International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Exploration of Learning Outcomes Through Preventive Efforts to Prevent Adolescent Academic Procrastination in Pasca Pandemi Covid-19

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Abstract

Teenagers as agents of change in human resources for the better. This condition will not be achieved if teenagers do not carry out their roles and tasks optimally, one of which is by achieving good learning outcomes by preventing academic procrastination. The aim of this research is to explore learning outcomes through preventing adolescent academic procrastination after the Covid-19 pandemic. Academic procrastination is the behavior of delaying or completing school or college assignments. Undecided students are more likely to fail academically. Academic procrastination is the behavior of someone who wants to delay completing a task. As a result, students become lazy and often experience academic failure. Exploratory studies of learning outcomes to prevent academic procrastination can be carried out by paying attention to physical condition, motivation, self-efficacy and self-awareness, parenting patterns, the environment, as well as guidance from guidance and counseling teachers at school, with self-instruction counseling treatment, cognitive restructuring, cognitive behavior modification, behavior contracts, self-regulated learning, positive reinforcement techniques, and others.

Keywords: Learning Outcome, Academic Procrastination, Pandemi Covid-19

INTRODUCTION

At the end of 2019, the Covid-19 pandemic outbreak hit Indonesia which had an impact on students having to keep their distance, study from home, wear masks and wash their hands

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frequently. Around 2020, an online learning policy was implemented to stop the corona virus, for around 2 years, which resulted in educational institutions experiencing significant changes. Next, in 2022, returning to face-to-face activities is permitted, but it depends on each agency's activities.

This condition has an impact on various aspects, one of which is education. Education plays an important role in improving human resources that are intact and develop optimally. (Fitriana et al. 2021) education is part of a means of improving the generation, especially in Indonesia, especially becoming the golden generation in 2045 (F. Fitriana et al. 2021). Anwar (2015) states that education is part of a better life path that can be achieved. This process can be seen in the process and results obtained by students. Learning outcomes are the abilities and skills that students have to obtain learning (Mølstad & Karseth, 2016). Learning outcomes are conditions that students do that they were previously unable to do (Watson, 2002). Learning outcomes act as a benchmark for achievement and experience (Singh, et al, 2015; Aziz, et al, 2012), as well as for identifying and evaluating learning objectives (Kpolovie et al, 2014; Nurhasanah & Sobandi, 2016; Aziz et al, 2012), as well as reports of what students obtained (Popenici & Millar, 2015; Jihad & Haris, 2012).

However, the reality is that education requires struggle, because it is not yet as expected, there are still many teenagers who experience obstacles towards optimal learning outcomes. The results of research by Makbul & Farida (2023) found that the learning outcomes data for PAI Singaperbangsa Karawang student evaluation techniques were in the medium category, 62%, and low category 18%, and high high 21%. This condition is influenced by various factors, one of which is good time management, on the other hand, with poor time management, such as procrastination, or what is known as academic procrastination, teenagers will experience various negative impacts. This condition is caused by various conditions, for example assignments that you don't like, worries about not succeeding in exams, and being interested in other activities, compared to the assignments given.

One of the factors that influences learning outcomes is procrastination or what is called academic procrastination (Makbul, 2021, 2022). Apalagi pasca pandemi covid-19, kegiatan pembelajaran dilakukan beragam yang scere tidak langsung mempengaruhi hasil belajar (Makbul & Farida, 2023). Findings from Onwuegbuzie (2004) show that 40% to 60% of postgraduate students in America experience academic procrastination. The research results of Aremu, Agokei & Ugoji (2011) found that 81% of students in Nigeria experienced high levels of procrastination. Ferrari, O'Callaghan, & Newbegin (2005) research shows that 70% of students routinely procrastinate.

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The research results of Ozer, Demir & Ferrari (2009) stated that as many as 52% of Turkish students experienced academic procrastination. In Elvira F's research 2021 (in Zega, 2022), high school and equivalent students in Pasuruan Regency were at a moderate level of procrastination, namely 73%. Furthermore, it is estimated that 70% to 95% of English speaking students are involved in postponing the completion of academic assignments (Ellis & Knaus, in Özer, Saçkes & Tuckman, 2013).

The condition of delay is that people actually intend to do it, but fail to adjust according to the targeted time (Ackerman & Gross, 2005; Afzal & Jami, 2018). Academic procrastination is related to common adolescent problems, which has an impact on stress (Dluha, dalam Labiro & Kusumiati, 2022). Procrastination has a negative impact on academics (Deemer, et al, 2014), the success of students being able to manage time well. Therefore, it is necessary to explore learning outcomes with the decline in adolescent academic procrastination a fter the Covid-19 pandemic. Klassen, et al (2008) at Canadian universities showed that almost all students described themselves as procrastinators, as many as 89% of students reported procrastinating for more than 1 hour every day. Therefore, it is important to review the exploration of adolescent learning outcomes through preventing academic procrastination after the Covid-19 pandemic.

DISCUSSION

Adolescent Learning Outcomes

Learning outcomes are an marker of the victory of an scholarly course/program. Learning results give a clear picture of what can be accomplished by taking after a specific program (Mahajan & Singh, 2017). Learning outcomes are intellectual development and efforts to create learning conditions (Yolanda, in Tahrim, et al, 2024). Academic success is proven by the teacher's ability to lead the class. Learning success is achieved if learning is done correctly (Cahyawati, 2020). Learning can be watched, demonstrated, measured within the capacities or accomplishments experienced by understudies as a result of learning encounters (Németh & Long, 2012) which are built through the learning handle (Singh, et al, 2015).

Learning results are the comes about accomplished from educating and learning exercises in understanding with instructive targets. Learning results are measured to decide the accomplishment of instructive objectives, so learning results must be parallel to instructive objectives (Purwanto, 2005). Learning outcomes are the abilities that children gain after going through learning activities (Jihad & Haris, 2012). Learning outcomes are influenced by the amount of effort undertaken (Slameto, 2012). Learning outcomes are related to the experience

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of learning activities in the field (Sudjana, 2009). The learning process is influenced by internal and external factors (Sutikno, 2008).

Learning outcomes can be used as a benchmark for identifying and evaluating learning objectives (Aziz, Yusof, & Yatim, 2012). As one of the benchmarks for measuring learning victory, learning results reflect the comes about of the learning prepare appearing the direction of educators, students, and the learning process, and educational institutions have achieved predetermined educational goals (Kpolovie et al, 2014). Bloom's Scientific categorization of learning results inside the system of the ponder is accomplished through three spaces, to be specific cognitive, full of feeling and psychomotor (Sudjana, 2009).

Learning outcomes are used as a benchmark for identifying and evaluating learning objectives (Aziz, et al, 2012). Learning outcomes are influenced by the learning motivation component (Stevani & Marwan, 2021), with full courage without worrying about losing one's way. In fact, if the route is not correct, then the route helps direct you in the correct direction according to your destination (Mahajan & Singh, 2017)

Academic Procrastination

Academic procrastination means an individual's predisposition towards academic activities, resulting in negative impacts (Simpson & Pychyl, 2009). Procrastination can be interpreted as a behavior of delaying work until the next time or day. This tendency could be without reason, or it could also be with good intentions but not realized (Purwanti, 2014). Procrastination is the behavior of individuals who abandon important activities that can be carried out and have been previously planned without a reasonable reason) (Balkis, 2009).

Shapes of scholarly lingering that are as a rule carried out by understudies incorporate regulatory errands such as submitting letters, returning books borrowed from the library, enrolling for exams, and skipping lesson as well as scholarly assignments such as doing homework, compiling reports, and preparing for exams (Çıkrıkçı & Erzen, 2020). Ilyas (2017) students who engage in academic procrastination feel uncomfortable with their environment at school. Stead et al (2010) academic procrastination is the condition of delaying academic activities, which has a negative impact. Academic procrastination is the attitude of procrastinating in doing homework which is the student's responsibility, by carrying out other activities that are not the main goal (Procrastination, in Khasanah & Pandiwinata, 2022).

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Learning outcomes are the level of victory accomplished by understudies after taking an interest in a learning movement, where the level of victory accomplished by understudies after participating in a learning activity, where the level of success is marked by a scale of values in the form of letters or words or symbols (Dimyati, in Indrianti et al, 2017). These optimal learning outcomes are influenced by two factors,, specifically inner components and outside components. Inner components are variables that exist inside the person, whereas outside variables are variables that exist exterior the person. Factors that influence learning outcomes consist of intelligence, talent, interest and attention, motivation, health, way of learning, discipline, family environment, social environment, school and supporting facilities (Indrianti, et al, 2017)

The success of educational quality is supported by optimal learning outcomes. However, to achieve good learning results, sometimes it is not as easy as planning, there are obstacles and obstacles, such as postponing work/assignments. This procrastination habit will indirectly affect learning outcomes at school. Ramadhan research results (2016); Makbul & Farida (2023), learning outcomes are closely related to the condition of academic procrastination.

Solomon and Rothblum (1984) expressed that hesitation could be a propensity to delay beginning or completing by and large execution in arrange to carry out other futile exercises, so that execution gets to be hampered, never completing errands on time, and regularly being late in addresses. Every time there is an increase in academic procrastination, learning achievement will decrease

Academic procrastination is prevented by self-management techniques (Azzahra, Susiolo & Suryawati, 2022; Sari, Hartati, Prabowo & Siswanti, 2022), self-instruction, cognitive restructuring, cognitive behavior modification, behavior contracts, self-regulated learning, positive reinforcement techniques (Sari, Hartati, Prabowo & Siswanti, 2022), Group counseling with a behavioral approach (Purwanti, 2014).

CONCLUSION

Post-pandemic learning activities have various impacts, which lead to adolescent learning outcomes. The condition of students who initially lacked interaction, online learning, and lack of communication, during the pandemic had an impact on attitudes and enthusiasm for learning, which gave rise to an attitude of procrastination or what is called academic procrastination. Academic procrastination is a person's tendency to deliberately and repeatedly

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put off everything related to the teenager's academic studies. Ultimately, learning outcomes are disrupted. Several things to explore learning outcomes by reducing academic procrastination include paying attention to physical conditions, such as food intake, nutrition, psychology, such as motivation, interest in learning, family environment, friendships, self-management, CBT, CBM, Behavioral Counseling, and others.

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