



Optimization Of Student Council Learning Outcomes Through Priority Management And Academic Procrastination Prevention

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Abstract

This study aims to explore preventive strategies to improve Student Council members' learning outcomes by enhancing priority discretion to reduce academic procrastination. This research employs a qualitative approach with a case study method involving Student Council members at SMA Muhammadiyah Tasikmalaya for the 2023/2024 period as the primary subjects. Data were collected through in-depth interviews, observations, and documentation, which were then analyzed using data reduction, data presentation, and conclusion drawing techniques. The findings reveal that the primary factors influencing academic procrastination among Student Council members include difficulties in adjusting to tight schedules, poor time management, and a tendency to prioritize more enjoyable activities. The strategies employed by Student Council members to enhance priority discretion include identifying important and urgent tasks, maintaining a daily schedule, and making effective decisions when faced with conflicts between academic and organizational responsibilities. This study concludes that effective priority discretion management plays a crucial role in reducing academic procrastination and improving Student Council members' learning outcomes. The researcher recommends that educational institutions provide time management training for students actively involved in organizations to help them balance academic and organizational responsibilities.

Keywords: *priority discretion; academic procrastination; learning outcomes; Student Council members; time management.*

INTRODUCTION

Education plays a crucial role in improving the quality of human resources. Enhancing educational quality not only encourages academic achievement but also promotes active participation in organizations. In the educational realm, involvement in organizations is often seen as a means to develop non-academic skills. This includes



high schools, where students who wish to participate in organizations often join the Student Council (OSIS).

Students involved in the Student Council are not only focused on academics but must also allocate their time for organizational activities. They bear responsibilities that are believed to influence their time management between academic and organizational duties. This is seen as a challenge for Student Council members in managing their time to prioritize between academics and organizational activities. While some students have successfully faced this challenge, not all students can effectively manage their priorities.

Based on a preliminary study at SMA Muhammadiyah Tasikmalaya involving all 19 Student Council members for the 2023/2024 period, six students successfully managed their priorities and never procrastinated on academic tasks during their one-year tenure. However, 13 Student Council members struggled with effective time management and continued to delay academic tasks, resulting in suboptimal learning outcomes..

Table 1
Student Council Data: Optimization of Learning Outcomes and Reduction of Academic Procrastination

OSIS Student 2023-2024 period	Successfully Optimized	Yet to Optimize
16 Female	6 People	10 People
3 Male	X	3 People

Interviews with Student Council members at SMA Muhammadiyah Tasikmalaya for the 2023/2024 period revealed that some students improved their priority discretion, while others still faced difficulties. Some students delayed academic tasks due to organizational duties, while others remained disciplined. Those who successfully improved their priority discretion tended to experience reduced academic procrastination and more optimal learning outcomes.

According to Bloom (Sandra & Djalali, 2024), learning outcomes encompass cognitive and affective domains, where students who effectively manage their priorities are better able to understand, apply, and evaluate academic material. Meanwhile, Ferrari (Sandra & Djalali, 2024) explained that "academic procrastination occurs due to a tendency to delay tasks, which in the context of Student Council members is often caused by poor time management and high organizational demands." Covey (Sandra & Djalali, 2024), through the concept of First Things First, explains that this approach provides guidance in setting effective priorities, helping Student Council members distinguish between important and urgent tasks so they can reduce academic delays and improve learning outcomes.

As future educators, it is essential to understand how organizational involvement affects academics and to help students reduce procrastination through improved priority discretion. With the right strategies, students can develop time management skills that benefit both their academics and future endeavors. Sandra & Djalali (2024) emphasized that "good time management helps prioritize responsibilities." Meanwhile, Yuniati, Suroso, and Arifiana



(2020) indicated that "there is a negative correlation between academic procrastination and time management."

This study employs a qualitative case study to explore students' understanding of priority discretion in academics and organizations. The results are expected to provide practical strategies for educational development.

METHODS

This study employs a qualitative approach with a case study design to explore the experiences of OSIS students in managing academic and organizational priorities to reduce academic procrastination. A qualitative method was chosen because this research aims to understand phenomena in depth within their natural context, while a case study allows comprehensive exploration of the strategies employed by OSIS students in balancing academic and organizational responsibilities.

The focus of this study is to identify factors influencing academic procrastination among OSIS students, analyze the strategies they use to enhance prioritization, and understand how effective priority management can help reduce academic procrastination and improve learning outcomes. This research was conducted at SMA Muhammadiyah Tasikmalaya with OSIS students as the primary informants, along with OSIS supervising teachers and close friends of OSIS students as supporting informants to provide validation for the data obtained.

Data collection techniques included in-depth interviews, observations, and documentation. Semi-structured interviews were used to understand students' experiences in managing time, setting priorities, and the challenges they faced regarding academic procrastination. Interviews were also conducted with OSIS supervising teachers to gain insights into students' academic progress and with close friends of OSIS students to gather additional perspectives on their study habits. Observations were carried out to see how OSIS students balance their academic and organizational tasks in their daily routines. Documentation such as academic records, student assignments, and OSIS activity schedules was collected as supplementary evidence.

The collected data were analyzed using qualitative data analysis techniques, including data reduction, data presentation, and conclusion drawing. Source and method triangulation were used to ensure data validity by comparing interview results, observations, and documentation. With this approach, this study is expected to provide a deeper understanding of how OSIS students manage their priorities to reduce academic procrastination and achieve optimal learning outcomes.

RESULTS AND DISCUSSIONS

This research was conducted at SMA Muhammadiyah, located at Jl. Rumah Sakit No.29, Tasikmalaya. The focus of this research is to identify factors influencing academic procrastination among OSIS students in managing their time between academic and organizational activities, analyze the strategies used by OSIS students to



improve their ability to prioritize between academic tasks and organizational responsibilities, and examine the relationship between effective priority management, reduced academic procrastination, and its impact on optimizing learning outcomes for OSIS students at SMA Muhammadiyah.

The OSIS members for the 2023/2024 period at SMA Muhammadiyah consist of 19 students. Based on their opinions regarding the balance between academics and organization, findings revealed that six students successfully managed their priorities, thus reducing their tendency to delay academic tasks during their one-year tenure in OSIS. Meanwhile, 13 other students still faced difficulties in managing their time effectively and tended to delay academic tasks, which affected their learning outcomes. Therefore, this research aims to explore the factors causing academic procrastination, strategies for improving priority discretion, and the relationship between academic procrastination, priority discretion, and learning outcomes.

Data collection was carried out through interviews, observation, and documentation. In this research, OSIS students served as the primary subjects who directly experienced the studied phenomenon. They were interviewed about how they managed their time and prevented procrastination to optimize learning outcomes. They possessed direct and relevant information that forms the core of this research. To ensure the validity of the OSIS students' interview results, source triangulation was conducted with supporting informants, including the OSIS advisor and close friends of OSIS students. The OSIS advisor provided a more objective academic perspective and validated the students' academic performance. They confirmed whether the OSIS students' academic outcomes were indeed optimal, as stated by the students. Meanwhile, close friends of OSIS students provided additional validation regarding their experiences, adding context that supports the primary findings from the students.

Interviews with OSIS students regarding learning outcome indicators showed that during the first month of their tenure, they experienced difficulties understanding the material. These difficulties were addressed with various strategies, such as making small notes of important material, rereading the material at home, and asking teachers or friends for clarification. Additionally, they strived to stay motivated and active in learning by actively asking questions in class and participating in group discussions.

Regarding academic procrastination indicators, interview results revealed that during the first month of their tenure, students often delayed school assignments due to the busy schedule of OSIS activities. The delay duration did not exceed three days, yet it was still categorized as academic procrastination since it impacted the quality of their assignments, which were often rushed. Regret emerged when they realized that the task results could have been better if completed more thoroughly. Moreover, at the start of their tenure, they tended to prioritize OSIS activities over school tasks, either because they felt a significant responsibility within the organization or because OSIS activities were perceived as more enjoyable.



Regarding priority discretion indicators, students identified important and urgent tasks by checking task deadlines and marking or noting down prioritized tasks. To ensure tasks were completed on time, they manually recorded their daily schedules on paper or used mobile apps. When facing sudden changes, such as additional tasks, they strived to prioritize more important and urgent tasks. In making decisions related to school assignments that coincided with OSIS meetings, their strategy was to prioritize school assignments first. Some students were able to make decisions independently, while others needed to consult their OSIS advisor, seniors, or friends to avoid miscommunication.

These interview results were immediately validated through source triangulation and technique triangulation. Source triangulation was carried out by comparing interview results between OSIS students, the OSIS advisor, and close friends of OSIS students. The data showed consistency in the views of all three sources regarding OSIS students' ability to maintain learning outcomes, avoid academic procrastination, and determine priorities. Meanwhile, technique triangulation was conducted by comparing interview results with observation and documentation. Observations showed that OSIS students remained active in class, completed tasks on time, and effectively managed their time. Documentation in the form of report cards reinforced the findings that students' learning outcomes remained stable or even improved while they were active in OSIS. Additionally, member checks were conducted, where the research findings were reconfirmed with the research subjects to ensure they aligned with their experiences. The subjects stated that the collected data matched their actual experiences..

CONCLUSION

The study concludes that several factors influence the academic procrastination of OSIS students, particularly during their initial period in office. These factors include difficulties in adjusting to a busy schedule, poor time management, inability to make decisions during sudden changes, and a tendency to prioritize more enjoyable activities.

The strategies employed by OSIS students to address these issues include identifying important and urgent tasks, creating daily schedules either manually in notebooks or using mobile applications, and preparing for sudden changes in organizational activities or school assignments. Additionally, students who can make decisions in conflict situations between school assignments and OSIS activities tend to be more disciplined and achieve better academic results.

Effective priority management has proven to play a crucial role in preventing academic procrastination and improving OSIS students' academic performance. Students who can manage their priorities well tend to be more disciplined in completing academic tasks, resulting in improved learning outcomes.



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