

Student Tardiness in Vocational Schools: Causes, Consequences, and Management Strategies

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Abstract

This study aims to analyze the habitual tardiness behavior of vocational high school students. The research method used is a case study. Data collection techniques included observation, interviews, and documentation. The subjects of this study were five students who exhibited tardiness behavior over a one-month period. The research data consisted of descriptive narratives supported by field notes, including a summary book of tardiness and interviews with the subjects at the vocational school. Based on the data obtained, there are two main reasons for students' tardiness: waking up too late and being caught in traffic. This is supported by data analysis indicating that the level of tardiness among students at the vocational school is high. Despite being given several sanctions, students continue to be tardy. This habitual tardiness disrupts the teaching and learning process, which can significantly impact their academic performance. The recommendation based on these findings is the implementation of self-management techniques for students with habitual tardiness behavior.

Keywords: habitual tardiness; vocational high school students

1. Introduction

Schools are formal educational institutions encompassing various activities, including teaching, educating, training, guiding, and correcting students' behaviors from undesirable to desirable. Students, as stakeholders in the school, are obligated to adhere to rules and regulations to ensure their success in learning activities and to develop responsible and disciplined personalities. Every student should possess disciplined behavior and a high awareness to follow the rules and norms set by the school or learning environment, preventing deviant and violating behaviors.

Students who exhibit disciplined, responsible, mentally, and spiritually intelligent behavior will be highly competitive in facing future life challenges. One form of student discipline in adhering to school rules is punctuality in arriving at school, meaning not being late. Being late can be defined as the inability to perform an action before or precisely at the scheduled time (Gata et al., 2019). This behavior reflects one's inability to be at a predetermined and agreed-upon place and time.

Students arriving at school on time is an essential attitude for every student to avoid tardiness. Frequent tardiness can negatively impact students' academic performance as it disrupts the teaching and learning process, results in sanctions, and can disturb other students during ongoing lessons. Research by Nakpodia & Daflagher (2011) shows a positive correlation between students' tardiness and their low academic performance.

SMK Negeri 1 Batu has set a rule that school starts at 07:00 WIB; students arriving later than this time are considered late. This regulation is crucial for maintaining school order and predictability. Regular routines help students focus during lessons. However, repeated tardiness

can be disruptive. Although not a severe violation, tardiness is common in schools with established and fixed schedules (Mulyani, 2017). Tardiness is like a cancer that hinders academic development and achievements (Maile & Olowoyo, 2017).

This negative behavior is not exhibited by all students but by a few who habitually arrive late. Students provide various reasons for their tardiness, including: 1) the distance between home and school; 2) transportation difficulties; 3) home activities; 4) oversleeping; 5) discomfort with the school environment; 6) lack of interest in certain subjects; 7) unfinished homework; 8) interest in activities outside school (Prayitno & Amti, 2004). At SMK Negeri 1 Batu, common reasons for tardiness include long distances between home and school, transportation issues, traffic jams, oversleeping due to staying up late, travel problems such as flat tires or running out of fuel, and helping parents.

Further research by Insyirah (2017) indicates that tardy students lack awareness of discipline, impacting their academic success. If not addressed promptly, this can negatively affect their academic performance and become a bad habit that continues into their post-school life, such as in the workplace.

Guidance and counseling teachers aim to help students become more independent and manage themselves better, ultimately achieving desired outcomes. Effective guidance and counseling should assist students in overcoming various issues, including developing disciplined attitudes. Prayitno (2004) explains that counseling services address various student issues, both in and out of school.

These issues include any problems encountered by students. Counseling and guidance services provided by teachers play a significant role in helping students overcome various problems, including personal issues. Behaviorism, or behavior modification, emphasizes cognitive aspects with various techniques and focuses on identifying appropriate steps to change behavior (Walker & Shea, 2011).

B.F. Skinner posits that behaviorism is viewed as a good response to internal and external stimuli, aiming to present beneficial stimuli (Willis, 2010). Behavioral counseling is crucial in modifying students' behavior through learning processes (Muratama, 2018). Previous research shows that behavioral counseling effectively modifies behaviors such as aggression, truancy, smoking, and substance abuse.

Behavioral counseling has several strengths and weaknesses, emphasizing the counselee's behavior, various problems, and numerous reinforcement techniques and rewards, along with support from others, significantly impacting the counselee's behavior change (Sanyata, 2012). One behavioral counseling technique is self-management. Cormier & Cormier (1985) highlight that self-management is a behavior modification technique encouraging counselees to engage in behavior change.

Self-management aims to help students control their activities, making effective use of their time. Based on the above discussion, the researcher is interested in implementing counseling services at SMK Negeri 1 Batu as a solution to reduce student tardiness. This study assumes that individual counseling using self-management techniques can reduce the frequency of habitual tardiness among students. The expected outcome is to decrease the habitual tardiness of students arriving at school.

2. Method

This study uses a case study research design aimed at understanding and analyzing the habitual tardiness behavior of students at SMKN 1 Batu. The data collection techniques employed include observation, interviews, and documentation.

Observation: This technique involves directly observing the behavior of students who frequently arrive late. The observations are conducted over a one-month period to gather comprehensive data on the frequency and reasons for their tardiness.

Interviews: Structured interviews are conducted with the students who exhibit tardiness behavior. The interviews aim to delve deeper into the underlying reasons for their tardiness, their daily routines, and any external factors that contribute to their late arrivals. Additionally, interviews with teachers and school staff are conducted to gain insights into the broader context and potential solutions. **Documentation:** This technique involves collecting and analyzing existing records related to student tardiness, such as attendance logs, tardiness summary books, and disciplinary records. These documents provide a historical perspective on the tardiness behavior and help identify patterns and trends.

The subjects of this study are five students from SMKN 1 Batu who have been identified as habitually late. These students were selected based on their consistent tardiness over the observation period. The selection criteria include the frequency of tardiness and the availability of detailed records on their late arrivals. The data collected from observations, interviews, and documentation are analyzed using descriptive narrative methods. The analysis involves coding the data to identify common themes and patterns related to the reasons for tardiness and the impact on academic performance. The findings are then summarized to provide a comprehensive understanding of the habitual tardiness behavior and to develop recommendations for interventions. The study adheres to ethical guidelines to ensure the privacy and confidentiality of the subjects. Informed consent is obtained from the students and their parents or guardians before participation in the study. The data is anonymized to protect the identities of the participants.

3. Results and Discussion

3.1 Result

Based on observations and interviews conducted over a one-month period, two main reasons for students' habitual tardiness were identified: waking up late and being caught in traffic. This conclusion is supported by the descriptive narratives and field notes collected during the study.

1. **Waking Up Late:** Many students reported that they struggle to wake up on time, often due to staying up late the night before. This behavior is influenced by various factors, including completing homework, engaging in social activities, or using electronic devices late into the night.
2. **Traffic:** A significant number of students cited traffic congestion as a major reason for their tardiness. This issue is particularly prevalent among students who travel long distances to reach the school. Despite their efforts to leave home early, unpredictable traffic conditions often result in them arriving late.

The study found a high frequency of tardiness among the students at SMKN 1 Batu. The data from the attendance logs and tardiness summary books indicated that many students were late multiple times within the observation period. This high level of tardiness suggests that current measures to address the issue are insufficient. The habitual tardiness of students was found to disrupt the teaching and learning process significantly. Students arriving late often miss important parts of the lesson, leading to gaps in their understanding and negatively affecting their academic performance. Additionally, the repeated interruptions caused by late arrivals disturb other students and the teacher, further impacting the overall classroom environment.

Despite the implementation of several sanctions, such as warnings and detentions, students continued to arrive late. This indicates that the current disciplinary measures are not effective in curbing tardiness. The study suggests that a different approach, such as self-management techniques, may be more successful in addressing the issue. Based on these findings, the study recommends the implementation of self-management techniques for students with habitual tardiness behavior. These techniques involve teaching students to take responsibility for their actions and to develop strategies to manage their time more effectively. By doing so, it is hoped that students will be able to overcome the factors contributing to their tardiness and improve their overall punctuality and academic performance.

3.2 Discussion

The findings of this study reveal that habitual tardiness among students at SMKN 1 Batu is primarily due to waking up late and traffic congestion. These reasons are consistent with previous research by Prayitno & Amti (2004), who identified similar factors contributing to student tardiness. The impact of these factors on students' punctuality highlights the need for effective interventions to address this issue.

1. Waking Up Late

Waking up late is a common problem among students, often resulting from staying up late the previous night. This behavior can be attributed to various activities such as completing homework, engaging in social interactions, or excessive use of electronic devices. The lack of a proper sleep schedule and time management skills exacerbates this issue. To address this, self-management techniques can be implemented to help students establish a consistent bedtime routine and develop better time management skills. Encouraging students to prioritize their tasks and limit their screen time before bed can significantly reduce instances of waking up late.

2. Traffic Congestion

Traffic congestion is another significant factor contributing to student tardiness. Many students at SMKN 1 Batu travel long distances to reach school, and unpredictable traffic conditions often cause delays. While students may attempt to leave home early, external factors such as traffic accidents or road construction can still impede their punctuality. To mitigate this issue, schools could consider collaborating with local transportation authorities to explore solutions such as adjusting school start times or providing school buses for students living in areas with high traffic congestion.

3. Effectiveness of Sanctions

The study found that the current disciplinary measures, such as warnings and detentions, are not effective in reducing student tardiness. This ineffectiveness suggests that punitive approaches may not address the underlying causes of tardiness. Instead, a more supportive and proactive approach, such as self-management techniques, could be more beneficial. By helping students understand the importance of punctuality and equipping them with the skills to manage their time effectively, schools can foster a more positive and disciplined learning environment.

4. Self-Management Techniques

Self-management techniques involve teaching students to take responsibility for their behavior and develop strategies to improve their punctuality. These techniques can include goal setting, self-monitoring, and self-reinforcement. By setting specific goals for punctuality and tracking their progress, students can become more aware of their habits

and work towards making positive changes. Additionally, rewarding themselves for achieving their goals can serve as motivation to maintain punctual behavior.

4. Conclusion

The study concludes that habitual tardiness among students at SMKN 1 Batu is a multifaceted issue requiring a comprehensive approach. Implementing self-management techniques can effectively address the primary reasons for tardiness, such as waking up late and traffic congestion. By promoting a culture of punctuality and providing students with the necessary skills to manage their time, schools can improve students' academic performance and overall discipline. Future research could explore the long-term effectiveness of self-management tech.

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