



Implementation of Classical Format Intelligent Character Education (PKC-KA) to Reduce Student Academic Procrastination

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Abstrak

Academic procrastination is a problem that often occurs, especially in the academic field. Academic procrastination can be defined as a person's tendency to postpone academic-related activities. One of the causes of procrastination in students is feeling lazy and not understanding the assignments given by the teacher. One of the student behaviors that leads to academic procrastination is not completing school assignments according to the predetermined time. The sample for this research was students in classes X-IPS 1 and X-IPS 2 MAN 1 Batubara with an experimental group of 32 students and a control group of 32 students. The research instrument used is the Likert Scale model, which will then be analyzed using the Wilcoxon Signed Ranks Test and the Kolmogorov-Smirnov Two Independent Sample test with the help of SPSS version 26.00. The findings of this research generally show that intelligent character education in a class-like format (PKC-Ka) is effective in reducing academic procrastination in students so that it can then be given to students in an effort to reduce students' academic procrastination. Furthermore, the specific research findings are: (1) there is a significant difference in the academic procrastination of students in the experimental group before and after being given class-format intelligent character education (PKC-Ka), (2) there is a difference in the academic procrastination of students in the control group before and after given conventional information and (3) there are differences in students' academic procrastination between the experimental group given intelligent character education in a class-like format (PKC-Ka) and the control group given conventional information services.

Keywords: *Intelligent Character Education in Group Format (PKC-Ka), Student Academic Procrastination*

INTRODUCTION

Students always face many responsibilities that must be completed, especially in the academic field (Kreniske, 2017). Students must be able to participate and complete learning activities effectively, including following the teaching and learning process regularly and are required to complete all assignments in all subjects given by each teacher (Zahri, Yusuf and Neviyarni, 2017).

Students must also be able to handle demands and pressure such as reading documents, presenting documents or submitting assignments. However, in reality, many students postpone completing their assignments until the deadline approaches or until they receive a warning about the delay (Tjundjing, 2006). This procrastination behavior is what we usually call academic

procrastination (Kagan, Çak, İlhan, & Kandemir, 2010; Shahram & Vahedi, 2011).

Academic procrastination can be defined as a person's tendency to delay starting, carrying out and ending an activity that occurs in the academic environment (Handayani & Abdullah, 2016). Procrastination has several specific characteristics. Tjundjing (in Risdiantoro, Iswinarti, & Hasanati, 2016) states that academic procrastination is shown by characteristics such as: (1) a person's failure to meet deadlines (perceived time), (2) incompatibility between desires and emerging behavior, inability to completing assignments given by the teacher even though there is a strong desire to do the assignment (intention-action gap), (3) feelings of anxiety (emotional distress), (4) procrastination has nothing to do with each individual's ability but rather with doubt. the individual with the abilities they have (perceived abilities) (Risdiantoro & Hasanati, 2016).

Correspondingly, Academic procrastination can also be said to be an individual's tendency to delay carrying out assignments on purpose due to the individual's irrational beliefs in viewing the assignment itself, thus ultimately causing feelings of stress, discomfort, anxiety and restlessness in the individual (Handaru, Lase, & Parimita, 2014).

Based on the explanation above, it can be concluded that academic procrastination is an individual's tendency to postpone everything related to students' academic activities intentionally and repeatedly.

Many facts were collected regarding teenage problems, including delays in doing homework or difficulty completing homework for various reasons. Nurgrasanti (2006:26) links procrastination, especially with homework. Procrastination in learning is called academic procrastination, this behavior is seen in today's high school students who like to delay starting or finishing homework, delay reading study materials, are lazy about taking notes, and tend to like studying until late at night. People who have the habit of procrastinating on their tasks are called procrastinators (Fernando and Rahman, 2016: 217).

The negative impact of academic procrastination on students is evidenced by

decreased motivation to learn, irregular study schedules, and frequent absences from lessons, so that if this continues to be done and becomes a habit for students, it will have a negative impact on students such as decreased academic achievement, being late. in completing studies and ultimately being threatened with expulsion (Handayani, SWRI & Abdullah, 2016). Apart from that, academic procrastination also has an impact on individual psychological vulnerability.

Based on research results from Abdullah, et al (2016), it was revealed that carrying out research in several cycles, in the initial cycle the percentage of student academic procrastination decreased by 19.62%. Meanwhile, in the second cycle, the percentage of students' academic procrastination decreased by 13.59%. This is caused by providing group counseling services with self-management techniques. So, based on the research results of Abdullah et al, it can be concluded that academic procrastination does not occur in students but also occurs in high school students. self-management techniques. Furthermore, the results of research at the Widya Husada College of Health Sciences in Medan on data for 2014-2015 found several student behaviors that lead to academic procrastination, including being late for class, not wearing a complete uniform, being late in submitting assignments, being late for simulations in the laboratory. , there are still students who often do not attend lectures (Misnita, Lubis, & Azis, 2015).

In line with that, based on the results of observations and interviews conducted at MAN 1 Medan, it was revealed that there are still many students who like to procrastinate completing assignments or homework that have been given by the teacher, often come to school late and consider doing school assignments as not very important so they often ignored and

tend to do it at school and cheat on friends' assignments. Based on the results of research in the field, it appears that there are students who carry out acts of academic procrastination, procrastination which is carried out in the form of procrastinating in completing assignments which results in students being hampered in the learning process at school.

Procrastination is influenced by several possibilities. Things that influence procrastination have been researched at Darul Falah High School in 2017. The research found factors that cause procrastination. The first is internal factors that originate within the individual, and the second is external factors that originate outside the individual. In line with Fernando (in Pratini & Afifah, 2018) stated that procrastination is the tendency to delay work and completion of a task or work related to academic activities.

One of the services in BK that can help students get sufficient information in the academic field is information services, where information services are one type of service in BK to help students receive and understand various personal, social, study, career or position information, and continuing education in a directed, objective and wise manner. The information services provided in this research use the classical format intelligent character education model (PKC-Ka). Prayitno (2017) explains that the existence of classical format intelligent character education (PKC-Ka) can make students not only have high intelligence but have intelligent character in responding to developing issues, one of which is in the field of education, each topic discussed will be linked to The points of intelligent character values are the content of Pancasila and a complete and effective life.

Based on the explanation above, it is important for the author to conduct research entitled: "Implementation of

Intelligent Character Education in Classical Format (PKC-Ka) to Reduce Student Academic Procrastination".

RESEARCH METHODS

This research uses a quantitative method of the Quasi Experiment type with a Non Equivalent Control Group design. The reason is because this pattern uses two groups consisting of a control group and an experimental group. Subject determination is not taken randomly, thus allowing researchers to control variables according to the existing situation (Yusuf, 2013).

The number of subjects in this research was 64 class X IPS students, where class X-IPS 1 students were the experimental group and class X-IPS 2 students were the control group. The research instrument is an academic procrastination questionnaire instrument with a Likert Rating Scale model. Research data analysis was carried out using the Wilcoxon Signed Rank Test and the Kolmogorov Smirnov 2 Independent Sample test with the help of SPSS version 26.

RESULTS AND DISCUSSION

RESULTS

Research data was obtained from members of the experimental and control groups, each consisting of 32 people. Implementation of activities in the experimental and control groups was carried out from April 2023 to July 2023, totaling 8 activities plus 2 assessment actions (pretest and posttest). Based on the data obtained by the researcher, the research results can be described before and after treatment was given to both the experimental and control groups. Quantitative data processing was carried out using SPSS 26.00.

1. Pretest and Posttest Results of the Experimental Group

The main aim of conducting a pretest is to find out the initial picture of academic procrastination in students before being given treatment. The pretest results obtained in the experimental group and the control group were not much different. Based on the pretest results of 32 students in the experimental group, there were 3 students in the high category and 29 students in the very high category. Meanwhile in the control group, academic procrastination 32 students are in the very high category.

Based on the data obtained, the average pretest score on academic procrastination for experimental group students was 202.9 and was in the medium category, while the control group was 203.1 and was also in the medium category. This means that both groups are in the same category. Based on the results of the pretest data from the experimental group and control group, it was then analyzed using the Kolmogorov-Smirnov 2 Independent Sample test as follows.

Table 1. Kolmogorov Smirnov Test Analysis 2 Independent Sample Pretest Experimental and Control Groups

Test Statistics		
		Results
Most Extreme Differences	Absolute	,188
	Positive	,188
	Negative	-.125
Kolmogorov-Smirnov Z		,750
Asymp. Sig. (2-tailed)		,627
a. Grouping Variable: Sample Class		

Based on Table 1, you can see the Asymp. Sig.(2-tailed) is 0.627 which shows that the value of Asymp. Sig.(2-tailed) is greater than 0.05, so it can be concluded that the experimental group and control group data are normally distributed or are in the same category.

To be clearer, an overview of the results of the academic procrastination pretest of students in the experimental group and control group can be seen in Table 2 below

Table 2. Frequency Distribution of Pretest Academic Procrastination of Experimental Group and Control Group Students

Based on Table 2, it is known that of the

Intervals	Kcategory	Frequency		Frek	%
		Experimental	Kontrol		
≥ 179	Saremember High	32	30	6 2	96. 9
145 –	Tall	0	2	2	3.1
111 –	Sedang	0	0	0	0
77 – 110	Reokay	0	0	0	0
≤ 76	Saremember Low	0	0	0	0
Jumlah		32	32	64	100

64 students in the experimental group and the control group, the average student's academic procrastination was in the very high category, namely 62 people with a percentage of 96.9%, in the high category there were 2 people with a percentage of 3.1%.

2. Control Group Pretest and Posttest Results

Se4 (four) treatment sessions were given to the experimental group and control group for 4 (four) weeks, then the researchers re-measured the academic procrastination of students in the experimental group and control group. The results of measuring students' academic procrastination in the experimental and control groups can be seen in Table 3.

Table 3. Posttest Frequency Distribution of Students' Academic Procrastination Experimental Group and Control Group.

Intervals	Kcategory	Frequencys		Frek	%
		Oakexperiment	Kontrol		
≥ 179	Saremember	0	0	0	0
145 – 178	Tall	2	3	5	7.9
111 – 144	Sedang	5	10	15	23.4
77 – 110	Reokay	19	13	32	50
≤ 76	Saremember Low	6	6	12	18.7
Jumlah		32	32	64	100

BeBased on the posttest results of 32 students in the experimental group, there were 6 students in the very low category, 19 students in the medium category, 5 students in the medium category and 2 students in the high category. Meanwhile, in the control group, there were 6 students in the very low category, 13 students in the medium category, 10 students in the medium category and 3 students in the high category. Based on Table 3, it can be seen that the average posttest result of academic procrastination for experimental group students was 98.72, which was in the very low category, and for the control group was 104.69, which was also in the very low category.

BeBased on the table above, it can be seen that the academic procrastination of control group students decreased after being provided with information services. Before being given the information, the average pretest score was 203.1% and was in the medium category. After being provided with information services without classical format intelligent character education (PKC-Ka), the average posttest score decreased to 104.69% and is already in the very low category.

BeBased on the results obtained, it is known that from 64 students in the experimental group and control group, the average student academic procrastination was at a high level, namely 5 students with a percentage of 7.9%, in the medium category there were 15 students with a percentage of 23.4%. , in the low category there are 32 people with a percentage of 50%, and in the very low category there are 1 person with a percentage of 18.7%.

3. Academic Procrastination of Experimental Group Students

The research data obtained in the experimental group was based on instruments that had been given to 32 students in the experimental group before being given treatment (pretest) and after being given treatment (posttest). The following is a description of the pretest and posttest scores in the experimental group.

Table 4. Frequency Distribution of

Interval	Kcategory	Pretest		Posttest	
		Frec	%	Frec	%
≥ 179	Saremember High	32	100	0	0
145 – 178	Tall	0	0	2	6.25
111 – 144	Sedang	0	0	5	15.6
77 – 110	Reokay	0	0	19	59.4
≤ 76	Saremember	0	0	6	18.75
Jumlah		3	100	32	100

Pretest and Posttest Experimental Group

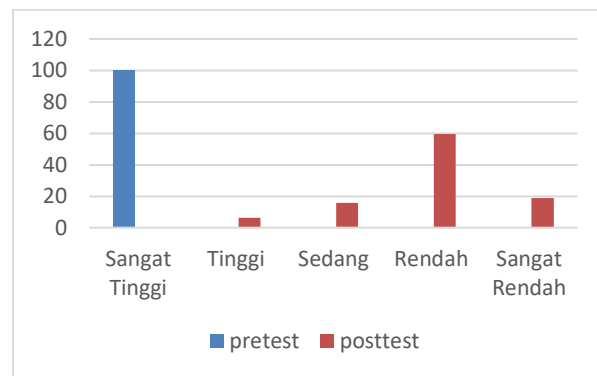
BeBased on the table above, it can be seen that the academic procrastination of experimental group students decreased after being given intelligent character education in a classical format (PKC-Ka). Before being given the classical format intelligent character education (PKC-Ka), the average pretest score was 203 and was in the medium category. After being given

intelligent character education in the classical format (PKC-Ka), the average posttest score decreased to 98.72 and was in the very low category.

Based on previous results, it can be seen that there are differences in the academic procrastination of students in the experimental group before and after being given group format intelligent character education (PKC-Ka). Based on the pretest results, 32 students were in the very high category. After being given group format intelligent character education (PKC-Ka), there was a decrease in the level of academic procrastination of students in the experimental group. This can be seen from the posttest results which show that the majority of students' academic procrastination is in the very low category, 6 people with a percentage of 18.75%, 19 students are in the low category with a percentage of 59.4%, and 5 people are in the medium with a percentage of 15.6% and 2 students were in the high category with a percentage of 6.25%.

Based on the results of the posttest, it is known that the level of academic procrastination of students in the experimental group experienced a decrease in scores from the pretest and posttest or experienced changes after being given group format intelligent character education (PKA-Ka). For more clarity, you can see the image below.

Gambar 1. Graph of Differences in Pretest and Posttest Procrastination Scores Experimental Group Student Academics.



4. x Academic Procrastination of Control Group Students

The research data obtained in the control group was based on instruments that had been given to 32 control group students before being given treatment (pretest) and after being given treatment (posttest). The following is a description of the pretest and posttest scores in the control group.

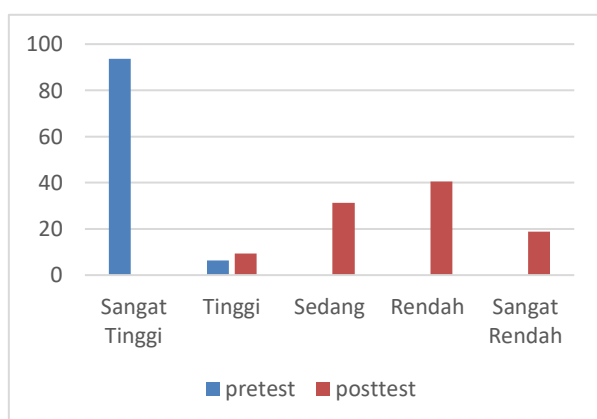
Interval	Category	Pretest		Posttest	
		Frec	%	Frec	%
≥ 179	Saremember High	30	93.75	0	0
145 – 178	Tall	2	6.25	3	9.4
111 – 144	Sedang	0	0	10	31.25
77 – 110	Reokay	0	0	13	40.6
≤ 76	Saremember Low	0	0	6	18.75
Jumlah		32	100	32	100

QAbe15. Frequency Distribution of Pretest and Posttest Control Group

Based on the results obtained, it can be seen that there are differences in students' academic procrastination in the control group before and after being provided with information services. Based on the pretest results, on average 30 students were in the very high category with a percentage of 93.75% and 2 students were in the high category with a percentage of 6.25%. After being provided with information services,

there was a change in the average academic procrastination score of students in the control group, namely it became lower. However, changes only occurred in the average score, while the category was still in the medium category. This can be seen from the posttest results which show that the majority of students' academic procrastination is in the high category with 3 students with a percentage of 9.4%, 10 students are in the medium category with a percentage of 31.25%, and 13 students are in the low category with a percentage of 40.6% and 6 students were in the very low category with a percentage of 18.75%. Based on the previous table, the level of academic procrastination of students in the control group experienced a decrease in scores from the pretest and posttest or experienced changes after being provided with conventional information services. For more clarity, see Figure 4 below.

Gambar 4. Graph of Differences in Pretest and Posttest Procrastination Scores Control Group Student Academics.



5. Hypothesis test

To test the hypothesis, a non-parametric test was used with the Wilcoxon Signed Ranks Test formula using the SPSS version 26.00 program. The Wilcoxon Signed Ranks Test is used to analyze whether paired observation results

from two data are different or not. Meanwhile, for two independent data, the Kolmogorov Smirnov 2 Independent Samples formula is used. The hypotheses tested in this research are as follows.

1. There was a significant difference in the level of academic procrastination of experimental group students before and after being given group format intelligent character education (PKC-Ka), where the posttest score was lower than the pretest score.
2. There was a significant difference in the level of academic procrastination of control group students before and after being provided with information services conventional, where the posttest score is lower than the pretest score.
3. There was a significant difference in the level of student academic procrastination between the experimental group who were given group format intelligent character education (PKC-Ka) and the control group students who were given conventional information services, where the experimental group's posttest score was lower than the control group's posttest score.

The decision criteria for hypothesis testing are, if the probability (2-tailed sig) \geq alpha ($\alpha = 0.05$), then accept H_0 and reject H_1 . If the probability (sig 2-tailed) \leq alpha ($\alpha = 0.05$), then Accept H_0 is rejected and H_1 is accepted.

a. First Hypothesis Testing

The first hypothesis proposed in the research is "There is a significant difference in the level of academic procrastination of experimental group students before and after being given classical format intelligent character education (PKC-Ka) where the posttest score is lower than the pretest score." This hypothesis testing was carried out using the Wilcoxon Signed Ranks Test statistical analysis method using the SPSS computer program version 26.00. Based on this, the calculation results

are obtained as summarized in Table 11 below.

Qable 6. Results of Wilcoxon Signed Ranks Test Analysis of Student Academic Procrastination in KToExperimental group (Pretest and Posttest).

Test Statistics	
Posttest - Pretest	
Z	-4.937b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

Based on Table 6 above, it can be seen that the numbersprobability Asymp. Sig. (2-tailed) academic procrastination of control group students is 0.000, or a probability smaller than alpha 0.05 ($0.000 \leq 0.05$).

From these results, Ho is rejected and H1 is accepted. Thus, the second hypothesis tested in this study can be accepted, namely "There is a significant difference in the level of academic procrastination of control group students before and after being given classical format intelligent character education (PKC-Ka), where the posttest score is lower than the pretest score", with an average score of 104.6 versus 203.1.

Sehe continued, to see the direction of the difference, whether the pretest or posttest was higher, can be seen in Table 7.

Qable 7. Direction of Difference between Pretest and Posttest Academic Procrastination Student ToControl group

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	32a	16.50	528.00
	Positive Ranks	0b	.00	.00
	Ties	0c		
	Total	32		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

BeBased on the table above, it is known that of the 32 experimental group respondents involved in the calculations, 32 students experienced a decrease in academic procrastination from pretest to posttest. Based on the results above, it can be interpreted that most of the control group members experienced a change or decrease in academic procrastination after receiving treatment in the form of classical format intelligent character education (PKC-Ka). This can be seen from the results which show that the numbers are greater for negative rank compared to positive rank.

b. Second hypothesis testing

The second hypothesis proposed in the research is "There is a significant difference in the level of academic procrastination of control group students before and after being provided with conventional information services, where the posttest score is lower than the pretest score." This hypothesis testing was also carried out using a non-parametric statistical analysis method, namely the Wilcoxon Signed Ranks Test using the SPSS computer program version 26.00. Based on this, the calculation results are obtained as summarized in Table 8 below.

Qable 8. Results of Wilcoxon Signed Ranks Test Analysis of Student Academic Procrastination pthere is a Control Group (Pretest and Posttest).

Test Statistics	
	Posttest - Pretest
Z	-4.939b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

Based on Table 8 above, it can be seen that the probability number Asymp. Sig. (2-tailed) academic procrastination of control group students is 0.000, or a probability smaller than alpha 0.05 ($0.000 \leq 0.05$). From these results, Ho is rejected and H1 is accepted. Thus, the second hypothesis tested in this study can be accepted, namely "There is a significant difference in the level of academic procrastination of control group students before and after being given conventional information services, where the posttest score is lower than the pretest score", with an average score of 104.6 versus 203.1.

c. PenThird Hypothesis test

The third hypothesis proposed in the research is "There is a significant difference in the level of student academic procrastination between the experimental group who were given treatment in the form of classical format intelligent character education (PKC-Ka) and the control group students who were given conventional information services, where the experimental group's posttest score was lower compared to the posttest score of the control group". This hypothesis testing was also carried out using a non-parametric statistical analysis method, namely the Wilcoxon Signed Ranks Test using the SPSS computer program version 20.00. Based on

this, the calculation results are obtained as summarized in Table 8 below.

Qable 8. Results of Kolmogorov Smirnov Analysis 2 Independent Sample Prokrastinasl Student academics in the Experimental Group and Control Group (Posttest).

Test Statistics		
		Results
Most Extreme Differences	Absolute	,438
	Positive	,000
	Negative	-.437
Kolmogorov-Smirnov Z		1,750
Asymp. Sig. (2-tailed)		,004
a. Grouping Variable: Class		

Based on Table 8, it can be seen that the Z score for the two-sided test is 1.750 with a probability number of Sig. (2-tailed) academic procrastination of experimental group and control group students is 004, or the probability is smaller than 0.05 ($0.000 < 0.05$). From these results, Ho is rejected and H1 is accepted. Thus, the third hypothesis tested in this research can be accepted, namely "There is a significant difference in the level of academic procrastination of students between the experimental group who were given intelligent character education in a classical format (PKC-Ka) and the control group students who were given conventional information services, where The experimental group's posttest score was lower than the control group's posttest score," with an average score of 98.72 versus 104.6.

DISCUSSION

Perbedaan Academic Procrastination of Experimental Group Students Before and After Being Given Intelligent Character Education in Classical Format (PKC-Ka)

Based on the research results, it is known that implementation of intelligent character education in classical format (PKC-Ka) is effective in reducing academic procrastination in students. Of the 32 students given classical formal intelligent character education (PKC-Ka), all of them experienced a decrease in their academic procrastination level scores. After being given intelligent character education in classical format (PKC-Ka), the level of student academic procrastination has decreased, from previously being in the medium category to being in the low category. These results prove that academic procrastination in students can be reduced by providing intelligent character education in classical format (PKC-Ka).

Intelligent character education in classical format (PKC-Ka) implemented with the aim of reducing academic procrastination in students. Based on the explanation given in the previous chapter 2, academic procrastination is a behavior that cannot be controlled by an individual that is related to academic tasks such as studying and doing assignments, thereby causing delays in work (Fauziah, 2015). If academic procrastination continues, it will have a very bad impact on the world of education, especially for the students themselves. Some of the consequences that arise from academic procrastination are that students can experience burnout (BALKIS, 2013), academic dishonesty which leads to widespread plagiarism among students (Indah & Shofiah, 2012). The accumulation of assignments due to academic procrastination carried out by students results in most students ending up taking shortcuts by copying friends' assignments or looking for answers on the internet and then copying and pasting them. Based on the results of the researcher's observations at the first meeting, most students did not realize that the actions they had committed included

plagiarism behavior. Of course, this needs to be looked at more deeply because over time students will become accustomed to using these shortcuts and ultimately experience difficulties in doing assignments. This is one of the causes of many students having difficulty doing assignments. Therefore, efforts need to be given to students to help students reduce or even avoid academic procrastination.

Implementing intelligent character education in a classical format (PKC-Ka) is considered one of the appropriate methods in reducing academic procrastination in students because intelligent character education in a classical format (PKC-Ka) is a learning method that can help students solve the problems they experience by thinking behavior that exists in themselves and in others through the roles they play and what they see so that they can identify situations that should exist in the real world which makes them ultimately change their behavior and attitudes in a more positive direction (Djariyo, Mudzanatun, & Wijaya, 2012). Therefore, by providing intelligent character education in the classical format (PKC-Ka), it is hoped that students will be able to manage behavior related to academic activities such as studying and doing assignments.

Based on the results of the pretest that was carried out, it was found that the academic procrastination of most students was in the medium category. This shows that the majority of students have a tendency to carry out academic procrastination. Most students experience problems in time management. Many students are not good at managing their time, causing a lot of their time to be spent on useless activities, such as playing games, sleeping/lazing around, and playing with friends. Students' lack of self-discipline regarding academic assignments causes many students to feel that they do

not have enough time to complete academic assignments, and sometimes even blame others for the problems they experience, such as blaming teachers who are deemed to have given too much assignments. After getting intelligent character education in classical format (PKC-Ka), student academic procrastination has decreased very significantly. This can be seen from the posttest results which show that most of the students' academic procrastination is in the low category.

Previous discussion, implementation intelligent character education in classical format (PKC-Ka) can be used in an effort to reduce academic procrastination. This is because, by giving intelligent character education in classical format (PKC-Ka) can increase students' knowledge and understanding. Implementation intelligent character education in classical format (PKC-Ka) we can provide students with the learning process, especially regarding the dangers posed by the habit of procrastinating on academic assignments, appropriate and efficient study strategies, time management, and self-discipline in studying, and then the real conditions related to the material. depicted in the form of role playing. This is proven by the quite large difference between the pretest and posttest results that were given. Student academic procrastination before being given intelligent character education in classical format (PKC-Ka) is in the medium category with an average score of 202.96. After being given intelligent character education in classical format (PKC-Ka) The students' average score decreased to 98.72 and was in the low category.

Perbedaan Academic Procrastination of Control Group Students Before and After Being Given Intelligent Character Education in Classical Format (PKC-Ka)

BeBased on the data obtained, we can see that in the control group there were also

differences in academic procrastination between before and after administration intelligent character education in classical format (PKC-Ka). Based on the pretest results, it is known that students' academic procrastination is in the low category with an average score of 203.1. Meanwhile after being given intelligent character education in classical format (PKC-Ka), the average score of students' academic procrastination decreased to 104.6. However, the difference in average scores in the control group was not too big. This can be seen from the category of academic procrastination after being given conventional information services which is still in the medium category, which means that students' academic procrastination was previously in the medium category and after being given conventional information services has shown a change in the very low category. Even though the average score of students' academic procrastination has decreased, there are still 3 students who are still in the high category.

Judging from the process of implementing conventional information services, the control group was not very active when compared to the experimental group. Researchers must actively participate in efforts to stimulate students to remain focused and not get bored during the process of implementing conventional information services. Many students were just silent and just listened to the material provided and did not actively participate during the activity. This is because the information services provided only use lecture and question and answer methods. LayalInformation is given to students with the aim of equipping students with various knowledge and being able to understand it so that students can get to know themselves, so they can develop all aspects of themselves (Muallimah & Muhari, 2013). Information services are also one of the

services and guidance and counseling (BK) by providing knowledge related to existing data and facts, both in the fields of education, employment and social personal development, which are then processed by students in order to help students solve problems that arise. faced (Fitri, Neviyarni, & Ildil, 2016). In this research, students were given new knowledge related to procrastination, where the material provided was no different from the material given to the experimental group, namely regarding the dangers posed by the habit of procrastinating on academic assignments, appropriate and efficient study strategies, time management, and discipline. yourself in learning.

BeWhat are the factors that cause academic procrastination in students, namely, students' lack of understanding regarding appropriate and effective learning methods so that students experience difficulties in learning, are unable to do difficult assignments, do not know where to do assignments from, inability to manage their time (Muallimah & Muhari, 2013). By providing information services to students in accordance with previously determined material, students are expected to have knowledge and understanding related to problems in the academic field that cause academic procrastination and how to deal with it, so that in the future students have the knowledge and understanding that can make Students can avoid academic procrastination. This is proven by the posttest results which show that there was a decrease in the average score in the control group after being given information services without using information services.

BeBased on the discussion above, information services can be used in an effort to reduce academic procrastination among students. However, the changes

that occur are not too big compared to providing intelligent character education in the classical format (PKC-Ka). This is because information services are more monotonous and therefore tend to be boring compared to intelligent character education in the classical format (PKC-Ka). Intelligent character education in the classical format (PKC-Ka) will attract more students' attention so that students take an active role during activities, developing creativity, as well as students' thinking and interacting abilities.

Perbedaan Academic Procrastination of Experimental Group and Control Group Students

This research was conducted with the aim of seeing the effectiveness of implementing classical format intelligent character education (PKC-Ka) in an effort to reduce academic procrastination in class X students at MAN 1 Batubara. Based on the research results, it is known that there is a significant difference in the academic procrastination of students in the experimental group who were given intelligent character education in a classical format (PKC-Ka) and students in the control group who were given conventional information services. The difference in the decrease in the average score in the experimental group was greater than the decrease in the average score in the control group, namely 98.72 versus 104.6.

One effort to reduce academic procrastination is by providing knowledge that can improve students' cognitive abilities so that students can learn new behavior, such as no longer delaying academic activities, being able to manage time, being disciplined and eliminating maladaptive behavior, namely academic procrastination, strengthening and maintaining positive behavior, and forming behavior patterns by providing

reinforcement as soon as the desired behavior appears (Puswanti, 2014). Therefore, the implementation of intelligent character education in the classical format (PKC-Ka) is considered as one of the suitable methods given to students in an effort to reduce academic procrastination in students, where in the process of activities students are not only given material in the form of lectures and questions and answers, but are also invited to play an active role in adapting the material that has been provided previously. This is of course very different from the implementation of activities in the control group, where the control group was only given conventional information services using lecture and question and answer methods, where conventional information services could only improve cognitive abilities without any effort to manage behavior. Therefore, based on the results of the pretest and posttest in the control group, changes only occurred in the average score, whereas in terms of categories there was no change, that is, they were still in the medium category even though information services had been provided. In contrast to the experimental group which experienced a fairly large decline, academic procrastination in the experimental group experienced a decrease in the average score of 98.72 and the categorization experienced a change from the medium category to the very low category.

Based on the posttest results between the experimental group and the control group, it is also known that there is a very significant difference in academic procrastination between the experimental group after being given intelligent character education in classical format (PKC-Ka) and the control group who were given conventional information services. Based on the previous discussion, providing intelligent character education in

a classical format (PKC-Ka) is more effective in reducing academic procrastination in students compared to conventional information services. This is because providing conventional information services only improves cognitive abilities. In the experimental group, by using the classical format intelligent character education (PKC-Ka), students were not only given material, but also invited to take an active role in identifying difficulties and looking for appropriate alternatives in attitudes and behavior.

CONCLUSION

Based on the research results obtained, and after carrying out statistical analysis and hypothesis testing, it can be concluded in general that the implementation of intelligent character education in a classical format (PKC-Ka) can reduce students' academic procrastination. Furthermore, the implementation of classical format intelligent character education (PKC-Ka) is also more effective in reducing student academic procrastination than conventional information services. Specifically, the findings of this research can be described as follows.

1. Hasil research explains that the implementation of intelligent character education in a classical format (PKC-Ka) can reduce students' academic procrastination, whereas intelligent character education in a classical format (PKC-Ka) can improve cognitive and control student behavior. Students will achieve academic success if they can avoid academic procrastination.
2. Servicen conventional information can reduce students' academic procrastination, but the changes that occur are not too high. This is because information services without using intelligent character education in the classical format (PKC-Ka) are commonplace and tend to be monotonous. Providing intelligent character education services in a classical format (PKC-Ka) will attract more

students' attention so that students take an active role during activities, develop creativity and students' ability to think and interact.

3. The implementation of classical format intelligent character education (PKC-Ka) is more effective than conventional information services in reducing students' academic procrastination. By modifying information services with intelligent character education in a classical format (PKC-Ka), it can stimulate student activity and creativity during the activity process and the provision of services becomes less monotonous. The implementation of guidance and counseling services, especially information services, must be implemented creatively and innovatively in order to improve the guidance and counseling profession.

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