Combinative Class Management to Reduce Student Academic Procrastination during the Covid-19 Pandemic

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ABSTRACT

The prevalence of academic procrastination among students in various cultures around the world is up to 70%. The Covid-19 pandemic, which requires online learning, is increasing academic procrastination. Academic procrastination has a serious impact on academic achievement, so it needs strategy to reduce academic procrastination. This study aims to determine the use of combinative classroom management to reduce student academic procrastination. This research is to review research. Literature searches related to strategies to reduce academic procrastination were carried out through Google Scholar and ScienceDirect. The literature relevant to the research objectives was analyzed using hermeneutic techniques. The results of the literature review indicate the need for the use of combinative class management (behavioristic and humanistic approaches). The results of this review literature review can be use as a reference in arranging classes to reduce academic procrastination in students, either during the Covid-19 pandemic or after.

Keywords: Combinative classroom management; student academic procrastination; strategies to reduce academic procrastination

INTRODUCTION

The World Organization (WHO) has designated Covid-19 as a Public Health Emergency of International Concern (PHEIC) on January 30, 2020 (https://Covid19.who.int/), 2020). Two months after that, on March 2, 2020, Indonesia reported a positive confirmed case (Kemenkes, 2020).

The Covid-19 case in Indonesia ultimately affects various sectors, such as the social, tourism, economy and of course education. The process of teaching and learning activities, which was originally carried out face-to-face, has changed its implementation online. The change in the teaching and learning activity process was officially stipulated through the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020.

Online teaching and learning activities that occurred suddenly due to the Covid-19 pandemic certainly affected students' psychology. Research by Jia, et al. (2020) states that online learning causes students to be less able to understand the material provided by the lecturer, learning feels boring and can increase anxiety. The anxiety experienced by students regarding lessons during the Covid-19 pandemic can lead to academic procrastination behaviour.

Online learning is prone to causing academic delays (Akram, et al., 2019). Especially if students are not ready for the implementation of online learning. Ergene and Kurtcha's (2020) research on 314 mathematics course service providers shows a correlation between unpreparedness for online learning and academic procrastination.

Academic procrastination has occurred throughout human life and can happen to anyone regardless of gender, age and education level (Burka & Yuen, 2008). Academic procrastination has become a problem in all countries and does not only occur in Elementary School (SD), Junior High School (SMP) and Senior High (SMA) students. Academic procrastination is even found in undergraduate and postgraduate students (Klassen, et al., 2008; Klassen, 2010; Ozer & Ferrari, 2011), especially in first-year students (Kim & Seo, 2015). Immature age causes junior students to be less aware of the impact of academic procrastination and not trying to seek help (Stead, et al., 2010).

Regarding how much procrastination behaviour occurs in students, according to research by Klingsieck, et al. (2013) More than 70% of students in tertiary institutions tend to postpone academic tasks regularly. In fact, other research states that as many as 80% of students at the University do academic procrastination (Steel & Ferrari, 2013). Long before that Burka & Yuen (2008) also estimated that about 90% of students from universities have become procrastinators, where 25% of them are students with chronic procrastination who generally end up leaving college.

Academic procrastination occurs in students in various cultures. Research Klassen, et al. (2009), for example, did not find any differences in academic procrastination between Singaporean and Canadian students. Research Suhadianto, et al. (2019) on 500 Indonesian students, it shows that 73% of students delay working on assignments to compile papers, 76.8% of students delay reading assignments or references, 61.8% of students delay studying, 54.4% of students delay completing academic administration, and 56, 8% of students delayed or were late entering class.

The high level of procrastination in students needs attention because many teachers who feel frustrated are always faced with the behaviour of students who like to procrastinate on assignments and most of the teachers want to help them because procrastination is not only a problem for the individual but a problem for people. -the people around him (Steel & Ferrari, 2013)

Many researchers have tried to explain how the impact of academic procrastination. Most of the researchers found an association between academic procrastination with psychological distress, anxiety, decreased health, reduced well-being, low academic grades, regret, and avoidance of social relationships (Kim & Seo, 2015; Krause & Fruend, 2014; Sirois & Pychyl, 2013; Steel & Ferrari, 2013; Nabelkova, & Ratkovska, 2015; Beuteul, et al., 2016). It can even lead to negative behaviour such as alcohol consumption (Erin, et al., 2017).

Grunschel, et al. (2013) explored the impact of academic procrastination through qualitative studies to obtain a description that academic procrastination can have an impact on 1) affective, such as feelings of fear, anxiety, feelings of discomfort, feeling depressed, feeling dissatisfied, regretful and lacking enthusiasm; 2) mental and physical such as mental stress, physical stress reactions, sleep problems, fatigue, and causing illness; 3) there is no change in behaviour; 4) personality such as low self-concept; 5) length of study time and low knowledge; 6) personal life such as finances, problems in social relationships, limited future perspectives. Academic procrastination will have a negative impact on individuals and society, therefore it must get attention from educational institutions (Pychyl & Flett, 2012).

This study aims to find answers to the question: Can combinative classroom management reduce academic procrastination in students?

LITERARTURE REVIEW

Definition of Academic Procrastination

Procrastination has been a problem throughout the history of human life (Burka & Yuen, 2008), therefore there will be a lot of understanding about procrastination, considering that each expert has a different way of interpreting procrastination (Steel, 2007).
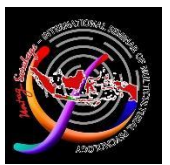
The difference in the meaning of procrastination from time to time seems to be influenced by the dominant psychological approach at a certain time. There are four approaches that are very influential in explaining procrastination, namely the psychoanalytic or psychodynamic approach, the behavioural approach, the cognitive approach (Ferrari, et al., 1995), and the temporal motivation approach *(Temporal Motivational Theory)* (Steel, 2007).

In the end, many experts define procrastination and most of them define procrastination with delaying behaviour in starting or completing tasks that are done intentionally and irrationally and have a negative impact on the perpetrator (Knaus, 2010; Ozer, et al., 2013)

Academic Procrastination Dimensions

According to McClockey and Scielzo (2015), academic procrastination consists of six aspects, namely: 1) Psychological beliefs regarding abilities or beliefs inabilities. Procrastinators have low confidence in their abilities, so they choose to do tasks near the deadline because they have the belief that they will have a stronger motivation when working on tasks near the deadline. Even though the belief is irrational; 2) Distractions of attention. Procrastinators have the attention that can easily get distracted by things that are more fun. They rated the task as boring and so chose to do other activities that were more enjoyable; 3) Social factors of procrastination. Procrastinators have a low ability to self-deregulate. They are easily stressed when faced with tasks; 4) Time management skills. Procrastinators have low time management capabilities. Procrastinator has a very wide time difference between the goal and the behaviour carried out; 5) Personal Initiative. Procrastinator has a low initiative to start completing a task, this is what causes procrastination; 6) Laziness. Procrastinator tends to avoid tasks even though he is actually able to complete the task.

Factors Affecting AcademicAcademic

Procrastinationprocrastination is a psychological phenomenon that is influenced by many factors. The number of findings of the factors that influence academic procrastination is influenced by the approach used in explaining academic procrastination. Approaches that can be used to explain academic procrastination can be divided into psychodynamic, behavioristic, cognitive approaches and *temporal motivation theory* (Ferrari, et al., 1995; Steel, 2007; Steel & Klingsieck, 2016).

From the many findings regarding the causes of procrastination, in the end, it can be grouped into four perspectives: 1) a differential psychology perspective that links academic procrastination with personality. According to this view, academic procrastination can be caused by low self-esteem, self-regulation, self-efficacy, self-confidence and so on; 2) motivation and will perspective linking academic procrastination with low motivation and a person's will to succeed; 3) clinical psychology perspective that links academic procrastination with clinical symptoms. According to this perspective, academic procrastination can be caused due to anxiety, stress, depression and personality disorders and; 4) a situational perspective. According to this perspective, academic procrastination can be caused by situational and contextual aspects such as task characteristics, teacher characteristics and the learning methods used (Steel & Klingsieck, 2016).

METHOD

This study is a literature review study. The data sources for this research are books, scientific articles and other sources that are considered relevant to the research topic. The process of obtaining data sources was carried out by researchers by searching through Google Scholar and ScienceDirect. Scientific articles and books that are relevant to the topic are then analyzed using hermeneutics.

Hermeneutics is used to interpret various relevant literature sources in order to obtain a proper understanding of the existing literature. The use of hermeneutics as a research design makes the interpretation of the literature more critical and reflective. Interpretation becomes more relevant to the phenomenon and the reduction process becomes more complete (Larkin, et al., 2011). Furthermore, the researcher conducted a thematic analysis of the existing literature to find important themes related to classroom management to reduce academic procrastination.

In order to ensure the validity of the research data, researchers used the triangulation technique by comparing various literature. This technique can minimize data deviation (Heale & Forbes, 2013)

RESULT

The results of the researcher's search from various relevant sources, it can be concluded that academic procrastination is influenced by internal and external factors, such as low self-esteem, low self-efficacy, high anxiety about assignments, *rewards & punishments* inconsistent, school environment and task characteristics (Brownlow & Reasinger, 2000; Grunschel, 2013). Therefore, academic procrastination handling can not only use a behavioristic or humanistic approach, but must use both (a combinative approach). The choice of a combinative approach is also in accordance with the findings of Asikhia (2010) and Knaus (2010) which state that academic procrastination has cognitive, affective and psychomotor components.

DISCUSSION

Classroom Management with a Behavioristic Approach to Reduce Student Academic Procrastination

Academic procrastination in students can be in the form of postponing writing assignments, delaying reading assignments, delaying collecting assignments, and arriving late or not attending lectures. Solomon & Rothblum (1984) research on 342 American students showed that 46% of students delayed writing assignments, 27.6% of students delayed studying for exam preparation, 30.1% of students delayed reading assignments, 10.6% students postpone administrative assignments, 23% of students delay attending lectures and 10.2% of students delay general lecture activities.

Student bad behaviour in the form of delays can be handled if the teacher makes classroom arrangements using a behavioristic approach. The behavioristic approach believes that behaviour can be taught, changed, or modified, because learned behaviour, teachers and parents can teach new behaviour and modify current behaviour (Hardin, 2004). According to Thorndike (1929), the main task of teachers in teaching is to help students form good habits. The behavioristic approach allows the teacher to make rules at the beginning of learning to form good habits.

The use of a behavioristic approach to reduce academic procrastination requires lecturers to understand several principles in the behavioristic approach, namely: 1) classical conditioning; 2) positive reinforcement and negative reinforcement; 3) avoidance and punishment (Landrum & Kauffman, 2006).

Classical conditioning*(ClassicalConditioning)*is a concept that was first introduced by Pavlop to explain that a response is expected to appear *(Conditioned Response)* can be formed through a conditioned stimulus *(Stimulus Conditioning)* (Schunk, 2012). The principle of classical conditioning
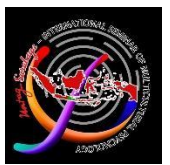
can be applied by lecturers at the beginning of teaching and learning activities (at the beginning of the semester) by making certain rules that can prevent academic procrastination.

At the beginning of teaching the teacher can explain the lecture contract to students, what things must be fulfilled by students during lectures, such as arriving on time for lectures, attending at least 75% in one semester, submitting assignments on time and following other class rules. This early classroom conditioning will help reduce academic procrastination behaviour. For example, lecturers can attend student attendance at the beginning of the lesson, so that students will be conditioned to arrive on time.

Positive reinforcement *(Positive Reinforcement)* and negative reinforcement *(Negative reinforcement)*. After creating a classroom condition that can prevent academic procrastination behaviour, then the teacher must understand the importance of reinforcement. The behavioristic approach believes that behaviour which is immediately followed by appreciation (reinforcement) will occur more frequently (Jones & Jones, 2001). The concept of reinforcement in the behavioristic approach is divided into positive reinforcement and negative reinforcement. Positive reinforcement is reinforcement given in the hope that positive behaviour by students will increase, while negative reinforcement is reinforcement given by the teacher and has an impact on increasing negative behaviour (Kauffman, 2005).

The giving of reinforcement must be done consistently by the teacher so that students do not do academic procrastination. Giving reinforcement can be done by giving praise directly or by giving additional grades to students who do not do academic procrastination behaviour.

Teachers can apply the principles of providing reinforcement introduced by Walker and Shea (1999) so that students can develop positive behaviours and leave academic procrastination: (1) Reinforcement is given only if students show the desired behaviour. If students are rewarded when they have not received the reward, there is less chance of acquiring the desired behaviour in the future; (2) Individual reinforcement for certain children. Some aids are more effective for some children than others. By asking children and testing different reinforcers, the teacher can generate reinforcement menus. Brian, in the example given earlier, would not find a candy present if he didn't like candy; (3) The desired behaviour is reinforced as soon as it is exhibited. As the interval between behaviour and reinforcement increases, the relative effectiveness of the amplifier decreases. Initially, effective reinforcement programs reinforce as soon as the behaviour is desired. Later, the time between behaviour and reinforcement can be increased; (4) Verbal praise combined with a reinforcement. It is important to remind children of the relationship between desired behaviour and reinforcement; (5) Target behaviour is reinforced whenever exhibited. When the target behaviour becomes routine for students, it can be reinforced every now and then. However, if all reinforcement stops, the behaviour may end too; (6) Reinforcement is given by someone whom the child likes or respects.

Ignorance and punishment. The use of a behavioristic approach in classroom management also allows teachers to ignore academic procrastination behaviour and provide punishment so that the behaviour does not happen again. According to Hardin (2004) when faced with inappropriate behaviour, teachers have three options: (1) Appreciate appropriate behaviour to increase the chance that the desired behaviour will occur again; (2) Ignore inappropriate behaviour in hopes of extinction; (3) Punishing children for inappropriate behaviour.

In relation to academic procrastination behaviour, the teacher can give punishment to students who do academic procrastination behaviour. For example, the teacher can give a score reduction to students who are late submitting assignments, give direct admonitions, prohibit students who are late from filling in attendance books and so on. Experts today suggest that although punishment or reprimand is proven to be able to reduce negative behaviour, it is better to do it without involving pain,

hostility, humiliation and others, and should be done with a positive procedure that is combined with positive reinforcement (Landrum & Kauffman, 2006).

Although several behavioristic approach-based interventions have been shown to reduce academic procrastination, such as providing reminders via SMS messages (Zacks & Merirav, 2018), time management interventions (Shalev, 2018), project-based learning (Asri, et al., 2017). However, classroom management using a behavioristic approach is not enough, because some students choose not to attend lectures for fear of punishment given by the teacher. Excessive anxiety about class rules often leads to academic procrastination behaviour so that another approach is needed, namely a humanistic approach.

Classroom Management with a Humanistic Approach to Reduce Student Academic Procrastination Academic

procrastination is associated with low self-esteem, self-regulation, self-efficacy, anxiety, task characteristics, methods used by teachers, school environment and teacher characteristics (Steel & Klingsieck, 2016). The use of a behavioristic approach is certainly not enough, so it must be complemented by a humanistic approach. In the disciplinary process, lecturer students can use behavioristic principles, but in the process of interaction between teachers and students, lecturers need to use a humanistic approach. According to the humanistic view, students' deviant and unproductive behaviour in the classroom is not because these students have deficiencies, but more because their basic needs are not met (Jones & Jones, 1998).

The use of a humanistic approach in dealing with academic procrastination requires lecturers to understand the basic needs possessed by students. Referring to Maslow's theory, basic human needs consist of: (1) physiological needs; (2) the need for security; (3) the need for belonging and affection; (4) need for appreciation; and (5) the need for self-actualization (Jones & Jones, 1998).

Thomas Gordon stated that the relationship between teachers and students would be good if it contained: (1) *Openness*, where each student could interact directly, and be honest with one another; (2) *Caring*, when one understands that he is respected by the other; (3) *Interdependence*, depending on one another; (4) *Separeterness*, allowing each to fulfil and develop uniqueness, creativity, and individuality; (5) *Mutual needs meeting*, there is no attempt to meet one's needs by taking the rights of others (Jones & Jone, 1998).

Other theorists say to build relationships that are able to find students 'basic needs, teachers must use effective communication, which will be useful for finding teachers' personal basic needs and more effectively in achieving professional goals. Using effective communication will allow teachers to (1) be warm and friendly, enjoy relationships with students, (2) express teacher needs and become clearer in the classroom, (3) better understanding, and accept students and experience more positive feelings, (4) build a situation, in which students feel understood and cared for, so as to give a more positive response to teachers and friends (Jones & Jones, 1998).

If in the interaction between lecturers and students using the principles described above, students will attend lectures with a feeling of security and calm, feelings of anxiety about assignments will decrease and increase self-efficacy and student self-esteem. In the end, it will certainly reduce academic procrastination.

Many studies have proven that using a humanistic approach in learning has been able to increase student potential. For example, research by Thye et al. (2016) with a qualitative approach explored the benefits of using meditation in students, the results stated: 1) 37.5% of subjects said that with meditation their ability to organize ideas and thoughts increased. One of the subjects felt calmer in dealing with tasks and his self-esteem increased; 2) 62.5% of the subjects said they could concentrate and pay more attention to the task; 3) 37.5% of subjects said that meditation increased their self-esteem, this is because
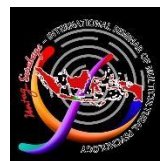
meditation does not judge negative feelings that arise; 4) 62.5% of study subjects reported an increase in self-regulation after participating in meditation.

Academic procrastination has an adverse impact on the perpetrator and for others so they need attention. Academic procrastination can be caused by internal factors (such as low self-esteem, low self-efficacy, anxiety, stress) and can also be caused by external factors (such as school environment, task characteristics, learning methods and teacher characteristics).

Handling academic procrastination behaviour is not enough to only use one approach because procrastination is related to cognitive, effective and psychomotor aspects. For that, we need a combinative method in class management. Teachers can use a behavioristic approach to discipline student behaviour in doing assignments and complement it with a humanistic approach so that the relationship between lecturers and students continues well which in turn will increase self-esteem, self-efficacy and reduce anxiety.

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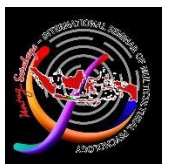
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