reinforcement techniques. Based on the results of the questionnaire, the following were obtained:

Table 4.
Post-Test Results

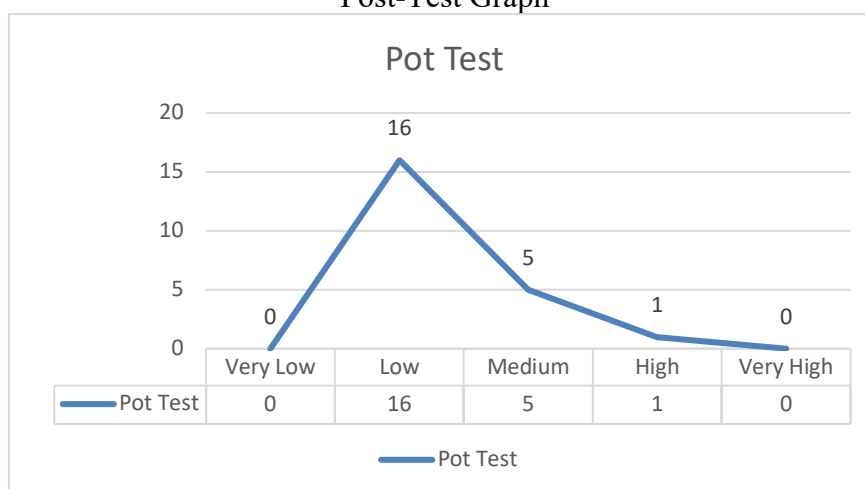
No	Score	Category
1	163	M
2	136	L
3	189	H
4	127	L
5	123	L
6	125	L
7	147	L
8	125	L
9	149	M
10	127	L
11	149	M
12	120	L
13	123	L
14	129	L
15	127	L
16	162	M
17	135	L
18	139	L



19	142	M
20	134	L
21	123	L
22	118	L
Average	137	L

The table above shows the post-test results using the academic procrastination scale. The average student result is in the Low category, with an average score of 137. It is clearer in the diagram below:

Graph 2.
Post-Test Graph



Based on the post-test results, the graph shows that the very low category has zero students, the low category has 16 students, the medium category has five students, the high category has one student, and the very high category has zero students. The comparison of Pre-test and Post-test data is as follows:

Table 5.
Comparison of Pre-Test and Post-Test Values

No	Pretest	Category	Posttest	Category	Decrease	Percentage
1.	196	H	163	M	33	12,3
2.	179	M	136	L	43	16
3.	230	VH	189	H	41	15,3
4.	197	H	127	L	70	26,1
5.	191	H	123	L	68	25,4
6.	198	H	125	L	73	27,2
7.	194	H	147	L	47	17,5
8.	174	M	125	L	49	18,3
9.	191	H	149	M	42	15,7
10.	175	H	127	L	48	17,9
11.	230	VH	149	M	81	30,2
12.	190	H	120	L	70	26,1

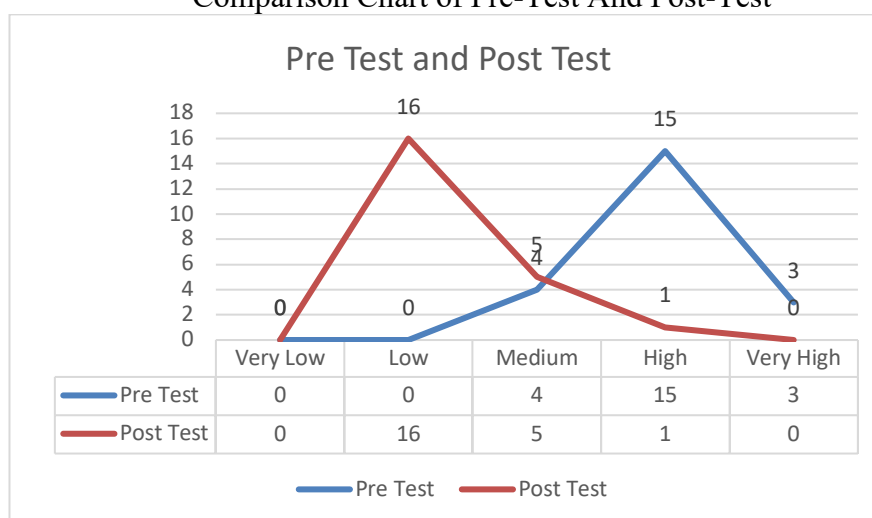


13.	205	H	123	L	82	30,6
14.	178	M	129	L	49	18,3
15.	190	H	127	L	63	23,5
16.	232	VH	162	M	70	26,1
17.	206	H	135	L	71	26,5
18.	189	H	139	L	50	18,7
19.	191	H	142	M	49	18,3
20.	172	M	134	L	38	14,2
21.	206	H	123	L	83	31
22.	191	H	118	L	73	27,2
Amount	4305		3012		1293	17,54%
Averags	195,68	H	136.90	L		17,54%

Based on the table above, the pre-test and post-test values are visible. The average pre-test value of 195.68 falls within the high category. The average post-test value of 136.90 falls within the low category. The decrease is 1293 or 17.54%. It is more clearly seen in the following graph:

Graph 3.

Comparison Chart of Pre-Test And Post-Test



The graph above shows that the Pre-test in the very low category has zero students, the low category has zero students, the medium category has four students, the high category has 15 students, and the very high category has three students. The post-test results are: very low (zero students), low (16 students), medium (5 students), high (1 student), and very high (zero students). In addition to examining the psychological scale data, the progress of the students' thesis work is also evident. The 22 students are becoming more enthusiastic about working on their theses. Students from August to early October start their thesis exams. Eighteen students will take part in the graduation ceremony on October 28, 2024. Four students are still in the research process.



The research analysis used SPSS and the Wilcoxon test. Based on the results of the Wilcoxon Signed Ranks Test analysis, the Asymp.Sig.(2-tailed) value was obtained, which was 0.000.

Table 6.
Results of Calculating the Aypm.Sig.(2-Tailed) Value

Test Statistics^a	
	Post Test – Pre test
Z	-4.109 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the statistical analysis, a value of 0.000 was obtained. It is concluded that the asymptotic sig value: $0.000 < 0.05$, then H_0 is rejected, and H_a is accepted. If H_a is accepted, then it is concluded that there is a significant difference in the Pre-test and post-test values. In addition, for more details, see the changes in the average values between the Pre-test and post-test. The average value of the SPSS analysis results is as follows:

Table 7.
Calculation of the Average Value of the Pre-Test and Post-Test

Descriptive Statistics				
	N	Mean	Std. Deviation	MinimumMaximum
Pre Test	22	136.9091	17.35596	118.00 189.00
Post Test	22	195.6818	17.22508	172.00 232.00

Based on the SPSS calculations, the pre-test average was 136.9091, and the post-test average was 195.6818. Based on these results, it can be concluded that. Students' academic procrastination in completing their theses decreased significantly.

Academic procrastination is a detrimental behavior. Research conducted by Santos (2022) Indicates That Students of all ages should be encouraged to avoid procrastination, as it negatively impacts academic performance. Research by Ghafar (2023) shows that Positive reinforcement plays a vital role in educational institutions and classrooms. Providing praise and incentives to students who demonstrate good behavior and fulfill academic responsibilities at the school. Eremie & Doueyi (2019) suggest that teachers should apply positive reinforcement in teaching and learning situations when necessary to improve academic achievement. Miyake & Kane (2022) proposed a classroom intervention to address academic procrastination, arguing that changing complex behavior requires a holistic approach.

Research on positive reinforcement techniques was conducted by Sari (2023). Behavioral therapy with a positive reinforcement approach reduced academic procrastination in deaf students. Ismail's (2023) previous research found that positive reinforcement increases student engagement in class. Positive reinforcement is an effective tool to engage students in the learning process. Therefore, positive reinforcement can be a valuable tool for motivating students academically, behaviorally,



and socially. The limitation of this study is that it was conducted with only a small sample, namely, a single class. This study used a one-group pre-test post-test design. It did not use a control class. It is expected that further researchers can apply it to several classes.

The second treatment focuses on time management, based on previous research by Sari & Lestari (2023), Which Found That Time management is partially a predictor of academic procrastination behavior among students. Students who have good time management skills can maximize productivity to complete their educational tasks. The results of this study are in line with those of research conducted by Saman (2017), which found that time management is one of the efforts to reduce academic procrastination behavior. The results of Erhard's study (2022) show that time management can encourage the development of adaptive skills, for example, by improving social skills, increasing task completion, and reducing problematic behavior.

Time management is essential for students. Haque (2024) found that time management skills can help individuals manage time for each task, thereby reducing procrastination. Bhatt (2023) found that effective time management and self-regulation strategies can help students overcome the tendency to procrastinate (academic procrastination). Azzahra (2022), based on 21 articles analyzed by researchers, shows that the effectiveness of self-management in overcoming academic procrastination reaches 100%. Azzahra (2022) found that academic procrastination behavior decreased significantly with the application of self-management.

The third treatment theme is achievement motivation. Achievement motivation strongly influences the level of academic procrastination, so researchers at this meeting on group guidance chose the theme of achievement motivation. This is in line with previous research BY AGUSTIN & DEWI (2018), which found a unidirectional relationship between achievement motivation and academic procrastination. This means that the higher the students' achievement motivation, the lower their academic procrastination. In addition, based on research conducted by Ramadhan & Winata (2020), academic procrastination, both partially and simultaneously, has a significant influence on student learning achievement. Learning achievement is influenced by academic procrastination. The lower the academic procrastination, the higher the achievement obtained. Based on previous research, achievement motivation plays a key role in reducing academic procrastination. Rohma's (2024) study on learning motivation can affect academic procrastination.

The fourth treatment takes the theme of self-control. Self-control influences students' academic procrastination, as previous research by Saija (2020) indicates a significant association between self-control and academic procrastination in both male and female students ($\text{sig} = 0.000$, $p < 0.05$). According to Hidayatullah's (2023) research, the correlation test indicates a 36.7% relationship between self-control and academic procrastination. Research by Asani (2023) suggests that academic procrastination may be influenced by self-control.

CONCLUSION

Positive reinforcement techniques can help students reduce academic procrastination. The results of the study, based on the average pre-test value of 195.68, are included in the high category. The average post-test score is 136.90, which falls in the low category. The decrease was 1293 or 17.54%. Based on statistical analysis of the Wilcoxon Signed Ranks Test, the Asymp sig value (2-tailed) is: 0.000. It is concluded



that the asymp sig value: $0.000 < 0.05$, so H_0 is rejected, and H_a is accepted. H_a is accepted, so it is concluded that there is a significant difference in the Pre-test and Post-test values. Positive reinforcement techniques can significantly reduce students' academic procrastination in working on their thesis. Research shows the potential for positive reinforcement in the educational environment, especially to reduce academic procrastination. The techniques applied, such as periodic positive reinforcement, praise, motivation, and structured guidance, can be imitated by educational institutions and guidance and counseling programs to support students facing similar problems. Providing positive reinforcement can increase desired behavior. Reinforcement can be achieved through praise, awards, or other forms of reinforcement.

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