

The Effect Of Behavior Contracts On The Prevention Of Procrastination Of Elementary School Students

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Abstract. Procrastination in elementary school students is a problem that can hinder academic development and time management skills. Procrastination can be interpreted as a delay in starting or completing a task, even though the individual is aware of the consequences. Teachers play a role in promptly identifying early signs of procrastination and intervention before the problem develops. Teachers can help students develop self-management skills that are essential for coping with procrastination. The purpose of this literature review is to review the influence of behavior contracts on the prevention of procrastination in elementary school students. A behavior contract is a written agreement between two or more parties that aims to change certain behaviors. Behavior Contracts can be used as a behavior management strategy that involves the active participation of students in setting clear goals, increasing awareness and responsibility, teaching time management, and forming the ability to plan actions. Thus, behavior contracts can be used to prevent procrastination among elementary school students.

Keywords: Behavior contract, procrastination, time management, responsibility, self-management

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INTRODUCTION

Building excellent quality education in schools is crucial to the development of information and technology. This is related to academic achievement development (Istiqamah et al., 2020). In the process of education, students must meet the demands of their studies and their lives. Students in the learning process are required to complete and carry out school assignments given by teachers at school (Misnawati et al., 2023). Studying is the primary duty of a student, but not all students have good time management skills (Khaningrum et al., 2023). In the process of forming good character, elementary school students are sometimes faced with various obstacles that can hinder the optimal learning process at school. One of the obstacles is the behavior of procrastination or delaying tasks. Academic procrastination is a deliberate and repeated delay performed by students by engaging in unnecessary activities, resulting in their inability to optimally present their assignment results as the deadline approaches (Misnawati et al., 2023). Procrastination means they would instead serve tomorrow or prefer to do their work tomorrow (Ghufron & Risnawati, 2011 in Efendi & Wangid, 2021). Procrastination can be defined as postponing or delaying until the next day. In the field of psychology, the term procrastination is used to indicate a tendency to delay the completion of a task or work (Ramadhan & Winata, 2020). As an educator, teachers play an essential role in guiding students to overcome these obstacles. Procrastination or delaying work is a common issue faced by students both at the elementary and secondary levels. Many students

tend to procrastinate on homework, complete assignments, or prepare for exams. This can certainly have a negative impact on students' academic performance. The more often students procrastinate, the lower their learning outcomes will be. Furthermore, procrastination can also affect the mental and emotional well-being of students.

Therefore, an effective behavior therapy method is needed to reduce student procrastination, one of which is by using the behavior contract technique. The implementation of behavior contract techniques in behavioral counseling services to address student procrastination behavior is considered adequate because, through the application of this technique, it can help change student behavior without any coercion from anyone, as the behavior contract originates from the student (Rokhman et al., 2020). A behavior contract is an agreement between two or more individuals (the counselor and the counselee) to change specific behaviors in the counselee (Latipun 2013 in Misnawati et al., 2023). For that reason, the behavior contract is considered an alternative that teachers can use to guide students in managing their time and responsibilities more effectively so that procrastination can be minimized.

METHODOLOGY

The literature review for this study was conducted through a systematic search of relevant academic sources. The search utilized specific keywords related to the theme of this research to ensure the retrieval of pertinent literature.

Inclusion criteria were established to select high-quality sources, studies with strong methodological rigor, and relevance to the research objectives. The selected literature was critically analyzed to identify key theories, methodologies, findings, and research gaps. A thematic approach was employed to synthesize findings from different studies, categorizing the literature based on recurring themes and trends. This method facilitated the identification of conceptual frameworks, theoretical perspectives, and empirical evidence that inform the research study.

Procrastination

Academic procrastination is commonly referred to as postponement of academic activities. Procrastination originates from the Latin word "procrastination," with the prefix "pro" meaning forward and "crastinus," signifying tomorrow's decision (Wyk, 2004 in Ramadhan & Winata, 2020). Procrastination is the behavior of postponing tasks to another day, carried out by individuals who cannot allocate their time adequately according to priorities and importance (Nugraha & Faradilla, 2024). Academic procrastination is a deliberate and repeated delay in completing tasks or work, whether in starting or finishing assignments related to

the academic field (Husetiya 2013 in Misnawati et al., 2023). Procrastination is a behavior that is unable to utilize time effectively and has a tendency to delay starting tasks while avoiding assigned duties due to a dislike for those tasks, yet on the other hand, also fears experiencing failure (Khoirun Nisa et al., 2019 in Hasanah, 2023). Individuals who engage in procrastination, commonly referred to as procrastinators, find it difficult to complete tasks within the specified timeframe (Hasanah, 2023). According to (Wolter in Wati & Setyawati, 2023), it is stated that "Academic Procrastination is the failure to complete academic tasks within the desired timeframe or postponing tasks until the last moments." Procrastination can be defined as the act of postponing work for specific reasons and factors that can have both positive and negative impacts on the work being delayed (Yuliyanto, 2024). Procrastination is divided into two parts, namely: (1) Functional procrastination, which is the postponement of tasks aimed at obtaining complete and accurate information. (2) Dysfunctional procrastination, which is an aimless delay, has negative consequences and creates problems (Harriot & Ferrari, 2018 in Fadila Istiqamah et al., 2020). Procrastination consists of two types of delays. First, the delay is carried out to obtain the necessary information or data to be more complete and accurate, accompanied by strong reasons and having a definite purpose, thus not causing harm, and even being useful for making a constructive effort so that a task can be completed well. Second, this delay is carried out without a clear purpose and has no relation to the task, and is detrimental. Procrastination consists of two types of delays. First, the delay is carried out to obtain the necessary information or data to be more complete and accurate, accompanied by strong reasons and having a definite purpose, thus not causing harm, and even being useful for making a constructive effort so that a task can be completed well. Second, this delay is carried out without a clear purpose and has no relation to the task, and is detrimental (Muhamad, 2023).

According to (Rahardjo 2013 in Wati & Setyawati, 2023), The factors that influence academic procrastination can be categorized into two types, namely internal factors and external factors. Internal factors, namely the factors within an individual that, influence procrastination. Those factors include the physical and psychological conditions of the individual. External factors, namely the factors outside of an individual that, influence procrastination. The factors include parenting and an unfavorable environment, namely a low environment. Academic procrastination occurs due to irrational beliefs held by students. Errors in perceiving school tasks can cause irrational beliefs. It is a student's perception that assignments are burdensome and unpleasant, leading to excessive fear of failure. Students procrastinate in completing their school assignments due to the fear of receiving negative evaluations of their abilities. As a result, individuals delay working on the tasks they face (Solomon L. J & Rothblum, 1984 in Ramadhan & Winata, 2020).

Procrastinating work or tasks can have a negative impact on individuals, one of which is a decline in academic performance for students, as reflected in their learning outcomes (Husain et al., 2023 in Yuliyanto, 2024). The habit of students not completing tasks and not utilizing time effectively can negatively impact learning outcomes, both in terms of quality and efficiency. Academic doubts should not be left unaddressed, as they hinder students from achieving good performance and learning outcomes (Laia et al., 2022; Khaningrum et al., 2023). Another negative consequence of procrastination is the emergence of anxiety for the person involved. At first, the students remained calm because they felt there was still plenty of time available. Unbeknownst to them, time was running out, which made them anxious as they had not completed their assignments yet (Pradhana & Khoirunnisa, 2022 in Yuliyanto, 2024). Procrastination has significant consequences if allowed to persist within a child. The negative impact that arises is the formation of a dishonest character; students will be inclined to find excuses for not completing assignments or postponing them.

Furthermore, it causes feelings of anxiety, fear, and worry due to the increasingly tight deadlines and unfinished tasks. If academic procrastination is allowed to continue, the impact will be the low achievement of students' learning. This is because the students did not complete their assignments as they should have (Anggun et al., 2014).

Academic procrastination, a behavior of postponement, can manifest in specific, measurable indicators and observable characteristics. Characteristics of academic procrastination include delaying the start or completion of tasks that are one's responsibility to face, lateness in completing assignments, a gap between plans and performance, and engaging in other activities that are deemed more enjoyable than the tasks that should be done (Ferri, 2018 in Wati & Setyawati, 2023). The behavior of procrastination has several underlying aspects, namely: (1) Perceived time, where students fail to meet deadlines for assigned tasks; (2) Intention-action mismatch, not aligning with desires and actions; (3) Emotional pressure, experiencing anxiety while procrastinating; (4) Perceived ability, having confidence in one's capabilities (Ferrari, Johnson, & Mc. Cown, 1995 in Yuliyanto, 2024). To measure procrastination can be observed through several indicators of procrastination, including (1) Failure to submit assignments on time; (2) Inability to complete tasks, failing to submit them; (3) Anxiety about working on tasks, leading to postponement; (4) Doubt about one's abilities, causing a choice to delay task completion (Lestari & Yudhanegara, 2017 in Yuliyanto, 2024). Other sources state that several indicators of academic procrastination have a more significant influence on students: (1) The time gap between the plan and performance: Students may have made a plan to complete a task at a specific time, but they encounter difficulties in following that schedule and ultimately postpone the work, resulting in delays in completing the task; (2) The delay in completing assignments: Students require more time than they should

finish tasks, which results in them being unable to submit assignments according to the set deadline; (3) Delay in starting or completing tasks: Students procrastinate on work or assignments that need to be done, and ultimately use their time for other activities that they find more interesting or entertaining (Irawan et al., 2023 in Yuliyanto, 2024). As for according to (Yuliyanto, 2024), Some indicators of procrastination that can be used include (1) Delaying the start and completion of tasks, (2) Delay in completing assignments, (3) Inconsistency with planned task completion times, (4) Working on other more enjoyable tasks; (5) Feeling anxious about completing assigned tasks; (6) Feeling unsure of one's ability to complete tasks; (7) Feeling like there is still plenty of time.

Therefore, it can be concluded that procrastination is the habit of delaying essential tasks or work that should be done. This is often done out of fear of failure, laziness, stress, or lack of confidence. Delaying tasks can actually create new problems, such as high stress due to being unprepared to complete the work on time. The quality of work may also be suboptimal due to limited time. This frequently occurs with students who continually postpone their final assignments until the deadline approaches.

Behavior Contract

A behavior contract is an agreement between two or more individuals, namely a counselor and a client, to modify and establish specific behaviors in the client by providing reinforcement. Behavior contracts can be used to teach new behaviors, reduce unwanted behaviors, or enhance expected behaviors (Istiqamah et al., 2020). According to (Komalasari et al., 2020 and Misnawati et al., 2023), A behavior contract is an agreement to regulate conditions so that the client displays desired behavior based on the contract between the client and the counselor. A behavior contract is one way to improve a child's behavior, as simple changes in a child's behavior still rely on the reinforcement they receive from their environment (Fauza & Chalidaziah, 2021 in Suminar et al., 2024). According to (Lutfi Fauzan, 2018 in Surwanti, 2022), The purpose of behavior contracts is as follows: (1) Creating new conditions for learning (acquiring new behaviors); (2) Eliminating maladaptive behaviors; (3) Strengthening and maintaining desired behaviors. The main goal is to enhance personal choices and create new learning conditions. Furthermore, behavior contracts have benefits, including (1) Assisting individuals in improving adaptive behavior and suppressing maladaptive behavior, (2) Helping individuals enhance discipline in their behavior; (3) Providing individuals with knowledge about changing their behavior (Surwanti, 2022).

This contract aims to assist the client in improving behavior that is considered undesirable or deviant in order to achieve specific goals through positive reinforcement and eliminating negative consequences (Sitoresmi, 2022 in Tiasari et al., 2023). According to (Gantina, 2011

Surwanti, 2022), the basic principles of behavior contracts are as follows: (1) Contracts are accompanied by reinforcement; (2) Reinforcement is provided promptly; (3) Contracts must be openly and freely negotiated and agreed upon between the counselor and the client; (4) Contracts must be fair; (5) Contracts must be clear (behavioral targets, frequency, duration of the contract); (6) Contracts are implemented in conjunction with the school program. For that, in implementing the Behavior Contract technique, there are the following stages: (1) Initial Stage; (a) Building a counseling relationship involving the client; (b) Clarifying and defining the problem; (c) Making interpretations and agreements; (2) Core Stage; (a) Select the behavior to be modified by conducting predetermined analyses; (b) Determine initial data (the behavior to be changed); (c) Specify the type of reinforcement to be applied; (d) Provide reinforcement whenever the desired behavior is exhibited; (e) Reinforce consistently whenever the displayed behavior persists; (3) Final stage; (a) The counselor, together with the client, draws conclusions about the counseling process; (b) Collaboratively devising a plan based on the agreements reached during the previous counseling sessions; (c) Evaluating the progress and outcomes of the counseling process; (d) Making arrangements for the next meeting (Misnawati et al., 2023). Other sources that state the stages of counseling services with the behavior contract technique include (1) Preparation, which involves the counselor's physical preparation and the counseling space; (2) Rapport, which is establishing a good relationship between the counselor and the client; (3) Problem approach, which involves explaining the issues experienced by the client; (4) Disclosure, where the client expresses the source of their problems; (5) Diagnosis, which determines the cause of the problem based on the client's disclosure; (6) Prognosis, which involves creating a assistance plan based on the diagnosis results; (7) Treatment, which entails implementing behavior contract techniques; (8) Evaluation and follow-up, which involves observing changes and taking further action (Monica et al., 2022).

Furthermore, behavior contracts have several advantages and disadvantages (Surwanti, 2022). Some advantages of behavior contracts are as follows: (1) Their implementation is relatively straightforward; (2) They can be combined with other training; (3) This training can directly change an individual's behavior through their feelings and attitudes; (4) Besides being implemented individually, it can also be done in a group. Some of the drawbacks of a behavior contract include: (1) Although simple, it requires a significant amount of time, which also depends on the individual's abilities; (2) For counselors who are unable to provide effective and careful reinforcement, this training may not proceed well.

Therefore, it can be concluded that a behavior contract is a written agreement between an individual and another party, usually parents or teachers, which contains specific behavioral targets that the individual aims to achieve. A behavior contract is typically drafted

collaboratively between an individual and their parents or teacher so that both parties agree on the goals and consequences. This is intended to help the individual better understand and commit to achieving the jointly planned targets.

DISCUSSION

Like in most schools, teachers assign homework and assignments that must be completed at school. The time given to complete homework generally coincides with the subject's schedule; assignments must be submitted. However, there are still students who do not complete their work within the specified time. Students are often silent when the teacher asks for reasons why they have not done their work, and the most common reason is forgetfulness. According to the teacher's account, students spend more time chatting with their friends and often request to postpone assignment deadlines (Anggun et al., 2014). The student who experiences academic procrastination is caused by a lack of commitment to their tasks or a lack of commitment to completing assignments. Therefore, the behavior contract technique is used to ensure that students commit to their tasks in order to achieve the desired goals (Istiqamah et al., 2020).

Previous research has shown that behavior contracts play an influential role in preventing an increase in procrastination. Through interviews, observations, documentation, and home visits, several factors causing procrastination were identified, namely lack of parental attention, authoritarian parenting style, lack of motivation to study, and peer influence. The service provided is in the form of behavioral counseling with behavior contract techniques, where the counselor creates a behavior contract with the student to change procrastination behavior. The result, after three counseling sessions, is that the procrastination levels of the three students have decreased, and they were able to change their procrastination behavior according to the agreed-upon contract (Rokhman et al., 2020).

As for other research findings, academic student procrastination can be reduced after receiving group counseling services with behavior contract techniques. This is evident from the pre-cycle results, which obtained an average of 21 in the very high category. Meanwhile, in cycle I, an average of 35 was obtained in the sufficient category. In cycle II, an average of 49 was obtained in the deficient category. Thus, there was an increase of 28 points from pre-cycle to cycle II. The researchers' activity in providing group counseling services has also received an increased assessment from collaborators. Similarly, the activities of group members in counseling services have also increased. Overall, it can be concluded that group counseling services using behavior contract techniques successfully reduce dysfunctional academic procrastination behavior in students (Mahardika, 2020).

The implementation of group guidance and counseling services using behavior contract techniques can help reduce the level of academic procrastination among students. Through group discussions, students can share their experiences and seek solutions to overcome procrastination. In addition, the behavior contract created helps guide students and holds them accountable for demonstrating desired behavior. If the target behavior is successfully achieved, the student will receive reinforcement according to the agreement. Thus, the level of academic procrastination in students can be reduced through the implementation of behavior contract techniques in group guidance and counseling (Wati & Setyawati, 2023).

From several research findings above, it can be concluded that the behavior contract technique is effective in preventing academic procrastination in elementary school students because it is able to build students' commitment and responsibility in completing tasks. When students are directly involved in creating a behavior contract with the teacher, they will better understand the targets that need to be achieved and the consequences they will face if they fail to meet those targets. This motivates students to strive for the desired behavior in order to receive reinforcement. Active student involvement in creating behavior contracts according to each student's abilities and needs. For example, setting task completion targets is divided into several stages based on student competencies. Students are also given various assignments so that they do not quickly feel bored. Periodic evaluations of target achievements are conducted collaboratively between teachers and students to motivate students to show positive progress.

According to the findings from previous research, the implementation of behavior contract techniques to prevent academic procrastination in elementary school students is effectively carried out by following its stages systematically. First, the teacher initiates the initial stage by establishing a counseling relationship that involves the student in clarifying the procrastination issue they are experiencing. Then, in the core stage, the teacher and students do several things. First, they select which specific behaviors they want to change based on the initial data on student procrastination. Second, they determine the types of reinforcement and sanctions that will be given. Third, they create a written behavior contract that includes the target behaviors and their consequences. After the contract is made, the teacher periodically monitors the students' achievement toward the target. If the target is achieved, the teacher provides the promised reinforcement. However, if not, a mild sanction is applied. At the final stage, the teacher conducts an evaluation with the students to assess their progress and plan for follow-up actions.

Behavior
Contract

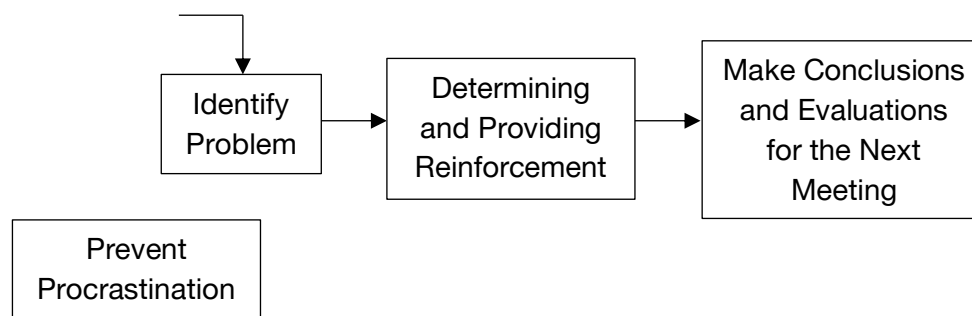


Table 1. Behavior Contracts Stages in Preventing Procrastination

With the existence of a behavior contract, students will be more directed and responsible in managing their study time, thus preventing procrastination. If the target in the contract is achieved, the student will receive reinforcement such as praise or a small agreed-upon reward. On the contrary, if the target is not achieved, there will be mild sanctions such as additional assignments. This aims to shape the mindset and behavior of students to be more disciplined and responsible. Through the systematic and continuous implementation of behavior contracts, it is expected that academic procrastination in students can be gradually reduced. The level of commitment and responsibility of students will increase as their ability to manage and organize study time improves.

In other words, the implementation of behavior contract techniques involves creating a behavior contract between teachers and students that includes behavior targets, reinforcement, and beneficial sanctions to reduce students' academic procrastination levels. The commitment of students to demonstrate good behavior according to the contract is carried out in order to receive reinforcement, resulting in a decrease in their level of procrastination.

CONCLUSION

Based on the literature review previously presented, it can be concluded that the behavior contract technique plays an essential role in preventing academic procrastination in elementary school students. Academic procrastination can be defined as the behavior of students delaying or postponing the completion of school tasks, even though they are aware of its negative consequences. Potential factors that can trigger academic procrastination include lack of parental attention, authoritarian parenting, lack of motivation to study, and peer influence. The technical behavior contract is one effective alternative for addressing procrastination behavior in counseling. A behavior contract is jointly created between the teacher and the student as the parties involved, in the form of a written agreement that regulates which behaviors will be modified along with their consequences. The implementation of a behavior contract involves recording initial behavior, setting behavior targets, providing reinforcement upon achievement of the targets, and applying sanctions if unsuccessful.

Various studies indicate that the implementation of behavior contracts can reduce the level of academic procrastination among students. Other research findings also show that group counseling services using behavior contract techniques are effective in decreasing academic procrastination in students. Through group discussions, students can share their experiences, receive support from peers, and collectively find solutions to their problems. The collective behavior contract also involves a joint commitment to carry out agreed-upon behaviors according to the set targets responsibly. Thus, the level of academic procrastination among students decreased after the group counseling intervention based on behavior contracts. Overall, it can be concluded that behavior contracts are an effective technique for preventing academic procrastination in elementary school students. However, despite this, there are several limitations in the literature regarding the implementation of behavior contracts in preventing this procrastination. In general, the amount of literature studied is still limited, with most of it coming from scientific articles originating from Indonesia, thus not fully representing global research findings. The limitation of this literature quantity results in inadequate coverage of discussions on this topic. Therefore, overall, the limitations in the quantity and quality of the literature reviewed lead to preliminary conclusions, which need to be supported by evidence from further research.

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