



# Development of Student Discipline in Controlling Truancy Behavior (Case Study at SMPN 11 Malang)

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**Abstract.** This study aims to describe (1) the classification of truancy behavior, (2) the factors causing truancy behavior, (3) the impact of truancy behavior, (4) the strategies adopted by the school as an effort to control students (5) follow-up to the completion of truancy behavior through discipline building. The research method used is a qualitative approach, with a case study design at SMPN 11 Malang. The data collected using observation, interview and documentation techniques. The reason the researchers raised this phenomenon apart from fostering good discipline was also in the form of quick and responsive handling carried out by schools. This research is very necessary to serve as a pilot in dealing with students doing truancy actions. The results of this study include (1) the classification of truancy behavior, (2) the factors causing truancy behavior, (3) the impact of truancy behavior, (4) the strategies adopted by the school as an effort to control students (5) follow-up to the completion of truancy behavior through discipline development.

**Keywords:** Discipline Building · Students · Truancy

## 1 Introduction

Schools are educational institutions which are tasked with accommodating and fostering students so that later they have the ability, intelligence and skills. The role of schools as educational institutions is to develop the human potential possessed by students so that they are able to carry out the tasks of life as humans, both individually and as members of society. Activities to develop this potential must be carried out in a planned, directed and systematic manner in order to achieve common goals. In the era of the industrial revolution 4.0, many phenomena were found related to deviations committed by students. The students' mistakes found were in making decisions so that it had an impact on student behavior which had bad connotations in their daily lives. Students tend to vent in a way that violates the norm to divert the discomfort they have [1].

Truancy or truancy behavior that is often encountered in various schools is still a challenge to be faced. Ditching or the habit of being absent from school without giving permission is a big problem that will affect the success of the school as a whole. Ditching behavior is common among high school students, such as a survey conducted

by Setiawati, which revealed that around 59.6% of students had been truant, while the rest stated that they had never been truant. Many reasons are put forward by students when doing truancy behavior, namely because they are lazy, there is a need, the teacher is not comfortable teaching, class hours are empty, seeking attention and others [2].

Actually, truancy behavior is considered as an answer to the boredom that students often experience with the school curriculum. This will indeed be a phenomenon that clearly tarnishes the educational institution in the school itself. Not only in areas where truancy behavior is found, but even in developed big cities, this behavior still exists and has become a favorite among students when they want to be released from school prison. In strengthening the statement in the field, there were several children who were caught in raids by the Malang City Civil Service Police Unit (Satpol PP), a number of 26 students who were hanging out and chatting in coffee shops and internet cafes (internet cafes). They hang out at a time when they should still be following lessons at school. Dadung [3] said that the raid was carried out as an effort to minimize drug trafficking among school children because these children who often skipped school became targets for traffickers. A similar incident was also found during a large demonstration in Malang City, which resulted in chaos among the demonstrators, there were several high school children who took action to make things worse. Their reasons were varied and most of them just joined in, some children could express their aspirations, the rest could only go along. This behavior is included in the violation of truancy, because the demonstration was carried out during learning hours [4]. Schools as a place to seek knowledge need to guide and foster through good management so that everything is organized and organized.

The efforts that have been given by the school always have a negative and positive impact. Research conducted at MTS PAI Medan related to truancy behavior found the causes and symptoms of truancy behavior [5]. The causal factors found are related to internal and external factors. Internal factors in the form of lazy to follow learning, do not like learning, inability to follow learning and learning orientation errors. While external factors include the influence of friends, internet addiction, out of control of the family, and the environment in which they live.

The pattern of efforts provided by the school is in the form of an 'I'm embarrassed to skip school' activity program, PAI teachers and social studies teachers work together in designing the formulation of learning materials, limiting student association, cooperating with parents and giving punishment. Obstacles were found during the implementation of the program, namely the lack of parental attention, lack of household harmony, and the difficulty of providing awareness to the local community. This form of cooperation is not permanent cooperation but is incidental as a substitute for the absence of the counselor at the school. Therefore, not only paying attention to counselors but also having a synergy in handling these cases is also very much needed.

The reason the researchers raised this phenomenon apart from fostering good discipline was also in the form of quick and responsive handling carried out by schools. This research is very necessary to serve as a pilot in dealing with students doing truancy actions. What strengthens is also a guideline from the school itself that learning at school does not always go as expected, there must be some things that can hinder it. In launching the success of discipline development, of course, it is not only supported by the school but also from the family, especially parents. Parents of students have an

important role in the learning of the child, because at school it is the responsibility of the teacher but when faced with outside the scope, the role of parents is so important in teaching education in behavior.

In addition, the reason the author chooses SMPN 11 Malang which is located in Tunjungsekar Village, Lowokwaru District is the handling carried out by the school which is fast and responsive as well as disciplinary development activities in various schools and include discipline in learning. Examples include implementing a ceremony every Monday as a form of nationalism, habituation of prayer before learning begins, and a morning literacy program before learning every Thursday. The frequency of violations related to truancy behavior at SMPN 11 Malang which has decreased significantly from year to year has prompted researchers to examine more closely and in detail about the causes of truancy behavior and the control efforts that have been carried out by the school. It is hoped that the various forms and factors that arise can be taken into consideration for schools in overcoming truancy behavior.

## **2 Methods**

This research uses a qualitative approach with the type of case study research. A qualitative research approach is a research and understanding process based on methods that investigate a social phenomenon and human problem [6]. In this study, the researcher used a qualitative approach because he wanted to describe and analyze complex images, examine words, as well as detailed reports from respondents' views on controlling student truancy behavior that occurred at SMPN 11 Malang. This research was conducted at SMPN 11 Malang, with the reason to know the discipline development in controlling truancy behavior that was carried out was classified as good and always progressed with various efforts so that it would not happen again. The control is of course not only from the student side but involves all school members.

This study has two sources of data, namely primary and secondary data with key informants, namely the vice principal of the student affairs section and the principal, BK, and other supporting informants. The secondary data obtained by the researcher includes data on handling truant students, school rules and regulations, school discipline development lines and so on. Data analysis in this study used qualitative data analysis which was carried out during data collection until the completion of field research. In analyzing this data, the writer uses a qualitative descriptive analysis technique, where this technique the writer uses to describe, tell, describe and describe the qualitative data that the author has obtained from the results of the data collection method. Data analysis is needed to determine truancy behavior in fostering student discipline and to facilitate researchers in researching. In order to analyze qualitative research data, it is divided into three stages of activity, including data reduction, data presentation and drawing conclusions.

## **3 Result and Discussion**

Schools in controlling truancy behavior at SMPN 11 Malang need to know the classification of truancy behavior in schools. From the very beginning, the school knows the

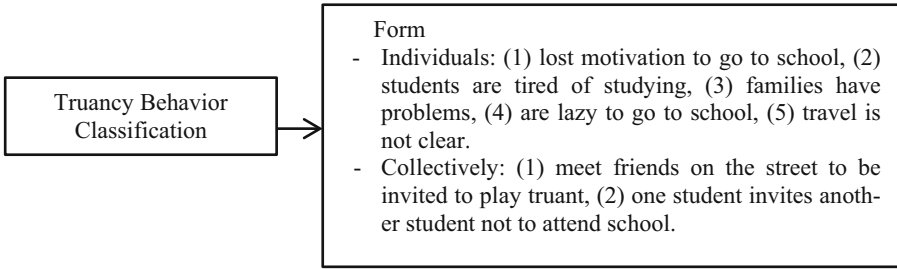


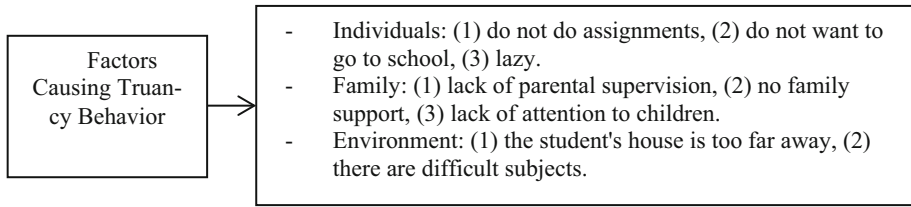
Fig. 1. Chart of Truancy Behavior Classification Findings

act of truancy to the impact of truancy behavior itself. Knowing the various causes and effects of truancy behavior makes the school a little disappointed because the impact has an impact on the school’s image. The truant behavior arises because the policies owned by the school are inconsistent. At the beginning, the school knew that there were students playing truant from the results of the attendance recap owned by the subject teacher. Checks are carried out before starting learning both online and offline. As for other actions, knowing students truant through their closest friends. It turned out that the student was truant by lying to his parents. Ditching behavior itself has a form that is divided into two, namely individual and collective.

The individual forms that have been described are centered on the students themselves, such as loss of motivation to go to school, students are bored with learning, problem families, lazy to go to school and unclear walks. In schools, most are found through individual forms or come from themselves. While the collective itself is always rooted in the individual. It is said to be a collective form when a student who has been truant invites other students to do it together. In addition to knowing the form of truancy behavior, schools need to understand some of the locations that students use to carry out these actions. From the presentation of the data, there are several key locations used by truant students, including the outdoor park area near the school, cafes, food stalls, and futsal fields. Activities carried out during truancy are by spending pocket money, playing games, traveling, hanging out to taking actions that are beyond the limits of teenagers. Classification of students’ truancy behavior can be seen briefly in Fig. 1.

Ditching behavior itself has a form that is divided into two, namely individual and collective. The individual forms that have been described are centered on the students themselves, such as loss of motivation to go to school, students are bored with learning, problem families, lazy to go to school and unclear walks. While the collective itself is always rooted in the individual. It is said to be a collective form when a student who has been truant invites other students to do it together. The actions found when students play truant individually are (1) loss of motivation to go to school, (2) students are bored with studying, (3) families have problems, (4) are lazy to go to school, (5) travel is not clear. As revealed by Masya and Kamil [7] truancy behavior in terms of individuals is self-centered, namely students are afraid of failure, students feel rejected and do not like the environment.

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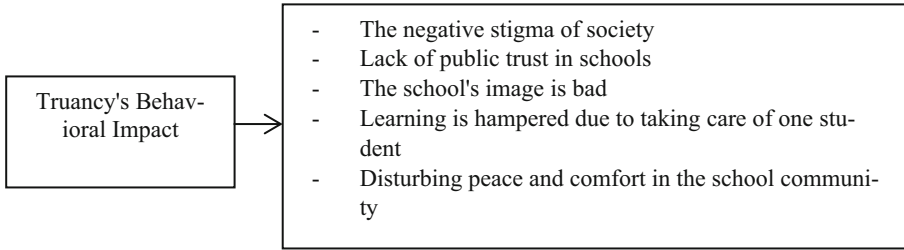
**Fig. 2.** Chart of Findings of the Causes of Truancy Behavior

actions found when students play truant individually are (1) meeting friends on the street to be invited to play truant, (2) one student invites another student not to attend school. As stated by Yusron [8], collective behavior is an action that is carried out together with a number of people that is spontaneous and unstructured, not routine and is a response to certain stimuli. Findings regarding the classification of truancy behavior are expected to assist schools in taking action and prevention so that there is no repetition of truancy behavior carried out by students.

It was found about the factors that cause truancy behavior, namely from individuals, families, and the environment. The causative factors of individuals are playing games, not doing assignments, loss of motivation in learning, wrong associations and weak self-monitoring of the environment. Meanwhile, from family factors there is no support from the family, weak supervision within the family scope and lack of attention to children. The cause of the environment itself is due to the location of the house which is too far away and the subjects are difficult. The factors that cause students' truancy behavior can be seen briefly in Fig. 2.

The causal factors of truancy behavior that have been found in schools are from individuals, families, and the environment. The causative factors of individuals are playing games, not doing assignments, loss of motivation in learning, wrong associations and weak self-monitoring of the environment. Meanwhile, from family factors there is no support from the family, weak supervision within the family scope and lack of attention to children. The cause of the environment itself is due to the location of the house which is too far away and the subjects are difficult. Similar to what was stated by Willis [9], the act of truancy carried out by students is divided into two factors, namely internal and external. Internal factors are very attached to students which come from themselves. While external factors in the form of interference from outside that affect the behavior of students. So that the causal factors that have been found are used as a school reference in overcoming truancy behavior.

The research that has been done regarding the study of truancy behavior at the Surabaya high school level, focuses more on the factors that influence the emergence of truancy behavior without any further guidance. It was explained that the pattern of behavior carried out by students by playing Playstation or the internet at the internet cafe, hanging out, hanging out with friends who like to play truant [10]. So that it has a negative impact on learning at school. Meanwhile, in this study, it provides a solution through the discipline development of students which will later be useful for schools. This study also refers to some of the impacts of increasingly sophisticated technology so that it becomes one of the barriers for students to enter school.



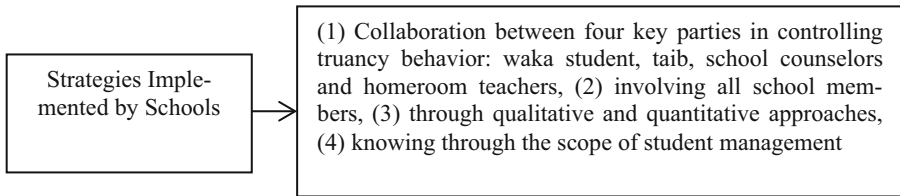
**Fig. 3.** Chart of Findings on the Impact of Truancy Behavior

The impact of truancy behavior found in schools is internal and external. From the internal impact, the focus of learning is hampered. Meanwhile, the external impact from the community is in the form of negative stigma, lack of public trust in school institutions, and a declining school image. Local people who find truant usually still wear school uniforms. In addition, it also disturbs the peace and comfort in the school community. This impact also results in not achieving learning which results in students dropping out of school. The impact of students' truancy behavior can be seen briefly in Fig. 3.

The impact of truancy behavior found in schools is internal and external. From the internal impact, the focus of learning is hampered. Meanwhile, the external impact from the community is in the form of negative stigma, lack of public trust in school institutions, and a declining school image. Local people who find truant usually still wear school uniforms. In addition, it also disturbs the peace and comfort in the school community. This impact also results in not achieving learning which results in students dropping out of school. Similar to Kartono [11], revealing the impact of truancy behavior on their own, namely (1) students miss lessons and mastery of the material, (2) fail in exams, (3) decrease academic scores, (4) have the potential to not advance to class, (5) be expelled. From school, and (6) negative school image responses. Therefore, through the impacts that have been found, it is hoped that schools can overcome.

The research that has been done regarding the study of truancy behavior at the Kediri Junior High School level, has the aim of describing the pattern, causes, consequences and treatment of truancy. The results of the research are in the form of factors that cause students to be truant, the impact of truancy, and efforts to handle truant students [12]. The solution provided by previous researchers was in the form of handling through group guidance, providing counseling services to all students, and taking individual approaches to students. While in this study the counselor himself had implemented all the solutions provided by previous researchers. Guidance individually or in groups, counselors provide the best possible solution so that truancy decreases. The school has also sought various solutions to reduce student truancy behavior. Some of the methods applied in this study can be used as guidelines for other schools.

Schools in controlling students at SMPN 11 Malang against truancy behavior require strategies that can be set for sustainable solutions. In controlling students to carry out truancy behavior, it is necessary to involve various parties in order to create a good school environment so that students can learn in an orderly manner so as to achieve effective and efficient teaching goals. The core parties who are directly involved and collaborate with



**Fig. 4.** Chart of Findings of Strategies Conducted by Schools

each other include taib, homeroom teachers, BK and students. However, it is not only the core party, according to the waka student expression, that is, all school members are automatically involved, even school employees, one of which is the security guard. The large-scale control that has been disclosed is certainly different from the small-scale, namely during classroom learning, which involves subject teachers who interact directly with students. The teacher's own role is important because they must be neutral without looking negatively at students who are truant. So that the involvement of school residents is needed both on a large to small scale so that everything synergizes with each other in achieving goals.

The strategy being pursued, of course, is not only from the implementation of the eradication of truant students, but an approach is needed as one of the strategies for controlling truancy behavior. The approach itself is divided into two, namely a quantitative approach and a qualitative approach. The quantitative approach applied by the school is in the form of giving assignments that can be accounted for for students and the existence of a cumulative report book owned by the BK. While the qualitative approach gives more freedom of responsibility to students. The qualitative approach is more humane by maintaining the principle of child-friendly schools. Combined approach by not focusing on one approach. By maintaining the rules but not eliminating the humanist nature of the school. Apart from the approach, the role of each party certainly influences both as subject teachers and homeroom teachers, especially the role of subject teachers is also important because it conditions the class and the environment of friendship. Through several scopes of management, school students are able to implement strategies in controlling truancy behavior. There are three points in student management that are applied, namely (1) regulating the presence and absence of students, (2) the results of student learning evaluations, and (3) recording guidance and counseling. The strategy carried out by the school can be seen briefly in Fig. 4.

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servicing students in the classroom and outside the classroom. In achieving the success of the education that has been implemented, student management is needed so that students can grow and develop as expected.

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Apart from the approach, the role of each party certainly influences both as subject teachers and homeroom teachers, especially the role of subject teachers is also important because it conditions the class and the environment of friendship. Through several scopes of management, school students are able to implement strategies in controlling truancy behavior. There are three points in student management that are applied, namely (1) regulating the presence and absence of students, (2) the results of student learning evaluations, and (3) recording guidance and counseling. The school has successfully implemented the strategy through this scope. Similar to Darma's [14] explanation, there are several points related to controlling truancy behavior, namely (1) regulating the presence and absence of students and (2) recording guidance and counseling. Another explanation was also revealed by Agunsriani, et al. [15] adding several scopes of scope, namely (1) regulating the evaluation of student learning outcomes, (2) regulating the increase in the level of students, and (3) codes of ethics, courts, punishments and student discipline.

Schools in controlling truancy behavior at SMPN 11 Malang need a follow-up on discipline development from schools in responding to truancy behavior at SMPN 11 Malang, from completion efforts to the results of follow-up whether there are still repetitions from students. Efforts to control truancy behavior require some efforts or efforts by schools to reduce truancy. The teacher as the main actor who always meets directly with students applies several methods that have been successfully implemented although there are still improvements to be made, but all methods have been running as expected. From the impacts that have been described previously, learning is quite disrupted because it only takes care of one child who is truant. The efforts of the teachers themselves are to give assignments to other students and learning methods need to be changed to be interesting. In reducing the impact of students skipping school, it is necessary to provide educational guidance, not just giving a warning once. Discipline coaching is not only for students with problems but for all students. In its implementation, student discipline development can be carried out using several techniques.

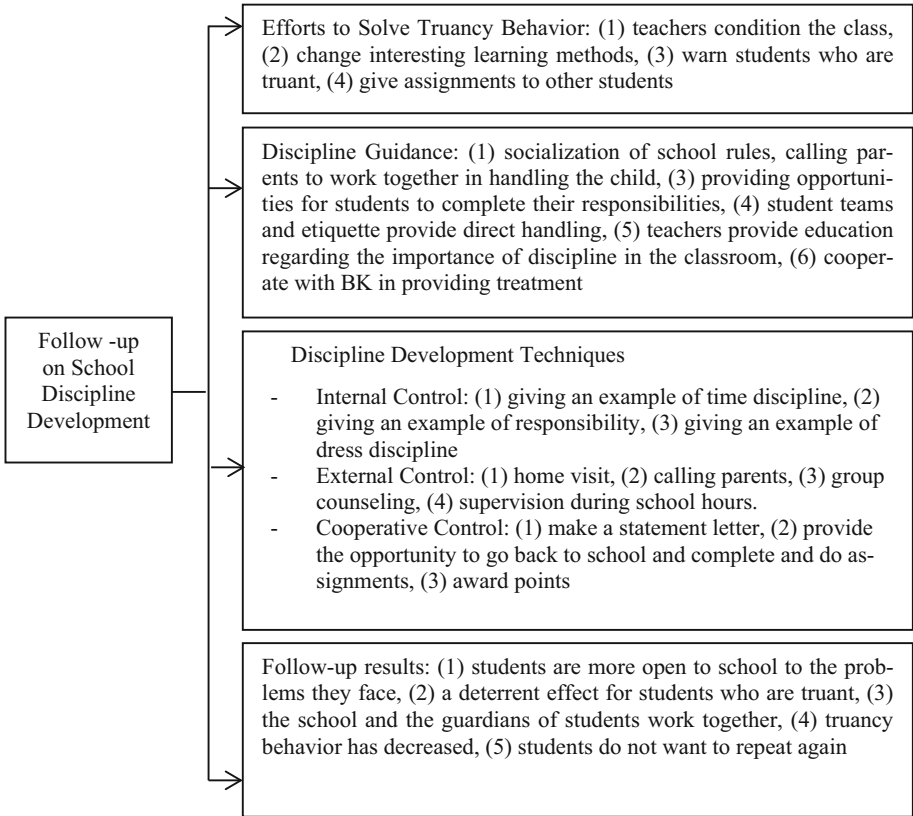


The technique given is of course taking into account the conditions and problems that have been done by students. There are several ways in which schools implement disciplinary coaching for students who engage in truancy behavior. The efforts given are (1) making a statement letter, (2) providing the opportunity to go back to school and completing and doing assignments, (3) home visits, (4) calling parents, (5) group counseling, (6) supervision during school hours, (7) giving points, (8) giving examples of time discipline, (9) giving examples of responsibility, (10) giving examples of dress discipline. From some of the efforts that have been found, they are incorporated into three discipline coaching techniques.

Based on the efforts that have been found, they are classified into three techniques. First, the efforts included in the inner control technique are (1) giving an example of time discipline, (2) giving an example of responsibility, (3) giving an example of dress discipline. Second, the efforts included in the external control technique are (1) home visits, (2) calling parents, (3) group counseling, (4) supervision during school hours. Third, the efforts included in the cooperative control technique are (1) making a statement letter, (2) providing the opportunity to go back to school and completing and doing assignments, (3) giving points.

Every teacher has a different technique that is constructive. There are punishments or sanctions that are educational in nature by not giving direct judgment to students. Penalties or sanctions are given in the form of points recorded in the school code of conduct. The purpose of giving points is expected to provide a deterrent effect for students. The application of discipline development itself is implemented through several activities that form disciplined students, have character, and are in accordance with the noble values of the nation. Various kinds of strategies and efforts have been made by schools in controlling truancy behavior. Starting from the approach to students to disciplinary coaching has been carried out. The follow-up given has provided a deterrent effect for students until students begin to open up to schools. The follow-up of discipline development from the school can be seen briefly in Fig. 5.

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**Fig. 5.** Chart of Findings of Follow-up Discipline Guidance from Schools

Schools are trying their best in controlling the behavior of ditching students by providing several interesting methods, namely socializing about school rules, educators providing education about discipline, and providing opportunities to complete their responsibilities. Discipline coaching is not only for students with problems but for all students. Similarly, Gunawan [17] explanation regarding discipline development is the process or effort provided by schools in fostering and shaping student behavior in accordance with applicable regulations so that the educational process can be carried out effectively.

The technique given is of course taking into account the conditions and problems that have been done by students. There are several ways in which schools implement disciplinary coaching for students who engage in truancy behavior. The efforts given are (1) making a statement letter, (2) providing the opportunity to go back to school and completing and doing assignments, (3) home visits, (4) calling parents, (5) group counseling, (6) supervision during school hours, (7) giving points, (8) giving examples of time discipline, (9) giving examples of responsibility, (10) giving examples of dress discipline.

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Implementation of student discipline development can be done using several techniques. The technique given is of course taking into account the conditions and problems that have been done by students. Every teacher has a different technique that is constructive. There are punishments or sanctions that are educational in nature by not giving direct judgment to students. Penalties or sanctions are given in the form of points recorded in the school code of conduct. The purpose of giving points is expected to provide a deterrent effect for students. The application of discipline development itself is implemented through several activities that form disciplined students, have character, and are in accordance with the noble values of the nation. Various kinds of strategies and efforts have been made by schools in controlling truancy behavior.

## 4 Conclusions

Based on the results of the research that has been done, it can be concluded that, the classification of truancy behavior of students at SMPN 11 Malang, the school knew beforehand that there were students playing truant through the recap of student attendance data and receiving reports from students and teachers. The forms found are individual and collective. The factors causing the truancy behavior of students at SMPN 11 Malang, the causative factors are divided into three, namely individual, family and environment. Factors from the individual are lazy, do not do assignments and do not follow learning. Factors from the family are lack of supervision, attention and support from the family. Meanwhile, from environmental factors, distance from residence and difficult subjects. The impact of truancy behavior on students at SMPN 11 Malang, the impact of truancy behavior is hampered learning, the image of the school becomes bad and the community does not trust the school. The strategy carried out by the school as an effort to control students at SMPN 11 Malang, the school applies collaboration between four key parties in controlling truancy behavior, involving all school members, using qualitative and quantitative approaches, knowing through the scope of student management. As a follow-up to the discipline development of the school in responding to truancy behavior at SMPN 11 Malang, the school seeks to resolve truancy behavior by conditioning the class and changing learning methods to be interesting. Discipline guidance provided by the school is by providing periodic socialization of school rules

and regulations. Discipline development techniques applied by schools through internal control, external control, and cooperative control. The results of the follow-up are that students are more open to school and a deterrent effect for students.

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