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THE EFFECT OF BEHAVIOR CONTRACTS ON THE PREVENTION OF PROCRASTINATION OF ELEMENTARY SCHOOL STUDENTS

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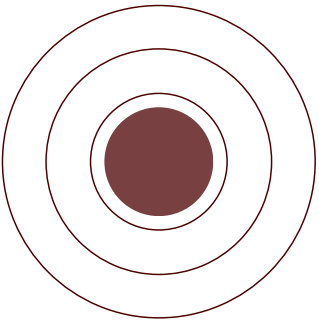
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INTRODUCTION



Building quality education is crucial in today's technological era, where students must meet various academic demands. However, many students, particularly at the elementary level, struggle with time management and face procrastination issues. Procrastination - the tendency to unnecessarily delay tasks - has been a persistent challenge that can significantly impact both academic performance and student wellbeing.

To address this, behavior contracts - written agreements between students and teachers that establish specific behavioral goals and consequences - have emerged as an effective intervention method. This approach, guided by teachers, helps students develop better time management skills and reduce procrastination while allowing them to participate actively in their behavioral change process.

The purpose of this literature review is to prevent procrastination with behavior contracts that are guided by teachers to help students develop better time management skills and also help us (as teachers) build education in today's technological era.



LITERATURE REVIEW



A. Procrastination

Procrastination, derived from the Latin words "pro" and "crastinus" (Wyk, 2004 in Ramadhan & Winata, 2020), is defined as the postponement of tasks or decision-making (Milgram et al., 1998 in Eerde, 2003).

According to (Wolter in Wati & Setyawati, 2023), academic procrastination specifically refers to failing to complete academic tasks within desired timeframes.

The behavior can be either functional - aimed at obtaining complete information - or dysfunctional - aimless delays with negative consequences - (Harriot & Ferrari, 2018 in Fadila Istiqamah et al., 2020), influenced by both internal factors - physical and psychological conditions - and external factors - parenting and environmental influences - (Rahardjo 2013 in Wati & Setyawati, 2023).

Key aspects of procrastination including perceived time, intention-action mismatch, emotional pressure, and perceived ability (Ferrari et al., 1995 in Yuliyanto, 2024).

The consequences include declined academic performance (Husain et al., 2023 in Yuliyanto, 2024), increased anxiety (Rothblum et al., 1986 in Klingsieck, 2013), and stress (Tice & Baumeister, 1997 in Klingsieck, 2013).

Common indicators include inconsistency with planned completion times, working on more pleasurable tasks instead, feeling anxious about assignments, doubting one's abilities, and having a false sense of abundant time availability (Yuliyanto, 2024).

LITERATURE REVIEW



B. Behaviour Contract

A behavior contract is an agreement between individuals to modify specific behaviors through reinforcement (Istiqamah et al., 2020). Komalasari et al. (2020) and Misnawati et al. (2023) define it as a regulatory tool for desired behavioral changes between client and counselor. According to Lutfi Fauzan (Surwanti, 2022), its primary purposes include creating new learning conditions, eliminating maladaptive behaviors, and strengthening desired behaviors.

The implementation follows three main stages: relationship building and problem definition (identifying problem), behavior modification and reinforcement, and evaluation (Misnawati et al., 2023).

According to Surwanti (2022), while behavior contracts are relatively simple to implement and can be used both individually and in groups, they may require significant time investment. The technique aims to improve adaptive behavior, enhance discipline, and facilitate behavioral change through structured agreements.

DISCUSSION



From several research findings above, it can be concluded that the behavior contract technique is effective in preventing academic procrastination in elementary school students because it is able to build students' commitment and responsibility in completing tasks. When students are directly involved in creating a behavior contract with the teacher, they will better understand the targets that need to be achieved and the consequences they will face if they fail to meet those targets. This motivates students to strive for the desired behavior in order to receive reinforcement. Active student involvement in creating behavior contracts according to each student's abilities and needs. For example, setting task completion targets is divided into several stages based on student competencies. Students are also given various assignments so that they do not quickly feel bored. Periodic evaluations of target achievements are conducted collaboratively between teachers and students to motivate students to show positive progress.



DISCUSSION

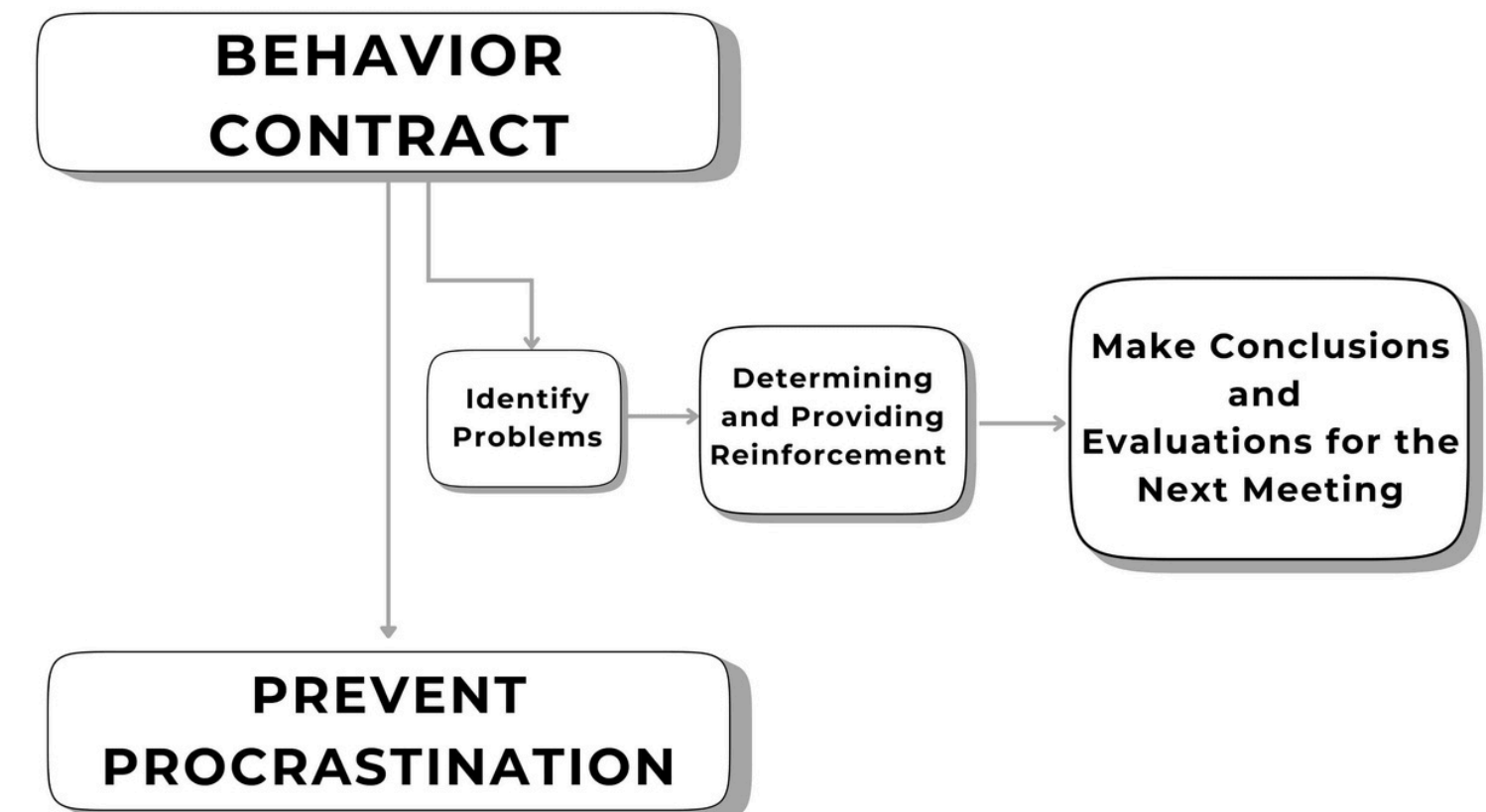


The implementation of behavior contract techniques to prevent academic procrastination in elementary school students is effectively carried out by following its stages systematically. The process involves three main stages.

In the identify problems stage, the teacher builds a counseling relationship to help students identify their procrastination issues.

During the core stage, the teacher and students work together to select specific behaviors to change, establish reinforcements and sanctions, and create a written behavior contract. The teacher then monitors student progress regularly, providing reinforcement for achieved targets or applying mild sanctions for unmet goals.

Finally, the teacher and students evaluate progress and plan follow-up actions in the final stage.



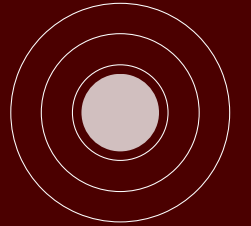
CONCLUSSION



In elementary schools, behavior contracts serve as written agreements between teachers and students that help address and prevent procrastination. These contracts establish clear behavioral targets and consequences while helping students develop better time management skills and academic responsibility. Research indicates that when students actively participate in creating and following these agreements, they demonstrate improved commitment to their tasks and reduced procrastination behaviors. However, the research on this topic faces significant limitations. Most studies originate from Indonesia, leading to a lack of global perspective in the findings. Additionally, the overall quantity of research is insufficient to draw definitive conclusions. As a result, it needs to be supported by evidence from further research.



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THANK YOU

