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**Handling Skipping Behavior through Individual Counseling using Self-Management  
Techniques in Class XI Students of SMAN 1 Kedamean**

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**ABSTRACT**

Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation, and state (Law No. 20 of 2003 concerning the national education system). The approach in this study uses mixed methods. This research is a research step by combining two pre-existing forms of research, namely qualitative research and quantitative research. From the results of tables and graphs, it is also known that the five average students have decreased which falls into the low category. This shows that in each student there has been a decrease in the problem of factors causing the emergence of skipping behavior. Based on the post-test results, it is known that in addition to a decrease in the overall level of skipping behavior, there is also a decrease in each aspect of the cause of skipping class..

**Keywords:** Skipping behavior, individual counseling, self management techniques

**1. INTRODUCTION**

Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character and the skills needed for themselves, society, nation and state (Law No. 20 of 2003 concerning the national education system). This is also stated by Driyarkara (in Mikarsa, 2004:2) who states that education is an effort to humanize young human beings to the level of human beings must be realized in the entire process or effort of education.

Schools are part of education. Everything that has been programmed will be carried out in teaching and learning activities. Through this teaching and learning activity, the process of transferring and transforming knowledge can also be given to students. Teaching and learning activities are interactions between teachers and students in order to deliver learning materials to students to achieve teaching goals (Suryosubroto, 2009: 30). The core components in teaching and learning activities are teachers and students.

The teaching and learning process can be carried out if both components are present. If one of the components is not present, the teaching and learning process will not occur. So that the process of transferring knowledge to students cannot be done. Skipping class is a form of student delinquency, which if not resolved immediately or addressed can have more severe repercussions. According to Kartono (1991: 78) academically, students who go to school but often skip class will bear the risk of failure in learning. In addition, students who like to skip class can get involved with things that tend to be detrimental, ranging from drug addicts, admirers of freesex and idolizing acts of violence or in other terms brawling.

According to Cavan (Willis,2010) mentions that " Juvenile Delinquency refers to the failure of children and youth to meet certain obligations expected of them by the society in which

they live". The delinquency of children and adolescents is due to their failure to gain the appreciation of the society in which they live. Where one form of juvenile delinquency at school is the behavior of skipping students. Where every school must have experienced this behavior.

The behavior of skipping class is actually not new anymore for many students-at least those who have received an education because skipping class behavior itself has been around for a long time. The act of skipping class is put forward as an answer to the saturation that many students often experience with the school curriculum. It would indeed be a phenomenon that clearly smears the schooling institution itself. Not only in big cities, students are seen skipping class frequently, even in areas, the behavior of skipping class has become a favorite. Although it occurs in this big city, it is not only located in the middle of the city but also in the suburbs. Students who often skip class are not only in one school but many schools experience the same thing all caused by internal and external factors of the child himself.

According to Gunarsa (1981) Skipping class is going to leave school without the right reason during class hours and not getting permission in advance to the school The skipping behavior referred to in the study here is not entering school without a certain reason both when the lesson is in progress, in time for class, and when school is going on. Skipping class is a behavior that violates social norms, because students who skip class will tend to do things or negative deeds that will harm the surrounding community. As Kartono (2003) argues, skipping class is a behavior that violates social norms as a result of a poor environmental conditioning process.

The habit of skipping class that is often done by students will have a negative impact on him, for example, being punished, being suspended, not being able to take exams, and even being expelled from school. In addition, the habit of skipping class can also reduce their learning achievement. The habit of skipping class is a behavior caused by a lack of behavioral control, so a way is needed to help students' problems in controlling their behavior. The habit of skipping class is certainly influenced by various factors which can come from internal and external.

External factors that make students' reasons for skipping class are one of the subjects that are less in demand. Adolescence is a time of excitement and enthusiasm in creativity. According to the psychological view of the age of 15-21 years is the age of self-discovery. Evidently, students who like to skip class are often involved with things that tend to be detrimental.

Meanwhile, the internal factors who make students skip class are lazy to go to school, lack of attention from parents. The focus of skipping behavior errors is mostly charged to the protégés involved in skipping class. When case after case can come to light it is the protégé who is the burden of the blame. This is an unsupportive stance that will actually add to the problem. That attitude and mutual self-introspection are supportive of solving the problem of skipping behavior. The elements in the school can be the reason students can skip class.

## **2. METHOD**

The approach in this study uses mixed methods. This research is a research step by combining two pre-existing forms of research, namely qualitative research and quantitative research. According to Creswell, mixed research is a research approach that combines qualitative research with quantitative research. In Sugiyono's opinion, the mixed method is a research method between quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data are obtained.

In this study, it used sequential mixed methods, especially sequential mixed methods. This

strategy is the opposite of the sequential explanatory strategy, in the first stage the researcher collects and analyzes qualitative data then collects and analyzes quantitative data in the second stage which is based on the results of the first stage, namely about skipping class behavior in class XI students of SMAN 1 Kedamean by distributing questionnaires to selected students qualitatively used to measure the level of skipping behavior.

This research uses data collection techniques in the form of documentation, according to Arikunto, defining documentation is a technique for finding data to find variables in books, notes, transcripts, newspapers, magazines, photos, minutes, meetings, agendas, and so on.

### 3. RESULT AND DISCUSSION

The following are the pretest and post-test results that have been tested T (pair T test) with IBM SPSS Statistics 26 from subjects who have attended counseling.

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	77.00	5	18.097	8.093
	POST	55.00	5	6.285	2.811

Based on the *output* results above, the average value of the pre-test of skipping behavior was 77.00 while the average post-test value of skipping behavior was 55.00. The number of subjects is as many as 5 students. Then in addition to obtaining the average value of the *output* result, it also produces a standard deviation value for the pre-test standard deviation value of 8.093 while the post-test standard deviation value is 2.811. So it can be concluded that the average value of the pre-test > the *post-test* value, which is  $77 > 55$ , which means that descriptively there is a difference in the results of the level of skipping behavior in the subject from before and after the *treatment*.

#### Paired Samples Correlations

		N	Correlation	Itself.
Pair 1	PRETEST & POSTEST	5	.899	.038

#### 1. Figure 7. IBM SPSS Statistics 26 T Test Results

Based on the *output* above, it is known that the correlation coefficient value is 0.899 with a significant value of 0.038. Because  $\text{sig } 0.038 < \text{a probability value of } 0.05$ , it can be concluded that there is a relationship between the *pre-test* variable and the *post test*.

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTEST	22.000	12.748	5.701	6.172	37.828	3.859	4	.018

Before seeing the results of the T test, there are several formulations of the research hypothesis, namely as follows:

Ho : There is no change in the average value between the *pre-test* and the *post-test* which means that there is no effect of the *treatment* on the subject.

Ha : There is a change in the average value between the *pre-test* and the *post-test* which means that there is no effect of the *treatment* on the subject.

Based on the results of the T test conducted so as to produce a sig value. 0.038 which is less than 0.5, it can be concluded that the behavior of skipping class in five Students XI social studies SMA Negeri 1 Kedamean after getting individual counseling *treatment self-management* techniques obtained a low category. The low average post-test results can be interpreted to mean that there is a decrease in the factors causing the onset of skipping behavior carried out by students.

From the results of tables and graphs, it is also known that the five average students experienced a decline that fell into the low category. This shows that in every student there has been a decrease in the problem of factors causing the emergence of skipping behavior. Based on the *post test* results, it is known that in addition to a decrease in the overall level of skipping behavior, there is also a decrease in each aspect of the cause of skipping class.

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#### 4. CONCLUSION

From the results of the discussion that has been described in the previous chapter, several conclusions can be drawn as follows:

a. Forms of behavior skipping students

There are two forms of skipping class behavior shown by students, namely skipping class for a whole day, is skipping class behavior carried out by students by not entering school from morning until school hours are over without sending a letter to the school. While the second form of skipping class behavior is skipping class during certain class hours only, that is, students leave or leave the classroom during certain class hours by asking permission from the teacher of a made-up subject because they do not want to follow the lesson.

b. Factors that encourage students to behave skipping class There are two factors that encourage students to skip class, namely factors from students themselves (internal) and factors from outside students (external). Internal factors are low motivation, not fulfilling the tasks that have been given by the teacher, students often arrive late to school for reasons of waking up late and distance from home, feeling bored and saturated with lessons and schools that are quite far away, and lack of understanding about education. Meanwhile, external factors are affected by the invitation of friends, handling from the school that is not optimal, family economic conditions, and parents who do not provide encouragement or motivation for children to go to school. The profitability variable has a significant effect on tax avoidance.

c. The behavior of skipping all five subjects before getting treatment is included in the high castor. The pre-test results showed skipping class behavior before participating in individual counseling with Self Management techniques in the high category.

The skipping behavior of all five subjects after getting treatment decreased and was included in the low level. Post-test results show skipping behavior after attending individual counseling with Self Management techniques in the low category.

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