

THE ROLE OF TEACHERS IN FACING ACADEMIC PROCRASTINATION AS AN EFFORT TO DISCIPLINE ELEMENTARY SCHOOL STUDENTS' LEARNING

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Abstract

Assignments are one of the strategies that teachers employ to teach students how to become disciplined and responsible individuals. However, many students procrastinate in their studies, which prevents them from developing independent, disciplined, and responsible traits, as outlined in the Pancasila Student Profile. The research objectives encompass the following: first, identifying the causes of academic procrastination among students. Second describing the attitudes of teachers towards addressing academic procrastination. Third, examining the efforts made by teachers in fostering discipline in student learning. The research methodology employed is qualitative research, utilizing interviews, observations, and documentation as the primary methods for data collection. The research subjects consisted of students in grades IV and V who exhibited procrastination tendencies, as well as teachers in the same grade levels. The data analysis process involved three steps: data reduction, data presentation, and drawing conclusions. The research findings reveal the following: There are two types of factors, internal and external, that contribute to student procrastination. Teachers adopt various approaches to address academic procrastination, such as approaching students, providing motivation or guidance, implementing punishment or rewards, and diversifying teaching methods. Teachers take specific steps to foster discipline in learning, such as establishing class agreements, organizing positive activities, and implementing punishment or rewards. Hence, teachers play a crucial role in implementing strategies aimed at reducing procrastination and cultivating a disciplined, independent, and responsible attitude among students.

Keywords: teacher's role; academic procrastination; learning discipline; elementary school

Abstrak

Tugas adalah salah satu strategi yang guru gunakan untuk mengajarkan siswa menjadi pribadi yang disiplin dan bertanggung jawab. Akan tetapi banyak siswa yang melakukan prokrastinasi didalam pembelajaran sehingga, tidak menanamkan karakter mandiri, disiplin, dan bertanggung jawab sesuai dengan Profil Pelajar Pancasila. Tujuan penelitian meliputi pertama, mengidentifikasi penyebab prokrastinasi akademik pada siswa. Kedua, mendeskripsikan sikap guru dalam menghadapi prokrastinasi akademik. Ketiga, upaya guru dalam pendisiplinan belajar siswa. Metode penelitian menggunakan penelitian kualitatif. Wawancara, observasi, dan dokumentasi adalah metode yang digunakan untuk pengumpulan data. Subjek penelitian siswa kelas IV dan V yang melakukan prokrastinasi serta guru kelas IV dan V. Tiga langkah uji analisis data adalah reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa penyebab siswa melakukan prokrastinasi ada dua jenis faktor internal dan eksternal; sikap guru dalam menghadapi prokrastinasi akademik yaitu dengan melakukan pendekatan terhadap siswa, memberikan motivasi atau nasihat, memberikan punishment atau reward, dan memvariasi cara mengajar; langkah yang dilakukan guru dalam pendisiplinan belajar yaitu membuat kesepakatan tiap kelas, melakukan kegiatan positif, adanya punishment atau reward. Oleh karena itu, guru memiliki peran penting dalam penerapan langkah-langkah agar prokrastinasi mampu berkurang dan siswa memiliki sikap disiplin, mandiri, dan tanggungjawab.

Kata Kunci: peran guru; prokrastinasi akademik; pendisiplinan belajar; sekolah dasar

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Introduction

In the world of education, a student is not strange to the concept of assignments. Batman et al., (2022) and Anwar & Scholar, (2022) argue that assignments are one of the strategies that teachers use to teach students to become disciplined and responsible individuals. The deadlines set by teachers also require students' attention. There are several assignments that need to be completed at home or at school. The completion of these assignments can help students develop characters in line with the values of Pancasila and improve their academic performance (Dolean & Lervag, 2022).

In fact, students often feel bored due to the abundance of homework assigned by teachers. The sheer number of assignments and the short amount of time given to complete them can lead to student fatigue, causing them to resort to desired shortcuts by procrastinating or engaging in academic procrastination. Putri et al., (2021) and Hidayati & Aulia, (2019) explain that procrastination is the tendency to delay or not immediately complete tasks until the last moments. Lenggono & Tentama, (2020) argue that the habit of procrastinating tasks can cause discomfort as students rush to complete assignments before the deadline. Svartdal et al., (2022) reveals that one of the factors that affects academic achievement is academic procrastination. In the context of learning, indicators of procrastination can be divided into (1) delay in starting or completing tasks, (2) procrastinating and delaying task completion, (3) inconsistency between planned and actual performance timing, and (4) engaging in other enjoyable activities instead (Ramadhan & Winata, 2016).

Academic procrastination manifests in students completing their work on or past the deadline, returning library materials late, and neglecting their studies during exams (Puspita Sari et al., 2022). Students who engage in procrastination during their learning process fail to cultivate independent, disciplined, and responsible characteristics that align with the Pancasila Student Profile (Irawati et al., 2022). Instead, they prefer to postpone their tasks until the submission deadline, which ultimately impacts students' academic performance.

This makes students have characters that contradict the values of Pancasila. Independent, disciplined, and responsible characteristics are essential in education. According to Unstad & Fjørtoft, (2021) and Patel, (2021) discipline is the act of effectively organizing routines, being orderly, and utilizing time wisely. Discipline also enhances learning to become creative and innovative (Chiu et al., 2022). The cultivation of discipline requires assistance and encouragement from both parents and teachers at school.

According to Irawati et al., (2022) the Pancasila Student Profile represents the character or traits that should be present in 21st-century Indonesian students. The Pancasila Student Profile comprises six dimensions, including (1) being faithful and pious towards the Almighty God and having noble character, (2) embracing global diversity, (3) practicing mutual cooperation, (4) being independent, (5) thinking critically, and (6) being creative. However, in the act of academic procrastination, students fail to implement the aspect of independence within the Pancasila Student Profile. According to Sarifuddin et al., (2021) developing the Pancasila Student Profile in each student can be achieved through intracurricular, cocurricular, extracurricular activities, and school culture. Dasmana et al., (2022) and Nurhayati et al., (2022) emphasize the importance of the Pancasila Student Profile in schools for fostering students' character, which can also be cultivated through daily learning activities. In cultivating independent character and reducing procrastination in education, the role of teachers is crucial. Teachers play a significant role in the process of developing students' behavior and their growth as individuals with Pancasila character (Dewi & Yuniarsih, 2020). Teachers strive to shape responsible and independent students by

emphasizing the value of discipline through individual task completion, taking responsibility for actions in the classroom, and completing assignments on time.

Based on the research conducted by Arniah et al., (2022) it is explained that teachers play a crucial role in enhancing students' independent character, including discipline and responsibility, through activities related to rules and regulations, task completion, accountability, and self-reliance. According to Patel, (2021) discipline and motivation are essential aspects for teachers to focus on, as they enable students to develop character in line with Pancasila values, reduce procrastination, and improve academic achievements.

From the data mentioned above, it is evident that a teacher must be able to cultivate a sense of independence, discipline, and responsibility in students. Teachers should also work towards reducing procrastination within the learning process to reestablish these character traits. The reduction of academic procrastination can also enhance students' achievements because they become more disciplined in completing their assigned tasks. Ljubin-Golub et al., (2019) and Ramadhani et al., (2020) outline that a significant decline in students' academic performance is attributed to academic procrastination within the learning process. In line with these studies, Safitri et al., (2020) explain that students' procrastination should receive assistance from teachers in order to decrease and help students become more focused on their studies.

Based on the description above, the previous studies did not clearly explain the attitudes or roles of teachers. Additionally, the discussion of causal factors appears incomplete in the previous research. Therefore, the similarity between the previous studies and the current research lies in the examination of the factors causing academic procrastination. The difference lies in the previous studies' focus on the percentage of students who engage in academic procrastination and the characteristics of students who procrastinate. In contrast, the current research focuses on the teachers' attitudes in reducing academic procrastination and their role in improving students' study discipline, specifically in elementary schools.

Based on the exposition above, this research brings novelty by comprehensively examining the causal factors and addressing the attitudes of teachers or steps for resolving academic procrastination. Therefore, the researcher is interested in investigating the attitudes of teachers in addressing academic procrastination as an effort to enhance study discipline and realize the Pancasila Student Profile among students. The focus of this research is to (1) identify the causes of academic procrastination among students, (2) describe the attitudes of teachers in addressing academic procrastination, and (3) study discipline among students. The results of this analysis are expected to assist teachers in reestablishing the characteristics of independence, discipline, and responsibility in students, thereby reducing or even eliminating the level of procrastination.

Research Methods

This study utilizes qualitative research. Qualitative research is employed to understand human or social phenomena by providing detailed descriptions reported through words, capturing the intricacies and nuances of the subject matter (Rijal Fadli, 2021). This research was conducted at SDIST Ibnu Qoyyim Surakarta. The study examines the attitudes of teachers towards students who engage in academic procrastination to promote discipline among students in line with the Pancasila Student Profile. The research focuses on teachers of fourth and fifth-grade classes, as well as students in fourth and fifth grade who exhibit academic procrastination. Both primary and secondary data were utilized to collect information for the study. Primary data was collected directly by the researcher through field observations, documentation, and interviews. This data was obtained directly from statements made by teachers and students regarding the issue at hand. Meanwhile, secondary data was collected by the researcher in the form of relevant journals

pertaining to the ongoing research. The secondary data utilized in the study, as mentioned earlier, has been cited in the introduction.

The most commonly used methods for data collection are interviews, observations, and documentation. The researcher conducts interviews by asking questions based on the interview guide that has been prepared. These interviews are conducted face-to-face, resulting in multiple responses that can be processed as data. Teachers of fourth and fifth-grade classes will be asked about the steps they take in addressing students who engage in academic procrastination and how they promote study discipline. On the other hand, students who exhibit academic procrastination will be asked about the reasons for their procrastination behavior. Furthermore, observation is conducted by interpreting what the researcher sees and hears so that the data can be analyzed. Classroom observations are carried out during teaching sessions to understand the attitudes of teachers in implementing the prepared steps. Documentation activities are essential for collecting data related to the research, enabling the analysis of such data. The researcher utilizes documentation by compiling data such as students' report cards, the names of students engaging in academic procrastination, and the actions taken by teachers in addressing academic procrastination among students.

The researcher utilizes triangulation of techniques/methods and triangulation of sources to ensure the validity of the data. Triangulation of techniques/methods involves obtaining data through different techniques, such as interviews, field observations, and documentation. On the other hand, triangulation of sources involves involving both teachers and students as interview sources. The data analysis process consists of three stages: (1) data reduction, which involves summarizing the research data, (2) data presentation, which involves collecting data with the aim of making informed decisions, and (3) drawing conclusions, which involves determining the findings of the research (Yuliani, 2018).

Results and Discussion

Based on the interview results regarding the attitudes of fourth and fifth-grade teachers in addressing academic procrastination among fourth and fifth-grade students at SDIST Ibnu Qoyyim, it was found that students still engage in a significant amount of academic procrastination and lack the cultivation of independent, disciplined, and responsible characteristics. Various factors contributing to academic procrastination were identified, resulting in students postponing tasks and negatively impacting their learning experience. However, the implemented strategies by the teachers proved effective in reducing procrastination during the learning process. Students were perceived to have become more disciplined in their studies, allowing for the successful implementation of the Pancasila Student Profile. The results and discussion of the research are outlined as follows.

Causes of Academic Procrastination

The main task of a student is to study. As a student, it is reasonable to be able to manage study time well, especially in time management. However, not every student is proficient in managing study time, resulting in procrastination in completing tasks. According to Ramadhani et al., (2020) academic procrastination is an ineffective behavior that becomes a habit of delaying tasks.

The individuals who engage in procrastination are commonly referred to as procrastinators. The behavior of procrastination is shaped by internal feelings as well as the influences of family upbringing, reinforced in schools and society at large. Students who postpone

the completion of school assignments are closely associated with the causes of such behavior. Therefore, the factors that contribute to procrastination also greatly influence it.

Based on interviews conducted at SDIST Ibnu Qoyyim, there are several students who engage in academic procrastination. In the fourth grade, approximately 11 students exhibit procrastination behavior, while in the fifth grade, there are 4 participants who engage in academic procrastination. The impact of students who engage in academic procrastination on their learning is a lag in understanding the subject matter since they struggle to keep up. Therefore, interviews were conducted with students from both the fourth and fifth grades who engage in procrastination. At SDIST Ibnu Qoyyim, students' delays in completing school assignments can be attributed to both internal and external influences. The following table presents the research findings on the causes of academic procrastination.

Table 1. Internal Factors

	Internal Factors	Student's Condition
Grade IV and Grade V	Physical condition	Fatigue
	Lack of motivation	Feeling lazy
	Lack of self-confidence	Lack of self-confidence or lack of belief and uncertainty in one's abilities.
	Self-control	Lack of self-control Frequently gets distracted Watching television or playing games on a mobile phone.

Table 2. External Factors

	External Factors	Student's condition
Grade IV and Grade V	Environment	Lack of supportive environment.
	Parenting and Motivation	Lack of motivation or support from parents.

The data in tables 1 and 2 above indicate that there are several students in grades IV and V who engage in academic procrastination. This is supported by documentation such as report card grades, lists of students who engage in procrastination, and the actions taken by teachers in dealing with students who procrastinate. Tables 1 and 2 present the results of the analysis conducted by the researchers in this study, and the findings are elaborated below.

The data in table 1 shows that student fatigue after school is an example of an internal factor. As a result, they postpone their homework and do not complete the tasks. Students who have a late dismissal time in the afternoon experience fatigue, which leads to boredom in doing homework and choosing to postpone it. This is consistent with the statement made by Wangid, (2014) that individuals who experience fatigue are more likely to procrastinate on tasks. Students admit to being unsure of their abilities and lacking motivation to complete assignments given by teachers, resulting in task accumulation and subsequent delays. Students also frequently get distracted by playing games on their mobile phones while working on homework assigned by teachers. According to Ramadhani et al., (2020) who also argue that procrastination is a negative behavior, it has causes such as indecision, lack of timeliness, insufficient self-control, and a lack of thorough planning in carrying out tasks.

On the other hand, external factors can also cause students to engage in academic procrastination. Based on interviews with students, they revealed that their parents work, so they have to do their assignments on their own. Additionally, their parents never provide motivation or encouragement to them. Furthermore, the students also mentioned their living environment lacking support and motivation regarding compulsory learning. This is also supported by Fidrayani & Aulia, (2021) who state that external factors of procrastination are mainly influenced by parents' lack of motivation and an unsupportive learning environment at home. As a result, students easily delay the tasks given by teachers.

Based on the description of the findings, it is explained that the causes of academic procrastination in students can be divided into two factors: internal and external factors. Internal factors include physical condition or fatigue, laziness, lack of motivation, inability to manage study time, and indulging in leisure activities. On the other hand, external factors include the influence of the student's environment or peers, who have a negative impact by spending more time on leisure activities rather than studying at home, as well as the lack of motivation from parents to provide encouragement for learning to the students.

Attitude of Teachers towards Academic Procrastination

In education, the attitude of teachers is an important aspect of the learning process. According to Li & Yu, (2022) teachers are one of the crucial components in the teaching and learning process for developing human resources in future development. Teachers play a role in carrying out the noble task of educating students to become individuals with noble character. According to Mendzheritskaya & Hansen, (2019) in classroom learning, there is a need to use creative teaching methods to foster deep understanding and facilitate long-term memory retention. During the learning process, teachers also encounter obstacles in student engagement, one of which is academic procrastination. Therefore, in addition to educating, teachers also play a crucial role, especially in addressing academic procrastination that occurs among students.

Fidrayani & Aulia, (2021) explain that procrastination has an influence on academic achievement. If procrastination is high, then academic achievement is low, and vice versa, if procrastination is low, academic achievement is high. This occurs because students do not adequately complete their tasks. Students do not submit their assignments within the specified time because they do not utilize their time effectively (Utami Sokma Anggun Nan Tunggal et al., 2014). Therefore, the attitude of teachers in addressing procrastination is crucial in order to improve students' academic achievement and foster a high level of discipline among students.

Table 3. The Attitude of Teachers in Academic Procrastination.

The Attitude of Teachers in Dealing with Procrastination		
Steps	Obstacles that occur	Required solutions
a. Approaching the students.	a. Students with introverted personalities.	a. Providing motivation and coordinating with parents of students.
b. Providing motivation and advice.	b. Lack of facilities and infrastructure.	b. Providing facilities and infrastructure.
c. Applying punishment.		
d. Varying teaching methods.		

Based on interviews with the fourth and fifth grade homeroom teachers and observations conducted by the researcher, it was found that in reducing procrastination in learning, teachers and the school principal devised ways to address this issue. The first step involved teachers approaching the students. Establishing a close relationship with the students enabled the teachers to create an environment where students felt more open and comfortable sharing their thoughts and experiences. Based on the research conducted by Toto Nugroho, (2022) it was found that the teacher's approach is a process or method used by a teacher to create an effective and efficient learning process, which in turn influences the attitudes and character of students. In line with this statement, teachers are able to act as guides. This is supported by the statement made by Kiki Yestiani & Zahwa, (2020) which states that teachers are referred to as guides because they guide the learning journey and have a responsibility in ensuring the smoothness of the learning process, especially in addressing procrastination behavior.

The second step involves providing motivation and encouragement to students. Teachers believe that by giving motivation and advice, it will ignite the students' inner enthusiasm. This is consistent with the research conducted by Setyaningsih & Wiryanto, (2022) which states that motivation has a significant impact on students' learning psychology and character development. The teacher's approach highlights the role of the teacher as a motivator. According to Kiki Yestiani & Zahwa, (2020) high levels of motivation directly influence the success of classroom activities.

The third step involves teachers providing punishment and praise to students. Punishment is given by the teacher to students who are disobedient or unwilling to improve themselves. This is in line with the research conducted by Arianti, (2018) which states that the punishment given by teachers serves as a means to motivate students to become better. Meanwhile, praise is given by the teacher to students who are willing or have already stopped procrastinating. Arianti, (2018) also mentions that praise is given to students in the form of grades, compliments, and rewards to encourage them to always strive to be the best. The teacher's approach reflects the role of the teacher as an evaluator. This aligns with the research conducted by Kiki Yestiani & Zahwa, (2020) which emphasizes that as a teacher, one must be able to evaluate the outcomes of the learning process and provide praise for good performance and constructive punishment for areas that need improvement.

The final step is for the teacher to vary the teaching methods for students. The teacher takes this step to prevent students from getting bored during the learning process. Therefore, it is important to vary the teaching methods to reduce procrastination in the classroom. This statement is in line with Arianti, (2018) who argues that teachers should develop teaching strategies to engage students in the learning process. Another aspect explained by Utami Sokma Anggun Nan Tunggal et al., (2014) is that through varied teaching, students are able to actively participate in the learning process. According to this statement, teachers can play the roles of both an instructor and a facilitator. Kiki Yestiani & Zahwa, (2020) state that as instructors, teachers should be able to present information in a clear manner to help students solve problems on their own. Therefore, as facilitators, teachers provide assistance to students to ensure easy comprehension of the material, leading to more effective learning and a reduction in procrastination.

Through interviews and observations, it is evident that teachers also face obstacles when implementing these steps. Teachers believe that obstacles are inevitable when undertaking any task. In the process of implementing measures to reduce procrastination, teachers encounter challenges such as students with introverted personalities and a lack of facilities and resources in the learning environment. The introverted nature of students makes it difficult for teachers to establish effective communication, as students often choose to remain silent rather than express their thoughts and feelings. The second obstacle is the insufficient availability of facilities and

resources for learning. Due to the lack of engaging resources such as an LCD, teachers often resort to lecture-style teaching methods.

If there are obstacles, a teacher has surely prepared solutions to overcome them. These solutions include coordinating with parents and providing facilities and resources. It is essential for teachers to coordinate with parents to effectively communicate and address any issues. This is important because parents should be aware of their child's progress in school. Another solution is the provision of facilities and resources, which is the responsibility of the school administration to ensure. Efforts are made to provide adequate facilities and resources for effective teaching and learning. This is important because having complete facilities and resources during the learning process makes it more effective and efficient. Students participate in the learning process with enthusiasm and it reduces academic procrastination.

Discipline in Learning to Realize the Profile of Pancasila Students

Character education aims to develop students' potential to build their personal character, making them individuals who are beneficial to society. Character education is also understood as a strategy for instilling moral principles within students, which will be implemented appropriately (Lubaba & Alfiansyah, 2022). The inculcation of Pancasila values through daily activities within the school environment can cultivate students with the characteristics of the Pancasila Student Profile. According to Irawati et al., (2022) the Pancasila Student Profile is a character that should be instilled in every student in Indonesia and directs educational policies to be student-oriented.

The researchers found evidence that the Pancasila Student Profile has been implemented both inside and outside the classroom through interviews and observations. However, due to the prevalence of academic procrastination among fourth and fifth-grade students, the aspect of independent character is less prominent in its application. Within the Pancasila Student Profile, one of the indicators that aligns with discipline in learning is independent character. Independence refers to an individual's self-awareness of their responsibility for the process and outcomes of their learning (Kahfi, 2022). Students who engage in procrastination behaviors, characterized by a lack of independence, responsibility, and discipline towards their tasks, are considered less self-reliant. The importance of discipline for students is to shape their behavior according to their environment. Dyah Ayu Kinesti et al., (2021) argue that being a disciplined student leads to a comfortable and effective learning process. Additionally, Hari et al., (2023) express that disciplined behavior in students is crucial in equipping them for future life. According to Desy et al., (2022) students' ability to learn is hindered when they fail to apply a disciplined mindset, leading to difficulties in carrying out the learning process smoothly. Consequently, students often violate school rules, which inevitably affects their learning activities. Therefore, there is a need to cultivate independent and disciplined character traits among students.

Table 4. Discipline in Learning.

Discipline in Learning		
Steps	Obstacles	Solution
a. Creating class agreements.	a. Different abilities of students.	a. Communicating with parents.
b. Engaging in positive activities.	b. Lack of attention or motivation from parents.	b. Providing motivation or guidance to students.
c. Implementing punishment.		

Based on the results in Table 4, it is evident that the Pancasila Student Profile has been implemented in the learning activities. From the interview data, teachers revealed that they have several steps in disciplining students. The first step involves teachers and students creating class agreements. This step is made in agreement with the students, and the teacher will make efforts to educate the students effectively. This is in line with the research conducted by Setyaningrum et al., (2020) and Elizabeth Prima, (2016) which found that using the *cooperative control technique*, where teachers and students create a learning contract that outlines the rules to be followed together, is an effective way to discipline students' learning.

The second step is to engage in positive activities. In this step, positive activities such as preparing learning materials before class, learning outside the classroom, and outbound activities are implemented. These activities help build discipline and independence in students. In the study conducted by Bitasari, (2022) it is explained that positive activities, such as out-of-class activities, play a crucial role in developing independence and discipline, as well as encouraging students to think creatively in self-development.

The final step is for the teacher to implement punishment and rewards for students. The punishment given by the teacher emphasizes positive aspects and provides motivation for students to complete their tasks effectively. On the other hand, the rewards given by the teacher include praise, grades, and motivating students through the use of stickers. This statement aligns with the research conducted by Elizabeth Prima, (2016) and Yuni & Dafit, (2022) which found that teachers provide rewards or recognition to encourage students to be more disciplined and achieve better results. Punishment, on the other hand, is administered when warnings or reminders fail to prevent students from violating rules.

The aforementioned steps are capable of assisting teachers in disciplining students to align with the Pancasila Student Profile. This is supported by the observations conducted. However, when implementing these steps, teachers may encounter obstacles. The first obstacle is the varying understanding among students. While some students respond well to direct discipline, others may require punishment first in order to become disciplined. This aligns with research findings Ristiana et al., (2020) the argument is that students tend to engage in prohibited behaviors and disregard the consequences that may arise. The second obstacle is the lack of motivation or attention from parents. This occurs due to parents being occupied with their work, causing them to forget their responsibilities as parents. In the study conducted by Yumni & Azis, (2022) it is explained that this lack of cooperation between teachers and parents will make it difficult for teachers to cultivate discipline in students' learning.

Based on the obstacles encountered in implementing these steps, teachers also provide solutions to minimize the barriers. One of the solutions is to communicate with parents. In this regard, it is important to engage in communication with parents to discuss students' progress. Teachers can establish communication through meetings during school assemblies or through online platforms such as *WhatsApp*. The second solution is to provide motivation or guidance to students. This motivation is given specifically to students who lack discipline in learning. The teacher provides this motivation to help students become more disciplined and independent in their learning. With these solutions in place, it will reduce barriers, and the steps implemented by the teacher will be effective in disciplining students.

Conclusion

Academic procrastination is a negative characteristic in day-to-day learning, which involves the habit of postponing tasks, according to existing research. Firstly, the causes of procrastination can be divided into two factors: internal factors and external factors. Internal

factors include physical conditions, lack of motivation, lack of self-confidence, and self-control. External factors include the environment, upbringing, and parental motivation. Secondly, the steps that teachers implement to reduce academic procrastination include approaching students, providing motivation or advice, administering punishment or rewards, and varying teaching methods. Thirdly, the efforts made by teachers to discipline students' learning include creating class agreements, engaging in positive activities, and implementing punishment or rewards. The researcher provides input or suggestions to relevant parties that in every learning environment, there will be students who engage in academic procrastination. Therefore, teachers play a crucial role in reducing procrastination. Teachers also possess an attitude in disciplining students to become responsible, independent, and disciplined. Therefore, it is necessary to cultivate positive student habits and familiarize them with the implementation of these steps to promote discipline in their learning.

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