

THE EFFECT OF IMPLEMENTING GROUP COUNSELING SERVICES WITH THE BEHAVIOR CONTRACT TECHNIQUE ON ACADEMIC PROCRASTINATION AND INCREASING LEARNING MOTIVATION AT STATE VOCATIONAL HIGH SCHOOL 1 KOTABUMI NORTH LAMPUNG

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Abstract

Academic procrastination and low learning motivation can hinder students' achievement. This study aims to determine the effect of group counseling services using the behavior contract technique on reducing academic procrastination and increasing learning motivation. The research employed a quasi-experimental design with purposive sampling, involving two eleventh-grade classes (around 60 students) divided into experimental and control groups. Instruments used were academic procrastination and learning motivation questionnaires with a Likert scale, analyzed using MANOVA. The results showed that group counseling with the behavior contract technique had a significant effect in reducing procrastination and increasing learning motivation. In the experimental group, the average procrastination score decreased from 98.3 to 52.8, while learning motivation increased from 44.3 to 101.2. The MANOVA test showed a significance value of $0.000 < 0.05$, indicating a significant effect on students at SMK Negeri 1 Kotabumi, North Lampung.

Keywords: Behavior Contract, Academic Procrastination, Learning Motivation

Abstrak

Prokrastinasi akademik dan rendahnya motivasi belajar dapat menghambat prestasi peserta didik. Penelitian ini bertujuan mengetahui pengaruh layanan konseling kelompok dengan teknik behavior contract terhadap penurunan prokrastinasi akademik dan peningkatan motivasi belajar. Penelitian menggunakan metode quasi-experimental design dengan purposive sampling, melibatkan dua kelas XI (sekitar 60 siswa) yang dibagi menjadi kelompok eksperimen dan kontrol. Instrumen berupa angket prokrastinasi akademik dan motivasi belajar dengan skala Likert, dianalisis menggunakan MANOVA. Hasil penelitian menunjukkan bahwa layanan konseling kelompok dengan teknik behavior contract berpengaruh signifikan dalam menurunkan prokrastinasi dan meningkatkan motivasi belajar. Pada kelompok eksperimen, rata-rata skor prokrastinasi menurun dari 98,3 menjadi 52,8, sedangkan motivasi belajar meningkat dari 44,3 menjadi 101,2. Uji MANOVA menunjukkan signifikansi $0,000 < 0,05$, membuktikan adanya pengaruh signifikan pada peserta didik di SMK Negeri 1 Kotabumi Lampung Utara.

Kata Kunci: Behavior Contract, Prokrastinasi Akademik, Motivasi Belajar



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INTRODUCTION

Learning is an inseparable aspect of human life because to understand and live life, humans must continue to learn. However, in learning, every individual must face many challenges and obstacles. One of these challenges and obstacles occurs at school or educational institutions. In the learning process, every individual naturally hopes for success in learning. Student learning success at school is measured by final grades, which are recorded in the form of report cards (learning achievements) at the end of the semester. Student learning success is greatly influenced by many factors such as friends, family, teachers, behavior, encouragement, or motivation. In 2019, the Covid-19 pandemic occurred in Indonesia, which of course affected the education sector. Students who initially attended school face-to-face were then forced to attend online during the Covid-19 pandemic, which affected student motivation and behavior during face-to-face schooling.¹ Researchers found that online schools really affect the behavior of students and after schools returned to face-to-face various obstacles occurred in the learning process. One of the problems found in the field was the low motivation of students to learn and students tended to always delay doing and collecting assignments given by subject teachers. This was due to the high tolerance during online schools, which caused students to tend to underestimate it and finally carried over to the present where schools are now being conducted face-to-face.

Burka and Yuen reaffirmed by mentioning the irrational aspects possessed by a procrastinator. A procrastinator has the view that a task must be completed perfectly, so he feels safer not to do it immediately, because it will produce something less than optimal, in other words, delays that are categorized as procrastination are when the delay has become a habit or a fixed pattern that someone always does when facing a task, and the delay is caused by irrational beliefs in viewing the task. Procrastinators are actually aware that they are facing tasks that are important and beneficial for themselves (as primary tasks), but deliberately delay them repeatedly (compulsive), until feelings of discomfort, anxiety and guilt arise within themselves.²

Academic procrastination is characterized by a tendency to postpone certain tasks. Individuals have a habit and tendency to delay completing tasks. Procrastination is also characterized by a tendency to have difficulty doing unpleasant things and, when possible, will avoid or find a way around them. Individuals tend to give up easily when faced with difficult tasks and prefer easy pleasures. Procrastination is also characterized by a tendency to blame others for

¹ Sutrisno Sutrisno, "Analisis Dampak Pembelajaran Daring Terhadap Motivasi Belajar Siswa Madrasah Ibtidaiyah," *Jurnal Riset Madrasah Ibtidaiyah* 1, no. 1 (2021): 348380.

² Efrida Mandasari and Muhammad Ihsan, "Hubungan Antara Konsep Diri Dan Regulasi Diri Terhadap Tingkat Prokrastinasi Mahasiswa Pendidikan Agama Islam," *Darul Ilmi: Jurnal Ilmu Kependidikan Dan Keislaman* 8, no. 01 (2020): 133–50, <https://doi.org/10.24952/di.v8i01.2707>.

difficult circumstances. Individuals focus on avoiding responsibility for themselves and blaming others.³ Ghufron et al., stated that the relationship between learning motivation and academic procrastination is that the higher the learning motivation, the lower the level of procrastination an individual has.⁴ According to Ferrari in Ghufron, academic procrastination has many negative consequences. Procrastination wastes a lot of time. Tasks are neglected, and even when completed, the results are less than optimal. Procrastination can also result in someone missing out on future opportunities if this behavior is repeated. The various impacts of academic procrastination, as explained above, will undoubtedly affect final results or academic achievement.⁵ Therefore, as a guidance and counseling teacher, you must prepare various alternatives to overcome the problems of academic procrastination and low learning motivation by implementing group counseling services with the behavior contract technique.

Group counseling is the provision of assistance to individuals in a group setting that serves as a form of prevention and development, and is directed towards facilitating their development and growth. Group counseling, according to Pauline Harrison, consists of 4-8 people who meet face to face with 1-2 counselors. In the process, group counseling can discuss several issues, such as the ability to build relationships and communication, self-esteem development, and skills in coping with problems. This definition is in line with the opinion of Juntika Nurishn who said that group counseling is a form of assistance to individuals in a group situation that is preventive and healing, and is directed towards facilitating development and growth.⁶

A behavior contract technique is an agreement made between two or more individuals where one or both individuals are willing to engage in a target behavior.⁷ Latipun stated that a behavior contract is an agreement between two or more people (counselor and client) to change certain behaviors in the client. This is reinforced by Ratna's opinion that the behavior contract technique is an agreement and the result of 34 agreements by two or more people (counselor and client) which aims to change the client's behavior and if the client is able to change their behavior,

³ Siti Mulyanah, "Prokrastinasi: Problem Manajemen Waktu Mahasiswa?," *Journal of Information Systems and Management (JISMA)* 3, no. 3 (2024): 15–18.

⁴ Dinda Miranti Putri and Damajanti Kusuma Dewi, "Hubungan Antara Motivasi Belajar Dengan Prokrastinasi Akademik Saat Pembelajaran Jarak Jauh," *Character Jurnal Penelitian Psikologi* 8, no. 8 (2021): 72–82.

⁵ Rommy Purwanto Bakri, "Pengaruh Stres Akademik Dan Kecanduan Smartphone Terhadap Prokrastinasi Akademik," *Psikoborneo: Jurnal Ilmiah Psikologi* 9, no. 3 (2021): 578, <https://doi.org/10.30872/psikoborneo.v9i3.6501>.

⁶ Edi Kurnanto, *Konseling Kelompok*, (Bandung :Alfabeta,2014) Hal.7

⁷ Busmayaril Busmayaril and Arfa Havilla, "Konseling Kelompok Menggunakan Teknik Behavioral Contract Sebagai Layanan Pada Peserta Didik Yang Memiliki Perilaku Membolos," *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)* 5, no. 2 (2018): 131, <https://doi.org/10.24042/kons.v5i2.3605>.

the client will receive a reward.⁸ In the context of group counseling and education, this approach is not merely a passive agreement, but is designed as a contract that affirms students' responsibility for their behavior, while providing positive consequences if goals are achieved. Recent findings demonstrate the effectiveness of this technique in various contexts: for example, behavioral contracts through group counseling have been shown to significantly reduce academic procrastination in junior high school students, with Wilcoxon test results showing a significant decrease after the intervention.⁹ In addition, the application of this technique in group counseling also succeeded in reducing phubbing behavior in junior high schools, with the average score decreasing from 74.9% to 67% in the experimental group, while the control group experienced an increase.¹⁰ Furthermore, behavior contracts are also effective in reducing smartphone addiction, where the Wilcoxon test shows a decrease in addiction symptoms by 18.18% ($Z = -2.366$, $p < 0.05$), proving this technique as an effective strategy in managing students' maladaptive behavior.¹¹ All these findings strengthen the understanding that a behavior contract is not just a written agreement, but rather an intervention based on the principle of reinforcement that provides real encouragement and rewards to clients in achieving the expected behavioral changes.

Based on the research results, researchers found that at SMK Negeri 1 Kotabumi, students there experienced academic procrastination problems such as delaying assignments given by subject teachers, even some students did not complete assignments within the deadline given by subject teachers, even submitting assignments close to semester exams. This was proven by reports from subject teachers and homeroom teachers to guidance and counseling teachers. In addition, it was found that students who experienced academic procrastination also experienced problems with low learning motivation, such as no enthusiasm for learning, no desire to complete assignments given by subject teachers, no focus when teachers explain the material, no desire to ask questions to subject teachers when they have difficulty understanding the material.

⁸ Indah Puteri, Abdul Saman, and Akhmad Harum, "Application of Behavior Contract Techniques to Reduce Late Behavior of High School Students in Soppeng Regency," *Pinisi Journal of Education* 4, no. 3 (2024): 324–39.

⁹ Ningsih Dwi Kresmina, IM Hambali, and Rahman Diniy Hidayatur, "Keefektifan Teknik Behavior Contract Dalam Bingkai Konseling Kelompok Behavioral Untuk Mereduksi Prokrastinasi Akademik Siswa," *Efektor* 8, no. 2 (2021): 176–83, <https://doi.org/10.29407/e.v8i2.15917>.

¹⁰ Maulida Amelia Putri and Alfin Siregar, "Efektifitas Konseling Kelompok: Penggunaan Behavior Contract Dalam Mereduksi Perilaku Phubbing Di Sekolah Menengah Pertama," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, no. 1 (2024): 392–400.

¹¹ Tera Pertiwi Atiqoh, "Konseling Kelompok Teknik Behavior Contract Mengurangi Gejala-Gejala Kecanduan Smartphone," *Counsnesia Indonesian Journal Of Guidance and Counseling* 1, no. 02 (2020): 56–63.

Therefore, based on this explanation, the researcher is interested in knowing how much influence the implementation of group counseling services has on academic procrastination and learning motivation of students at SMK Negeri 1 Kotabumi, North Lampung.

Group counseling services are counseling activities that use group dynamics. The problems discussed are individual problems that arise within the group, which include various problems in all areas of guidance (namely personal, social, learning, and career guidance). Furthermore, with group counseling services, students can be invited to raise problems to discuss together in a group to alleviate them, and can develop meaningful life values within the group. Thus, in addition to fostering good relationships between group members, communication skills between individuals, understanding of various conditions and environmental situations, can also develop attitudes and real actions to achieve the desired things as expressed in the group.¹² In this study, group counseling services used the behavior contract technique because this technique is considered capable of helping solve problems faced by students.

Solomon and Rothblum stated that procrastination is a tendency to delay starting and completing a task by doing other useless activities so that the task becomes hampered, not completed on time, and often late. In line with the above opinion, Steel argues that procrastination is intentionally delaying desired activities even though the individual knows that their procrastination behavior can have a negative impact on them.¹³ Students who experience academic procrastination problems tend to have low learning motivation. Learning motivation is a condition that exists within an individual where there is an urge to do something to achieve a goal.

RESEARCH METHODS

In this study, the researcher used an experimental research method. Experimental research is a research method used to determine the effect of a particular treatment. The researcher used a Quasi-Experimental design. According to Sugiyono, there are two forms of quasi-experimental design: series design and nonequivalent control group design. The design used in this study is a quasi-experimental design and uses the nonequivalent control group design model. In this study, two groups were presented: the experimental group and the control group.

¹² Egy Novita Fitri and Marjohan, "Manfaat Layanan Konseling Kelompok Dalam Menyelesaikan Masalah Pribadi Siswa," *Jurnal Educatio* 2, no. 2 (2016): 19–23.

¹³ Nadia susanto Nela regar ursia, Ide bagus siaputra, "Prokrastinasi Akademik Dan SelfControl Pada Mahasiswa Skripsi Fakultas Psikologi Universitas Surabaya," h.1 <http://journal.ui.ac.id/index.php/humanities/article/viewFile/1798/1384>. [diakses pada tanggal 27 juni pukul 10.30].

RESULTS AND DISCUSSION

Results

This research was conducted at SMK Negeri 1 Kotabumi, North Lampung. The research data was obtained through the distribution of instruments in the form of questionnaires to obtain data on the problems of academic procrastination and learning motivation in students and this data was used as an initial analysis to implement group counseling services using the behavior contract technique in reducing academic procrastination and increasing learning motivation in students of SMK Negeri 1 Kotabumi. Students who received a pretest on academic procrastination and learning motivation before being given group counseling services with the behavior contract technique were divided into 3 categories, namely the low category, the medium category, and the high category. And from the pretest data there were 16 students who were used as research samples. 8 people were made into the experimental group and 8 people were made into the control group and had been given a pretest with the following results:

Table 1. Results of the Academic Procrastination Pretest of Students in the Experimental Group

No	Respondents	<i>Pretest</i>	Information
1	THERE IS	99	Tall
2	A A	102	Tall
3	HH	95	Tall
4	KDP	95	Tall
5	MWS	96	Tall
6	NP	103	Tall
7	S	99	Tall
8	ZA	98	Tall
	N = 8	$\Sigma = 787$	Average 98.3

The table above shows that the results of the pretest for academic procrastination in the experimental group obtained an average score of 98.3, indicating a high category, and this is the initial condition of academic procrastination that occurred in students at SMK Negeri 1 Kotabumi before being given treatment in the form of group counseling services with the behavior contract technique.

Table 2. Results of the Academic Procrastination Pretest of Students in the Control Group

No	Respondents	Pretest	Information
1	AF	96	Tall
2	RP	96	Tall
3	AU	97	Tall
4	MW	99	Tall
5	HPP	96	Tall
6	HAP	98	Tall
7	MP	95	Tall
8	MA	99	Tall
	N = 8	$\Sigma = 794$	Average 97

The table above shows that the results of the pretest on academic procrastination in the control group obtained an average score of 97, indicating a high category, and this is the initial condition of academic procrastination that occurred in students at SMK Negeri 1 Kotabumi before being given treatment in the form of group counseling services with the behavior contract technique.

Table 3. Results of the Pretest on Learning Motivation of Students in the Experimental Group

No	Respondents	Pretest	Information
1	THERE IS	43	Low
2	A A	51	Low
3	HH	40	Low
4	KDP	45	Low
5	MWS	44	Low
6	NP	48	Low
7	S	43	Low
8	ZA	41	Low
	N = 8	$\Sigma = 355$	Average 44.3

The table above shows that the pretest results of the experimental group's learning motivation obtained an average score of 44.3, indicating a low category, and this is the initial

condition of learning motivation in students at SMK Negeri 1 Kotabumi before being given treatment in the form of group counseling services with the behavior contract technique.

Table 4. Results of the Pretest of Learning Motivation of Students in the Control Group

No	Respondents	Pretest	Information
1	AF	54	Low
2	RP	58	Low
3	AU	44	Low
4	MW	53	Low
5	HPP	49	Low
6	HAP	49	Low
7	MP	55	Low
8	MA	50	Low
	N = 8	$\Sigma = 412$	Average 51.5

The table above shows that the pretest results of the control group's learning motivation obtained an average score of 51.5, indicating a low category, and this is the initial condition of learning motivation in students at SMK Negeri 1 Kotabumi before being given treatment in the form of group counseling services with the behavior contract technique.

Students were given a post-test questionnaire on academic procrastination and learning motivation after receiving group counseling services using the behavior contract technique. The results were as follows:

Table 5. Results of the Academic Procrastination Posttest of Students in the Experimental Group

No	Respondents	Posttest	Information
1	THERE IS	53	Low
2	A A	53	Low
3	HH	58	Low
4	KDP	57	Low
5	MWS	47	Low
6	NP	54	Low
7	S	42	Low

No	Respondents	Posttest	Information
8	ZA	52	Low
	N = 8	$\Sigma = 423$	Average 52.8

Table 6. Results of the Academic Procrastination Posttest of Control Group Students

No	Respondents	Posttest	Information
1	AF	96	Tall
2	RP	93	Tall
3	AU	98	Tall
4	MW	93	Tall
5	HPP	96	Tall
6	HAP	98	Tall
7	MP	95	Tall
8	MA	98	Tall
	N = 8	$\Sigma = 775$	Average 96.9

Table 7. Posttest Results of Learning Motivation of Students in the Experimental Group

No	Respondents	Posttest	Information
1	THERE IS	102	Tall
2	A A	102	Tall
3	HH	108	Tall
4	KDP	105	Tall
5	MWS	100	Tall
6	NP	96	Tall
7	S	99	Tall
8	ZA	97	Tall
	N = 8	$\Sigma = 809$	Average 101.2

Table 8. Posttest Results of Learning Motivation of Students in the Control Group

No	Respondents	Posttest	Information
1	AF	51	Low
2	RP	50	Low
3	AU	38	Low
4	MW	49	Low
5	HPP	43	Low
6	HAP	47	Low
7	MP	46	Low
8	MA	44	Low
	N = 8	$\Sigma = 368$	Average 46

After the research data was collected, the hypothesis testing in this research was continued using analysis tests. *multivariate analysis of variance (MANOVA)*. The results obtained are as follows.

Table 9. MANOVA Test Results

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.998	4168.699b	2,000	13,000	.000
	Wilks' Lambda	.002	4168.699b	2,000	13,000	.000
	Hotelling's Trace	641,338	4168.699b	2,000	13,000	.000
	Roy's Largest Root	641,338	4168.699b	2,000	13,000	.000
X	Pillai's Trace	.990	666.132b	2,000	13,000	.000
	Wilks' Lambda	.010	666.132b	2,000	13,000	.000
	Hotelling's Trace	102,482	666.132b	2,000	13,000	.000
	Roy's Largest Root	102,482	666.132b	2,000	13,000	.000

Based on the SPSS output results presented in the table above, it shows that the sig value of Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root is 0.000 and compared with the α value of the test criteria = 0.05, which means the sig value is smaller than the α test criteria so that H_0 is rejected, it can be concluded that there is a significant influence of the implementation of group counseling services with the behavior contract technique in reducing academic

procrastination and increasing student learning motivation at SMK Negeri 1 Kotabumi, North Lampung. After knowing the simultaneous MANOVA test, the researcher then also analyzed the partial MANOVA test to answer the second and third hypotheses, which can be seen in the following table:

Table 10. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
X	Procrastination	7700.063	1	7700.063	483,683	.000
	Motivation	12155.063	1	12155.063	706,470	.000

Based on the SPSS output results presented in the table above, it can be concluded that:

1. The sig value in the ability to understand the concept is 0.000 and compared with the α value of the test criteria = 0.05 which means the sig value is smaller than the α value of the test criteria so that H_0 is rejected, it can be concluded that there is a significant influence of group counseling services with the behavior contract technique in reducing academic procrastination.
2. The sig value in critical thinking ability is 0.000 and compared with the α value of the test criteria = 0.05 which means the sig value is smaller than the α value of the test criteria so that H_0 is rejected, it can be concluded that there is a significant influence of group counseling services with the behavior contract technique in increasing students' learning motivation.

Discussion

Based on the results of the research conducted, it was found that there was a decrease in academic procrastination behavior as well as an increase in learning motivation in students at SMK Negeri 1 Kotabumi, North Lampung after receiving group counseling services using the behavior contract technique. The results of the study also showed that the average academic procrastination behavior of students was lower and learning motivation increased compared to the condition before the group counseling service was provided. This confirms that the provision of group counseling services using the behavior contract technique which was carried out for four meetings had a real effect in helping to reduce academic procrastination behavior and increase student learning motivation at SMK Negeri 1 Kotabumi. In the implementation of this research, the guidance and counseling teacher provided group counseling services for four meetings because after the fourth session there was an increase in learning motivation and a decrease in academic procrastination behavior according to the indicators explained in the previous chapter. Next, the author discusses

the condition of academic procrastination behavior and learning motivation of class XI students at SMK Negeri 1 Kotabumi, North Lampung, before and after receiving group counseling services using the behavior contract technique.

The results of this study also revealed that before the implementation of group counseling services using the behavior contract technique, students experienced academic procrastination problems with an average score of 98.3 in the experimental group and 97 in the control group, which is included in the high category based on the pretest results. Meanwhile, students' learning motivation problems obtained an average score of 44.3 in the experimental group and 51.5 in the control group. This condition indicates the need to reduce academic procrastination behavior and increase learning motivation so that students' development tasks are not hampered. After being provided with group counseling services using the behavior contract technique, the average academic procrastination score in the experimental group decreased to 52.8 (low category), while the control group remained high with an average of 96.6. For learning motivation, the experimental group experienced a significant increase with an average score of 101.2 (high category), while the control group only obtained an average of 46 (low category). These findings demonstrate that the implementation of group counseling services using the behavior contract technique provided by guidance and counseling teachers at SMK Negeri 1 Kotabumi effectively reduced academic procrastination and increased student learning motivation. In conclusion, group counseling services using the behavior contract technique have been proven to be effective in reducing academic procrastination and increasing student learning motivation at SMK Negeri 1 Kotabumi, North Lampung.

Research conducted by Dinda Miranti Putri and Damajanti Kusuma Dewi in a psychology research journal entitled "The Relationship Between Learning Motivation and Academic Procrastination During Distance Learning" explains that the phenomenon of delaying doing or completing academic assignments is known as academic procrastination. This phenomenon has become increasingly common during the Covid-19 pandemic because learning that was usually done face-to-face has changed to distance learning. This change has forced students who are used to receiving teacher assistance to study independently with minimal supervision. One factor that influences academic procrastination is learning motivation. This study used a quantitative method involving 190 10th grade students at a high school in East Java Province. The analysis technique used was the Pearson Product Moment correlation with the help of the SPSS 25.0 for Windows program. The results of the analysis showed a correlation value of -0.340 ($p < 0.05$), which means

there is a negative relationship between learning motivation and academic procrastination.¹⁴ The difference between this study and the previous study conducted at SMK Negeri 1 Kotabumi lies in its focus and objectives. While the previous study only examined the relationship between learning motivation and academic procrastination, this study focuses on the effect of group counseling services using the behavior contract technique on reducing academic procrastination and increasing student learning motivation.

The research conducted by Sinta Ayuwardhi Wahyuningsyas and Sri Panca Setyawati entitled "The Influence of Learning Motivation on Academic Procrastination of Students at MTs Sunan Kalijaga, Tulungagung Regency" also discusses the problem of academic procrastination. Academic procrastination is defined as the tendency of students to postpone completing assignments, ignore academic obligations, be lazy about studying, and prefer activities they enjoy over completing schoolwork. To overcome this problem, students are expected to be able to increase their learning motivation so that they can reduce procrastination behavior. The purpose of this study is to determine the effect of learning motivation on students' academic procrastination. Learning motivation is understood as the sincerity in carrying out academic learning activities to increase knowledge and achieve desired goals. This study uses a quantitative approach with correlational techniques to determine the degree of relationship between learning motivation and academic procrastination. The results of the study are expected to show that an increase in learning motivation is inversely proportional to the level of academic procrastination.¹⁵ The fundamental difference with the research at SMK Negeri 1 Kotabumi lies in the object of study and its objectives. The previous study focused on the relationship between learning motivation and academic procrastination, while the Kotabumi study examined the effect of group counseling services using the behavior contract technique on reducing procrastination and increasing learning motivation.

The research conducted by Iredho Fani Reza in the *Humanitas Indonesian Psychological Journal* entitled "The Relationship Between Academic Motivation and Procrastination" aims to determine the relationship between motivation and academic procrastination in postgraduate students. The research subjects were 30 master's program students at a postgraduate school in Jakarta who were selected using purposive sampling. The approach used was quantitative with instruments in the form of an academic motivation scale and an academic procrastination scale. Data were analyzed using product moment correlation. The results showed a correlation coefficient

¹⁴ Putri and Dewi, "The Relationship Between Learning Motivation and Academic Procrastination During Distance Learning."

¹⁵ Sinta Ayuwardhi Wahyuningsyas and Sri Panca Setyawati, "The Influence of Learning Motivation on Academic Procrastination of Students at MTs Sunan Kalijaga, Tulungagung Regency," *Proceedings of SEMDIKJAR (National Seminar on Education and Learning)* 4 (2021): 708–16.

of 0.348 with a p value = 0.059 ($p \geq 0.05$), which means there is no significant relationship between academic motivation and academic procrastination in postgraduate students. This means that individual academic motivation does not directly influence procrastination behavior at the master's level of education.¹⁶

A study by Fania Rizkia and Temi Damayanti Djamhoer entitled "The Influence of Learning Motivation on Academic Procrastination in Students in Bandung City" revealed that academic procrastination is a behavior of delaying completing tasks that commonly occurs among students. This study used a quantitative approach with a causality design. The subjects were 399 university students in Bandung City with a cluster random sampling technique. The instruments used included the Academic Motivation Scale and the Active Procrastination Scale. The results showed that there was a partial influence of intrinsic motivation, identified regulation, and amotivation on academic procrastination, while external regulation and introjection regulation had no significant effect.¹⁷ The difference with the study at SMK Negeri 1 Kotabumi lies in the focus and variables studied. The previous study only examined the effect of motivation on procrastination using two variables, while this study involved three variables: group counseling services using the behavior contract technique, academic procrastination, and learning motivation. It was conducted at the vocational school level, not the university level.

CONCLUSION

Based on the results of calculations, analysis, and hypothesis testing that have been carried out, this study shows that there is an influence of the implementation of group counseling services with the behavior contract technique on academic procrastination that occurs in students of SMK Negeri 1 Kotabumi. In addition, there is an influence of the implementation of group counseling services with the behavior contract technique on the learning motivation of students of SMK Negeri 1 Kotabumi. This study also proves that there is an influence of the implementation of group counseling services with the behavior contract technique on academic procrastination and increases the learning motivation of students of SMK Negeri 1 Kotabumi.

¹⁶ Chornelia Silintowe Labiro and Ratriana YE Kusumiati, "The Relationship Between Academic Stress and Academic Procrastination in Students During the Covid-19 Pandemic," *Bulletin of Counseling and Psychotherapy* 4, no. 3 (2022): 590–98.

¹⁷ Hendri Rohman, "The Influence of Teacher Competence on Teacher Performance," *MADINASIKA Journal of Management and Teacher Training* 1, no. 2 (2020): 92–102.

Arfani Fernando Fahmi, Sutarto, Sumarto, Dina Hajja Ristianti, Dewi Purnama Sari: The Effect of Implementing Group Counseling Services with the Behavior Contract Technique on Academic Procrastination and Increasing Learning Motivation at State Vocational High School 1 Kotabumi, North Lampung

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