

Training on Goal Setting: Reducing Academic Procrastination

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Abstract: Generation Z individuals are in their teenage years. The problem of academic procrastination among female students in junior high schools belonging to Generation Z is in the high category. This service aims to reduce students' academic procrastination. The method used to achieve the goal is the goal-setting training method. The service subjects were 17 SMP Negeri 23 Banjarmasin students identified as experiencing academic procrastination in the high category based on the results of the Academic Procrastination Scale analysis. There was a decrease in academic procrastination after being given goal-setting training. Effective goal-setting training influences reducing procrastination among Generation Z teenagers in the city of Banjarmasin.

Keywords: generation; goal setting; procrastination; training

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INTRODUCTION

Education is a crucial aspect of shaping individuals' futures and societal development. Generation Z comprises individuals born between 1995 and 2010 (Pratikto & Krisanty, 2018). Generation Z is the technology generation. They have been exposed to social media since early childhood, and in this case, Generation Z has grown up in a world where almost their entire lives are connected to technology from birth (Tapscott, 2018). This generation is called the Internet generation because they grew up in the digital era, enabling them to access information quickly, even at a very young age. They frequently communicate with all groups, especially on social networks such as Facebook, Twitter, Instagram, WhatsApp, etc. They

are usually sensitive, tolerant of different cultures, and care about the environment. In line with these statements, based on findings (Bhakti & Safitri, 2017), Generation Z has positive and negative societal values.

Generation Z faces new challenges in pursuing quality education in this digital era. One of the problems often faced by Generation Z is academic procrastination (Kuswidyawati & Setyandari, 2023), which can hinder their potential achievement in education. Academic procrastination involves delaying academic tasks such as writing papers, preparing for exams, reading to complete assignments, handling administrative tasks, attending classes, and completing academic assignments (Juliawati, 2016;

Solomon & Rothblum, 1984; Syahrin et al., 2019). One possible reason for procrastination is failing to adhere to the set academic schedule (Putri & Edwina, 2020; Schouwenburg et al., 2004; Suroso et al., 2021).

Banjarmasin City, as one of the education centers in Indonesia, is not exempt from the issue of academic procrastination. Based on situational analysis through a simple survey and interviews with guidance and counseling teachers at SMP Negeri 23 Banjarmasin, where their students fall into Generation Z, it shows that junior high school students face high academic pressure, including during final semester exams, entrance exams to high schools or vocational schools they desire, and complex school assignments that trigger them to procrastinate. Additionally, students identified as experiencing academic procrastination exhibit behavior phenomena such as when given assignments by subject teachers, the tasks are not immediately completed; instead, students take the tasks home and delay their completion. Many students do not work on them, citing various reasons such as finding the tasks difficult, feeling lazy, forgetting to do them, fearing making mistakes in answering, or forgetting how to do the tasks.

On the other hand, the service team also collected data from students at SMP Negeri 23 Banjarmasin, and some students mentioned difficulties in completing tasks and preferred engaging in other activities, such as playing mobile phones or playing with friends, leading to task procrastination. Other reasons mentioned were not understanding the tasks given by teachers and not asking the teacher again about how they should be done due to anxiety about doing them wrong. Some students complete tasks only if their friends are doing them, depending on their friends. Interestingly, some students mentioned rarely doing school assignments or prefer postponing

them for some time because they feel tasks must be done perfectly, well, and correctly, requiring a long time to complete them.

The combination of academic pressure and potential disturbances from modern technology, such as social media and online games, as well as a lack of self-regulation abilities, low self-control, and failures in self-control (Dewany et al., 2023; Schouwenburg., 2004; Sulaiman et al., 2022; Wijayanto et al., 2023), can also lead Generation Z to tend to procrastinate their schoolwork.

Thus far, guidance and counseling teachers at SMP Negeri 23 Banjarmasin have tried to assist students experiencing academic procrastination. However, counseling services have been deemed inadequate in addressing the issue of students who procrastinate. To overcome this challenge, it is essential to introduce training focused on goal-setting to Generation Z in Banjarmasin City.

Goal setting is a key skill that can help them prioritize, manage time more effectively, and achieve better academic performance (Locke & Latham, 2013). This training will help them overcome procrastination and succeed in their education (Tuckman & Schouwenburg, 2004). Goal-setting training will also help Generation Z develop better planning skills for the future. By identifying short-term and long-term goals, they will have clearer guidance on achieving their career and personal aspirations. With this training, it is expected that Generation Z will be able to overcome academic procrastination and maximize their educational potential.

METHOD

The activity was held as training at the SMP Negeri 23 Banjarmasin Hall on Thursday and Friday, August 10–11, 2023. The training participants were students of SMP Negeri 23 Banjarmasin who were classified as having high-level academic procrastination based on the

results of the Academic Procrastination Scale analysis, totaling 19 people. However, two people could not attend during the event due to illness, so only 17 students received the training. Implementing the Community Service Mandatory Lecturer Program (Program Dosen Wajib Mengabdi/PDWA) began with stages: planning, preparation, implementation, and evaluation.

RESULTS AND DISCUSSION

This training consisted of four (four) stages of activities:

Planning

The service team, consisting of lecturers and students, analyzed current problems using literature studies and preliminary study results related to the problems faced in the field. They determined the PKM partners and the activities to be carried out, coordinated with the partners, in this case, the school principal and the coordinator of guidance and counseling teachers at SMP Negeri 23 Banjarmasin, and reached a mutual agreement.

Preparation

The service team arranged the program's implementation schedule and prepared a questionnaire on the academic procrastination scale to identify training participants, i.e., students with a high level of academic procrastination, which included the pre-test activities outlined in Table 1.

Table 1 Results of the pre-test academic procrastination levels of students

Academic Procrastination Level	F	%
Very Low	12	5
Low	94	39
Medium	118	48
High	19	8
Very High	1	0

Based on the results in Table 1, 19 students experienced procrastination, which was classified as high. However,

only 17 students attended the event, and the other two were unwell. The service team prepared materials, devised a plan for implementing goal-setting training to reduce academic procrastination in Generation Z, including material presentation, practice, experience sharing, discussion, Q&A sessions, and post-test methods, and documented the implementation of the community service program.

Implementation

The activity took place over two days, Thursday–Friday, August 10–11, 2023, with four training sessions. The first day included sessions 1 and 2, while the second had sessions 3 and 4. Each training session lasted 3 hours, making the total training time 12. The initial activity was the opening ceremony of the PDWA event, attended by the Guidance and Counseling Teachers' Coordinator and Guidance and Counseling Teachers at SMPN 23 Banjarmasin.

The opening of PDWA activities is shown in Figure 1.



Figure 1 Opening of the PDWA activity

The presentation of materials by the community service team in Session 1 with the theme "Who am I?" involved the following steps: 1) Ice-breaking for participants, 2) Introduction through a free association game, where participants state their names and one-word that describes themselves, 3) Completing Worksheet 1; 4) Conducting a focus group discussion (FGD) to discuss the topic of procrastination behavior and its negative impacts, analyzing the participants' potential as filled out in

Worksheet 1. Session 1 documentation is shown in Figure 2.



Figure 2 "Who am I?" material

In Session 2, participants practiced goal-setting guided by the community service team with the theme "Create My Dream." The steps included: 1) Ice breaking (applause), 2) The 16-square game (understanding desires, hopes, aspirations, and the importance of time), 3) Reflection on the game and material, 4) Visualization of the desired conditions, 5–10 years in the future, 5) Completing Worksheet 2 "Tree of Hopes" and creating a "bucket list" (a list of desires to be realized in the future); 6) Focus group discussion (FGD) on the topic of Worksheet 2. Session 2 documentation is shown in Figure 3.



Figure 3 Practice of goal setting

Session 3 covered the theme "From Time to the Future." The steps included: 1) reviewing the previous session, 2) reflecting on each participant's active involvement in taking responsibility for achieving goals and dreams through self-regulation, 3) Reflection on the essence and importance of time for realizing aspirations, 4) Screening a video about the importance of time; 5) Completing

Worksheet 3 about the priority scale (important vs. not important; urgent vs. not urgent). Session 3 documentation is shown in Figure 4.



Figure 4 "From Time to the Future" Material

Session 4 focused on the theme "Action Plan and To-Do List." The steps were: 1) Reviewing the previous session, 2) Reflecting on the connection between school (academic) goals, dreams, and hopes—the essence of time for the future, 3) Reflecting on the "Action Plan and To-Do List" material, 4) Reflecting on the importance of time through a video, 5) Reflecting on the priority scale; 6) Sharing and concluding.

Evaluation of program implementation and sustainability of community service programs is shown in Figure 5 .



Figure 5 Evaluation of activity implementation

The evaluation of community service to the community was conducted through the completion of evaluation questionnaires based on the results of the Academic Procrastination Scale. The results of the Academic Procrastination Scale (post-test) analysis served as indicators of the achievement of reducing students' academic procrastination through goal-setting training conducted by the community service team. The

post-test results at the end of the training can be seen in Table 2.

Table 2 Results of the evaluation of academic procrastination reduction with goal-setting training

Academic Procrastination Level	F	%
Very Low	0	0
Low	3	18
Medium	10	59
High	4	24
Very High	0	0

The evaluation results in Table 2 show a decrease in the level of high procrastination to medium and low. This indicates that the goal-setting training conducted showed a positive change. The procrastination reduction indicates that the training provided satisfaction and positive changes, effectively reducing participants' academic procrastination.

Goal setting was introduced to students through a training approach because training is a learning method to change cognitive, affective, and skills or expertise aspects (Johnson, 2014; Kirkpatrick, 2006; Salas et al., 2009). Training methods based on experiential learning principles state that human behavior is formed based on experiences that are first modified to increase effectiveness. The longer behavior becomes a habit and runs automatically; the more individuals try to modify behavior according to the situation. Considering that most adolescents have a short attention span (Gardner, 2013), adolescent actions are substantially formed in their interactions with peers (Lansford et al., 2009).

Reducing academic procrastination interventions focuses on improving teenagers' abilities to set goals and make appropriate plans to achieve them. This process can be done through goal-setting. Goal-setting training can improve a person's ability to set goals (Clare et al., 2009; Haslam et al., 2009; Seijts &

Latham, 2012). It also enhances motivation, planning, self-regulated learning, and feedback (Bailey, 2017; Farhan, 2020; Hattie & Timperley, 2007; Syah & Jayanti, 2022; Zimmerman, 2008).

The arrangement of this goal-setting training series is based on the components of goal-setting (Locke & Latham, 2019), which consist of five main principles of goal-setting: (1) Clear and specific goals (Clarity), (2) challenging goals (Challenging), (3) commitment (Commitment), (4) feedback (Feedback), and (5) task complexity (Complexity Task). A goal consists of several interconnected and complex aspects. A complex goal ensures that individuals feel it is not easy to achieve, requiring sufficient time, training, and guidance to reach the goal.

CONCLUSION

This PDWA activity concludes that there is a difference in students' academic procrastination before and after goal-setting training. This indicates that the goal-setting training has had a significant impact, effectively reducing student procrastination at SMPN 23 Banjarmasin.

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