



# Mitigating Student Late Attendance at SMK Nasional Malang: Exploring the Guidance and Counseling Services

Destya Indah Maharani Putri<sup>1</sup>, Navilla Rahma Ersandy<sup>2</sup>, Ta Sa Dzul Qadah<sup>3</sup>, Elia  
Flurentin<sup>4\*</sup>, Nurma Septiyana Dewi<sup>5</sup>, Husni Hanafi<sup>6</sup>

<sup>1,2,3,4,6</sup>State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

<sup>5</sup>SMK Nasional Malang, Jl. Raya Langsep No. 43 Malang, East Java, Indonesia

\*Author of correspondence, Email: [elia.flurentin.fip@um.ac.id](mailto:elia.flurentin.fip@um.ac.id)

## Abstract

Being late is a bad habit to attend after the specified time. This habit is a form of student indiscipline at school. All students should have a disciplined attitude, but in reality, there are still many students who are late every day. In general, this research aims to identify and evaluate the forms and conditions (1) Patterns of student late attendance, (2) Background factors, (3) Counselor handling of late students, (4) Counselor perceptions of late students, (5) Results of counselor handling that occur in SMK Nasional, Malang. The method used in this research is descriptive, and the form of research is survey research. The subjects in this research were six students and four guidance and counseling teachers. This research uses observation, interview, and documentation data collection techniques. The research results showed that six students were often late and were given treatment in the form of behavior contracts and counseling by the guidance counselor. Three students experienced a decrease in late behavior, while the other three students had been discipline in their attendance.

**Keywords:** guidance and counseling; late attendance; behavior contract; students indiscipline

## 1. Introduction

Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state. Education can be conducted formally and informally with the aim of providing instruction to expand knowledge and develop students. Students will gain various skills and perspectives through the school process, including social skills, manners, discipline, rule adherence, and self-potential development (Hite et al., 2019). Rules and regulations are foundational in managing work systems, staff, and student regulations. All school members must follow these rules with written consequences for violations.

According to the Competency Standards for Student Independence (SKKPD) prepared by the Indonesian Guidance and Counseling Association (ABKIN), there are eleven developmental aspects that students in vocational high schools must achieve and implement. One of these is ethical behavior, where students are required to respect and behave according to existing norms and rules as a guide in decision-making (Atmoko, Hanafi, et al., 2022). By respecting and adhering to these rules, students not only learn about responsibility but also about the importance of cleanliness, punctuality, and politeness. All these contribute to the formation of good and responsible character in students, which ultimately supports their success both in school and in everyday life. Hurlock (1987) mentioned that children need discipline to be happy and to adjust well. Through discipline, students learn to fully engage with school and behave according to norms accepted by society and their social group members (Atmoko, Saputra, et al., 2022; Hidayah et al., 2022). However, in reality, many students still do not comply with school

rules and norms, leading to frequent violations. These violations indicate a gap in the application of discipline in the school environment, which can negatively impact students' social and emotional development.

School rule violations are common and are usually caused by student behavior. Someone who intentionally does not comply with a rule commits a violation. According to Utomo & Nursalim (2019), violations are one of the main factors leading to various forms of delinquency by students, both inside and outside the school, representing a failure to consistently implement rules or provisions. Arsaf (2015) provides examples of violations such as: a) smoking, coming late, and cheating; b) engaging in socializing (talking); c) competing for attention; d) challenging teacher authority (rebellious) and provoking conflicts; and e) physical aggression (hitting, fighting). From these statements, it is clear that late attendance is one of the most common violations in educational institutions. Although being late for school is not as serious an offense as stealing or harming someone, it negatively impacts students' growth and academic success if not promptly addressed. Therefore, students require significant attention from everyone, both inside and outside the classroom. Additionally, students must practice self-discipline to achieve success in everything they do. This is supported by research by Insyroh (2017), which found that one in six students who were frequently late at SMA Negeri 1 Gresik were given behavioral theory-based individual counseling by a Guidance and Counseling Teacher to train student discipline.

Late attendance refers to arriving after the specified time. Students who arrive at school later than the designated time are considered late. For example, if a student arrives at 07:05 and the school start time is 07:00, the student is considered late. Late attendance in school is inappropriate behavior that frequently occurs in various educational institutions. This behavior not only disadvantages the student but can also disrupt the overall teaching and learning process.

This issue occurs at SMK Nasional Malang, a renowned vocational school in Malang City managed by the P2PUTN Foundation (Association of General Education and Technology Managers). In addition to excelling in sports, SMK Nasional Malang instills discipline in students through school rules. The school gates close at 07:00 AM, and the principal leads the morning prayer. However, this rule is often violated by students who frequently arrive late. Approximately 10 to 15 students are late each day, with various excuses such as oversleeping, accidents, stomachaches, flat tires, picking up friends, and other reasons.

Arriving late to school can have serious consequences. Late students miss out on lessons, whether for a few minutes or even hours. This situation disrupts the learning process for other students, as the arrival of late students distracts those who are already focused on the lesson. To regulate the late students, SMK Nasional Malang, particularly the Guidance and Counseling teachers, apply a behavioristic approach to reduce the habit of late attendance. This approach includes behavior contracts and positive and negative reinforcement. Implementing behavior contracts has been quite helpful in addressing student late attendance, as evidenced by Yunita's (2021) research, which demonstrated the effectiveness of behavior contract techniques in reducing late attendance among grade XI BDP students at SMK Negeri 1 Metro.

The behavioristic approach plays a crucial role in helping Guidance and Counseling teachers strengthen adaptive behaviors that support students' positive development and success in learning and social environments. Additionally, this approach is effective in reducing or eliminating maladaptive behaviors that hinder students' progress and create problems both within and outside the school. Steven Jay Lynn and John P. Garske (1985) stated that the basic assumptions of the behavioristic approach are: (1) focusing on behavioral processes, (2)

emphasizing the here and now dimension, (3) humans exhibit maladaptive behavior, (4) learning processes are an effective way to change maladaptive behavior, (5) setting behavioral change goals, and (6) emphasizing empirical value supported by various techniques and methods. Using techniques such as behavior contracts, positive reinforcement, rewards, and consistent consequences, Guidance and Counseling teachers can help students develop better habits and attitudes within the school environment.

Based on the above explanation, research is needed on the role of Guidance and Counseling teachers in addressing student late attendance at SMK Nasional Malang. This study aims to identify and evaluate the forms and conditions of (1) student late attendance patterns, (2) underlying factors, (3) counselor interventions for late students, (4) counselors' perceptions of late students, and (5) outcomes of counselor interventions. This research is important to encourage all school stakeholders, especially Guidance and Counseling teachers, to find effective solutions to a problem often considered trivial by many. It is hoped that this study will help us understand how Guidance and Counseling teachers can change students' late attendance patterns at SMK Nasional Malang and identify the most effective strategies and approaches in creating a culture of punctuality in the school.

## 2. Method

The research method used is a quantitative descriptive survey method. The survey method is used to obtain information about existing phenomena and gather explanations. According to Fraenkel and Wallen (1993), survey research is a type of research that uses samples to collect information to describe various aspects of the population. Sugiyono (2013) states that the survey method is used to obtain data from a specific natural setting (not artificial), but the researcher applies treatments in data collection, using questionnaires, tests, structured interviews, and so on (treatments not like in experiments). The descriptive method is an approach to solving research problems based on existing field information. Descriptive method research aims to explain a phenomenon, event, or occurrence that is happening (Sujana and Ibrahim, 1989). The focus of the descriptive method is to address actual problems at the time the research is conducted. This method is more effective in education for achieving practical goals than for the development of scientific knowledge.

This research was conducted at SMK Nasional Malang from February to May 2024. The research population consists of 1119 students at SMK Nasional Malang, with sample criteria based on records of late attendance and recommendations from counselors and/or homeroom teachers. Based on these criteria, the subjects in this study are six students from different classes: J (XI TKJ 1), D (XI TKJ 1), FA (X TKR 1), AR (X TSM 1), MA (XI TSM 2), and RD (XI TSM 2). The secondary subjects of the research involve four counselors responsible for the student subjects.

Data collection techniques include direct observation, direct interviews, and document studies. Data collection tools include observation sheets, interview sheets, and document study sheets. The research procedure begins with (1) formulating the research problem and determining the survey objectives, (2) defining concepts and conducting literature reviews, (3) selecting the population and sample, (4) creating questionnaires and instruments, (5) conducting fieldwork, (6) processing data, and (7) analyzing and reporting. The data analysis in this research involves organizing, sorting, classifying, coding, and categorizing data. These activities aim to group, sequence, manipulate, and summarize the data to make it easier to read. The analysis is directed to answer the description of the handling or the role of Guidance and Counseling teachers in dealing with late students.

### **3. Results and Discussion**

#### **3.1 Result**

##### **1. Student Late Attendance Patterns**

According to the Guidance and Counseling teachers at SMK Nasional Malang, students most frequently have late attendance on Mondays. This is because the two preceding days are holidays, and after effective days such as post-exam periods or school events, students tend to feel more relaxed about attending school. The time it takes for students to arrive at school varies. Some arrive just as the gate is about to close, some are five to ten minutes late, and others arrive thirty minutes late due to issues such as a broken-down motorcycle, a flat tire, or traffic jams.

##### **2. Underlying factors**

After conducting interviews with the Guidance and Counseling teachers at SMK Nasional Malang, it was concluded that there are two factors behind student late attendance: external and internal factors. External factors are beyond the students' control, such as flat tires, broken-down motorcycles, and traffic jams. The most common cause of late attendance, however, is internal factors or the students themselves. A lack of awareness and discipline among students is a significant factor contributing to their late arrival.

##### **3. Counselor interventions for late students**

Based on information from informants, the Guidance and Counseling teachers at SMK Nasional Malang have their own strategies for addressing student late attendance. At exactly 07:00 AM, the school gates are closed, and late students must wait outside until the morning prayer is finished. After the prayer, late students gather in the field and meet with the disciplinary staff and their Guidance and Counseling teachers to have their names recorded. If a student has been late ten times, the Guidance and Counseling teacher will issue a warning letter (SP 1) and provide a behavior contract along with motivational support. If a student receives a second warning letter (SP 2), the Guidance and Counseling teacher will provide counseling.

The strategies implemented by the Guidance and Counseling teachers for frequently late students have not always yielded the desired results. Facing this challenge, the Guidance and Counseling teachers feel the need to involve other parties to create a more comprehensive and effective approach. Therefore, the Guidance and Counseling teachers collaborate with homeroom teachers and parents to provide more holistic support to these students. In this partnership, the homeroom teacher plays a crucial role as a liaison between the school and parents, contacting parents directly to inform them of their child's late attendance.

##### **4. Counselors' perceptions of late students**

According to the Guidance and Counseling teachers at SMK Nasional Malang, the handling efforts they have implemented so far have not been effective in deterring students from being late. This indicates that the methods or strategies used have not been able to address the late attendance problem comprehensively. The Guidance and Counseling teachers at SMK Nasional Malang suggest the need for evaluation and improvement in the approach to handling time discipline to encourage students to value time more and improve their discipline.

##### **5. Outcomes of counselor interventions**

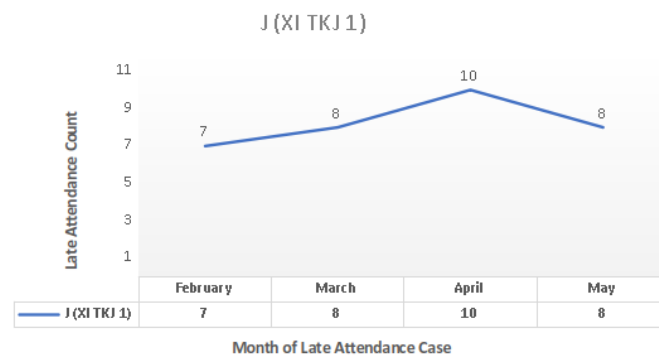
After receiving the best possible interventions from the school, there has been significant improvement in the attendance of frequently late students. The focus of this

study's results is on six students, based on observations during teaching assistance activities and records of student late attendance, as described in Table 1.

**Table 1. Students' late attendance frequencies**

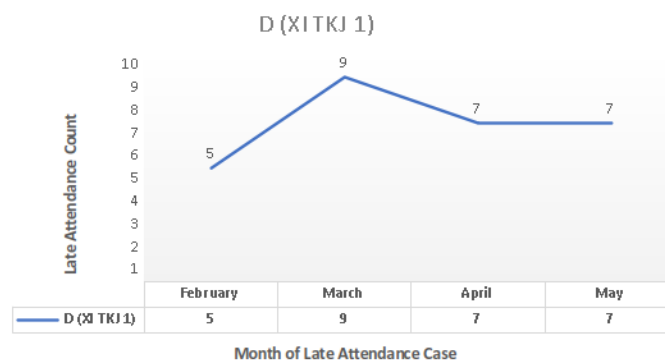
| Initial (Class) | Feb | Mar | Apr | May |
|-----------------|-----|-----|-----|-----|
| J (XI TKJ 1)    | 7   | 8   | 10  | 8   |
| D (XI TKJ 1)    | 5   | 9   | 7   | 7   |
| FA (X TKR 1)    | 9   | 7   | 2   | 2   |
| AR (X TSM 1)    | 6   | 9   | 6   | 6   |
| MA (XI TSM 2)   | 12  | 7   | 4   | 2   |
| RD (XI TSM 2)   | 11  | 5   | 3   | 3   |

Based on Table 1, out of six students who were previously often late, three have shown positive changes. This positive change occurred due to various efforts by the Guidance and Counseling teachers, including providing appropriate motivation, creating behavior contracts that the students must adhere to, and conducting counseling sessions. The motivation provided has encouraged students to arrive on time. The behavior contracts help students understand and take responsibility for the consequences of their actions. Meanwhile, the counseling sessions offer emotional support and practical strategies for students to overcome the barriers causing their late attendance. As a result, students have shown significant improvement in discipline, as seen in the Figure 1 to 6.



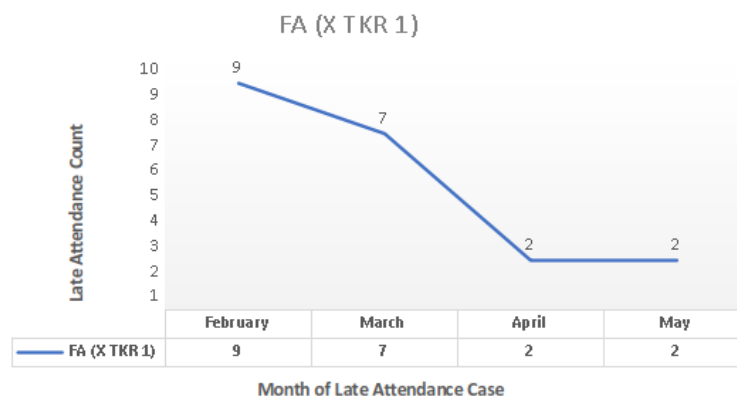
**Figure 1. J's late attendance frequency Graph**

Based on Figure 1, It is shown that after implementing a behavior contract with student J (XI TKJ 1), the frequency of late attendance increased, indicating that the behavior contract did not positively impact J's late attendance.



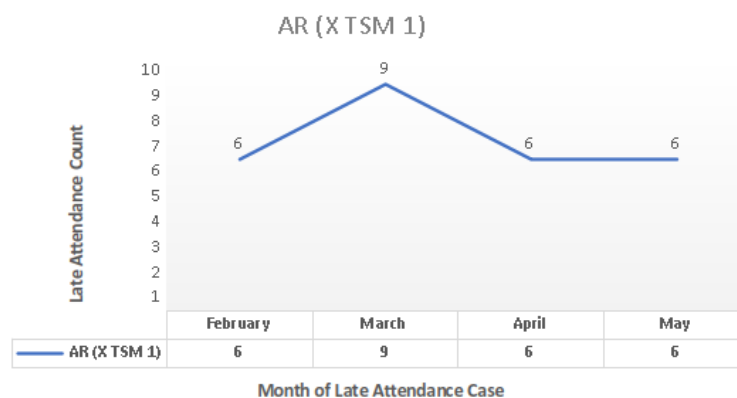
**Figure 2. D's late attendance frequency Graph**

Based on Figure 2, It is shown that after implementing a behavior contract with student D (XI TKJ 1), the frequency of late attendance increased, indicating that the behavior contract did not positively impact D's late attendance.



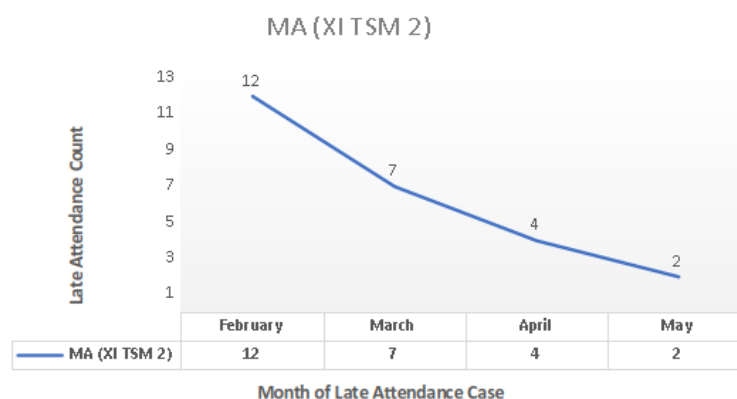
**Figure 3. FA's late attendance frequency Graph**

Based on Figure 3, It is shown that after implementing a behavior contract with student FA (X TKR 1), the frequency of late attendance decreased, indicating that the behavior contract positively reduced FA's late attendance.



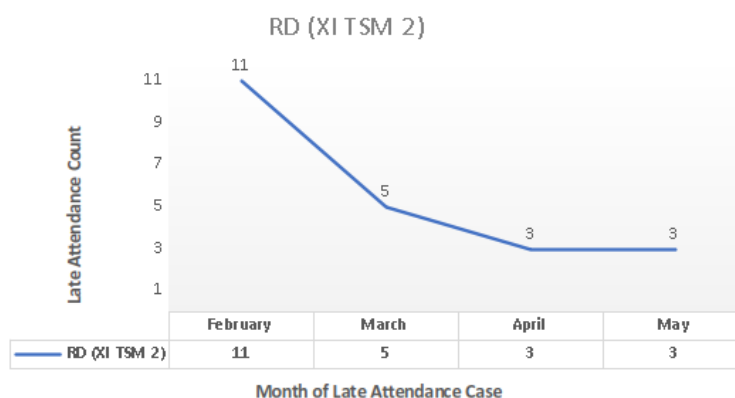
**Figure 4. AR's late attendance frequency Graph**

Based on Figure 4, It is shown that after implementing a behavior contract with student AR (X TSM 1), the frequency of late attendance increased, indicating that the behavior contract did not positively impact AR's late attendance.



**Figure 5. MA's late attendance frequency Graph**

Based on Figure 5, It is shown that after implementing a behavior contract with student MA (XI TSM 2), the frequency of late attendance decreased, indicating that the behavior contract positively reduced MA's late attendance.



**Figure 6. RD's late attendance frequency Graph**

Based on Figure 6, It is shown that after implementing a behavior contract with student RD (XI TSM 2), the frequency of late attendance decreased, indicating that the behavior contract positively reduced RD's late attendance.

From the frequency of late attendance graphs for the six students, it is evident that some students experienced a reduction in late attendance after being given behavior contracts, such as students FA, MA, and RD, who showed positive changes in late attendance behavior. However, the same positive results were not achieved for students J, D, and AR, who still showed no decrease in late attendance after receiving interventions and behavior contracts from the Guidance and Counseling teachers.

**3.2 Discussion**

The pattern of late attendance among students at SMK Nasional Malang shows that students tend to be late on days following holidays or effective days, such as Mondays, due to the two preceding days being holidays and the relaxed atmosphere after exams. On these days, students feel more relaxed compared to usual days because they are still in a holiday mood or feeling relieved after exams. Student lateness typically ranges from 1-5 minutes after the gate closes at 7:00 AM WIB and after the morning prayer. However, some students are even more than 15 minutes late. Students arrive at school using various means of transportation. Many ride their own motorcycles, some ride with friends, and others are dropped off by their parents.

The factors causing late attendance at SMK Nasional Malang can be divided into internal and external factors. Internal factors originate within the students themselves, while external factors are outside their control. Most of the lateness is due to the students' own actions, as seen in many of the study subjects. Internal factors include staying up late, playing games until late at night, or going out late at night, leading to oversleeping and being late for school. Self-awareness is crucial for changing these internal factors. External factors causing lateness include flat tires, broken-down motorcycles, traffic jams, and waiting for friends to pick them up.

The Guidance and Counseling teachers at SMK Nasional Malang have taken proactive steps to address chronic lateness. At this level, the intervention technique involves using behavior contracts. A behavior contract is a written agreement between the counselor and the student in which both parties agree to engage in the design and monitoring of targeted behaviors. According to Erford (2015), "One of the main strengths

of a behavior contract is that it requires individuals to be consistent with their behavior according to the agreement." Late students must sign an agreement to improve their discipline. Additionally, Guidance and Counseling teachers provide individual counseling sessions aimed at identifying and addressing personal or academic issues that may be causing lateness. If a student receives a first warning letter (SP 1) for being late, the Guidance and Counseling teacher offers additional motivation to encourage positive change. This motivation can include guidance on time management or emotional support to help students feel supported in improving their behavior (Atmoko, Bariyyah, et al., 2022). This approach aims to help students understand the importance of discipline and show improvement in their attendance and attitude at school. The implementation of this technique also indirectly enhances students' self-regulation through the rules they agreed.

The techniques of behavior contracts and positive reinforcement require an ABC (Antecedent, Behavior, Consequence) analysis. ABC analysis is a process for determining the behavior that needs to be changed, starting with the antecedent, which means the trigger for the behavior. Then, the behavior refers to the behavior that is the focus, including the type, frequency, and duration of the behavior. Finally, the consequence is the result or effect of the behavior (Budiawan et al., 2023). The behavior contract technique involves controlling behavior by providing antecedents tied into the form of contract rules (Darimis et al., 2022). These bound antecedents become an alternative for behavior modification, particularly in reducing related behaviors.

The analysis of the three components of the ABC analysis (Antecedent, Behavior, Consequence) forms the basis for Guidance and Counseling teachers in designing behavioristic interventions to change student behavior. Essentially, modifying antecedents is the primary intervention construct to prevent the emergence of late attendance or other maladaptive behaviors (Harahap et al., 2019). Additionally, providing positive reinforcement as a consequence of desired behaviors and forming new behaviors can serve as an alternative to decelerate students' negative behaviors. Guidance and Counseling teachers can increase the frequency of positive behaviors, such as appreciating students who arrive on time and rarely show up late. This technique not only helps students change negative behaviors but also encourages more adaptive and constructive behaviors (Hidayah, 2015). Moreover, Guidance and Counseling teachers can comprehensively pay attention to all students to adhere to rules, one of which is arriving at school on time.

Counselors' perceptions after implementing these interventions reveal that Guidance and Counseling teachers understand the factors behind students' frequent late attendance. One common challenge faced by Guidance and Counseling teachers is when students have complex family issues and do not want Guidance and Counseling teachers to intervene in their internal family problems. This situation poses a unique challenge for Guidance and Counseling teachers because they must be able to understand and respect students' privacy while still finding ways to help students overcome issues affecting their performance and discipline at school. Guidance and Counseling teachers need to develop empathetic and sensitive approaches to students' conditions and build trusting relationships so that students feel comfortable sharing their problems. In this way, Guidance and Counseling teachers can provide appropriate and effective support, even with limited access to information about students' personal issues.

There are instances where students' parents must be called to the school because their child has been late more than ten times and received a first warning letter (SP 1). Counselors must act as mediators between the student and their parents. Counselors note that disagreements often arise between children and parents during such counseling sessions. The goal of involving parents is to maintain cooperation between the school and parents to achieve common objectives. By implementing behavior contracts with frequently late students, it is hoped that behavior changes will come from the students' own awareness. Consistent with Septi Wahyuni's (2016) assertion that behavior contracts are a technique aimed at improving children's behavior and that behavior change fundamentally depends on external reinforcement.

SMK Nasional Malang addresses student late attendance after they complete the process with the school's disciplinary team. Guidance and Counseling teachers approach students to understand the real reasons behind their late attendance. They also ensure that no student provides inaccurate information about their number of late arrivals. Students who are late for the first or second time receive a stern warning not to repeat the behavior. Those who have been late more than ten times are subjected to deeper individual counseling sessions, and their parents are called for follow-up, aiming for cooperation to raise awareness and help students change their maladaptive behavior.

The results of the intervention to the student late attendance at SMK Nasional Malang were observed over several months and based on student late attendance records. The focus on behavior change outcomes for late attendance students includes initials J (XI TKJ 1), D (XI TKJ 1), FA (X TKR 1), AR (X TSM 1), MA (XI TSM 2), and RD (XI TSM 2). These students were selected based on documentation of late attendance records in the casebook, showing 7 times late for J, 5 times for D, 9 times for FA, 6 times for AR, 12 times for MA, and 11 times for RD. These six students had been punished by the disciplinary officers. This treatment was followed by received counseling from Guidance and Counseling teachers, including the implementation of behavior contracts in February. The data shows a graph of the following months late attendance case after the behavior contracts were given.

From the frequency graph of the six students' late attendance, it can be observed that some students indeed experienced a decrease in late attendance cases after being given behavior contracts, such as students with initials FA, MA, and RD, who showed positive changes related to late attendance behavior. This aligns with research conducted by Wahyuni (2016) which found that behavior contracts can improve student discipline, including punctual attendance. However, positive results were not achieved by students with initials J, D, and AR, who still tended not to show a decrease in late attendance cases after receiving interventions and behavior contracts from Guidance and Counseling teachers. This is due to various underlying factors, including internal factors originating from within themselves, and external factors originating from outside themselves, which need to be further addressed by Guidance and Counseling teachers to find the right approach for achieving consistent reductions in student late attendance cases, such as providing group counseling as shown in the research by Akhmad Baihaqi & Riyanti Utami (2020), indicating that 5 out of 9 students were no longer late after undergoing counseling.

Guidance and Counseling teachers not only provide behavior contracts to late students but also can offer positive reinforcement to both late and punctual students. The goal of positive reinforcement is to provide enjoyable reinforcement after desired

behavior is exhibited with the aim that the desired behavior tends to be repeated, increased, and maintained. There are five objectives for positive reinforcement: 1) to increase student attention and aid learning when reinforcement is selectively used, 2) to motivate students during the learning process, 3) to be used to control or change disruptive student behavior and enhance productive learning methods, 4) to cultivate student self-confidence in self-regulation during learning experiences, and 5) to encourage the development of different thinking methods to take different initiatives and improve learning outcomes (Yunita et al., 2024).

Positive reinforcement does not only apply to the late students. Recognition and appreciation can also be extended to students who rarely or never arrive late. The aim is to motivate them to continue adhering to school rules by arriving on time (Aubret et al., 2019). Through this approach, all students feel valued for their efforts, thereby creating a more positive learning environment and fostering consistent discipline among all students. This also helps build a school culture that values punctuality as an important value to be upheld by every member of the school community.

The practical implications of this research provide a detailed description of student late attendance behavior from several perspectives, particularly from a behavioral counseling perspective. These findings serve as a foundation for designing interventions to address student late attendance in schools. Furthermore, these results can serve as a basis for exploring other behavioral counseling intervention strategies and techniques to identify conditions of student late attendance and analyze the success of guidance and counseling services in reducing such behaviors.

#### **4. Conclusion**

Based on the discussions above, the following conclusions can be drawn: Firstly, the pattern of late attendance among students at SMK Nasional Malang occurs particularly on days following holidays or effective school days. During these times, students often remain relaxed after holidays or exams. Secondly, factors contributing to late attendance at SMK Nasional Malang include both internal and external factors. Internal factors originate from within the students themselves, such as staying up late playing games, which leads to oversleeping and tardiness. External factors stem from the surrounding environment, such as flat tires, traffic jams, engine breakdowns, or waiting for friends. Thirdly, Guidance and Counseling teachers at SMK Nasional Malang have implemented interventions to address students who are frequently late. One method employed by Guidance and Counseling teachers is the implementation of behavior contracts, where students must sign agreements to improve their discipline. In addition to behavior contracts, Guidance and Counseling teachers provide individual counseling sessions aimed at identifying and addressing issues that may contribute to tardiness. Fourthly, based on school discipline records, six students at SMK Nasional Malang, identified as J (XI TKJ 1) with 7 late incidents, D (XI TKJ 1) with 5 late incidents, FA (X TKR 1) with 9 late incidents, AR (X TSM 1) with 6 late incidents, MA (XI TSM 2) with 12 late incidents, and RD (XI TSM 2) with 11 late incidents, have received disciplinary measures and counseling guidance from Guidance and Counseling teachers, including the implementation of behavior contracts starting in February. Fifthly, the outcomes of implementing behavior contracts by Guidance and Counseling teachers indicate that students FA, MA, and RD showed a decrease in instances of late attendance. However, students J, D, and AR still exhibit a tendency towards no reduction in tardiness due to underlying factors that need further attention from Guidance and Counseling

teachers. These research findings provide a foundation for identifying conditions contributing to student tardiness and designing interventions.

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