

## **FACTORS CAUSING STUDENTS SCHOOL TRUANCY**

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### **ABSTRACT**

This research the factors of student cause truancy school. The method research that used where does this research belong ini qualitative descriptive research category. Date collecting technique uses observation technique and interview. Observation is done in a student while interview is do in student parents. The result is known that students dominan test in truant school and doesn't obey regulation. Students total often truant school as much as 13 students, consist of 6 man students and 7 woman students. Threaten in 13 students often desert school, research holds interview with student parents concerned with based on interview result, knowable and concluded that dominan test and influence student truancy school is caused because: (1) interest under communication with percentage as big as 92,31% (2) wrong education from parents with percentage of 76,92%, (3) school of facilities influences is don't complete as big as 76,92%, (4) influences doesn't want to follow school discipline as bis as 92,31%. As to efforts decreases student cause factors truancy school both for done also student parents (1) advise to achieve 92,31% and (2) supply child with moral education and good religion with percentage achieves 100%.

**Keywords:** Truancy School, moral education and good religion

### **INTRODUCTION**

The phenomenon about schoolboy behavior is found also in SDN 1 Dulamayo Barat District Telaga Gorontalo District. Based on observations in schools especially class V there are some students who often skip school. Negative attitudes that are often done by students are not going to school, home school prematurely, and even the knowledge of their parents come to school but in fact they do not get to school. In dealing with their behavior, students who often skip school have been given guidance, both individual guidance and group guidance but the results do not have a positive impact on student development. Giving advice to students concerned is also often done as if the advice is only able to be heard but no change. Still, the students always skipped school. (Januardi, 2017)

Judging from the life and economic background, the work of the parents is a farmer. Usually during the planting season and harvest season is a critical moment for students who often skip school where the students are involved to assist the work of parents in the garden. In addition to helping parents, there are also students who choose not to go to school and only do things that are liked by students such as harvesting seasons like cloves or fruits for the money. In terms of the physical condition of the student's living environment, the distance between the school and the house is very far and it is reached by foot. (Prayuku, 2014). The road used is a path with environmental conditions in the form of proof. At the time of the rainy season, the road is very severe conditions where the road is muddy, slippery and quite difficult for students to reach school with a relatively fast and timely. With this condition, all possibilities can happen to students, such as students not attending school, arriving at school late or home school prematurely due to unlikely weather conditions. (S & Munir, 2016)

According to (Yusuf, 2016) skipping school is one form to ignore obligations. In other words, students who often skip school are diverse, some are skipped almost every day, some are skipping school only occasionally or truant to certain fields of study.

According to (Hasbullah, 1997) school education is education that one gets in school regularly, systematically, stratified and follows clear and rigorous conditions ". Nationally, one of the tasks of the National Education System, which is to preserve, preserve and build noble values of the nation (Tilaar, 2001). But the preservation of noble values that must be maintained can be faded if education in schools do not apply discipline. For example discipline in learning, discipline in obeying school rules. (Rahmat, 2017).

The main student activity at school is learning. However, learning as a process or activity is implied by a multitude of things or factors. According to (Suryabrata, 2006) the factors that influence learning are so many kinds, too many to mention one by one.

According to (Puspitasari, 2017) the factors causing students to miss school include the behavior and habits of students who do not like to learn. School is only a place to hang out because if at home later told to work and not to school snacks. There is no motivation to learn. The student does not seem to have the urge to go forward to become an aspirant, so he does not feel the need to go to school properly. (S & Munir, 2016)

According to (Arifin, 20011) that the responsible for the implementation of education in our country is family, community and government. The three responsible education educators are required to work together between them either directly or indirectly, by mutually supporting the same activities individually or jointly (Hasbullah, 1997). Efforts that can be taken in preventing this truant behavior there are actually various actions that can be done to reduce this behavior.

Here are the efforts that can be done in an effort to prevent the increase in the behavior of ditching both in the family environment, school, and by the community. Participation in school relationships with the community is the participation of individuals or community groups in school development. Community participation here is a manifestation of positive community behavior in a series of cooperation or involvement in the implementation of school relationships with the community. The form of community participation in (Rahmat, Abdul, & Husain, 2009) is (1) improving school quality, (2) operational implementation, (3) acceptance of results, and (4) assessment.

### **RESEARCH METHODOLOGY**

This research was carried out in primary school 1 West Dulamayo Gorontalo Indonesia students of grade V primary school 1 West Dulamayo. The subjects of this study were students of class V with a total of 24 people consisting of 15 men and 9 female students. The socio-economic background of students is the majority of farmers' children. The type of research that will be used in this research is descriptive research. According to (Jurnal, 2014) descriptive research aims to explain systematically, factually, and accurately about the facts and characteristics of a particular population or region. While (Furchan, 2002), descriptive research was designed to obtain information on the status of symptoms at the time of the study.

Data collection in the study using observation, interview and questionnaire. The form of assessment in this study using Likert scale is always, occasionally, and never, and research data will be presented on the basis of achievement result in every aspect of assessment (Ervi, 2012).

### **RESEARCH RESULT**

The question indicator in the interview consisted of two indicators, namely (1) the factors causing school skip and (2) the effort to overcome the cause of the students skipping school. Each indicator consists of several sub indicators consisting of several sub-assessment aspects.

Judging from the physical ability, physical influence does not have an effect on the behavior of students to ditch the school. This is in accordance with the results of interviews for the category is always 30.77% and sometimes only 23.08% and that never 46.15%. Meanwhile, if viewed from the state of unhealthy students, more than half of students ditching not because of illness. This is in accordance with the results of interviews of parents where students who are always absent because of sickness 53.85% while the other 46.15% not because of illness.

Judging from the interest, most students skip classroom due to forced circumstances. This is seen from the percentage of interview results where the school students because forced 76.92% while the other 23.08% not because of forced. Especially when seen from the desire of the students

themselves where 92.31% of students skip school because there is no desire to go to school, while the remaining 7.69% in the category sometimes. Students who are less interested in studying in school may be said to have an effect on the behavior of students to skip school. It is based on the percentage for the category always at 46.15% and the remaining 53.85%, on the occasional category. While the low interest due to problems in school does not really affect students to skip. This is based on the percentage of only 23.08% not because of the influence of problems in school.

**Table 1: Hasil Wawancara Mengenai Minat Siswa**

Sub Assessment Aspect	of the Main Question	Percent of Answers (%)		
		Always	Sometimes	Never
interest	School because forced	76.92%	0%	23.08%
	No desire to go to school	92.31%	7.69%	0%
	Less interest to study in School	46.15%	53.85%	0%
	Less interest due to problems in school	23.08%	46.15%	30.77%

The influence of the minder because of the type of disorder has little effect on the behavior of students to skip school. This is in accordance with the percentage of interviews where only 23.08% are sometimes affected by the type disorder. To clarify type abnormalities here such as curly and irregular hair, physical appearance so not confident.

**Table 2: results of interviews on the effect of education applied parents to students.**

Sub Assessment Aspect	of the Main Question	Percent of Answers (%)		
		Always	Sometimes	Never
Wrong Education	Parents want children to go to school	76.92	23.08	0
	Parents give children a chance to go to school	23.08	76.92	0
	There are other work done at home	53.85	46.15	0

Parents mostly want children to go to school. This is consistent with the percentage that always wants the child to go to school for 76.92% while the remaining 23.08% in the category sometimes wants the child to go to school. However, the opportunity to provide children for school is only a small portion of 23.08% and the remaining 76.92% sometimes provide opportunities for schools. Most 53.08 students have work at home and another 46.15% sometimes skip school because there is work at home.

The influence of disharmony in the family as well as the existence of problems in the family is sometimes. This is based on the percentage that is on the category sometimes equal to 76.92% while the remaining 23.08% not because of the family relationship is not harmonious. Most (53.85%) students skipped over to help parent jobs while others (46.15) sometimes skipped over to help parents work. Looking at that percentage can be said that the job of helping parents influence the behavior of students skip school. As for those who always skip school because there is work to earn money only a small part that is 38.46%, while that sometimes more than half of that is 53.85%. The percentage of students who skipped was not due to the effect of work to earn money only 7.69%.

**Table 3: Interviews on Student Relationship Factors with Other Students**

Sub Assessment Aspect	of the Main Question	Percent of Answers (%)		
		Always	Sometimes	Never
Student relationships with other students	There was a problem with a friend at school	15,38	38,46	46,15

As for problems with friends in school can be said do not give a very big influence for students so skipping school. This is seen from the percentage in the category is always only 15.38% in the category sometimes by 38.46% while never 46.15%. Inadequate school equipment and facilities have a major effect on the behavior of students to skip school. Based on the percentage of interviews, 76.92% always skipped because of these factors, while the remaining 23.08% only occasionally. The location of the school building is so influential that students skip school. This is based on the percentage of interviews where 76.92% of students who always skip school because of the location of the school building far away with the house. Furthermore the other students are 23.08% in the occasional category. The students who skip school because of the far location and road conditions that are not good can be said quite influential. This is in accordance with the percentage in the category is always at 53.85% and sometimes by 46.15%. Students who skip school because they do not want to follow the rules or school rules are sometimes. This is seen from hail interview where the big percentage in category sometimes is 92,31%.

From all aspects of sub research on indicators of factors causing students to miss school and see the percentage of each, it can be seen that the most dominant and always affect students to miss school due to lack of interest, and wrong education from parents, school facilities that are not adequate, and do not want to follow school rules. This is based on the percentage of students due to lack of interest amounted to 92,31% wrong education from parents equal to 76,92%, inadequate school facility effect equal to 76,92%, and do not want to follow school order equal to 92,31% . While the indicators of efforts to reduce the factors causing students to miss school both teachers and parents to see the percentage of each, it can be seen that always done is to instill good parenting patterns, and equip children with moral education with a good religion .

This is based on the percentage of interviews where the percentage in giving advice reached 92.31% and equip children with moral and religious education that bail reached 100%.

## **CONCLUSIONS**

Based on the most dominant research results and influencing students to miss school due to lack of interest, and poor education from parents, inadequate school facilities, and unwilling to follow school rules. This is based on the percentage of students due to lack of interest of 92.31%, false education from parents 76.92%, inadequate school facilities effect of 76.92%, and do not want to follow the school order of 92.31 %. As for efforts to reduce the factors that cause students to miss school both teachers and parents by looking at the percentage of each, it can be seen that always done is giving advice, and equip children with good moral and religious education. This is based on the percentage of interviews where the percentage in giving advice reached 92.31% and equip children with moral education with a good religion reaches 100%.

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