

# Analysis of Factors Causing Students' Late Behavior in Vocational High School

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## Abstract

Late behavior of students is something that is not expected and disrupts the learning process, ideally vocational high school students (VHS) are able to obey the rules in school, but in reality there are many students who are late every day. The purpose of this study is to analyze the factors that cause students' late behavior at Muhammadiyah 1 Kepanjen Vocational High School. This research uses a qualitative case study approach. The main subjects were three VHS students who were determined through purposive sampling technique with the criteria of students who were often late coming to school, the second subject was three homeroom teachers. Data collection through unstructured interviews. The research data were analyzed using the Miles and Huberman model. The results showed that student late behavior was caused by internal factors including laziness, lack of time management and lack of motivation, and external factors including environmental factors, school distance and homeroom teacher actions.

**Keywords:** factor analysis; late behavior; vocational students; case study

## 1. Introduction

Schools, as important social institutions in the provision of education, function as a second place after the family in supporting the development of students' potential. Schools help students develop various aspects of their personality, including social, intellectual, emotional, moral, and spiritual (Dani et al., 2018). Therefore, schools act as a means to prepare students to become individuals with good personalities and morals through fostering knowledge, forming attitudes, and instilling values that are recognized in society. One way schools teach moral behavior is by implementing discipline through rules and regulations that apply in the school environment (Dani et al., 2018).

Every educational institution, including schools, has rules that aim to direct and regulate the behavior of all school members with the aim of enforcing discipline. These rules are closely related to disciplinary behavior, which is often a problem in schools. The main purpose of discipline is to train discipline and instill moral discipline in individuals, which ultimately forms a pattern of behavior that is in accordance with the rules (Rochmiyati et al., 2021).

The implementation of school rules has two main functions that are very important in helping children get used to controlling and restraining unwanted behavior. According to Hurlock, the first function is that rules have educational value, which means they educate students about expected behavior. The second function is that rules help control unwanted behavior (Irwansa 2018). On the other hand, violation of the rules is a form of student delinquency that is carried out based on their own will without complying with the established rules (Irwansyah & Maf'ul, 2018). Violations of this order reflect a lack of discipline among students.

Students at Vocational High Schools are in the advanced stage of education after completing junior high school which coincides with adolescence. According to Weismen (in

Habsy, 2017), every individual will experience a transitional phase in their life. However, adolescents often have difficulty adjusting to changes, even positive ones. This transition period is an important time for adolescents to learn to adjust to new environments and comply with existing rules.

The phenomenon that exists at Muhammadiyah 1 Kepanjen Vocational High School Malang Regency, student late behavior is a major problem that hinders student learning. During the time the researchers carried out Teaching Assistance and morning picket duty there, there were many students who overslept every day and were very diverse in their tardiness. Students with delays of 5 minutes, 10 minutes, 20 minutes and even up to 1 subject hour. Every day in the picket room is very busy taking care of student tardiness, signing student violation records in the red book due to oversleeping, calling students who were absent without information yesterday, punishing late and absent students, making admission permits for late students and others.

Late student behavior occurs a lot in other schools, one of which is as in the research conducted by Astari in 2024, with the title Analysis of Factors Causing Late Students to Come to School (case study at mujahidin pontianak private school) the results showed that students were late due to lack of parental support, getting pressure, and lack of social support around to experience stress and anxiety disorders that affect the student's mentality. In addition, anxiety due to the economic situation, and addiction to online games (Astari, 2024). The study links student tardiness with mental health about the contribution of mental disorders to the late in coming to school, which will be the basis for the development of better interventions and more effective support for students. while this study links student tardiness with BK-an at school, as an assessment of providing more comprehensive services.

Students who often late at Muhammadiyah 1 Kepanjen Vocational High School are generally disrupted in the learning process because they miss the subject material part of the time, especially if the subject teacher does not allow them to enter the class. Students who are allowed to enter class during learning become less focused, untidy clothes, lackluster faces and look sleepy, making the results of understanding the material not very optimal and this often makes teachers feel annoyed. Even as a result of late behavior, the school is also preoccupied with suspensions to expel students whose points have met the criteria. The problem of tardiness also causes other problems for students such as, being scolded by parents when getting a summons, being teased by classmates, and often getting different treatment from teachers.

In schools, guidance and counseling teachers are needed to help build student character, one of which is discipline. The role of guidance and counseling teachers is as teachers and educators who are responsible for providing support to students to avoid or overcome difficulties in their lives, so that they can achieve well-being. Thus, students can become more independent and mature in dealing with daily problems (Afrina & Yarni, 2023). Basically, the role of counseling is to assist students in various aspects, such as academic development, self-understanding and future opportunities, determining ideals and life goals, and developing plans to achieve these goals. In addition, BK also helps students overcome personal problems, such as learning difficulties, relationship problems with friends, or family problems.

Theoretically, Guidance and Counseling has a strategic role in strengthening character education in schools. This role is realized through an in-depth understanding of guidance and counseling services and the implementation of guidance and counseling programs. Guidance and counseling services are a process of assistance provided systematically and continuously by a trained expert, so that students can understand themselves and their environment, direct themselves, adjust, and develop their potential optimally in accordance with the values adopted,

to achieve personal and social welfare (Muslihata, 2019). From this explanation, it is known that the purpose of guidance is for students to be able to direct themselves, adjust themselves, develop their potential, understand themselves and their environment, and plan for the future to achieve optimal life development.

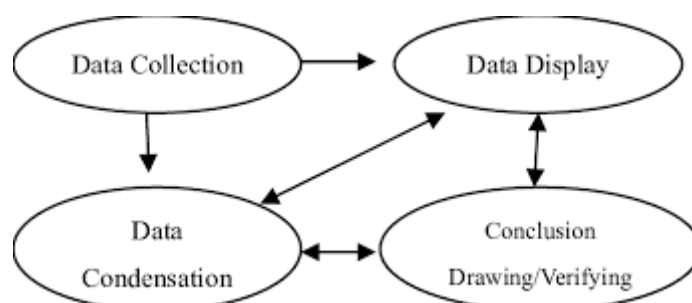
This study aims to determine the factors that cause students' late behavior, by knowing the causal factors behind students' late behavior, guidance and counseling teachers can find out the problems experienced by students, the results of the study can be used as an initial assessment for counseling teachers to provide counseling and guidance services to students who have problems that cause late behavior and other personal problems that interfere with the learning process. Thus students will be helped in solving their problems, feel understood, and be able to slowly reduce their late behavior and be motivated to become more disciplined.

Based on this description, the researcher is interested in analyzing what are the factors that cause students' late behavior at the school every day even though there are already provisions for severe punishment. Therefore, the researcher raised the title "Analysis of factors causing late behavior of students of Muhammadiyah 1 Kepanjen Vocational High School.

## 2. Method

This research was designed using a qualitative method with a case study strategy in order to capture the phenomena in the field and then be studied more deeply. Qualitative research is a research method used to research on natural object conditions (Sugiyono, 2017). The case study was conducted at Muhammadiyah 1 Kepanjen Vocational High School. According to (Creswell, 2018) in qualitative research, researchers need several supporting tools that help the research being conducted. Some of these tools such as who is the research subject, how to obtain research data, the role of the researcher as a research instrument in the data collection process, tools or media that help researchers during the research process and the sensitivity of researchers in the process of managing and analyzing data with the acquisition of research sources.

Determination of the subject of this study using *purposive sampling* technique. The subjects of this study were 3 students who were often late, 3 homeroom teachers and at Muhammadiyah 1 Kepanjen Vocational High School. The research was conducted at Muhammadiyah 1 Kepanjen Vocational High School on four dates, May 21 and 24, 2024. The research data were analyzed using the Miles and Huberman model which consists of three stages, namely data reduction, data presentation, and conclusion drawing.



**Figure 1. Miles and Huberman Interactive Data Analysis Model**

### 3. Results and Discussion

#### 3.1 Result

##### 3.1.1 Internal Factors Affecting Student Late

###### 1. Late Students' Viewpoint

From the results of research conducted based on the results of interviews with grade 10 students who are often late, the results of internal factors that influence students to be late are first, namely bad habits often stay up late by sleeping above 9 or 10 at night as stated by subject 1 with the initials MI *"ok young man, what causes you to be late // Wake up late // If you wake up late, what did you do before? // ee that's ms.. after playing with friends // What time do you play? // Yes, usually at 12 pm"*

Second, namely the lack of personal discipline in managing time which leads to the inability to manage time properly. As conveyed by subject 2 with the initials H *"What are you late for today? // mmm... late because I overslept // overslept because? // I slept too late // slept too late.... What did you do afterward? // Ehhehe.. playing ms (grinning) // Play what? // Play games eheh"*.

Third, lack of motivation to go to school. As stated by subject 3 with the initials LA *"Lazy to go to school ms... deliberately leaving at noon because at home no one is angry"*

Fourth, the lack of effective daily activity planning is also a contributing factor to students being late for school because without good planning, students may not have a clear daily schedule. They may not know when to wake up, when to prepare school supplies, or when to leave. This lack of clarity can cause them to do everything in a hurry and end up being late. As stated by LA *"I never make a daily schedule, ms, I'm too lazy to make it. It just flows like that when doing activities. When it's time for school, I go to school, after school, I play"*

Fifth, stress can be a reason for students to be late for school because of its extensive impact on physical and mental health, as well as students' ability to manage time and daily activities. As conveyed by H *"a lot of assignments ma'am // a lot of assignments ... then what do you feel? what effect does it have on you? // stress ma'am, nagging // stress because the assignment is a lot yes // nggih ma'am"*. In addition, MI also said that stress also caused him to be late which resulted in MI feeling unfocused in preparing himself for school and ended up being late for school *"sometimes when I'm stressed, I like to be confused, Mom // confused about why, Mom? // confused ... after waking up what to do, after taking a shower then what to do // unfocused, right, Mom? // oo yes, Mom, it's ... unfocused // so you feel that the feeling of stress makes you unfocused when getting ready for school? // yes, Mom"*.

###### 2. Homeroom Teacher's Viewpoint

Based on the results of research that has been conducted with the homeroom teacher subject of Muhammadiyah 1 Kepanjen Vocational High School, it produces internal factors that cause student tardiness, namely they (late students) tend to have a habit of waking up late caused by lack of sleep or poor time management. As stated by subject MY *"Ohhh yes, oversleeping usually mbak...so they wake up late because children usually play cellphone games in the evening and don't want to leave their hands"*.

The low motivation of students to learn is also a factor in causing students to arrive late. As stated by subject WD *"Usually, if the internal factor .... from the child himself is indeed the child's motivation to be like .... motivated the child is lacking so it affects the discipline of the child if it is internal. So the factor from themselves is that they actually"*

*know they are late but they still often repeat it...because yes, the learning motivation is lacking".*

Feeling lazy to go to school which causes a lack of enthusiasm and motivation is also one of the internal factors of students being late. As stated by subject WT "*Seeing students who are late is usually because of what, sir? The ones from within themselves. The internal factors are many and varied. What is the most common sir? Lack of motivation, laziness".*

### **3.1.2 External Factors Affecting Student Late**

#### **1. The Late Student's Point of View**

From the results of research conducted based on the results of interviews with grade 10 students who are often late, the results of internal factors that influence students to be late are first, social interactions with peers outside the school environment such as inviting hanging out or playing *games* as stated by subject MI "*Every time you oversleep, there must be a reason. Maybe you can play games or ... // Yes it could be Ms // Ok ... is this habit influenced by the friendship environment? // Yes Ms, invited to play it".*

Second, the distance of the house from the school is also the most common cause that makes students late. As stated by subject H "*You are late, what is the obstacle? Distance from home? or .. // Distance Ms".*

Third, the lack of attention from parents because they are busy at work causes weak control of children's behavior as students. As stated by subject LAK "*my mother is a migrant worker, she doesn't know that I like to be late // your mother doesn't ask how you are doing during school? // rarely chat Ms, busy working"*

#### **2. Homeroom Teacher's Viewpoint**

Based on the results of research that has been conducted with the subject homeroom teacher of Muhammadiyah 1 Kepanjen Vocational High School, it results in external factors that cause student tardiness, namely they (late students) tend to be caused by weak homeroom teacher enforcement which causes students to continue to be late. As stated by subject WT "*Sometimes the weakness of action by the homeroom teacher influences children to continue to skip class and be late. The homeroom teacher is slow. it could be. As long as 'know' and 'want'. They knows but doesn't want to do it. That's it. Usually "wes ngko sek" (I'll do it later). Then it piles up, so the child misses class, is late, more and more".*

The poor economic condition of the family is also known to be a factor in causing students to be late because the lack of economic conditions causes a decrease in students' motivation to go to school. As revealed by subject WT "*Lack of motivation. there is a student under my guidance, AR. His economy is lacking, his family is not well-off, so tuition fees are not paid".*

Traffic problems such as traffic jams are also the most common factor for students to arrive late. As conveyed by subject MY "*Traffic jams usually, if it's already noon the children are running short of time right ... it's clear that the house is jammed for sure Ms ..".*

There is a demand or responsibility outside the direct control of students that affects their arrival time to school. As stated by subject MY "*There are .... students who have a coffee shop at home and he helps his parents keep the shop in the morning .... so he misses school .... and there are also students who work Ms....work,,, in fried rice restaurant once he left at 3 pm and returned at 1 pm ... so he slept only a few hours and in the morning he had to leave again ..."*

Lack of supervision from parents on students' academic development due to work is also a significant cause of students being late as stated by subject WD "*many of the children here have parents who go abroad as TKW (Female Migrant Worker) ... so indeed the supervision from parents is weak so it causes these children ... euh ... what's the name ... arbitrary or lack of discipline*".

### **3.2 Discussion**

Based on the results of the study, it is known that grade 10 students of Muhammadiyah 1 Kepanjen Vocational High School who often experience late are caused by several factors, both factors that come from within the students (internal factors) and factors that come from outside the students (external factors). Internal factors that become contributing factors include the following:

#### **1. Laziness**

The first factor is the laziness experienced by many students in school. It can be said that this laziness is one of the challenges for students who are pursuing education. If students cannot control their laziness, they will be disadvantaged. Laziness greatly hinders one's productivity, work tends to be difficult to complete if you feel lazy because laziness is always related to procrastination. Laziness can be a factor in SMK students often being late for several reasons related to motivation, time management, and priorities. Students who feel lazy often have low motivation to attend school on time. They may not see the value or benefit of coming to school regularly or on time, so do not feel compelled to rush in the morning. Laziness is often related to the inability to manage time well. Lazy students may procrastinate on homework, school preparation, or even getting out of bed, all of which can lead to tardiness.

#### **2. Lack of Time Management**

Time management skills are the ability a person has in organizing, dividing and observing time. Time management is very important, in various ways humans need good time management skills. Because otherwise, one's activities or life will fall apart if they are unable to manage their time. Students who do not have the ability to set priorities often spend time on less important activities than preparing for school.

For example, spending too long playing *games* or hanging out with friends until late at night. If students don't manage their sleep well, they may sleep too late and end up waking up late. Lack of sleep can also lead to fatigue, which makes them slower in getting ready in the morning. Poor time management is often caused by a lack of discipline. Students who are undisciplined in following their schedules or daily plans are likely to experience tardiness as they do not adhere to the time they have set for themselves.

#### **3. Lack of Motivation**

Low motivation is one of the significant internal factors that can cause students to be late for school. Students who do not have long-term goals or plans may feel that the effort to come to school on time is pointless. Without a clear vision or goal, they may feel less motivated to carry out school routines with discipline. Difficult economic conditions can affect students' motivation. For example, students who have to work to help with family finances may feel tired and less motivated to come to school on time. Economic problems can also cause additional stress that reduces motivation.

#### **4. Stress**

Stress can interfere with students' ability to concentrate and focus on daily tasks, including getting ready for school. They may become slower in completing morning tasks, such as showering, eating breakfast, or preparing school supplies. Students who feel pressured by stress

may feel overwhelmed and less able to manage their time well. They can feel like they don't have enough time to complete all the necessary tasks before leaving for school. Meanwhile, the causal factors that come from outside students include:

**1. Environmental Factors**

The environment is a very influential factor for the continuation of students' studies. The influence exerted by the environment is categorized as quite high, because students' lives are spent with school friends every day. In fact, the school environment has a positive impact, but if individuals cannot manage and manage well, it will have a negative impact on themselves. Environmental factors that influence student tardiness behavior, namely, social interactions with peers outside the school environment such as inviting hanging out or playing *games*. Social activities such as hanging out or playing *games* often take up a lot of time. If done late at night, this can cause students to sleep later than they should, which then reduces their sleep time and makes it difficult for them to wake up early for school. Excessive social interaction with peers can cause students to consider social activities more important than their academic obligations. This can result in a lack of awareness of the importance of coming to school on time. Spending long periods of time on social activities such as playing *games* or hanging out can cause physical and mental fatigue. This fatigue can make it difficult for students to wake up early and lack the energy to start the day with enough energy to get to school on time.

**2. Long Distance from School**

Students who live far from school take longer to get to school. This means they have to leave earlier than students who live closer. If they can't get up early or can't leave on time, they will arrive at school late. For students who are transported by private vehicles, heavy traffic conditions or congestion can be a major deterrent. Students who have to travel long distances are more prone to these traffic problems, which can cause late.

**3. Classroom Teacher Action**

If homeroom teachers are not strict in enforcing rules related to tardiness, students may feel that coming late does not have serious consequences. This lack of seriousness can make students feel free to arrive late without fear of punishment or reprimand. Teachers who do not consistently monitor or follow up on student tardiness may lose control of classroom discipline. Without close monitoring, students may feel they can avoid punishment easily. Homeroom teachers who focus only on punishment without providing support or guidance to improve student behavior may be ineffective. Students who are tardy may need guidance to develop better time management skills or motivation, not just punishment.

**4. Parents' Occupation as TKI/TKW**

The factor of parents' employment as Indonesian Migrant Workers (Indonesian: Pekerja Migran Indonesia, PMI, formerly known as Tenaga Kerja Indonesia, TKI) or Female Workers (Indonesian: Pekerja Wanita, formerly known as Tenaga Kerja Wanita, TKW) abroad can be the cause of students' tardiness to school for several reasons related to family care and support. With parents working abroad, it is likely that students feel less direct supervision. This lack of supervision can make students less disciplined in managing time and fulfilling school obligations. The presence of parents in daily life is very important to provide emotional support and motivation to children. The absence of parents due to working abroad may cause students to feel less supported, which affects their enthusiasm to attend school on time. Irregular communication with parents who are abroad can also make students feel less connected and less motivated. They may feel less supervised and lack the guidance needed to maintain time discipline.

Various family atmosphere and conditions indirectly affect children's learning process and determine the extent of achievement that can be achieved by children (Fadilla et al., 2022). This

aspect is one of the important factors to encourage children not to be late for school. Tardiness to school is a major cause of decreased student achievement, because it causes students to miss some of the learning material (Siraj & Wiryosutomo, 2020).

#### 4. Conclusion

Based on the results and discussion, it can be concluded that the late behavior of students of Muhammadiyah 1 Kepanjen Vocational High School is caused by many things which are grouped into internal and external factors. Internal factors that cause students to be late often include: laziness, lack of time management, and lack of motivation. While external factors that cause students at SMK Muhammadiyah to be late include: Environmental factors, distance from home to school, family problems, homeroom teacher actions, parenting, economic conditions and friendships.

Late behavior shown by students is the result of supporting factors experienced in their lives, late behavior can still be improved or changed towards disciplinary behavior. The behavior of children or students can be changed through the process of learning with their environment in behavioristic theory, as conveyed in (Abidin, 2022) explains that behavioristic learning theory explains human behavior and occurs through stimuli that cause reactive behavioral relationships or responses. In the theory of behaviorism, behavior is fully determined by rules, can be predicted and can be determined. According to this theory, a person engages in a certain behavior because they have learned it or associate the behavior with a reward. However, a person may also stop the behavior because it has not been rewarded. All of these behavioral outcomes are behaviors that can be learned. Thus, students' tardy behavior can be changed by the stimulus that students get at school both from subject teachers, homeroom teachers and even by all school residents through increasing stricter rules, giving appreciation if students are successful in not being late, providing support, and paying more attention to students who are late by providing counseling services, guidance and so on.

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