THE CONTRIBUTION OF ACADEMIC PROCRASTINATION TO STUDENT LEARNING ACHIEVEMENT AND THE IMPLICATIONS IN PROGRAM COUNSELING AND COUNSELING SERVICES

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Abstract: This research is motivated by the number of students who have low learning achievement. Academic procrastination is thought to be a factor that can affect student achievement. This study aims to describe the contribution of academic procrastination to student achievement. This study uses a quantitative approach with descriptive correlational and qualitative approaches. The research findings show that: (1) the picture of academic procrastination, student learning achievement is in the medium category (2) there is a significant negative contribution of academic procrastination to student achievement (3) the material related to reducing academic procrastination is partly contained in the BK program Class XI and XII SMA Pertiwi 1 Padang Academic Year 2016/2017 which have been compiled by the counseling teacher.

Keywords: academic procrastination, learning achievement

Abstrak: Penelitian ini dilatarbelakangi oleh banyaknya siswa yang memiliki prestasi belajar rendah. Prokrastinasi akademik dianggap sebagai faktor yang dapat mempengaruhi prestasi belajar siswa. Penelitian ini bertujuan untuk mendeskripsikan kontribusi prokrastinasi akademik terhadap prestasi belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan pendekatan deskriptif korelasional dan kualitatif. Hasil penelitian menunjukkan bahwa: (1) gambaran prokrastinasi akademik, prestasi belajar siswa termasuk dalam kategori sedang (2) terdapat kontribusi negatif yang signifikan antara prokrastinasi akademik terhadap prestasi belajar siswa (3) materi terkait pengurangan prokrastinasi akademik sebagian tertuang dalam program BK Kelas XI dan XII SMA Pertiwi 1 Padang Tahun Ajaran 2016/2017 yang telah disusun oleh guru BK.

Kata kunci: prokrastinasi akademik, prestasi belajar

INTRODUCTION

Education is a process for developing the potential of students through learning. The success of the learning process can be seen from many indicators, as explained by Santrock (2014: 318), namely "learning achievement, attendance, and the percentage of students who continue to college". This opinion explains that one of the strategies for evaluating the success of the learning process is student achievement. Chien (in Yang, Feng, and Fan, 2013: 52) explains "Learning achievement usually indicated by test scores or numerical value is assigned by teachers."usually indicated by the test score or numeric score assigned by the teacher.

Learning achievement that is manifested in the form of values will be useful for the future of the students themselves. Prayitno, Wibowo, Marjohan, Mugiarso, & Ifdil (2014) explained that student learning achievement will be taken into account in various decisions for determining the 'fate' of students related to the student's study, such as class promotion, selection of majors; whether students can occupy the

majors they want or not, graduation, and even to enter state universities through the National Selection for State Universities Entrance (SNMPTN).

Based on this explanation, learning achievement can be used as a consideration for advancing to a higher grade and for passing the national exam. However, the fact is that almost all students have low learning achievement. There is a phenomenon that occurs in schools, namely in SMA Pertiwi 1 Padang regarding the results of the second semester mid-exam for the 2015/2016 academic year, that is, there are still many students who get low scores. This can be explained from the number of students in class X as many as 288 students, there are still many students whose grades are below the KKM, namely 238 students with a percentage of 83%, and in class XI there are 335 students, who get under the KKM are 247 students with a percentage of 74 %.

Student learning outcomes, can be influenced by academic procrastination. Figen (2012: 294) explains "The negative effects of the academic procrastination tendency on academic success." That is, the tendency to delay doing homework / assignments has a negative impact on academic success. However, procrastination can be positive if the delay has a definite purpose so that it does not hinder academic success, such as making a constructive effort so that a task can be completed properly (Risnawita and Ghufron, 2014).

Ormrod (2008) explains that students who always work on practice questions that are given by the teacher in the form of homework or assignments, these students tend to

get high achievement when taking exams, compared to students who rarely do homework. or assignment. When a teacher makes exam questions, there will be similarities to the questions the teacher gives students in the form of homework or assignments.

Based on the results of administering the Problem Unveiling Tool Prerequisite for Mastery of Subject Materials, Learning Skills, Learning Facilities, Personal, Learning Environment and Socio-Emotional (AUM PTSDL) semester I Academic Year 2015/2016 in one of the classes at SMA Pertiwi 1 Padang shows that most of the students experiencing academic procrastination problems such as procrastinating on assignments, not being able to manage time in study, and when getting heavy or unattractive assignments students tend to look for shortcuts by doing just fulfilling demands and diverting time to work on tasks with fun activities / exhilarating.

The results of research conducted by Akinsola, Tella, & Tella (2007: 363) show that "A significant correlation was found in the academic procrastination and academic achievement of the subjects in mathematics", that is, there is a significant relationship between academic procrastination and learning achievement. especially mathematics learning achievement. Furthermore, the results of research conducted by Adesina, Williams, & Aremu (2011: 104) "Contribution of the academic procrastination to academic achievement of in-school adolescents. academic procrastination (r = -324,) and academic achievement of the participants ". The results of these studies indicate that there is a contribution of academic

procrastination to student achievement with a negative contribution of (r = -324). Based on the research results above,

The description of the learning achievement data, the student's academic procrastination has been obtained, it is necessary to analyze the documentation regarding the BK service program that has been compiled by the BK teachers at the school.

Based on the analysis of the BK program documentation, the material relating to academic procrastination and learning achievement has been included or not in the BK program. If the BK program does not include material that discusses academic procrastination and learning achievement, it is necessary to add material on academic procrastination because it is in accordance with the problems experienced by students.

Based on the description above, there is student achievement that is determined by academic procrastination. It is interesting to study how academic procrastination contributes to student learning achievement and its implications in the BK service program. This research is useful for BK teachers or counselors in the formulation of BK service programs in the field of learning in schools.

RESEARCH METHOD

This research uses a descriptive correlational quantitative method. PopulationThe research was students of class XI and XII in SMA Pertiwi 1 Padang, totaling 614 students. From the existing population, the research sample was determined using a proportional stratified random sampling technique, amounting to 244 students. The instrument used was the Likert scale model. Data were analyzed using descriptive statistics, simple regression.

DISCUSSION

1. Description of Research Data

The data description in this study includes academic procrastination (X1) and student achievement (Y), amounting to 244 respondents. The following is a description of the research data.

Table 1. Distribution of Frequency and Percentage of Academic Procrastination

Table 1 shows that most of the

Score Interval	Category	Frequency	%
≥ 85	Very high	0	00.00
73 - 84	High	43	17.62
60 - 72	Moderate	97	39.75
48 - 59	Low	61	25.00
≤ 47	Very low	43	17.62
Total		**244**	**100**

students had moderate academic procrastination, namely 52.05%, some students were in the high category, namely 33.61%, then in the low category it was 8.20%, and 6.15% of students had the very high category. On average, the achievement of the ideal score is 66.06%. So, on average, students' academic procrastination is in the medium category. Furthermore, the description of student achievement data can be seen in Table 2.

Table 2. Distribution of Frequency and Percentage of Student Learning Achievement

Score Interval	Category	Frequency	%
≥ 155	Very high	15	6.15
125 – 154	High	82	33.61

95 – 124	Moderate	127	52.05
65 – 94	Low	20	8.20
≤ 64	Very low	0	0
Total		**244**	**100**

Table 2 shows that Most of the students' learning achievement was in the medium category, namely 39.75%, some students were in the low category, namely 25.00%, then 17.62% of students were in the high and very low category. So, on average, learning achievement is in the medium category.

2. Academic Procrastination Contribution to Student Achievement

Table 3. The Result of Simple Regression Coefficient Test of Academic Procrastination on Student Achievement

Variable	R	R Square
X1 - Y	0.463	0.214

Table 3 shows the R value of 0.463, that is show academic procrastination regression coefficient with student achievement. The value of R Square (R2) is 0.214, meaning 21.4% the amount of contribution of academic procrastination to student achievement.While the remaining 78.6% is explained by other variables.Furthermore, a significance test is carried out which aims to explain whether variations in the value of the independent variable can explain variations in the dependent value by using the magnitude of the F value, as can be seen in the Table 4 as follows.

Table 4. Results of the Academic Procrastination Significance Test againstStudent achievement.

Variable	Fcount	Ftable	Sig.
X1-Y	65,921	3.89	0.000

Table 4 it shows the value of Fcount is 65,921, while the value of Ftable is 3.89, it means that Fcount> Ftable with a significance level of 0.000 which is smaller than 0.05. This means that academic procrastination can be used to predict student achievement. Thus, it can be stated that academic procrastination significantly contributes to student achievement.

The following is a discussion of the research results that have been analyzed.

1. Academic Procrastination

The results of the research data analysis showed that the overall academic procrastination that occurred in students was in the medium (negative) category, namely 52.02%. Based on the achievement of each indicator, it is known that not all indicators are in the medium category, but there are two indicators that are in the high category, namely waiting until the last minute and looking for gaps or shortcuts to get through heavy tasks.

The results of this study are relevant to the results of research by Sagita (2015) which shows that the descriptions of student academic procrastination data are in the medium category. Tuckman (1990)

explains "Procrastination is attitudinally and behaviorally". That is, procrastination is an attitude and behavior. Postponement attitudes and behaviors that exist in students when starting and working on school assignments, which consist of homework (PR) given by the teacher and learning during tests. The student's behavior is due to irrational thinking when doing homework given by the teacher. This is in accordance with the opinion of Indra (2015: 119) explaining that "Students who tend to do academic procrastination are irrational thoughts in poor timing, and students tend to do things that are fun than studying ". Delays in doing homework / assignments will have a negative impact on students, which is often called dysfunctional procrastination, that is, if students procrastinate doing homework / assignments that do not have a definite purpose, it can be detrimental to students themselves, especially to improve learning achievement. However, this delay can be a positive direction which is often called functional procrastination, that is, when the delay is accompanied by a strong reason, has a definite purpose so that it is not detrimental. In fact, it is useful to make a constructive effort so that a task can be completed properly (Risnawati and Ghufron, 2014). that is, if students procrastinate doing homework / assignments that do not have a definite goal, it can be detrimental to students themselves, especially to improve learning achievement. However, this delay can be a positive direction which is often called functional procrastination, that is, when the delay is accompanied by a strong reason, has a definite purpose so that it is not detrimental. In fact, it is useful to make a constructive effort

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Individuals who do procrastination sometimes do not intend to avoid or do not want to know the homework they face. However, these students only procrastinate to finish their homework until the last minute. This can be seen in the indicator waiting until the last minute and looking for gaps or shortcuts to get through tough tasks when doing high-achieving homework. Furthermore, there are several items that are in the high category, namely items number 2, 3, 10, 12, 17, 20, 27, 28, 29, 31, 34, and 56.This shows that there are many students of SMA Pertiwi 1 Padang respectively. who procrastinated doing homework as a student. Of course, this is a special concern for BK teachers or counselors in making BK programs and services to be provided to students.
Based on this situation, the counselor or counselor works with the subject teacher to reduce student academic procrastination. BK teachers or counselors can provide services at BK. One of the effective services is information services. This can reduce students' academic procrastination,

according to the results of Indra's (2015) study which showed that information services using Team Assisted Individualization techniques to reduce academic procrastination. Furthermore, the research results of Juliawati (2014) show that providing group guidance services can reduce student academic procrastination.

2. Student achievement

The results of data analysis showed that overall student learning achievement was in the medium category with the acquisition frequency of 96 and the percentage amounting to 39.75%. That is, many students still have low learning achievement, students should have high learning achievement, so that it becomes a consideration for both the school and the students themselves, related to class advancement, graduation, and even entry to state universities through the selection path. National Entering State Universities (SNMPTN).

Many factors affect student achievement such as parental support, peer group interaction, parental education level, family, gender, socioeconomic status, discipline, learning motivation, average use Internet everyday life, learning environment, democratic status, attitude, intelligence, self-esteem, self-efficacy, self-concept, self-confidence, self-control, learning styles, study skills, perseverance, and academic procrastination.

Based on the description above, that learning achievement is influenced by several factors such as student academic procrastination. The results of research findings about student learning achievement are categorized as moderate, efforts to improve

student achievement so that later it can be improved and taken care of of course through guidance and counseling services. BK teachers or counselors need to work closely with subject teachers and parents to create an effective learning atmosphere, both at school and at home, so that students are able to achieve optimal learning outcomes.

3. Contribution Academic Procrastination on Student Learning Achievement

The results showed that academic procrastination significantly contributed to student achievement. This finding was obtained based on a series of data analyzes which showed that the contribution of academic procrastination to student achievement was 21.4%, the remaining was influenced by other variables. This means that academic procrastination is one of the factors that contribute to student achievement. Seung & Rayne (2012: 12) explain "Procrastination understood as a maladaptive behavior that impedes successful academic experiences". That is, procrastination is understood as maladaptive behavior that can hinder academic success. However, not all procrastination are negative. It is by opinionRacmahana (in Juliawati, 2014) dysfunctional procrastination refers to a negative notion, namely delaying task completion without any clear direction. This form includes the useless procrastination process, wasting time and letting opportunities pass by. Meanwhile, functional procrastination refers to a positive sense, namely the delay in completing

a task to find more complete data so that the task becomes more perfect.

The results of research by Adesina, Williams, & Aremu (2011) show that students who do academic procrastination can make a negative contribution to learning achievement in school. That is, if students often delay when doing homework, students tend to get low learning achievement, or vice versa, students' procrastination is low, so students tend to get high learning achievement in school.

Then, the results of Sagita's (2015) research show that a lot of assignments in lectures and allowed to pile up will make students lazy and uninterested in doing so. Students who procrastinate are caused by low self-awareness, easily distracted, lack of time management, difficulty concentrating, fear / anxiety, negative beliefs, boredom, low achievement motivation, and perfectionism (perfectionism).

Based on the explanation above, it can be understood that learning achievement is so important for the future of students. One thing that must be improved and developed for each individual is academic procrastination. In this study, academic procrastination was still in the moderate category. Therefore, BK teachers or counselors and subject teachers need to improve learning achievement, so academic procrastination must be improved first. One of the services that can be implemented to reduce academic procrastination is group guidance services. This is in accordance with the research conducted by Juliawati (2014), that providing group guidance services can reduce student academic procrastination.

4. BK programWith regard to Reducing Academic Procrastination, and Improving Student Achievement

Based on the description of the data and the results of interviews with counseling teachers or counselors and data analysis, it can be seen that the material related to reducing academic procrastination and improving student learning achievement has been contained and written in the BK program for class XI and XII SMA Pertiwi 1 Padang for the 2016/2017 academic year.. Material that has been written such as: time management. This material is discussed in general, related to managing study time at school and at home. Based on research data obtained academic procrastination and learning achievement are in the medium category. Therefore, the counselor or counselor must be more specific about the material in the counseling program with regard to academic procrastination material, so that the problems of students who have academic procrastination can be eliminated optimally and student achievement in school increases.

Based on the results of the interviews and data analysis above, it can be seen that the material related to reducing academic procrastination and increasing student achievement in schools is still generally included and written in the BK program for class XI and XII SMA Pertiwi 1 Padang for the 2016/2017 academic year (Attached program).

CONCLUSION

Based on the findings and discussion of the research results, it can be concluded that the description of academic procrastination and

student achievement of SMA Pertiwi 1 Padang is in the medium category. Procrastination has a significant negative contribution to student achievement. Furthermore, the material related to reducing student academic procrastination is partially contained in the BK program for class XI and XII of SMA Pertiwi 1 Padang for the 2016/2017 academic year that has been compiled by BK teachers.

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