



The Effectiveness of Home Visits in Reducing Student Truancy

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Abstract

This research aims to determine the effectiveness of home visits to reduce truancy behavior in students. The research used a pre-experimental method with a one shot case study method with a sample size of 8 students. Data collection techniques use interviews and observation. The design of this research is to give treatment to one group and then observe the results. The results of the research showed that a description of students' school truancy behavior before the treatment was carried out was obtained by 8 students who frequently engaged in school truancy behavior such as not coming to school for days without explanation and being outside the classroom during learning hours. Then, after home visits, there were 3 students left who missed school without explanation. This indicates that home visits are effective in reducing students' school truancy behavior. The factors that influence the behavior of students who miss school include economic conditions, lack of parental attention because they are busy working and students who are difficult to advise. The inhibiting factor for home visits in this study was that the student's parents/guardians were not at home because they were busy working and the student's address was incomplete or inappropriate.

Keywords: home visits, student truancy behavior

Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan kunjungan rumah untuk menurunkan perilaku bolos pada siswa. Penelitian menggunakan metode pre eksperimen dengan metode one shot case study dengan jumlah sampel sebanyak 8 siswa. Teknik pengumpulan data menggunakan wawancara dan observasi. Desain penelitian ini dengan diberikan treatment/ perlakuan, pada satu kelompok dan selanjutnya di observasi hasilnya. Hasil penelitian menunjukkan bahwa gambaran perilaku bolos sekolah siswa sebelum dilakukan perlakuan didapat sebanyak 8 siswa yang sering melakukan perilaku bolos sekolah seperti tidak masuk sekolah selama sehari-hari tanpa keterangan dan berada diluar kelas saat jam pembelajaran berlangsung. Kemudian setelah dilakukan kunjungan rumah tersisa 3 siswa yang bolos sekolah tanpa keterangan. Hal ini mengindikasikan bahwa kunjungan rumah efektif dalam mengurangi perilaku bolos sekolah siswa. Adapun faktor-faktor yang mempengaruhi perilaku siswa bolos sekolah antara lain kondisi ekonomi, kurangnya perhatian orangtua karena sibuk bekerja dan siswa yang susah dinasehati. Faktor penghambat dari kunjungan rumah dalam penelitian ini adalah orangtua/wali siswa tidak berada di rumah dikarenakan sibuk bekerja dan alamat siswa tidak lengkap atau tidak sesuai.

Kata kunci: kunjungan rumah, perilaku bolos siswa

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INTRODUCTION

Education is a process carried out by every individual towards betterment according to their human potential. This process ceases only when life departs from the body. Therefore, every component within educational institutions, whether elementary, middle, or higher education, must be able to accept access to all members of society, regardless of social class, so that the process towards improvement can proceed smoothly and properly.

Schools have various rules to be followed by students to support or foster discipline within the school environment. According to Hurlock, discipline has several benefits: (1) teaching students that certain behaviors are followed by punishment while others are followed by praise; (2) teaching students a reasonable level of adjustment without demanding excessive conformity; (3) helping students control themselves and direct themselves so that they can develop a conscience to guide their actions. One common rule violation by students is truancy (Nugraha et al., 2022).

Kartono (Sari & Muis, 2018) states that truancy is behavior that violates social norms due to poor environmental conditioning. Truancy is defined as not attending school without valid reasons or logical explanations. According to Rahayu (2020), truancy is leaving school without valid reasons during school hours without prior permission from the school. Truancy is a behavior that violates social norms because truant students tend to engage in negative behaviors, harming themselves and the community.

Munte (2020) describes truancy as leaving activities that should be carried out at specific times and roles without clear notification. Frequent truancy can have negative impacts, such as suspension, inability to take exams, or even expulsion from school. It also lowers academic performance. Truancy is caused by a lack of self-control, necessitating methods to help students manage their behavior.

Pravitasari (Qomaria et al., 2022) explains that the causes of truancy can be grouped into three categories: school factors, personal factors, and family factors. Personal and family factors are particularly significant in this context. Truancy is not a new issue; it has existed for many students who have gone through education. It is prevalent not only in big cities but also in other regions, becoming a favorite pastime for students.

Truancy is considered juvenile delinquency and deviant behavior against school rules. It disrupts the learning process and negatively impacts the development of students involved in such behavior. Truancy can lead to delinquent behaviors such as antisocial acts, crime, chaos, and disobedience. Studies note that 75-85% of juvenile delinquents frequently skip school or are often absent (Nugraha et al., 2022).

Syaparuddin & Elihami (2020) assert that student behavior is a right and duty as a means of obtaining education to improve their lives. The phenomenon of many students skipping school and neglecting their duties as students has been observed. Putri & Yendi (2020) mention that truancy is associated with school dropout and poor academic performance, increasing the likelihood of students engaging in drug and alcohol use, fighting, theft, and more serious juvenile delinquency.

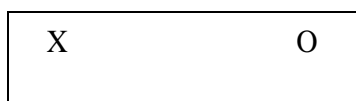
Observations and interviews with Guidance and Counseling teachers at SMA Negeri 5 Tanjung Balai on January 22, 2024, identified 8 students who skipped school without explanation for several days. Truancy in this study is defined as not attending school without valid reasons, either at the beginning of the class or during learning hours. Initial observations revealed diverse truancy behaviors among students, such as not attending school for several days, frequently leaving during school hours, not returning to class after asking for permission, lingering in the canteen during class hours, and being outside the school after recess. Some parents were unaware of their children's truancy because the students left home in school uniforms. However, some parents knew about the truancy but could not take any action.

Gullatt & Lemoine suggest focusing on students as (a) a caring institutional and functional community, (b) an organizational community, (c) an experiment and risk-taker, and (d) a team to reduce truancy. Eastman et al. (2007) emphasize that families, schools, and

student communities must collaborate to enforce attendance rules promptly and consistently. Based on the above, this article aims to discuss the effectiveness of home visits in reducing truancy at SMA Negeri 5 Tanjung Balai.

RESEARCH METHODS

This pre-experimental study, designed as field research, used a One-Shot Case Study design (Sugiyono, 2017), involving one group receiving treatment and then being observed for results. The research was conducted at SMA Negeri 5 Tanjung Balai, Jalan Sei Raja, Sei Tualang Raso District. The data collected was based on real conditions related to student truancy at SMA Negeri 5 Tanjung Balai. The sample comprised 8 truant students from SMA Negeri 5 Tanjung Balai. Data collection instruments included interviews and checklists with 9 aspects to observe, each with two response options (yes or no) to monitor truancy behavior post-intervention.:



Gambar 1 Desain One-Shot Case Study Desain

Keterangan:

X = treatment

O = observasi

RESULTS AND DISCUSSION

Skipping school can be defined as the behavior of students who do not attend school without a valid reason, or it can also be described as the absence of students without a clear and logical explanation. We know that student attendance in the teaching and learning process is very important. However, what is happening now is that many students are found to be absent from teaching and learning activities (Sinaga, 2023).

Skipping school is a behavior of students who are not disciplined towards the established school rules. According to Putri & Yendi (2020), skipping school is an act committed by students in the form of violations of school rules or leaving school during certain class hours, leaving class from start to finish without an explanation that can be accepted by the school.

Pravitasari (Qomaria et al., 2022) explains that the factors causing skipping behavior in students at school can be grouped into three categories: school factors, personal factors, and family factors. According to Feni & Denok (2013), the factors that make students skip school include: disliking the behavior and attitude of teachers, feeling neglected by teachers, feeling discriminated against by teachers, boring teaching and learning processes, feeling like a failure in learning, lack of interest in subjects, being influenced by friends who like to skip school, and being afraid to attend because they have not completed assignments.

Furthermore, according to (Qomaria et al., 2022), the factors influencing students to skip school are affected by several factors, namely: internal factors such as personal problems, academic issues, and student discipline issues; external factors influenced by group problems, social problems, problems with parents, and various other common issues. Students with such psychology are those who have relationships with outsiders who frequently do things together, making it difficult for students to distinguish between good and bad things that should not be followed.

Based on the results of interviews and observations conducted by the researcher, it was found that several students at SMA Negeri 5 Tanjung Balai frequently skip school, and the most common skipping behavior is not attending school for days and not attending school

without any explanation. Here are the results of observations before and after actions were taken at SMA Negeri 5 Tanjung Balai.

Table 1 Overview of Truancy Behavior Before and After Intervention

No	Observed Aspects	Baseline				Intervensi							
		Yes	%	No	%	Total	%	Yes	%	No	%	Total	%
1.	Not attending school for day	7	87,5	1	12,5	8	100	-	-	8	100	8	100
2.	Not attending school without explanation	7	87,5	1	12,5	8	100	3	37,5	5	62,5	8	100
3.	Frequently leaving during class	1	12,5	7	87,5	8	100	-	-	8	100	8	100
4.	Not returning to class after permission	1	12,5	7	87,5	8	100	-	-	8	100	8	100
5.	Sitting in the canteen during class	1	12,5	7	87,5	8	100	-	-	8	100	8	100
6.	Encouraging friends to leave class during school hours	-	-	8	100	8	100	-	-	8	100	8	100
7.	Pretending to be sick to leave class	-	-	8	100	8	100	-	-	8	100	8	100
8.	Forging permission letters	-	-	8	100	8	100	-	-	8	100	8	100
9.	Being outside the school during break time	1	12,5	7	87,5	8	100	-	-	8	100	8	100

The above table illustrates the observations conducted by the researchers. It is evident that, at the baseline (initial condition before the intervention), 7 students (87.5%) were frequently absent for several days without explanation, and 1 student (12.5%) frequently left during school hours, did not return to class after obtaining permission, stayed in the canteen during class, and was outside the school premises after recess. In total, 8 students were involved in truancy behavior. After the intervention, the truancy behavior showed a significant decrease, with only 3 students (37.5%) continuing to skip school without explanation. This implies that the school's effort through home visits effectively reduced student truancy at SMA Negeri 5 Tanjung Balai.

This finding is supported by interviews with the school staff, which revealed various truancy behaviors among students, such as not attending school for days without explanation. The reasons for truancy were diverse, including feeling sleepy and lazy to attend school, waking up late due to staying up late, disinterest in specific subjects, and financial difficulties in paying school fees.

Truancy behavior is influenced by many factors, including personal and environmental factors. Observations from home visits revealed that personal factors included staying up late playing games, resulting in late waking and laziness. Environmental factors included lack of parental attention due to busy work schedules and economic conditions. Peer influence also played a role, with some students skipping school due to encouragement from friends.

Signs of truancy include loitering around the school premises, staying in the canteen or bathroom, and absence from school, evidenced by attendance records. The impact of truancy is diverse, such as difficulty concentrating in class and influencing other students, leading to possible expulsion by the school. This behavior also affects teachers in managing other students to prevent them from following suit.

The school has undertaken several measures to address truancy among students at SMA Negeri 5 Tanjung Balai, including home visits to the houses of students who skip school. According to Nubatonis et al. (2023), home visits are conducted to assist students in overcoming their problems, gather more information about their issues, and establish good communication with parents to resolve these problems.

Home visits are based on students skipping school without explanation and not responding to parental summons. The frequency of visits depends on the student's issues; the

more frequent the problem, the more often the visits. The role of parents during these visits varied; some parents actively participated in motivating and advising their children to avoid repeating their mistakes and take school seriously, while others were less involved due to work commitments or living far away.

Before conducting home visits, several stages are followed: planning, execution, addressing issues, determining resources and time, evaluating, and following up on the visits, and analyzing the factors that hinder and support home visits. Home visits are carried out if parental summons are ignored, no information is provided about the student, or the student continues to make the same mistakes despite signing a final agreement. Challenges during home visits include parents/guardians not being home and incorrect student addresses.

From the home visits conducted at SMA Negeri 5 Tanjung Balai, it was found that several factors influenced student truancy. Economic conditions and inability to pay school fees were primary reasons for truancy, as parents felt powerless to insist on their children attending school due to financial constraints. Other factors included lack of parental supervision, as parents were busy working and seldom paid attention to their children. Additionally, some students did not heed parental advice, making it difficult for parents to control their behavior.

CONCLUSION

Based on the results and discussion presented, it can be concluded that before the intervention, 8 students at SMA Negeri 5 Tanjung Balai frequently engaged in truancy. After the intervention involving home visits, the number of truant students decreased from 8 to 3. This indicates that home visits are effective in reducing truancy among students at SMA Negeri 5 Tanjung Balai. Factors influencing truancy include economic conditions, inability to pay school fees, lack of parental attention due to work commitments, and students being difficult to advise. Inhibiting factors for home visits included parents/guardians not being home and incomplete or incorrect student addresses. Despite the limited scale and design of this study, the findings pave the way for further research with larger samples and more comprehensive methods to confirm the effectiveness of home visits as an intervention to address student absenteeism.

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