PROCRASTINATION: CAN IT BE PASSED DOWN THROUGH A SELF-MONITORING STRATEGY AND OWN GIFTS?

(Research Article)

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Abstract

Self monitoring and self reward are self-management service techniques that are part of the behavior techniques that each individual has. Procrastination means procrastinating on work; one of the inhibiting factors for student success. This study aimed to reduced the level of procrastination of high school students through self-monitoring and self-reward services. This type of research was experimental research with the equivalent time series design. The samples were taken as many as 6 of 25 people. Data collection used treatment materials and a procrastination scale in the form of the Student-Student Procrastinational Assessment Scale (PASS) developed by Salomon and Rothblum. The results showed that the Fcount value was 1.304 with a result of 0.028, meaning the results obtained were <0.05; Because sig 0.0280 <0.05, self-management techniques, self-monitoring and self-reward strategies could reduce academic procrastination behavior in students, so that self-management techniques, self-monitoring and self-reward strategies were effective in reducing academic procrastination behavior in high school students.

Keywords: procrastination, self monitoring, self reward, counseling

1. Introduction

Procrastination is a problem that often helps school students ranging from Elementary School (SD) to Senior High School (SMA). Procrastination itself means that they prefer to serve tomorrow or prefer to do their work tomorrow (Ghufron & Risnawati, 2011:150). Someone who has difficulty doing something within a predetermined time limit, often experiences, prepares something excessively, and fails to carry out tasks within a predetermined time limit, is said to be a person who performs procrastination (Knaus & Wiliam, 2010). Procrastination is an activity that is deliberately unwanted even though the individual sees that postponing behavior will harm him (Steel, 2007). In connection with the students' procrastination problems, the role of teachers in schools is very good to help these problems.

The role of counseling teachers has a big role in solving the problem of academic procrastination in students. In solving this problem, it is necessary to provide a treatment to reduce academic procrastination behavior through behavioristic group counseling, one of which is counseling that feels good is the counseling of the self-management technique group. Self management is a procedure in which individuals regulate their own behavior. The purpose

of self-management is to reduce or eliminate excess behavior so that negative results do not occur in the future (Komalasari & Gantina, 2011; Miltenberger & G., 2012). Self management is mostly applied to achieve four goals, namely making daily life more effective, eliminating unwanted habitual violations, developing a better lifestyle and mastering difficult skills (Sarafino, P., & Smith, 2011). Self management strategy group counseling services are divided into four combination strategies, namely, self monitoring, self reward, self contracting, and stimulus control.

Based on a literature review it is clear that self-management counseling services with a self-monitoring strategy are deemed appropriate to tackle student academic procrastination. In line with this statement, self monitoring is the counselee's process of observing and recording something about himself and his interactions with environmental situations. Self-monitoring is done to assess problems, because observational data can explain the truth or changes to the counselee's verbal reports about problematic behavior, namely academic procrastination (Corey & Gerald., 2013). Self monitoring will invite you to be able to develop and make a self-monitoring plan (Miltenberger & G., 2012). Wijaya & Tori (2018) in their research on content mastery services with self-management techniques to reduce academic procrastination of junior high school students has resulted that self-control on procrastination has moderate association with academic and general procrastination.

Apart from self monitoring, there is one service that is considered good for reducing procrastination, namely self reward. Several scientific studies support this opinion revealed that one of the approaches that can be done to reduce procrastination is to be given reinforcement (reinforcement) (Sholikhah, Yuwono, Sugiharto, & Tadjri, 2017). Reinforcement in the form (reward). Furthermore, if rewards is able to provide enthusiasm for students in doing the assignments given. Procrastination, which is a bad habit for students, is able to reduce it by providing self-management services more specifically that self-reward services which are part of self-management provide good results in reducing student procrastination (Muliyadi, Yasdar, & Sulaiman, 2017). Self reward is part of self management which can be said to be one of the best weapons in curating student procrastination, this service is able to arouse students' enthusiasm, even by not giving gifts.

Based on previous explanation, this study aimed to reduced the level of procrastination of high school students through self-monitoring and self-reward services. The novel aspect of this study was that there are more specific self-management counseling services, namely self-reward and self-monitoring, but there have been no research results that combine these two services in reducing student procrastination. For this reason, this study was focused on combining two services including self-management to reduce student procrastination. The results of the study were expected to be useful for self-management services to reduce the level of students' procrastination.

2. Materials and Method

This study used experimental research with equivalent time series design. According to Creswell (2012: 314), there are 2 models in the time series design, namely: interrupted time series and equivalent time series. Researchers used an equivalent time series, because it was in accordance with the research design to be carried out. Equivalent time series was intertemporal research by conducting repeated studies in an experimental group.

The researchers of this study used purposive sampling technique. Sampling in this study was determined based on consideration of the results of observations and pretest results regarding student academic procrastination. The sample used in this study was 30 students of

class X MIPA 4 at SMAN 1 Banguntapan to be used as a sample trial. Students are given a pretest questionnaire about academic procrastination to find out students who have high academic procrastination. Based on the results of the pretest, the sample was taken as many as 6 of 25 people who have certain characteristics, so that the experimental group was obtained to be given treatment in the form of counseling services using self-management strategies, self-monitoring and self-reward strategies.

The instrument used in this study was a scale. Data collection was carried out using two types of instruments, including; (1) treatment materials and (2) academic procrastination scale. For treatment, a development was carried out by the researcher while the measurement of the procrastination scale was carried out using the Procrastinational Assessment Scale-Student (PASS) developed by Salomon and Rothblum (1984). The total number of PASS items was 44 items, divided into 18 items in the first section, and 26 item in the second section.

3. Results

This study involved 25 students in the experimental group. All students took the pretest, but as many as 6 students with the category of high academic procrastination who took the treatment and posttest related to academic procrastination behavior. Further explanation will be outlined in table 1 below:

Table 1. *Data on Student Pretest Results*

Interval Score	Frequency	Percentage (%)	Category
> 52	0	0 %	very high
44 - 52	6	100 %	High
36 - 44	0	0 %	Moderate
28 - 36	0	0 %	low
< 28	0	0 %	very low

Based on table 1 above, it can be seen that the presentations obtained from the 6 students fall into the high category. The results of this pretest are an initial description of the research before the treatment is carried out in order to reduce student procrastination. Below will be shown an overview after the treatment is done. The application of treatment is carried out in a repeated manner, namely 4 times, to be clearer can be seen in table 2 below:

Table 2. *Data on Student Posttest Results I*

Interval Score	Frequency	Percentage (%)	Category
> 52	0	0 %	very high
44 - 52	1	17 %	High
36 - 44	5	83 %	Moderate
28 - 36	0	0 %	low
< 28	0	0 %	very low

The data above shows that the category of the tendency of the posttest I score in the experimental group who received the self-management technique treatment of self-monitoring and self-reward strategies was included in the moderate category of 5 students (40%), 1 student (24%) who entered the high category. enter the low category (0%). After the first treatment has decreased, but has not achieved the desired research results so that the post test II test is carried out again can be seen in table 3 below:

Table 3. *Student Post Test Result Data II*

Interval Score	Frequency	Percentage (%)	Category
> 52	0	0 %	very high
44 - 52	0	0 %	High
36 - 44	6	100 %	Moderate
28 - 36	0	0 %	low
< 28	0	0 %	very low

The data above shows that the category of the tendency of posttest II scores in the experimental group that received treatment of self-management techniques, self-monitoring and self-reward strategies, all 6 students were in the moderate category (100%). The results obtained in the post test II still did not meet the main objectives of the study so that the re-treatment test was carried out and the post test III calculation was carried out can be seen in table 4 below:

Table. *4 Student Post Test Result Data III*

Interval Score	Frequency	Percentage (%)	Category
> 52	0	0 %	very high
44 - 52	0	0 %	High
36 - 44	3	60 %	Moderate
28 - 36	2	40 %	low
< 28	0	0 %	very low

The data above shows that the category of the tendency of posttest III scores in the experimental group who received self-management service treatment with self-monitoring strategies and self-reward falls into the medium category of 3 students (60%) and those in the low category (40%). The results obtained in the post test II still did not meet the main objectives of the study so that the re-treatment test was carried out and the post test III calculation was carried out can be seen in table 5 below:

Table 5. *Data of Post Test Results IV*

Interval Score	Frequency	Percentage (%)	Category
> 52	0	0 %	very high
44 - 52	0	0 %	High
36 - 44	1	17 %	Moderate
28 - 36	5	83 %	low
< 28	0	0 %	very low

The data above shows that the category of the tendency of posttest IV scores in the experimental group that received self-management service treatment with self-monitoring strategies and self-rewards was included in the moderate category of 5 students (83%), and those in the low category were 1 student (17%). The results of the teratment given have decreased procrastination, as shown in Table 4 above. After knowing the change in procrastination, then the calculation of this hypothesis testing is carried out using the two-way Univariate Analysis of Variancel ANAVA, this is done to see how much difference is there and the level of effectiveness of the research carried out to reduce procrastination. The results can be seen in table 6 below:

Table 6. *Research Hypothesis Results*

F	df1	df2	Sig.
1.304	1	10	.000

The results of the two-way ANOVA test also obtained an F value of 1.304 with a result of 0.000, meaning the results obtained were <0.05; Because sig 0.000 <0.05, it can be said that self-management techniques, self-monitoring and self-reward strategies can reduce academic procrastination behavior in students. So the hypothesis which states that self-management techniques, self-monitoring and self-reward strategies are effective in reducing academic procrastination behavior in class X students of SMAN 1 Banguntapan.

4. Discussion

Based on the results of the analysis on the subject of the experimental group, the research findings show that there was a significant decrease in the academic procrastination behavior of high school students after receiving the self-management counseling program treatment with self-monitoring and self-reward strategies. The decrease was known from the results of hypothesis testing, namely Fcount of 1.304 and Sig <0.05; Because sig 0,000 <0.05, then Ha was accepted, so it can be concluded that self-management techniques, self-monitoring, and self-reward strategies can reduce academic procrastination behavior in students. The data shows that the average score of the experimental group assisted by self-management techniques has decreased the level of academic procrastination significantly compared to those not assisted by self-management techniques which are acceptable, as evidenced by the mean value of the pre-test and post-test results of the experimental group.

Based on the data of research findings on experimental subjects, it showed that the group counseling technique of self-management, self-monitoring, and self-reward strategies is effective in reducing academic procrastination behavior in students. There was a decrease in academic procrastination behavior in subjects after being given treatment, it is suspected that the role of users of self-management techniques is a technique of how individuals can change high academic procrastination behavior to low ones.

Changes in academic procrastination behavior at the time the treatment is given, has an impact on subsequent changes in procrastination behavior in the future which are internalized through individual habituation. Alexander and Onwuegbuzie (2007) revealed that delays in assignments carried out by students must be handled so that they can be reduced. It was further explained that taking action, namely providing direction regarding student expectations for the future, the results revealed that providing future hope directions for students was able to reduce the nature of delaying doing assignments. This is in line with the theory of Watson & Tharp, 1993; Yates, 1986 which states that in its basic form, self-management occurs when a person engages in a behavior at one time to control the occurrence of another behavior (target behavior) at another time (Miltenberger & G., 2012). It is also in line with the goals expressed by Miltenberger and G (2012) that self management aims to reduce or eliminate excess behavior so that negative results do not occur in the future.

Procrastination is the activity of deliberately delaying an activity that is desired even though the individual knows that procrastination will harm him (Steel, 2007). The next theory was written by Sarafino et al. (2011) by learning self-management techniques, a person can strengthen two general abilities, namely self-control and self-regulation. Low self-control refers to an individual's inability to hold back from doing something and ignore long-term consequences. Conversely, individuals with high self-control can refrain from harmful things

by considering long-term consequences. As for the high ability of self-regulation, a person will be able to direct and regulate his own actions and behave appropriately even when our actions are not being monitored by others. Solomon and Rothblum (1984) suggest that there are four strategies in self-management techniques, namely self-monitoring, self-reward, self-efficacy, and stimulus control.

However, two combinations of strategies are used in this study, namely self-monitoring and self-reward. The results in the field related to the use of self-management techniques, self-monitoring strategies, and self-reward strategies in reducing academic procrastination behavior in reducing procrastination. The form of evaluation is written in the form of a self-management technique program report book on detailed academic procrastination behavior in accordance with the steps written by (Miltenberger & G., 2012). effective self-management interventions to improve social and academic skills for students of all ages and ability levels. self-management can also be used to reduce the nature of student procrastination (Carr, Moore, & Anderson, 2014). Wijaya & Tori (2018) in their research related to the role of self-control in student procrastination. The results of his research indicated that self-control provided an important role for both academic and general procrastination. Students with low self-control had higher academic delays than in the high self-control group. Student procrastination can be reduced after receiving group counseling, namely self-management. It was further revealed that self-management coaching carried out by students would foster enthusiasm to be able to do assignments with the right time distribution (Nisa, Wibowo, & Awalya, 2019).

In research written by researchers, a behavioristic approach to self-management techniques is an effective way to increase student self-control to reduce procrastination. Uzun Ozer, Demir, and Ferrari (2013) in their research related to group treatment programs with the REBT approach to reduce academic procrastination in a pilot study. This study assessed a short-term cohort treatment program using cognitive interventions focused on student delay. The results showed that there was a significant decrease in students' academic procrastination scores from the pre-test to follow-up which indicated that the program was considered successful. Puswanti (2014) in her research related to efforts to reduce academic procrastination through group counseling through a behavioristic approach. Zacks and Hen (2018) explained that students' academic procrastination can affect their learning performance and abilities. The experimental group with engineering behavior contracts obtained a higher reduction than the token economy group. So, counselors are advised to apply token economy, and contract behavior on guidance and counseling services (Sidiq, 2020).

The results showed that the mean pretest academic procrastination of students was 107.33 and the mean of the post-test was 66.5 and 100% of the students were in the low academic procrastination category after getting treatment. Wijaya & Tori (2018) in their research related to content mastery services with self-management techniques to reduce academic procrastination of junior high school students. The results showed that content mastery service with self-management techniques was effective in reducing student academic procrastination. Hasanah, Suharso, and Saraswato (2015) revealed that one of the services that able to properly reduce the level of student procrastination is the application of behavior services. Some of the studies above are part of the evidence of the success of self-management techniques as a treatment in guidance and counseling. The results of this study further strengthen previous studies that are effective in changing a person's behavior followed by consistent consistency in following the steps given.

Procrastination behavior affects happiness, stress levels, health, and relationships with other people (Pychyl, 2013). Procrastination is one of the bad behaviors possessed by individuals that can hinder achievement, procrastination can be minimized by providing behavior services.

The part of behavior services that are considered capable of reducing procrastination is self-management (Glick & Orsillo, 2015). Kim, Fernandez and Terrier (2017) argue that a person's level of procrastination is able to be a broad benchmark in measuring a person's success. Procrastination is one of the bad qualities a person has. Procrastination means that procrastination is one of the factors that can reduce procrastination by providing services. Wijaya & Tori (2018) revealed that reducing student procrastination can be done by providing service support in the form of self-management. Furthermore, it is stated that this service is able to effectively reduce student procrastination because this service comes from within students, the teacher as the provider of the service provides a stimulus to generate student self-management so that it can be used optimally. Procrastination is a problem experienced by students in school, to reduce procrastination requires help from teachers or parents. It was further explained that while in school, Behavioral Counseling Behavior Contract techniques can be given to reduce and hinder student academics procrastination behavior with an increase of 27% (Purnama, Mursidi, & Trisnawati, 2019).

5. Conclusion

Based on the research results, it can be concluded that self-management techniques, self-monitoring, and self-reward strategies can reduce academic procrastination behavior in students. Referring to the results of research that has been carried out by applying self-management techniques in preventing and reducing academic procrastination behavior, the implications can be generalized in several ways, including self-management techniques that are proven to be effective, supported by the consistency of students in reducing academic procrastination behavior. This is because the success of a strategy is determined by the consistency of students in following the steps given by the counselor to the target behavior. For schools, the provision of guidance and counseling services using self-management techniques can be applied in planning and developing service activities in an effort to reduce the negative behavior of students and lead to more useful things, such as getting used to managing study time and not procrastinating on doing assignments. The school is expected to be able to equip and produce graduates who have intellect, integrity, and character.

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