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## **Development of Interaction Value in Boranan Dance as a Method to Reduce Academic Procrastination of Mahasantri**

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### **Abstract**

**Development of Interaction Value in Boranan Dance as a Method to Reduce Academic Procrastination of Mahasantri.** This study aims to develop and test the effectiveness of an educational counseling module based on Boranan dance values in reducing academic procrastination behavior among PPA Ibnu Katsir Jember students. The background of this study is based on the high number of academic procrastination which has an impact on decreasing achievement and learning motivation. This study uses the Research and Development (R&D) method with the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model to produce a valid, applicable, and contextual module product. Validation was carried out by guidance and counseling material experts, while the module trial was carried out through three group counseling sessions with 31 students. The validation results showed that the module scored 80%, was valid and feasible to use with minor revisions. The implementation of the module showed a decrease in procrastination behavior from 83% to 57%, proving the effectiveness of the local culture-based approach. The implications of this study indicate that educational counseling that integrates local wisdom values, such as persistence in the Boranan dance, is not only effective psychopedagogically, but is also able to strengthen the cultural

identity of students within the framework of character education. It is recommended that this module be adapted and applied more widely in various Islamic boarding school-based educational institutions or other cultural localities as an alternative contextual and transformative intervention.

**Keywords:** Interaction Value, Academic Procrastination; Boranan Dance

## A. Introduction

Procrastination is a habit of postponing work, a problem often found among students (Lilhawaditsi et al., 2024), including students at Ibnu Katsir. Procrastination can interfere with productivity and academic achievement and have an impact on mental well-being such as anxiety, stress, and decreased motivation. This phenomenon is becoming increasingly relevant in the modern era, where digital distractions and easy access to the entertainment world often exacerbate the tendency to procrastinate.

In addition to facing academic demands, students must also live a balanced spiritual and social life, but often students are trapped in the habit of delaying assignments or work due to the pressure and dual demands they face. For this reason, a special strategy is needed that can help them overcome procrastination and increase effectiveness in managing time and responsibilities. A possible approach is through the development of local cultural values that emphasize persistence and discipline. Boranan dance as part of the cultural heritage of the Lamongan community, is not only an artistic expression but also contains philosophical values such as persistence, perseverance, and hard work which are reflected in the activities of the boran rice sellers. Through the movements and symbolism in the boranan dance, the values of perseverance and tenacity can be internalized by students as a means to overcome procrastination.

This approach focuses not only on developing physical skills in dance, but also on strengthening mental and emotional values. Teaching and internalizing the

value of persistence in boranan dance can help students become more resilient in facing academic and daily life challenges while raising awareness of the importance of local culture as a valuable source of learning.

Several previous studies have examined interventions to reduce academic procrastination. Lilhawaditsi et al (2024), developed a self-management module to reduce procrastination, emphasizing the importance of strengthening self-control and time management. Puspita Sari et al (2022), showed that conventional counseling techniques such as individual and group counseling are effective in dealing with student procrastination. Meanwhile, Isriyah (2017), examines the use of dance media in early childhood education to improve motor skills, but has not been directed at aspects of academic behavior change or adolescent counseling services. These three studies touch on the important aspects of procrastination and the use of art in learning, but have not directly integrated local cultural approaches as a means of structured educational counseling.

The lack of studies that combine counseling interventions with local cultural values, especially through traditional dance as a medium for changing academic behavior. The novelty in this article is to develop and test an educational counseling module based on the interaction values of Boranan dance, a traditional Lamongan dance that is full of values of persistence and social responsibility. This approach not only aims to reduce procrastination, but also strengthens the cultural identity of students within the framework of character education, making it a contextual, applicable, and transformative intervention model.

This research was conducted using the research and development (R&D) method, which means that this research will produce a product (Isriyah, 2017). The results of this research are not only in the form of modules but will produce new knowledge that can answer practical problems (Gale & Lingard, 2010). This research was conducted in order to contribute to overcoming procrastination behavior among students by developing the values contained in the Boranan dance as maintenance and knowing the importance of local culture as a source of learning.

## B. Method

The research currently being conducted uses a type of research with an R&D model, namely research and development, where this research will develop a product as an output of this research (Isriyah, 2017). Sukmadinta explained (2008) that what is meant by R&D is research carried out to develop a product or improve an existing product (Nafisah, 2021). This development research is designed with the ADDIE research model, the research and development process carried out by the researcher is adjusted to the selected method process which will be designed with the ADDIE model which includes five stages of development, namely: Analyze, Design, Development, Implementation, Evaluation (Isriyah et al., 2023). The ADDIE model is said to be very suitable for use in development research in the realm of education and learning (Mariam, 2019).



Figure 1. ADDIE Model (Sulistianingsih, 2024)

The researcher describes the process of research and development conducted to clarify the research description. The following is a description of the ADDIE model research conducted by the researcher:

### 1. Analyze

This study began with analyzing the problems and needs of the students, in the analysis process the researcher conducted direct observations at the research location and also conducted interviews with the boarding school students, which from the two processes obtained the following results: Based on the results of observations of students at PPA Ibnu Katsir Jember, the researcher found several situations as follows: a) The number of students is 16

students, b) several students often procrastinate on assignments or other work, c) Character formation or coaching is carried out every week.

Observations and interviews were conducted by researchers by interviewing the Islamic boarding school staff, thus finding a problem, namely that students tend to procrastinate or postpone assignments or other work. Interviews conducted by researchers with the Islamic boarding school staff, in order to overcome the problem of procrastination, it is necessary to develop or create a service guide that can make it easier for teachers to provide BK services or character building to students that are oriented towards the values contained in local culture.

In this section, the researcher formulates the concept of the product to be developed, the things that cover the formulation of the concept of this module product are identifying what will be presented in the module product, by analyzing the existing problems, two variables will be found, the first is the problem and the second is the solution, here the researcher designs the concept of the module to be developed by adjusting to the problems in the field, this research will develop a product in the form of a service module that carries local cultural values, namely the Boranan dance.

## 2. Design

After analyzing the problem, the next step is to design the product to be developed. The current research product is a module. This design stage is conceptual in nature which will underlie the development of the module. Designing a product is the first step taken by researchers, planning and conceptualizing the module to be developed. At this stage, the module sequence is determined, the module contents are arranged sequentially and the module material is determined. The formulation of this material is adjusted to the theme or topic of the service to be provided and in accordance with the problem to be solved. The formulation of the material is adjusted to the BK service and the problem to be solved. The material to be developed is



Then the most important thing in the developed module is the design of the implementation of counseling services by determining various aspects of planning before carrying out counseling activities, both from topic planning, service media, along with the strategies that will be used during the implementation process, which are arranged sequentially from the opening process, application of service content, and closing.

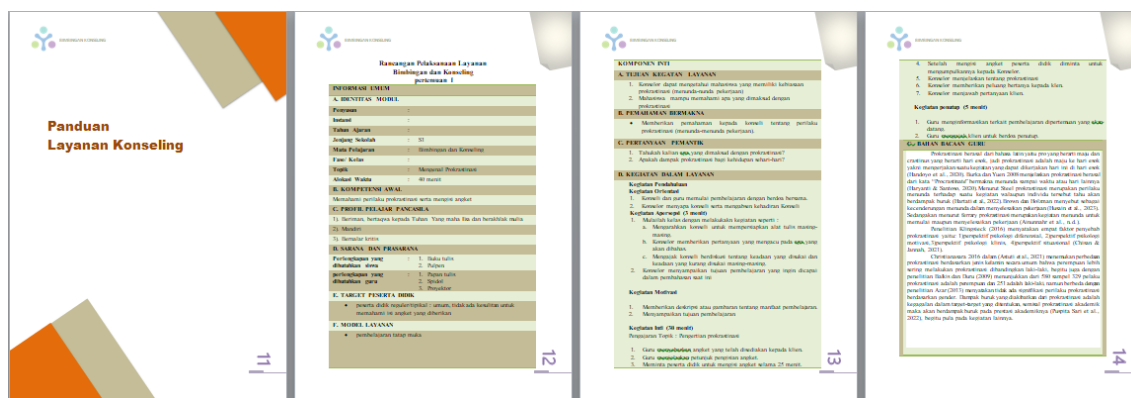


Figure 4. Counseling service design in the module

### 3. Development

The development stage is the stage where researchers start printing products and are ready to carry out validation on the module by a team of experts to determine the suitability of the module before use. Validation of the module is carried out by a team of experts. Validation of the product includes material validation, design expert validation, language validation, and practitioner validation. The validation calculation process on the module uses the Akbar calculation technique (2012) (Chrisyarani & Yasa, 2018) to determine the level of suitability of the counseling service module according to experts.

Eligibility scale %	Criteria
81-100	Very valid
61-80	Valid
41-60	Less valid
21-60	Invalid

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0-20                      Totally invalid

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Table. Validity criteria of self care module

The validation results carried out by the validator will be used as a reference in evaluating the module to produce a product that is feasible and makes it easier for the participants to use it. In this study, validation was carried out by a material expert validator who is a Lecturer in Guidance and Counseling at PGRI Argopuro Jember University, namely Nailul Fauziyah., S.Sos., M.Pd based on the results of the material expert validation calculation, the module developed obtained a score of 80% with the criteria "valid or feasible and can be used with minor revisions", Figure 2 shows the assessment diagram of the material expert validator.

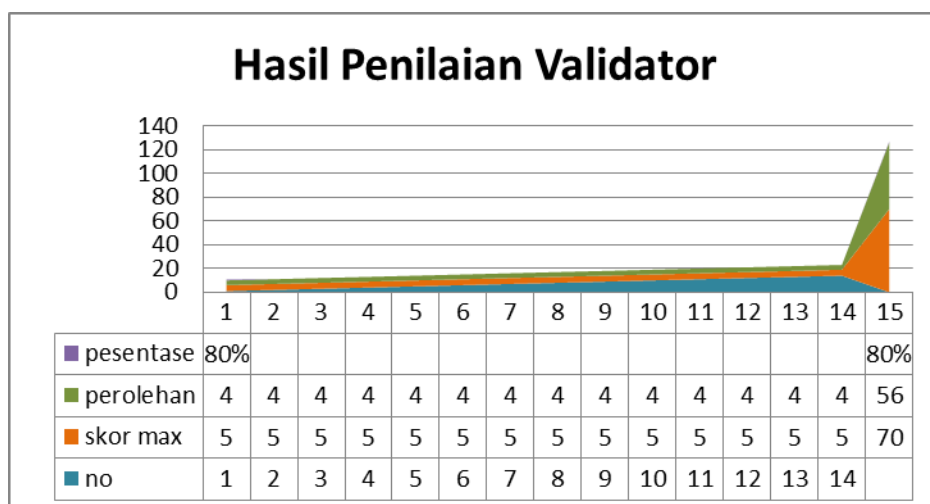


Figure 3. Material expert validation diagram

#### 4. Implementation

The validated module was then tested on the research object, namely the PPA Ibnu Katsir Jember students. The trial at this stage involved 31 PPA Ibnu Katsir Jember students which was held on October 11, 2024 with three meetings for 3 weeks starting from October 25, 2024. After carrying out gradual implementation, the researcher distributed questionnaires to students to see the effectiveness of the module developed on November 2, 2024, from

the results of the questionnaire distribution showed the number of students' procrastination of 57% thus experiencing a decrease in procrastination behavior from 83%, so it can be concluded that the development of the boranan dance interaction value module is declared effective in reducing the academic procrastination behavior of students.

## 5. Evaluation

As evaluation material for the developed module, there is a need to improve the material listed in the service provision plan and then complete it with a glossary to make it easier for readers to introduce scientific terms that are not yet known.

## C. Discussion

### 1. Procrastination

Procrastination comes from the Latin word *pro*, which means forward, and *crastinus*, which means tomorrow, so procrastination is forward to tomorrow, namely doing an activity that can be done today tomorrow (Handoyo et al., 2020). Burka and Yuen 2008 explained that procrastination comes from the word "Procrastinate" which means to postpone until another time or day (Haryanti & Santoso, 2020) According to Steel, procrastination is the behavior of delaying an activity even though the individual knows it will have a bad impact (Hartati et al., 2022). Brown and Holzman refer to this as a tendency to procrastinate in completing work (Husain et al., 2023). Meanwhile, according to Ferrari, procrastination is the activity of delaying starting or completing work (Ainunnahr et al., nd). Academic procrastination is an individual's tendency to delay completing results-oriented tasks, despite knowing that the delay will have a negative impact on goal achievement (Aisy & Sugiyo, 2021)

Klingsieck's research (2016) states that there are four factors that cause procrastination, namely: 1) differential psychology perspective, 2) motivational psychology perspective, 3) clinical psychology perspective, 4)

situational perspective (Chisan & Jannah, 2021). Christianasara 2016 in(Astuti et al., 2021)found differences in procrastination based on gender in general that women procrastinate more often than men, as well as research by Balkis and Duru (2009) which showed that out of 580 samples, 329 procrastinators were women and 251 were men, but in contrast to research by Azar (2013) which stated that there was no significance in procrastination behavior based on gender. The negative impacts resulting from procrastination are failure in the targets that have been determined, for example academic procrastination will have a negative impact on academic achievement (Puspita Sari et al., 2022), as well as in other activities. In the context of students, the double pressure between academics and spiritual obligations further exacerbates this tendency to procrastinate, especially if it is not supported by an adequate time management and emotional regulation system.

## **2. Boranan Dance**

Boranan dance is a cultural dance art originating from the Lamongan area. The Boranan dance was first created in 2006 by female choreographers who were native Lamongan residents, namely Ninin Desinta Yustikasari and Tri Kristiani, who were then assisted by Purnomo as the creator and arranger of the accompanying music for the Boranan dance (Pratama & Ulfa, 2019), in the Lamongan area these three figures are known as Trimelati so these three figures founded a dance studio with the name Trimelati (Sholihah & Listyaningsih, 2016).

The name of the Boranan dance is taken from a traditional food from Lamongan, namely "nasi boran". The word boran itself is the name of a rice container made of bamboo. In the performance, the Boranan dance will be performed in pairs carrying properties in the form of boran (Ernawati & Ichsan, 2024).

The achievements of the Boran dance have been counted since 2006 as the overall champion of the East Java Province FKT (Dance Work Festival), in 2007 it won the overall champion with 9 category wins at the Nusantara Dance Parade (Syafi'uddin & Soemarwanto, 2024), and in 2023, this traditional dance from Lamongan has set a world MURI record with the number of dancers as many as 1,569, by achieving this record it has made a tremendous contribution in introducing Indonesian culture to the international world (Anam & Ika Ismurdiyahwati, 2024).

The Boranan dance itself has humanitarian values that we can learn from this local art, the philosophical values contained in the Boranan dance such as, persistence in earning a living, tolerance, and the spirit of mutual cooperation, religious values, and showing the meaning of harmony because in their lives if there is a rice boran trader who runs out of side dishes then they will borrow from other traders, this makes this dance full of the meaning of social harmony (Dawn, 2021).

The movements of the Boranan dance which contain various meanings of local wisdom can be used as a form of character building for the nation's children, some of the movements in the Boranan dance are, 1) adeg movements and srisik steps, 2) derk boran movements and suk atas bawah, 3) selut kiri and tranjal movements, 4) egol bahu steps and loncat boran movements, 5) tanjang usung langkah and tanjak depan movements (Susandi et al., 2023).

Educational counseling is an approach that integrates learning of values and life skills through systematic guidance, especially in dealing with academic and behavioral problems such as procrastination (Corey, 2013: 45). This approach emphasizes learning the values of persistence, responsibility, and internal motivation as the foundation for addressing procrastination. Culturally based interventions, such as the use of local values in Boranan dance, are in line with transcultural counseling theory that emphasizes the importance of cultural relevance in psychopedagogical

interventions (Sue & Sue, 2012). Boranan Dance is not only a cultural symbol but also represents the values of hard work, cooperation, and responsibility, which can be internalized through an educational counseling process to foster self-discipline and self-efficacy.

This intervention model is within the framework of a constructivist approach to counseling, where clients reinterpret learning experiences through familiar and meaningful cultural contexts (Savickas et al., 2005). An educational approach based on cultural arts such as Boranan dance is also in line with Kolb's experiential learning theory (1984), which states that effective learning occurs through direct experience. Students are not only invited to understand the dangers of procrastination cognitively, but also to experience the values of discipline and persistence through movement and symbolic meaning in dance. Thus, this approach is not only based on technical solutions but also facilitates the transformation of values within students in a sustainable manner.

### **3. Analysis of research results**

The results of the research and development carried out by researchers can currently answer three questions that are the formulation of the problem, first: what are the research steps in developing a product, second: what is the level of validity of the developed module, three: the effectiveness of the boranan dance in reducing procrastination in Mashasanti Ibnu Katsir.

The development research conducted becomes easier and more focused by using the ADDIE-based development research model, the five stages carried out can produce products that are truly usable and can be used as reference material in developing other modules.

The module developed in this study focuses on efforts to overcome academic procrastination behavior through an educational counseling approach based on local culture, namely the Boranan dance. This module

contains a theoretical description of procrastination, cultural values in the Boranan dance, and systematic guidance and counseling service steps. In addition, this module is also equipped with service implementation guidelines, activity materials, worksheets, evaluations, and a glossary. The approach used emphasizes the active involvement of participants in understanding and internalizing the values of persistence, responsibility, and hard work through activities inspired by the movements and symbolic meanings of the Boranan dance.

In the counseling service strategy section, this module presents the stages of service implementation in sequence, starting from the opening, core activities, to the closing. The core strategy includes exploring cultural values in the Boranan dance through reflective discussions, movement simulations, and self-reflection activities. The service is designed to help students understand the meaning of persistence reflected in the activities of the rice boran seller, a central symbol in this dance and how these values can be applied in their academic disciplines. With this approach, participants not only gain a cognitive understanding of the importance of time discipline, but also experience the process of internalizing values through cultural experiences that touch on emotional and social aspects.

The implementation of Boranan dance in educational counseling services has proven to be not only effective in reducing academic procrastination behavior, but also strengthening the cultural identity of students as part of holistic character education. Through the appreciation of the values contained in the movements and philosophy of Boranan dance, such as persistence, hard work, social responsibility, and the spirit of mutual cooperation, students are directed to reflect these attitudes in their academic and daily lives. Thus, the counseling process not only targets behavioral changes, but also forms self-awareness rooted in one's own cultural heritage, making learning more meaningful and contextual.

In addition to its therapeutic function, the integration of Boranan dance into counseling services also serves as an educational medium in building a sense of pride in local culture. Within the framework of character education, this strengthens the national dimension and cultural identity of students amidst the current of globalization that often erodes cultural roots. Students not only learn to manage time and responsibility, but also understand that the noble values of their own culture can be the foundation for forming a strong, competitive, and strong-character person. In other words, this approach creates a synergy between personal transformation and strengthening cultural identity.

Initial validation of the Boranan dance interaction value-based intervention module was conducted by a material expert from the Guidance and Counseling field. The validator who played a role was a professional lecturer from Universitas PGRI Argopuro Jember. The validation results showed a score of 80%, which was categorized as "valid" according to the criteria for the feasibility of educational products. This means that the module has substantially met the aspects of content feasibility, material clarity, and suitability to the needs of counseling services, although some minor revisions are still needed for improvement. This validation is a crucial step in ensuring that the product developed can be used practically by counselors or BK teachers.

After going through the validation process, the module was tested on 31 PPA Ibnu Katsir Jember students for a period of three weeks, namely from October 11 to 25, 2024. Implementation was carried out through three sessions of educational counseling services based on values in the Boranan dance, which emphasized the internalization of the values of persistence and discipline. This trial was carried out to determine the extent to which the module was able to provide a real impact in reducing procrastination behavior which is a major problem among students. This stage is an

important part of the ADDIE development model, namely the implementation and evaluation stages.

The results of the post-implementation questionnaire distribution showed a significant decrease in the level of academic procrastination, from 83% to 57%. This 26% decrease indicates that the culture-based counseling module is not only theoretically valid, but also practically effective. This behavioral change indicates that the integration of local values such as in the Boranan dance can be a strong alternative approach in counseling services, especially for populations who have an emotional and cultural closeness to local cultural heritage. The effectiveness of the module also shows the success of a transformative educational approach rooted in contextual and applicable values.

Overall, the findings of this study indicate that a local culture-based educational counseling approach can provide innovative solutions in dealing with academic procrastination problems. Validation by experts ensures that the module has been scientifically and practically designed, while the implementation results show positive behavioral changes. Thus, this module has the potential to be replicated or further developed as a guidance and counseling service model that combines the strengths of local culture with modern psychopedagogical strategies. These findings also contribute to the literature on local wisdom-based counseling interventions as a strategy for empowering character education for students.

The results of this study are in line with the findings of Puspita Sari, Hartati, and Siswanti (2023), which states that the application of structured and value-based counseling techniques can significantly reduce the level of academic procrastination in students. They emphasize the importance of an approach that touches on the emotional and motivational aspects of students in the counseling process. In this context, the Boranan dance module that was developed not only conveys material cognitively, but also touches on the affective dimension through the internalization of the values

of persistence contained in cultural arts, resulting in significant behavioral changes.

Furthermore, this study also strengthens the findings of Lilhawaditsi et al. (2024), which emphasizes the effectiveness of self-management techniques in the procrastination intervention module. Although using different approaches, namely self-management techniques, the essence of both aims to increase students' self-awareness and responsibility for their academic tasks. Cultural-based approaches such as Boranan dance can be categorized as contextual self-management strategies that strengthen students' self-regulation through familiar and meaningful cultural symbolism.

In contrast to the conventional individual approach, this study introduces a transformative educational counseling approach that refers to the experiential learning theory as explained by Kolb (1984). In this context, direct experience through cultural arts practices, not just counseling, becomes an effective medium in the process of learning values. This study enriches the treasury of psychopedagogical intervention research by incorporating aspects of cultural locality into counseling design, expanding previous findings that focused more on universal and technical cognitive-behavioral approaches.

#### **D. Conclusion**

This study concludes that the educational counseling module based on Boranan dance values is effective in reducing academic procrastination behavior of students. The validation process by experts showed that the module was valid with a score of 80%, and the implementation results showed a decrease in the level of procrastination by 26%. These findings provide important implications for the world of education and counseling guidance, especially in designing services that integrate local cultural approaches. This module not only functions as a learning instrument, but

also as a medium for internalizing the values of persistence and discipline that are relevant to the context of the lives of students and students.

From the results obtained, it is suggested that this module be widely used by BK teachers in dealing with academic procrastination problems, especially in Islamic boarding schools or educational institutions based on local culture. In addition, further development needs to be done by expanding other cultural contexts in various regions to create more adaptive and contextual counseling services. The researcher also suggests that in the future a long-term trial of this module be conducted to determine the sustainable impact on character formation and learning motivation of Islamic boarding school students.

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