

Tanggungjawab; self-regulated learning; mindfulness; prokrastinasi akademik

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ABSTRACT

Character education is one of the programs of the ministry of education and culture that is currently being implemented, the movement to strengthen character education is said to be the foundation and main spirit of education. The Research and Development Agency for the curriculum center formulates 18 indicators of character education, one of which is responsibility. The importance of cultivating a sense of responsibility in students is also in accordance with the challenges of the 21st century, where responsibility is one of the skills that is needed. Students need these skills to maintain existence and be able to compete in the global arena. But in fact, there are some students who still lack an attitude of responsibility, this can be seen from students who are still practicing academic procrastination. Academic procrastination is a behavior of delaying doing academic activities, so that this has an impact on academic achievement at school.

Munawaroh in 2017 conducted research at SMP Muhammadiyah 9 Yogyakarta, the results showed that the majority of students experienced procrastination at a moderate level of 77.1%. Then the results of Safira and Suharsono's research showed that class IX students of the accelerated program in Malang city experienced academic procrastination at a high level of 52.1% and the remaining 47.9% were at a low level. Finally, research conducted by Hidayati on Grade VIII students of SMP Gajah Mada Bandar Lampung showed that as many as 17% of students experienced academic procrastination. This shows that academic procrastination does not only occur in Yogyakarta but also occurs in other areas and is not a problem that can be simply ignored, so it requires the full attention of teachers and school *stakeholders*.

Guidance and Counseling Teachers in recent years have carried out various interventions to address the problems of academic procrastination experienced by students. However, the various strategies that have been carried out so far have only focused on changing behavior, so further interventions are needed which also focus on increasing students' awareness so they can concentrate in the learning process. For this reason, in this study I wanted to test the effectiveness of *self-regulated learning strategies and mindfulness exercises* on academic procrastination.

Winne et al emphasized that *self-regulated learning* is an ability possessed by students to regulate their own learning activities. *Self-regulated learning* strategies are given to students who do academic procrastination with the aim that these students can have high self-regulation in learning. Meanwhile, *mindfulness* exercises, as expressed by Kabat-Zinn, are an increase in awareness and focusing attention on the "here and now" condition which is carried out with purpose and without judgment. As revealed by the Seville global school superintendent, Michael Thia quoted on the Tempo.co page, the use of the *mindfulness method* makes students concentrate in the learning process, is able to manage their emotions and care more about others. This study used an experimental method with a *nonequivalent comparison-group design*. The targets to be achieved in this research include the completion of one thesis, one article published in the Counseling and Education Journal indexed by Sinta 2 and one article in the proceedings of a reputable indexed international seminar. This research is included in TKT level 3, namely proving the concept of the effectiveness of *self-regulated learning strategies and mindfulness exercises* on academic procrastination of SMP Muhammadiyah 5 Yogyakarta students.

Kata Kunci: *Responsibility; self-regulated learning ; mindfulness; academic procrastination*