

Analysis of Factors Causing Student Tardiness and Its Mitigation Efforts in Senior High School

Nabilla Endmal Putri Iryas, Yustia Syalaisha Wangkawati, Jihan Muji Lestari, Ella faridati Zen*, Talitha Syahda Anggraeni

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: ella.faridati.fip@um.ac.id

Abstract

Tardiness is a common issue within educational settings, often exhibited by students who trivialize this habit and continue to practice it without considering its repercussions. They prioritize their desire to remain idle. This study aims to determine: (1) the patterns of tardiness behavior among students at SMA Widyagama Malang, (2) the factors contributing to tardiness among these students, and (3) the school's measures in handling tardy students. This qualitative research employs a case study design, with subjects comprising four students from SMA Widyagama Malang who frequently exhibit tardiness or truancy. Purposive sampling was used to select the subjects. Data collection methods included interviews and observations. The findings from the four subjects indicate persistent daily tardiness driven by laziness, lack of motivation, and a disinterest in attending school, compounded by insufficient parental involvement in their educational activities. The causes of their tardiness are both internal and external, including personal inclinations and parental responses, which perpetuate this behavior. These findings suggest that addressing student tardiness requires focusing on both internal and external factors.

Keywords: discipline; tardiness; intervention

1. Introduction

Schools serve as educational institutions that provide students with opportunities for proper education. Education can be administered formally in schools and non-formally outside of schools. Students learn various things in school, including how to socialize, manners, and discipline in adhering to existing regulations. Schools continuously strive to improve the quality of education offered to students, one way being through the establishment of rules or regulations aimed at fostering students to behave according to prevailing norms and values. These regulations also aim to develop and enhance students' awareness to act in accordance with the established rules and provisions.

The existence of school regulations supports the smooth implementation of the teaching and learning process. These regulations are designed to create order and discipline within the educational process. Furthermore, they are intended to instill a sense of discipline among students. Discipline is a state that is formed through a process and a series of behaviors that demonstrate values of obedience, compliance, loyalty, regularity, and order (Sudarto, 2019). Student discipline refers to the orderly and structured condition possessed by students in school, without any violations that could harm either the students or the school as a whole (Mispani & Jannah, 2021).

Violations of regulations still frequently occur in schools. According to the Indonesian Dictionary (KBBI), a violation is an act that breaches established rules. It represents deviant behavior that disregards the applicable regulations (Munawaroh et al., 2018). The most common and frequent violation is tardiness. According to KBBI, tardiness means being late beyond the predetermined time. Students who frequently arrive late to school will experience both short-

term and long-term impacts. Short-term impacts include disruptions to the teaching and learning process (KBM), interference with the teacher's concentration while teaching, disturbance to other students, and receiving sanctions. Long-term impacts include summoning parents to the school, lower academic grades, and report card scores falling below the minimum standards.

Based on the aforementioned observations, tardiness is one of the most frequent violations in schools, including at SMA Widyagama Malang. SMA Widyagama Malang has a rule that students must arrive at school before 7:00 AM. However, based on the observations conducted, many students arrive after 7:00 AM. We also found several students who arrive at school after 9:00 AM, meaning they miss the first two periods. Tardiness among students at SMA Widyagama has become a daily occurrence. The school maintains a tardiness logbook that students must fill out before entering their classes, and every day, more than ten students sign this logbook. This indicates a high level of tardiness at SMA Widyagama. The causes of student tardiness are attributed to various internal and external factors.

Based on the observations conducted, the reasons for students arriving late to school include the distance of their homes, oversleeping, lack of motivation to attend school, insufficient parental support, and many students citing the school's lenient disciplinary measures, leading to a disregard for existing regulations. The handling of tardy students by SMA Widyagama Malang is still inadequate in disciplining and deterring students from being late. According to the observations, students who arrive late must fill out a tardiness logbook to obtain a class entry permit from the supervising teacher. There is no further action taken by the teachers when they encounter tardy students, aside from occasional reprimands. The school compiles the tardiness logbook at the end of each month. The results are used by the homeroom teachers to evaluate their students. Students who are frequently late receive a summons for their parents. If tardiness persists after the parental summons, the school will conduct a home visit.

Based on the above description, it is necessary to conduct research on the handling of tardy students by the school. This research aims to determine whether the school's measures and attitudes are appropriate and effective in reducing student tardiness. The study will also identify the factors influencing students' lateness and provide an overview of tardiness behavior among students. The purpose of this research is to find solutions to address the issue of student tardiness, particularly at SMA Widyagama, where tardiness has become a daily occurrence.

2. Method

This research is a qualitative study with a case study design. Qualitative research is characterized by data and findings that are not derived from statistical methods (Strauss & Corbin, 2003). Qualitative research involves intensive fieldwork, where the researcher directly engages in the field to collect data and facts, and subsequently analyzes the gathered data to convert it into useful information. Qualitative research was chosen due to the high number of tardy students, making it impractical to collect data through instruments such as surveys or questionnaires.

A case study is a series of scientific activities conducted intensively, in detail, and in-depth regarding a program, event, or activity, at the individual, group, institution, or organizational level, with the aim of gaining a comprehensive understanding of the event (Rahardjo, 2017). The purpose of a case study is to uncover factors or phenomena of social relationships in specific situations. The technique used in this research is purposive sampling, with data collection

methods including observation and interviews. The research subjects are four students from SMA Widyagama who frequently arrive late to school.

3. Results and Discussion

3.1 Result

Based on the observations and interviews conducted at SMA Widyagama Malang, the following information provides a general overview of students who are frequently late at SMA Widyagama. Tardiness and truancy have become commonplace at SMA Widyagama. The results obtained from interviews with four subjects are as mentioned in table 1.1.

Table 1.1 Results of Subject Interviews

No.	Name	Gender	Reason for Tardiness	Response of Parents about Tardiness
1	NZ	Male	Unaccustomed to waking up early in the morning	Justifies being late, as long as attending the school
2	ZA	Female	Nothing interesting at school	Feels sorry to wake up too early
3	AI	Female	Nothing interesting at school	Just lets it be
4	YH	Male	Not going to school unless woken up by girlfriend	Just lets it be

The four subjects (NZ, ZA, AI, and YH) exhibited patterns of habitual tardiness influenced by various internal and external factors. NZ is accustomed to being late due to his inability to wake up early and his parents' perception that tardiness is acceptable. ZA is tardy because he finds school boring and often goes elsewhere before school, coupled with his grandmother not waking him up early. AI deliberately arrives late because he feels uncomfortable at school, both due to the social environment and a lack of a close relationship with his parents, who are unaware of his tardiness habit. YH is late due to a lack of support from parents who do not live with him, causing him to rely on his girlfriend to wake him up. All subjects indicate that parental support and supervision significantly influence their tardiness habits.

Overall, the four subjects exhibited signs of habitual tardiness in attending school, accompanied by a tendency toward a lack of motivation and enthusiasm for schooling. The limited involvement of parents in their children's school activities significantly influenced this habit. A habit is defined as performing a certain action in specific situations, learned by individuals and repeatedly carried out for similar situations (Astuti & Lestari, 2020). Despite the varying reasons for tardiness and differing parental influences, the subjects displayed behaviors that tended to prioritize personal comfort and laziness over the motivation to attend school.

The habitual tardiness of students at SMA Widyagama Malang is influenced by both internal and external factors. Internal factors originate from within the students themselves, while external factors stem from the family environment and the students' peer groups (Harahap et al., 2023). The roles of parents and teachers in addressing this issue are crucial; at home, parents serve as examples and role models, whereas at school, teachers fulfill the same function for the students. The following is an explanation of the factors contributing to student tardiness at SMA Widyagama Malang:

3.1.1 Internal Factors

The causes of student tardiness include prioritizing their own desire to be lazy, a disregard for school rules, and a lack of motivation and understanding of the purpose of

attending school. This leads students to violate school regulations. Additionally, the lack of stringent school rules and insufficient consequences for tardiness result in students trivializing their actions and feeling unafraid to repeat their mistakes.

3.1.1 External Factors

The external cause of why students are late is the lack of attention given by their parents and other family members. Students at school are friends with students who are often late which can also have an influence on the student's tardiness.

3.2 Discussion

The school has a responsibility toward its students as an educational institution. Addressing student tardiness is also part of the school's obligations. Based on observations and interviews, several measures have been identified that the school has implemented to tackle habitual tardiness at SMA Widyagama Malang. Teachers and homeroom advisors reprimand students who are found to be late. Late students are asked to explain their reasons for tardiness and are reminded not to repeat it the next day. Some teachers also enforce a policy where students who are more than one hour late are not allowed to enter the classroom.

At the end of each month, homeroom advisors compile a record of student tardiness. This process is carried out to monitor the frequency of each student's tardiness. The compiled data is used by the homeroom advisors to evaluate and discuss with their respective classes. For students who are frequently late, a notice is sent to their parents. This aims to inform parents about their child's habits at school and to facilitate better coordination between the school and the parents. Since some students do not live with their parents, informing them about their child's frequent tardiness helps parents monitor their child's progress and provides an opportunity for home-based guidance. If there is no improvement following the parental notice, the school conducts home visits to observe the student's home environment directly.

Among the factors contributing to student tardiness at SMA Widyagama Malang, the lack of parental attention to their child's education stands out as a primary issue. The family, especially parents, is the first institution responsible for regulating and educating children. Parental attention significantly influences students' discipline levels. The greater the parental attention, the higher the discipline level of the students (Kwangko et al., 2023). In addition to this, the inadequate enforcement of school regulations is another major factor. The enforcement of rules at SMA Widyagama Malang is still considered very weak. The school's handling of tardy students has not yielded optimal results, indicating a lack of focus on student discipline. Observations reveal that students at SMA Widyagama Malang are generally difficult to manage. There have been cases where students failed to deliver warning letters and summons to their parents, and there was no follow-up from the school when this occurred.

The school's approach of merely issuing reprimands and warnings is insufficient to curb the habitual tardiness of students. More stringent sanctions that can serve as a deterrent are necessary for those who are late. The enforcement of school regulations aims to motivate students to appreciate the importance of education for their future. Noncompliance with the rules reflects a lack of respect for the school. Adhering to regulations helps students understand that breaking rules is not beneficial (Irwansa and Maful, 2016). Given that the current enforcement of regulations is ineffective and violations continue, an alternative approach is needed to prevent students from repeating their mistakes.

A strong collaboration between the school and the parents is essential. At home, students need to be educated about the importance of adhering to rules. Parents must also pay more attention to their children when they are at home. The role of parents is both a right and a duty

that must be fulfilled to support their children's development. Effective parental involvement significantly influences a child's independence. Parents not only play one role but can also serve as guides, facilitators, motivators, and teachers for their children (Anugrah et al., 2023).

4. Conclusion

The school has a responsibility to address student tardiness, as demonstrated by the efforts of SMA Widyagama Malang. Teachers and homeroom advisors issue reprimands and record tardiness frequency for evaluation, implementing sanctions such as parental summons and home visits if tardiness persists. Observations indicate that a lack of parental attention and weak enforcement of school rules are the main factors contributing to student tardiness. The current measures, such as reprimands and warnings, are deemed ineffective. Therefore, more stringent sanctions are necessary to deter tardiness, along with improved collaboration between the school and parents. Parents need to be more involved and attentive to their children's education, as their role is crucial in fostering students' independence and discipline.

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