



## ***Truant Effect Toward for Students***

Received: 04<sup>th</sup> August 2020; Revised: 20<sup>th</sup> September 2020; Accepted: 24<sup>th</sup> September 2020

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**Abstract:** The problems encountered in the field are still students who have truant behavior during class hours, do not attend school without information. The purpose of this study is to describe the form of behavior of students who are often truant, the factors that cause truancy, the role of guidance and counseling teachers in overcoming truancy. Qualitative descriptive research method with the type of research field research. Sources of data came from 1 guidance and counseling teacher, 3 subject teachers, and 5 students. Data were collected through observation, interviews, and documentation. The results of this study are: (1) the forms of behavior of students who often skip truancy in various ways, such as without permission, asking for permission to leave by pretending to be sick and often leaving during class hours, (2) the cause of truant students is influenced by factors internal and external. Internal factors, students are lazy in learning and prefer to watch YouTube and play games, lazy with subject teachers who are often angry, and bored of being in class and because they have not completed assignments or homework. External factors are the existence of calls from peers, (3) the role of guidance and counseling teachers in overcoming truancy behavior of students is to direct, guide students to be better.

**Keywords:** *Truancy Behavior, External and Internal Factors, Peers, Guidance and Counseling*

**How to Cite:** Trinova, Z., Hasanah, Y., & Nini. (2020). Truant Effect toward for Students. *Jurnal Psikologi Islam Al-Qalb*, Vol. 11, No. 2, (2020).

## **INTRODUCTION**

The school environment is used as a place to guide, educate, direct and shape a person's personality into good behavior (Ainiyah, 2013; Maunah, 2015; Haryati, 2017). Honest behavior is an example of such good behavior. Bad behavior can be exemplified by truancy during school hours which is not appropriate for students

to imitate at school (Graciani, 2011; Saputri, 2013; Muhaiminah, 2019).

Behavior is said to be an observable person's actions, actions and words, described by others. Human behavior is the result of learning, so it can be changed by manipulating and creating learning conditions (Mustafa, 2011; Daud, 2012). While truancy is defined as the condition of a student who comes to school, does not

attend lessons on a predetermined schedule or runs away from teaching and learning activities (Graciani, 2011; Priska; 2016).

Students skipping classes in one or several subjects are done for various reasons, including laziness, not making assignments or homework, disliking the teacher or the lesson.

Initial observations made at SMPN 18 Padang show that there are still students who have truant behavior during class hours or do not attend school without explanation.

An interview with the guidance and counseling teacher, MR at SMPN 18 Padang stated that: "There are some children who like to play truant. AT has not come to school for almost a week. After being visited by his house, students do not attend school because they are lazy and also because of poor economic factors. There were also students who were afraid of being scolded for not making assignments. There are also students who feel bored with the teacher teaching in their class because the subjects are difficult to understand".

The author concludes that there are still many students who like to play truant because they do not like the teacher and the teacher's way of teaching is less creative, so students get bored easily with the learning process. From the data from observations and interviews with RF, students stated that he had skipped class several times during class hours because he did not like the lesson.

A student, MA skipped class hours stated that she was tired of studying all the time and what the teacher said was boring and had been repeated in the previous meeting, so I felt bored in class, and often didn't attend when studying.

Student, FF stated that he had skipped class during class time, he did not like one of the teachers teaching in his class. This is because when the teacher enters his class, he is often angry, so he feels bored and

then goes outside the classroom during the teacher's lesson and does not return to class. Student, MH stated that he was truant because he did not make assignments, so he was afraid of being scolded for not making assignments.

The author can conclude that there are 2 (two) main factors of students who like to play truant, namely internal and external factors. Within these students, there is a lack of self-control towards the environment around where students adapt to the surrounding environment, resulting in decreased grades due to the absence of students while learning.

Taking into account the above conditions, the school and all teachers have tried various ways and strategies to overcome truancy in school students. This is the full responsibility of the homeroom teacher and also one of the main duties of the guidance and counseling teacher at school.

The author's interview with one of the guidance and counseling teachers stated that "we guidance and counseling teachers at school have done various ways so that students are no longer truant during class hours because it can cause students to miss lessons in class, but students are still truant. in study.

## **METHOD**

This research is descriptive qualitative in nature, namely in the form of research with a case study approach. This research focuses on one particular object which studies it as a case.

This research focuses on one particular object which studies it as a case. Case study data can be obtained from all parties concerned, in other words, this study is collected from various sources. Qualitative research conducted is to explore facts in the field. In line with the above opinion, Lexy J. Moleong, said that a qualitative approach is "a research

procedure that produces descriptive data in the form of written or spoken words from people and their observed behavior".

Primary data sources are data sources taken directly from the research subject. The primary data sources in this study were 5 students, namely RP, RF, MA, FF, and MH.

This data source is a complementary data source that serves to complement the data in the study (Iqbal Hasan, 2002: 82). Secondary data sources are obtained from subject teachers and counseling teachers. The data taken was related to the truant behavior of students at school.

The data taken was related to the truant behavior of students at school. The data was collected through observation. Observation is the basis of all science. Scientists can only work on data, that is, facts about the real world that are obtained through observation. The data is collected and along with the help of various very sophisticated tools, so that objects that are very small and far away can be clearly observed (Iqbal Hasan, 2002: 226)

Interviews were conducted in this study with a question and answer process with data sources. The interview is a question and answer process in research that takes place orally between two or more people face to face listening directly to information or statements. (Iqbal Hasan, 2002: 226).

Documentation, which is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, minutes, meetings, agendas, and so on. The documentation that the writer did was looking for data about truancy behavior of students at SMPN 18 Padang. Furthermore, the researcher processed the data and concluded. The data obtained through observation, interviews and documentation results are then processed using qualitative descriptive analysis techniques, namely a method of processing data that has been formulated.

Data processing is done by means of data reduction, data presentation, conclusion and verification. The assurance of data validity is carried out by means of checking the degree of trust (credibility), the technique of checking dependence by means of auditing, the technique of checking for certainty by means of auditing the certainty of the previously collected data.

## **RESULTS AND DISCUSSION**

The results of this study the authors get from interviews with guidance and counseling teachers and some students who have truancy behavior. In addition, it is also strengthened by observation and documentation, which are obtained during the author's research.

The author conducted interviews with students as research subjects as well as guidance and counseling teachers. To facilitate understanding of the results of this study, the authors divide or sub-problems.

### **1. Form the behavior of students who are often truant**

When school age children or adolescents often do not attend school, sometimes without sufficient reason. There are many forms of behavior displayed by students in truancy so that students can skip class during class hours. So these students really need help and assistance so as not to interfere with the learning process and so as not to make values according to and have an impact on learning outcomes.

Based on observations made on November 29, 2019, it was seen that there were some students in grades VIII.7, VIII.8, VIII.9 and VII.6 who skipped school several times and did not attend lessons as usual.

This observation is supported by interviews the author conducted with RP

students who revealed that: "I never went to school for at least a month that I skipped four times."

Interview with the guidance and counseling teacher, MS stated that: "Whatever form of behavior of students, guidance and counseling teachers know it because they always observe and attention to it, especially truancy behavior that is carried out for days. Guidance and counseling room for individual counseling, sometimes there are also students after being called to the guidance and counseling room but there is no deterrent effect for them. Students who like this get sanctions, both from the subject teacher concerned and from me, even There are also some students who have been summoned by their parents to school, also do not get a deterrent effect."

Interviews the authors conducted with truant students. It turns out that students admit that they have been truant for days. The author's interview with guidance and counseling teachers, students, and subject teachers, I can conclude that the guidance and counseling teachers and subject teachers have taken action and have tried to minimize truancy behavior carried out by students. However, there are still many students who are still truant for days at school.

Based on the observations made by the author on December 6, 2019, it was seen that some students did not enter the class again after asking for family permission from the teacher who taught in their class.

Based on the results of the author's interviews with students, guidance and counseling teachers, and subject teachers, it can be concluded that the guidance and counseling teachers and subject teachers said that many of them did not return after asking for permission to leave and did not return to follow lessons in class with other friends, while there are students who do not come back several times after asking permission, there are only once and never do the behavior at all.

Observations made by the author on December 5, 2019, showed that there were some students who came out and sat in the school canteen during class hours. Interview with the author with guidance and counseling teachers, as well as subject teachers, and students who are truant, it can be concluded that the view of guidance and counseling and subject teachers is that students who often leave during class hours are some students who have behaviors like that, they feel uncomfortable in class and the assignments given are not done and there is also no effort to ask questions to the teacher or their friends, meanwhile many students often come out during class hours, meaning that there is no desire in him to change their habits. .

The results of observations made by the author on November 26, 2019, showed that there were some students doing truancy behavior carried out by students at SMPN 18 Padang. The author found that there were two factors that influenced the participants to be truant. Internal factors and external factors.

## 2. The factors that influence the truant behavior of students

### a. Internal factors

Internal factors are factors that come from within themselves, factors that cause truancy from within students are lazy with subject teachers because teachers who teach say harshly when teaching in class, lazy to learn, tired of learning and boring in class, lazy with subject teachers who are always angry, and do not make assignments or homework given by the teacher.

From the results of research in the field, it was revealed that most students admitted to being lazy with subject teachers because they were lazy to take lessons in class, so they chose to skip classes.

Based on the results of the interview above, it appears that the students are lazy in learning and the students are unable to fight their laziness. So, truancy is a solution made by students. Apart from the lazy and bored factors in studying, often assignments or homework that must be checked on that day are not done and are not submitted to the teacher who assigns them to make assignments. Another factor is the dislike of studying with teachers who are often angry. Finally, students choose to ditch as a solution to being lazy with the teacher.

From the results of interviews with students, the authors conclude that there are many things that can be used by students as an excuse to always be truant. Lazy with subject teachers, lazy to study, tired and bored in learning, lazy with subject teachers and not making assignments or homework given by the teacher.

Interview with the subject teacher Nova who revealed that: "There are many students, there are also many kinds of behavior, in the class when I took attendance, when I was about to start learning many of the students were truant and even when the lesson was in progress the participants students ask for permission to leave for various reasons, and play outside the classroom. There are also those who pretend to be sick so that they can be allowed to leave and not make assignments. Many lessons are missed and also feels annoyed with the behavior of students who often skip truant and do not do assignments."

Based on the above interview, it was revealed that the subject teacher felt sorry for missing many lessons and also homework was not made. The teacher gives assignments to students with the aim that students learn in the evening so that, at the next meeting, they can be corrected together.

## b. External Factors

External factors are factors that come from outside the students. Truancy behavior of a child cannot be separated from the behavior patterns of other children around him, apart from his own will. His friends are a very big factor in influencing the truant behavior of students. From this association, students will be influenced in socializing and will accept social values and norms that exist in society.

Truancy behavior that exists in students must be considered by guidance and counseling teachers and other school parties. As it is known that students who are still at the junior high school level are classified as adolescents who are very easily influenced by new things. So here it is hoped that the role of guidance and counseling teachers and other schools in directing these students to positive attitudes and behavior.

The observations made by the author on November 28, 2019, showed that, not all of the students were absent because of their own initiative. However, because of an invitation from his friends.

This observation is supported by an interview with an RF student who said that: "sometimes I skipped classes on my own and sometimes because I joined my friends, when I skipped classes I had nothing to do out there. I just played games."

Interview with students, MA, who stated that: "I skipped class because of my own choice because I was lazy to study." Interview with RP, who said that: "I skipped class because I joined my friends. When I skipped class, I only watched *YouTube*."

Based on the author's interview with the subject teacher, it can be concluded that truant students do not only come from within themselves but are more influenced by their friends to skip truancy together.

From the results of interviews with guidance and counseling teachers, subject teachers and students, it can be concluded that most of the students are truant only because they are truant with friends who are truant, not because of their own will and even when truant, most of the students are truant. there is no job, just to play, watch YouTube, play games, sleep at school UKS and sleep outside the school grounds.

Observations made by the author on November 28, 2019, there were some students going to and from school with motorbikes, public transportation and some even walking with other friends regarding the transportation used by students to school.

From the results of interviews and observations with guidance and counseling teachers and 5 students, the authors conclude that students who often skip school are influenced by two factors, namely, internal and external factors. Internal factors that affect truant students are lazy in learning to choose to watch YouTube, and play games, lazy with subject teachers who are often angry and bored in class and have not finished their assignments or homework. External factors that affect truancy students are the influence and invitation of their peers to do truancy behavior. Students go to school, many of the means of transportation used to get to school are by foot, motorbike to school, by public transportation, and some are even delivered by their families at home.

### 3. The Role of Guidance and Counseling Teachers to Truancy Students

Guidance and counseling teachers are guidance and counseling teachers who are tasked with and responsible for providing guidance and counseling services to students, teachers must carry out guidance and counseling services, namely educating, guiding, and developing. That actually the

role of guidance and counseling teachers to students who need guidance to be able to develop their potential. There are various kinds of problems experienced by students who need guidance and counseling by the guidance and counseling teachers, such as students who often skip school, so that the problems faced are resolved, if not, can be reduced. The role of the counseling teacher in guiding students who need help, the counseling teacher should not be feared. In fact, it should be able to behave in a friendly manner with all students when there is a problem or there is no problem.

Based on the results of observations made by the author on December 8, 2019, several students were taken to the guidance and counseling room. There the guidance and counseling teacher explained to the students that there were several times students did not attend school and there were reports from homeroom teachers and subject teachers that they often skipped school.

Interview with students, RP, who stated that: "the guidance and counseling teacher called me and asked about my truancy behavior. The guidance and counseling teacher explained to me the effect of truancy behavior, after that I realized that my behavior was not good, but a few days after that. I repeat my truancy behavior again. "

Interview with MA students who revealed that: "the guidance and counseling teacher explained that my presence was problematic." An interview with the FF students revealed that: "My scores that have many problems with subject teachers and guidance and counseling teachers explain that If there is no change in my behavior then I will stay in class. "Interview with MH students revealed that:" I do that I do truancy often because I feel bored and bored in learning.

The author conducted an interview with the guidance and counseling teacher, Ms. MS revealed that: "I have an obligation to explain the problems

experienced by students, not only advising but also supervising, guiding, fostering, and directing students in order to achieve appropriate goals. Moreover, the problem of truancy experienced by students requires cooperation between guidance and counseling teachers and their parents.

Based on the results of interviews with guidance and counseling teachers and students who are truant, the authors can conclude that guidance and counseling teachers always call students and explain the problems experienced by students, also explain the effects of truancy behavior if there is no change in himself, the guidance and counseling teacher is difficult to change his behavior.

The results of interviews with guidance and counseling teachers and students who frequently skip school, the authors conclude that guidance and counseling teachers always provide good motivation to increase the enthusiasm of students in learning and no longer skip school, but in students there is no desire. to change in themselves, they are only concerned with skipping school and being able to play during class hours.

The observations made by the author on December 6, 2019, showed that in the guidance and counseling room there were notes about students who had problems and would later be recorded in the case book, which is owned by each guidance and counseling teacher.

The results of interviews with guidance and counseling teachers and students, the authors conclude that the guidance and counseling teacher records the contents of the interview and the results that must be achieved in guidance, guidance and counseling teachers take notes using a case book. Guidance and counseling teachers conduct individual counseling to students who are often absent.

Based on observations made by the author on December 5, 2019, it can be seen

that there are guidance and counseling teachers conducting individual counseling in the guidance and counseling room for students who have problems or are skipping school.

From the results of interviews with guidance and counseling teachers and students, it can be concluded that the guidance and counseling teacher provides individual counseling guidance to students who have truancy problems and are in accordance with the problems faced by students, guidance and counseling teachers provide motivation to participants students who like to play truant, with the motivation provided by the guidance and counseling teacher, students can be more aware of the behavior usually carried out by students that the behavior carried out is not good and can interfere with and miss lessons when truancy, thus individual counseling is more effective. to truant students.

## CONCLUSIONS

### 1. Forms of the Behavior of Students who Frequently Skill

Forms of behavior commonly performed by students of SMPN 18 Padang are not going to school for days, not entering school without permission, asking for permission to leave by pretending to be sick, and not going to class after recess and asking for permission to leave by pretending to borrow a book or pen class next door, after that they no longer enter class and sit in the school canteen, and there are many other ways that SMPN 18 Padang students do.

### 2. Factors That Cause Truancy

Truancy behavior carried out by students at SMPN 18 Padang is influenced by two factors, namely internal factors that influence students, namely laziness in learning to choose, to watch YouTube and play games, lazy with subject teachers who are often

angry, and bored. are in the classroom and have not completed assignments or homework.

External factors that affect students are influence or invitation from their peers. That association is what makes students to skip school.

### 3. The Role of Guidance and Counseling Teachers in Overcoming Truancy Behavior of Students

The role of guidance and counseling teachers in overcoming truancy behavior of students at SMPN 18 Padang is very much needed by students with problems,

by providing services that are in accordance with the problems faced by students, the services provided are individual counseling to students who often do skipping school. The role of guidance and counseling teachers in providing services to students in need, guidance and counseling teachers are tasked with educating, directing, guiding students in better directions.

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