

Behavioral Counseling Effectiveness Behavior Contract Technique to Decrease Behavior Academic Procrastination of Students

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ABSTRACT

In this study aims to: (1) determine the effectiveness of behavioral counseling behavior contract techniques in reducing the academic procrastination behavior of class XII IPS MAN 2 Banyuwangi students; (2) find out the differences between students of class XII IPS MAN 2 Banyuwangi between the experimental group and the control group that did not receive treatment. The design used is non-equivalent pretest-posttest control group. The sample of this study was 20 students of class XII IPS MAN 2 Banyuwangi which were divided into 2 groups. Academic procrastination behavior was measured using an academic procrastination behavior questionnaire. The data that has been obtained is then analyzed using descriptive analysis. The results showed that: (a) first, the tcount at the output showed the number 27,976 this meant a decrease. If $t_{arithmic} > T$ table, then H_0 is rejected. Which means $27,976 > 1,833$, thus because H_0 is rejected, H_a is accepted, where H_a reads "Behavior Counseling Behavior Contract technique is effective against decreasing academic procrastination behavior of students of class XII IPS MAN 2 Banyuwangi." (b) The results of both studies indicate $t_{KE} \neq tcount_{KK}$ ($31,771 \neq 10,801$). Therefore, because H_0 was rejected, H_a was accepted, where H_a reads "There is a difference in effectiveness between the experimental group that received treatment and the control group that did not receive treatment in reducing the behavior of students' academic procrastination". So it can be concluded that between the experimental group with the control group there are very differences. The final results of this study indicate that the Behavior Counseling Behavior Contract technique can reduce and prevent students' academic procrastination behavior with an increase of 27%.

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1. INTRODUCTION

In general, school-age children often exhibit delayed or behavior lazy in completing school assignments. According to Ahmaini (in Sundari, 2017) the habit of delaying work is known as procrastination.

Ferrari (in Sundari, 2017) procrastination behavior is generally divided into two, namely academic procrastination and non-academic procrastination, academic procrastination is a type of delay that is done on the type of formal tasks related to assignments academic, such as school work or course work, while non-procrastination academic is a delay performed on tasks related to daily life, for example household tasks, social tasks, office duties and so forth.

Putri *et al.* (in Hidayati, 2017) academic procrastination as a tendency to always procrastinate

learning tasks and always experience problems related to the act of delaying or leaving the task. Academic procrastination occurs because of the irrational beliefs held by students who think that academic assignments are not fun. Based on the opinions of some of the experts above, academic procrastination is procrastinating behavior in doing or completing academic assignments. These assignments academic include writing, reading, learning to face exams and doing homework. Therefore a student must be able to make the best use of his time to be able to complete his assignments study.

Based on the results of observations on students and preliminary interviews conducted with the Guidance Counseling teacher and subject teacher seen students who do academic procrastination, especially students of class

XII IPS at MAN 2 Banyuwangi. behavior Academic procrastination done by students of class XII IPS is seen by the students who collect homework not on time during hours the Geography subject, when the midterm exams most students postpone their study because they think it is just an ordinary exam.

To overcome the students' academic procrastination behavior, the school, especially the Counseling Guidance teacher, has done a lot of coaching for students who perform academic procrastination behavior such as providing guidance services classical by providing motivational learning material during the Counseling Guidance hours in class and carrying out group counseling services, but it seems that business efforts Those coaching efforts cannot be carried out optimally. This phenomenon is interesting to examine, why do students still conduct academic procrastination behavior and what causes such behavior ?.

Tutiona et al., (2016) argues "Efforts to Reduce Truant Behavior Through Individual Counseling with Techniques *Behavior Contract* in Students of SMP Negeri 6 Palu, the results of the study concluded that: (1) the truant behavior is a high enough before being given individual counseling services using the technique *Behavior Contract*; (2) skipping student behavior after being given counseling services individual using the technique *Behavior Contract* is reduced; (3) services Individual counseling using the technique are *Behavior Contract* successful in reducing the truant behavior of students at school.

Based on the description above, then in this study will use counseling behavioral techniques *behavior contract* to reduce academic procrastination behavior student. This is because behavioral counseling behavior technique *contract* is more emphasis on giving *reward*, *punishment* and *reinforcement*.

Behavioral Counseling Behavior technique *Contract* is used so that the counselee is given *punishment* if the counselee cannot follow the contract that has been agreed and vice versa if the counselee can change his behavior according to the contract agreed upon, it will be *rewarded* so that the counselee can maintain the adaptive behavior that has been raised. So through counseling given the expected behavior of academic procrastination students can be lowered, so that researchers interested in conducting the study titled "Effectiveness of Counseling Behavioral Mechanical *Behavior Contract* To Decrease Behavior Procrastination Academic Class XII IPS MAN 2 Banyuwangi".

2. METHODS

population Population is the whole subject of research. sample sample is a portion of the number and characteristics possessed by the population. methods The methods used in this study are the observation method, the method interview and the questionnaire. The method of

observation is the process of observing and recording systematically about the symptoms studied. The interview method is an oral question and answer process carried out by two or more people and carried out directly.

The questionnaire is an instrument for collecting data or information that is operationalized in the form of items or questions. The preparation of the questionnaire was done in the hope of being able to find out what variables the said respondents were important.

Data analysis methods

1) Data description

a) Descriptive Analysis Techniques

Data on social interaction instruments are analyzed descriptively and stated with levels qualification

b) Prerequisite analysis analysis

- (1) Normality test Normality test data distribution is done to ensure that the data generated in the study really having a normal distribution, so that a hypothesis test can be performed
- (2) Homogeneity Test Homogeneity tests are used to determine whether sample groups come from the same pollution.
- (3) Hypothesis testing As a further step in this study, an analysis procedure was carried out on the data obtained by the researcher. The purpose of this data analysis is to reveal what you want to know from this research.

This research is a quasi experimental quasi experimental (), using a Non Equivalent Pretest-Posttest Control Group Design. The Control Group design was chosen with the consideration that in quasi-experimental experiments, it is not possible to randomize subjects in a population group as a whole.

This design was chosen because this research is therapeutic to determine the effectiveness or effect of treatment on the dependent variable. This means that the design of the pretest and posttest is used to determine the effectiveness of counseling techniques Behavior Behavior Contract to reduce academic procrastination behavior of class XII IPS MAN 2 Students Banyuwangi.

E O1 X O2

K O1 - O2

(Source: Dantes, 2012)

Design Non Equivalent pretest-posttest control group

X: Behavioral counseling techniques Behavior Contract -:group

O1: Counseling: preliminary observations, in the form of pre-test before being given treatment.

O2: final observation, that is giving a post-test after being given treatment.

2.1 Understanding Behavior Contracts

According to Latipun (2008) Behavior Contract is an agreement between two or more people (counselor and counselee) to change certain behaviors in the counselee. The counselor can choose behavior that is realistic and acceptable to both parties. After the behavior is raised according with agreement, rewards can be given to students. In this therapy positive rewards for behavior are more important than punishment if the Behavior Contract is unsuccessful. According to Mappiare (2006) Behavior Contract is a Counseling technique Behavioral in which the counselee and counselor agree that specific behaviors and specific reinforcement strategies are available, the counselee takes responsibility in managing behavior and self-management.

According to Komalasari *et al.*, (2011, p. 172) Behavior Contract is a written agreement between two or more individuals where one or both people agree to engage in a target behavior. Based on the opinion above opinion researchers concluded that Behavior Contract is one of the techniques in Counseling Behavioral who make an agreement or contract between counselor and counselee with the deal have been agreed beforehand that aim to change the behavior of counsees correspond in want or in the direction of change for the better.

2.2 Understanding Academic Procrastination

According to Sirin (in Aida, 2014) Academic procrastination involves academic assignments and can be described as postponing academic assignments for several reasons. According to Wolter (in Sundari, 2017) academic procrastination is a failure in working within the desired time frame or delaying the desired task or delaying doing the task until the last moment.

Widyastuti (2015, p. 1) confirms that academic procrastination is the failure of students in academic tasks such as the tendency to procrastinate to start a task or complete a task so menghamabat vulnerable performance in a limited time, which eventually cause discomfort for the culprit.

Based on some opinion of some experts above, academic procrastination is the behavior of procrastinating to complete an academic task, even to the point where it fails to complete its task. Procrastination behavior Academic can occur at any level of education.

2.3 Relevant research studies

Judging from previous studies there is a research journal conducted by Puswanti (2014) entitled "Efforts to Reduce Academic Procrastination through Counseling Group with Behavioristic Approaches to Vocational Students". From the results of research conducted by Puswanti shows that there are 6 students of class XI Vocational School who often carry out academic procrastination behavior such as not collecting assignments on time, this sample was obtained through a scale of procrastination and

observation guidelines. Academic procrastination behavior experienced by 6 students has decreased from high to low after being treated as much as 6 meetings through group counseling services with a behavioristic approach. In this case it shows that there is a reduction in academic procrastination behavior after group counseling with a behavioristic approach to students of class XI Kayu A SMK Negeri 1 Kalasan Yogyakarta.

Widyastuti *et al.*, (2015) "Group Counseling with Techniques Behavior Contract Against Decreased Academic Procrastination of Class VIII G Students of SMP Negeri 10 Magelang". The conclusion of the study showed that the behavior contract technique in group counseling services influenced the decrease in behavior academic procrastination of Class VIII G students of SMP Negeri 10 Magelang City.

Praptiana and Rozikan (2014) "The Influence of Group Counseling Services with Behavioral Approaches Against Academic Procrastination Behavior of Class XI Students in Vocational High School Vocational School 29 Academic Year 2014/2015". Based on the results of the study it can be concluded that group counseling services with a behavioral approach affect the decline in academic procrastination behavior in class students XI SMK PERINTIS 29 in the 2014/2015 academic year.

2.4 Hypothesis

The hypothesis to be tested in this study can be formulated as follows:

a. Hypothesis I

H0: Behavioral Counseling Behavior technique is Contract not effective against decreasing the academic procrastination behavior of students of class XII IPS MAN 2 Banyuwangi.

Ha: Behavioral Counseling Behavior technique is Contract effective against decreasing academic procrastination behavior of students of class XII IPS MAN 2 Banyuwangi.

b. Hypothesis II

H0: There is no difference in effectiveness between the experimental group that received treatment and the control group that did not receive treatment in reducing the academic procrastination behavior of students

Ha: There was a difference in effectiveness between the experimental group that received treatment with the control group that did not receive treatment in reducing behavior student academic procrastination.

3. RESULTS AND DISCUSSION

In the results section of the study will be described pretest, posttest and gain score data both in the experimental group and the control group in the following graph.

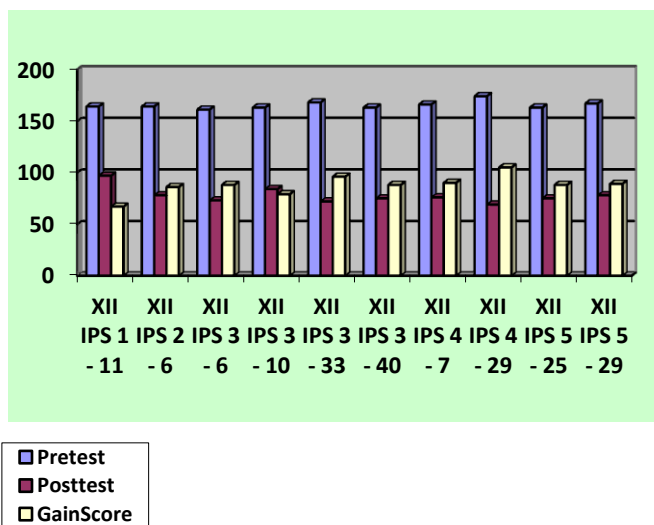


Figure 1. Comparison Of Scores Pretest And Posttest Experiment Group

From the Figure 1 above it is known that a decline in scores from pretest to post-test. There was a drastic decrease in the results posttest. This is an indication that group counseling with the behavioral approach of the technique is behavior contract able to minimize and drastically reduce procrastination behavior student academic.

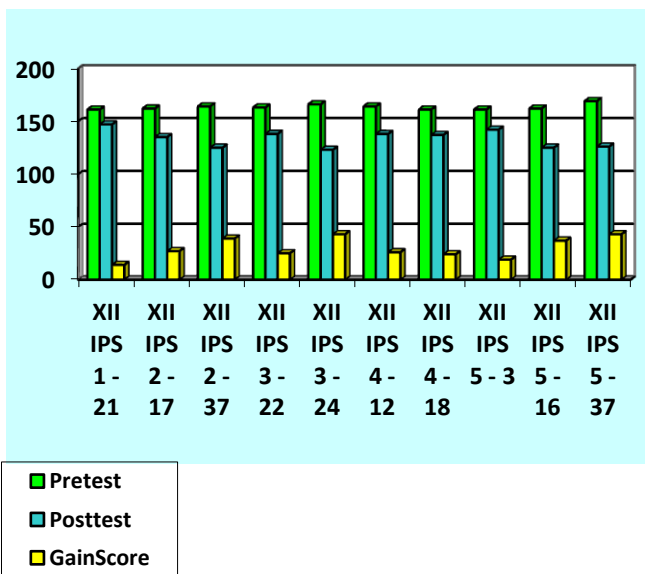


Figure 2. Score Comparison Of Pretest And Posttest Control Group

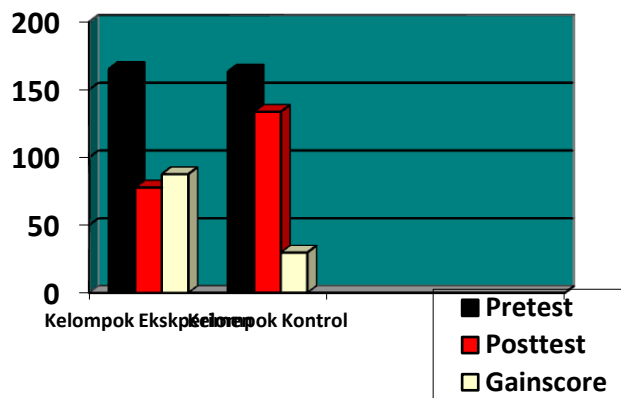


Figure 3. Comparison of Average - Average experiments Group and Control Group

Results of this study supported by the findings of empirical findings. The first empirical finding that is tcount at the output shows the number 27,976 this means there is a decrease. With $df = n - 1$ obtained $df = 9$ at a significant level of 5%, then obtained $t_{table} = 1.833$. According to Hadi (2009, p.149), if $t_{arithmetic} > t_{table}$, then H_0 is rejected. Which means $27.976 > 1.833$, thus for H_0 is rejected, the H_a welcome, where H_a reads "Behavioral Counseling technique Behavior Contract effective to decrease the behavior class XII student academic procrastination IPS MAN 2 Banyuwangi.

The second empirical findings of this study indicate $T_0 \neq t_{KK31.771} (\neq 10801)$, according to Hadi (2009, p. 49), if the probability value $> \alpha$, then H_0 is rejected. Thus for H_0 is rejected, the H_a welcome, where H_a saying "There are differences in effectiveness between the experimental group who obtained the group control that did not receive treatment in reducing procrastination students' academic behavior.". So it can be concluded that between the experimental group with the control group there are very differences. The final results of this study indicate that behavioral counseling behavior techniques contract can reduce and prevent procrastination behavior students' academic with an increase of 27%.

Tabel 1. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviat	Std. Error	95% Confidence Interval of the Difference					
Mean	ion	Mean	Lower	Upper					
Pretest									
Pair 1	Exsperimen - Posttest Exsperimen	87.600	9.902	3.131	80.517	94.683	27.976	9	.000
Posttest									
Pair 2	Eksperimen - Posttest control	-55.900	7.781	2.461	-61.466	-50.334	-22.718	9	.000

4. CONCLUSION

- Ha reads "Behavioral Counseling technique Behavior Contract effectiveto decrease the behavior class XII student academic procrastination IPS MAN 2 Banyuwangi.
- Ha reads "There are differences in effectiveness between the experimental group who obtained the control group that did not receive treatment in reducing students' academic procrastination behavior."

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