

IDENTIFYING AND ADDRESSING STUDENTS' ACADEMIC PROCRASTINATION IN SMKN 3 SAMPIT DURING COVID-19 PANDEMIC TRANSITION PERIOD : A GUIDANCE AND COUNSELING PERSPECTIVE

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ABSTRACT

This study aimed to identify the relationship between academic procrastination and smartphone addiction, phubbing behavior, self-control, and to formulate an appropriate treatment to address procrastination based on the identification result. This correlational study was conducted in SMK Negeri 3 Sampit, involving 371 respondents recruited using a purposive sampling technique. The data were collected using four scales: Smartphone Addiction Scale (SAS), Generic Scale of Phubbing, Self-control scale, and academic procrastination scale. Smartphone addiction, phubbing behavior, and self-control simultaneously account for academic procrastination by 42%. Issues on academic procrastination could be treated using Cognitive Behavior therapy (CBT) with cognitive restructuring techniques and applying a comprehensive guidance and counseling perspectives. This study's result could be used as a reference for counselors to address students' academic procrastination by paying attention to smartphone use intensity, phubbing behaviors, and self-control in a cognitive behavioral therapy setting.

Keywords: academic procrastination, smartphone addiction, phubbing behavior, self-control, comprehensive guidance and counseling.

INTRODUCTION

Covid-19 pandemic in 2020 has significantly affected various life sectors in Indonesia, including the country's education

sector. Online learning during the pandemic gradually returns to face-to-face settings, and this transition has affected students. The 2021/2022 academic year witnessed the

beginning of the face-to-face learning process in vocational high schools. While the learning has been conducted in offline settings, students still exhibited online learning habit in the offline classroom. Their learning habits turns out to result in procrastination.

Academic procrastination refers to one's habit of postponing working on school assignments until the due date (Syifa, 2020). A survey of ninety-five students in SMKN 3 Sampit on 7-9 February 2022 revealed that 43.2% of students sometimes did their assignment without internet and friend's assistance, and 40% of them stated that they sometimes could manage their time properly when doing assignments. A survey by Indonesian Internet Service Provider Association (APJII) in 2019 reported a 10.12% growth in internet users, and most internet users in the country (49.52%) was millennials (Ratnasari and Oktaviani, 2020).

Smartphone addiction has been reported to be one of the causes of procrastination. Individuals addicted to smartphone tend to be unaware of their surroundings due to their excessive focus on smartphones. One's ignorance of their surroundings due to excessive focus on their gadgets instead of building communication is commonly known as phubbing (Andiana and Barida, 2021).

The term phubbing originates from the word "phone" and "snubbing", which denotes one's snubbing behavior towards their surrounding due to their excessive focuses on their smartphone instead of interacting with individuals in their surroundings. Phubbing behaviors comprise four aspects: Nomophobia, interpersonal conflict, self-isolation, and problem acknowledge (Dwijayanti, Fauzan & Flurentin, 2022).

A previous study by Thaeras (Kurnia, Sitasari and Safitri, 2020) involved 143 respondents and found that 70% could not be separated from their gadgets and exhibited low and high phubbing behaviors. Individuals are considered to exhibit low phubbing behaviors when they still listen to their interlocutors, give advice when needed, put down their smartphone and make eye contact with their interlocutors. In contrast, individuals

with high phubbing behaviors tend not to be inseparable from their smartphone and exhibit poor direct communication.

Phubbing behaviors stem from individuals' failure to properly utilize technology and lack of willingness to socialize. It may also emerge due to individuals' poor self-control. According to Averill (Kurnia, Sitasari and Safitri, 2020), self-control could be generally viewed as one's capacity to change and adapt in order to optimally fit their surroundings.

Borba (in Anggraeni, 2021) suggests that self-control denotes one's ability to control his/her own feelings, thought, and action to withstand internal and external impulses and eventually act properly. Self-control comprises three aspects: behavioral, cognitive, and decisional controls.

Self-control has been reported to correlate with social media addiction tendency among late adolescents, in which self-control accounts for addiction tendency by 15.1% (Muna, Astuti and Kunci, 2014). Gadget use intensity has also been reported to be positively and significantly related to phubbing behavior (Munatirah dan Anisah, 2018).

Guidance and counseling services may serve as one of the alternatives to address various issues, such as academic procrastination, smartphone addiction, phubbing behaviors, and self-controls. Guidance and counseling services are a well-programmed, systematic, and continuous programs provided by counselors to facilitate students' optimal development and autonomy (Rahman, Indra and Kasman, 2018).

Based on the background above, this study aims to identify the relationship between academic procrastination and smartphone addiction, phubbing behavior, and self-control, and to formulate an appropriate treatment to address procrastination based on the identification result.

METHODOLOGY

This correlational study examined four variables: Smartphone addiction (X1), phubbing behavior (X2), self-control (X3), and academic procrastination (Y), in which the first three variables were examined as the

independent variables and the fourth variable was set as the dependent one. It took place in SMK Negeri 3 Sampit. This school offers five majors: Fashion Design, Culinary Art, Multimedia, Accounting, and Motorcycle Business and Engineering. The study's population was all students in SMKN 3 Sampit (n=735). Participants in this study were recruited using a purposive sampling technique with the following criteria: 1) A student of SMKN 3 Sampit; 2) Participating in online learning during COVID-19 pandemic between 2020 and 2021; 3) possessing personal smartphone, or actively using smartphone; 4) having a social media account. Applying those criteria, 371 participants were recruited. Data were collected using four scales: Smartphone Addiction Scale (Kwon et al., 2013), Generic Scale of Phubbing (Varoth Chotipitayasonondh & Karen M. Douglas, 2018), Self-control scale (Mumtaz, 2019), and academic procrastination scale (Elvira, 2021). Multiple correlation test was performed to analyze the data.

RESULT AND DISCUSSION

This section presents an overview of the study participants. This study involved 371 students. The following table presents the descriptive analysis of the variable.

Table 1
Descriptive Analysis Result

Variable	Mi n	Max	M	SD	Category%		
					T	A	R
Smartphone Addiction	24	96	59.2 3	8.53 2	9.43	85.9 8	4.68
Phubbing Behavior	11	44	23.6 7	4.19 9	3.23	76.2 8	20.4 8
Self- control	10	35	26.1 8	3.29 1	41.7 8	51.7 5	6.47
Academic Procrastination	41	64	51.6 3	3.21 5	5.93	81.4 0	12.6 7

Based on the table above, the following analysis was obtained. (a) the majority of students' smartphone addiction was categorized as moderate (85.98%). Meanwhile, 9.43% of them reported a high smartphone addiction and only 4.68%

reported low smartphone addiction (M =59.23, SD =8.532); (b) On average, the majority of students' phubbing behaviors was categorized as moderate (76.28%). Meanwhile, 3.23% of them reported high phubbing behaviors and 20.48% of them reported low phubbing behaviors (Mean =23.67, SD =4.199); (c) Most students (51.75%) reported moderate level of self-control, while 41.78% of them reported a high level of self-control, and 6.47% of them reported having low self-control (M =26.81, SD =3.291); and (d) Regarding students' academic procrastination, 81.40% of students reported to have a moderate level of procrastination, 5.93% of them reported a high level of procrastination, and 12.67% of them reported low level of procrastination (Mean = 51.63, SD = 3.215).

Students' smartphone addiction exhibited the highest mean score among other variables.

Relationship between variables were analyzed by seeing the r value and the significance values, as shown in the following table.

Table 2
Correlation Test Result

		X1	X2	X3	Y
X1	Pearson Correlation	1	.519**	-.065	.004
	Sig. (2-tailed)		.000	.214	.943
	N	371	371	371	371
X2	Pearson Correlation	.519**	1	-	.085
	Sig. (2-tailed)	.000		.000	.104
	N	371	371	371	371
X3	Pearson Correlation	-.065	-	1	-
	Sig. (2-tailed)	.214	.000		.000
	N	371	371	371	371
Y	Pearson Correlation	.004	.085	-	1
	Sig. (2-tailed)	.943	.104	.000	
	N	371	371	371	371

As presented in the table is, (a) The relationship between smartphone addiction and academic procrastination exhibited an rcount of 0.004, which was lower than the rtable (0.102), indicating no correlation between the two variables. In the same vein, the probability value of 0.943 also indicated no

significant relationship between the two variables. In short, students' level of smartphone addiction is not directly related to academic procrastination; (b) The relationship between phubbing behavior and academic procrastination exhibited an *r*count of 0.085, which was lower than the *r*table (0.102), indicating no correlation between the two variables. The probability value of 0.104 also indicated no significant relationship between the two variables. In other words, students' level of phubbing behavior is not directly related to academic procrastination; and (c) The relationship between self-control and academic procrastination exhibited an *r*count of 0.194, which was higher than the *r*table (0.102), indicating a correlation between the two variables. The probability value of 0.000 also indicated a significant relationship between the two variables. In other words, students with higher self-control tend to have lower academic procrastination, whereas those with lower self-control tend to exhibit higher academic procrastination.

The analysis result implies that students' self-control correlates with academic procrastination. This finding supports a previous finding among students in SMA Ar-Rahman Medan, in which self-control was reported to negatively associate with academic procrastination, indicated by a coefficient of correlation of -0.698 with a significance level of 0.000 ($p < 0.005$) (Widyastari et al., 2020). This study is also consistent with another (Chisan and Jannah, 2021), who reported a negative relationship between self-control and academic procrastination with a coefficient of correlation of -0.603 and a significance level of 0.000 ($p < 0.005$).

The multiple correlation test was conducted to identify the contribution of the three independent variable to the dependent variable, as shown in the following table.

Table 3
Simultaneous Test Analysis

Min	R	R Square	Adjust R Square	Change Statistics		
				R Square Change	F Change	Sig F Change
24	204	.042	.034	.042	5,324	.001

The table above shows that smartphone addiction, phubbing behaviors, and self-control simultaneously affects academic procrastination, as indicated by the correlation coefficient of 0.204, implying a moderate effect. The three independent variables in this study simultaneously account for academic procrastination 42%. The probability value of 0.001 (< 0.05) Indicates that smartphone addiction, phubbing behavior, and self-control simultaneously and significantly related to students' academic procrastination.

This study result is consistent with Tanaya's (2017) finding of the positive relationship between smartphone addiction and academic procrastination. The intensity of smartphone use is also reported to affect academic procrastination and phubbing behaviors (Syifa, 2020). In another study, self-control is reported to correlate significantly with academic procrastination (Widyaningrum & Susilarini, 2021).

Procrastination is a specific behavior involving deliberate postponement of beginning or completing a task or activity, which causes further effect, such as late task submission and failure to do tasks (Widyastari et al., 2020). Procrastination can be a negative habit that adversely affect other behaviors in academic contexts. Ferrari mentions aspects of academic procrastination, including (Elvira, 2021): 1) Postponing to begin or complete tasks; 2) Lateness in doing works; 3) Time gap between planned performance and actual performance; 4) Doing other activities deemed more interesting and enjoyable than the task one should complete.

This study shows that students' academic procrastination in SMKN 3 Sampit was mostly related to self-control. Considering that self-control is categorized as human behavior, students' academic procrastination could possibly be addressed using behavioral approach.

Behavioral approach focuses more on behavioral changes by rewarding students for their positive behavior and punishing them for preventing negative behaviors. This approach

could be applied in guidance and counseling settings (Mardhiyyah and Indiriani, 2020).

James and Gilliland assert that behavioral counseling is directed at achieving new behaviors, eliminating maladaptive behaviors, and improving or maintaining the expected behaviors (Sundari, 2017). Cognitive behavior therapy with cognitive restructuring technique emerges as one of the potential techniques in behavioral approach to address academic procrastination due to self-control, smartphone addiction, and phubbing behaviors. According to Cornier and Cornier (Makhmudah, 2021), Cognitive restructuring technique attempts to turn clients' negative, irrational thoughts into rational ones through their own belief, attitude, and cognitive aspects. Cognitive restructuring strategy in a group counseling setting has been reported to significantly reduce students' academic procrastination (Khasanah, 2020).

The strategy could also be applied to classical guidance settings within the comprehensive guidance and counseling perspectives. The comprehensive guidance and counseling appear to be the most suitable patterns of guidance and counseling in this era, as it focuses not only on solving problems but also on efforts to achieve developmental tasks and potential development. According to Myrick, developmental guidance and counseling services and comprehensive guidance and counseling services are grounded on efforts to achieve developmental tasks, potential development and problem resolution. Since the developmental tasks are formulated as a competency standard the student should achieve, this approach is also known as standard-based guidance and counseling. Developmental guidance and counseling combines approach with clinical, remedial, and preventive orientation (Daryono, Sugiharto and Sutoyo, 2014).

CONCLUSION

This study concludes that smartphone addiction, phubbing, and self-control simultaneously and significantly relate to students' academic procrastination with a 48% contribution, while the rest, 58%, was accounted for by other variables. Therefore,

students' academic procrastination needs to be addressed by considering smartphone addiction, phubbing behaviors, and self-control.

Issues on academic procrastination could be treated using Cognitive Behavior therapy (CBT) with cognitive restructuring technique and applying a comprehensive guidance and counseling perspectives.

ACKNOWLEDGMENT

We would like to thank Ministry of Education, Culture, Research and Technology for funding this work through Penelitian Dosen Pemula (PDP) scheme in the 2022 fiscal year.

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