

**THE RELATIONSHIP OF THE QUALITY OF SCHOOL LIFE WITH THE  
TRUTCHING BEHAVIOR OF PRIVATE HIGH SCHOOL STUDENTS IN  
KURANJI DISTRICT, PADANG CITY**

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**ABSTRACT**

Truant behavior is a problem in the world of education that has a negative impact on students, such as missing lessons and being expelled from school. The aim of this research was to determine the relationship between the quality of school life and truant behavior. This research is a quantitative correlation type research. Data collection techniques in this research were a quality of school life scale and a truant behavior type scale. The research subjects of this study were 62 grade 11 students from 3 private high schools in Kuranji District, Padang City. The sampling technique uses total sampling. The data analysis technique used is product moment analysis. The results of this hypothesis test show that the correlation coefficient is  $r = -0.836$  with a significance of  $p = 0.00$  ( $p < 0.05$ ). The results of this research show that there is a negative relationship between the quality of school life and truancy behavior among private high school students in Kuranji District, Padang City.

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**Keywords:** *Truant behavior, Quality of school life.*

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**INTRODUCTION**

A problem in the academic field that has existed for a long time and needs serious treatment is truant behavior (Karpika, 2019). Research conducted by Shah et al., (2012) from June to October 2007 revealed that the prevalence of truancy among Malay students in Malaysia was 30.2% of students who left lessons or played truant. These students were taken from 556 second and fourth grade Malay students from secondary schools in two schools in the Kajang area, Selangor, neighboring Malaysia. Safitri et al., (2014) explained that truant behavior can cause students' learning achievement to be low and they can even be expelled from school if they always behave truantly.

Truant behavior also occurs in Padang City. A total of 42 students were arrested by Satpol PP in the Thamrin area, Padang Selatan District, Padang City, on Friday (18/3/2022) during school class hours because they were hanging out in the pool playing area. The 42 students were still in school uniform. Not only male students, female students also participate in skipping classes during class time. After being secured, the students were taken to the

Padang City Satpol PP Headquarters to be coached and summoned by their parents and school officials. (Sunandar, 2022). Truant behavior is students who do not come to school for reasons that cannot be justified (Nopiarni et al., 2020). Supriyo (2008) also states that truant behavior can be interpreted as students who do not attend school and students who leave school before the end of the learning period without permission from the school. Students who skip school are often found sitting in internet cafes, at PlayStation (PS), smoking in stalls, being reckless on the roads, and so on.

Prayitno & Amti (2004) explain the factors that make students truant, namely not being happy with the teacher's behavior and attitude, feeling they don't get enough attention from the teacher, feeling differentiated by the teacher, boring teaching and learning processes, feeling like they have failed in learning, lacking interested in subjects, influenced by friends who like to play truant, afraid to go in because they don't make assignments, and don't pay their obligations on time. In research, Henry (2007) explains that the lower a father's education level, the greater the likelihood of truancy, the higher the likelihood that the mother will drop out of school. Truant behavior can contribute to the impact of failure in education in adolescence and can also be a factor that causes crime in adulthood (Zhang et al., 2007). Almaliki (2018) explains that there are two things that are the impact of truancy behavior, namely short-term impacts in the form of poor academic performance, dropping out of school, drug abuse, while in the long term it will have an impact on violence in adult life, instability in work, marriage. and other criminal acts. Another negative impact is regarding students' interactions outside of school. Hanging out with bad friends can result in being influenced to behave naughtily and fall into juvenile delinquent behavior such as drugs, free sex, brawls, etc. (Setiawati, 2020). Truant behavior is not a juvenile delinquency that has recently occurred. The large number of students pursuing education and this truant behavior have been around for a long time. Truancy is the impact of students' boredom in studying which does not only occur in the city center, in the suburbs there are also frequent cases of truant behavior (Damayanti, 2013).

Several factors that cause truant behavior such as school dimensions include school climate, class size, attitudes, ability to meet the diverse needs of each student, and school discipline policies related to truancy (Almaliki, 2018). A multidimensional construct that reflects the attitude or emotional climate at school in terms of students' perceptions of well-being, determined by school-related factors and their experiences gained through involvement in school life is the quality of school life (Hristova et al., 2021 ; Sarwandini & Rusmawati,

2019). According to Febriani (2013), the quality of school life is students' perceptions of the dimensions of school, including students' views of their school, connectedness with teachers, feelings that students will achieve success at school, students' opportunities to face the future, social integration, and exploration. Wilkins (2008) explains that students who attend large schools may feel isolated or alienated in their school environment, so to avoid these feelings they choose not to attend. These students don't feel comfortable, unwanted, less appreciated, less accepted, or less safe, they don't have a connection with someone they can trust at school.

In a classroom that is too large, the diverse needs of students, be they instructional, social, or various others, cannot be met consistently and student-teacher relationships cannot be developed (Setiawati, 2020). Apart from the above factors, the quality of school life is also influenced by self-concept, bullying, implicit programs, gender, socio-economic level, classmates, teacher and family support, self-efficacy, music, living environment, self and the teacher's relationship with students (Kesici & Ceylan, 2020). Students who have a positive view of their school feel happier when involved in teaching and learning activities and feel enthusiastic about achieving achievements at school (Sarwandini & Rusmawati, 2019). Students' negative feelings, perceptions and attitudes towards school are a reflection of students' dissatisfaction in their daily life at school which can cause various obstacles to learning such as truancy (Salsabila & Diana, 2021). Truant behavior can decrease if students are comfortable at school and have a good quality of school life, if students feel less comfortable at school it can cause students to play truant which means they have a poor quality of school life (Almaliki, 2018). Students who find school life unpleasant tend to look for other lives during class time (Almaliki, 2018). At SMA P, based on collected student attendance data, there were 21% (24) students absent during the week without explanation and absent during class hours for the Mathematics and Natural Sciences department and 29% (66) for the Social Sciences department. This figure is not a small number if you look at the number of SMA P students.

A private school is an educational institution operated by the school's founding foundation. In contrast to state schools, state schools are schools that are operated or provided by the state (government) with all free facilities, from classes to teachers who are paid by the government to provide facilities to the Indonesian people. Based on the explanation that has been explained, it is felt that this research is important to carry out. Thus, the researcher entitled this research, namely the relationship between the quality of school life and the truant behavior of private high school students in Kuranji District, Padang City.

## **RESEARCH METHODS**

The type of research carried out is quantitative correlational. The research emphasizes its analysis on numerical data (which is processed) using statistical methods to see the relationship between two variables (Azwar, 2014). The sampling technique in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). In this study the sample was grade 11 students of a private high school in Kuranji district, Padang city.

The data collection technique in this research uses a scale questionnaire distributed via Google Form. The data collection technique used is a Likert Scale. The Likert scale is a scale that contains systematic statements to show the respondent's attitudes/behavior towards the statement submitted, usually consisting of five responses (Priyono, 2016). This research uses the truancy behavior scale by Permatasari (2019) based on forms of truancy behavior according to Prayitno and

Amti (2004) which consists of not going to school without permission, often leaving at certain class times, not coming back after asking permission, going to school on alternate days, inviting friends to go out for subjects they don't like, asking for permission to go out by pretending to be sick and other reasons. sending a letter of permission to be absent from school for a made-up reason, and not returning to class after break time. This scale has 32 items and has favorable and unfavorable items. The quality of school life scale in this research uses a tool scale that was designed by Utami (2021) based on aspects from Batten & Girling-Butcher (1981), namely status, identity, adventure and opportunity. This scale consists of 27 items.

## **RESULTS AND DISCUSSION**

### **Research Results**

The analysis used in this research is the product moment correlation test using SPSS assistance in analyzing the data obtained. The results are as follows.

**Table 1. Respondent description**

<b>Description</b>	<b>Amount</b>	<b>Percentage</b>
P High School	31	50%
M High School	21	33.9%
MU High	10	16.1%

School		
Amount	62	100%
<b>Age</b>	<b>Amount</b>	<b>Percentage</b>
16 years	21	34%
17 years	29	47%
18 years	8	13%
19 years old	4	6%
Amount	62	100%

Based on table 1, it can be seen that the number of respondents in this study was 62 people consisting of three private high schools in Kuranji District, namely SMA P with 50%, SMA M with 33.9%, and SMA MU with 16.1% of 62 people. number of respondents. Based on table 5, it can be seen that the respondents in this study ranged in age from 16 years to 19 years, 34% aged 16 years, 47% aged 17 years, 13% aged 18 years, and 6% aged 19 years.

**Table 2. Hypothetical scores and empirical scores of truant behavior**

Variable	Hypothetical Score				Empirical Score			
	MIN	MAX	MEANS	<i>elementary school</i>	MIN	MAX	MEANS	<i>elementary school</i>
Truant Behavior	32	128	80	16	34	113	73.5	13,16

Based on table 2 above, the average empirical mean score of the truant behavior variable is 73.5 and the hypothetical average is 80. The results obtained show that the empirical mean is greater than the hypothetical mean so that in general private high school students in Kuranji District have Truant behavior is quite higher than what has been estimated through research measuring instruments.

**Table 3. Hypothetical scores and empirical scores for the quality of school life**

Variable	Hypothetical Score				Empirical Score			
	MIN	MAX	MEANS	<i>elementary school</i>	MIN	MAX	MEANS	<i>elementary school</i>
Quality of school life	27	108	67.5	13.5	39	106	72.5	11.2

Based on table 3, it can be seen that the empirical mean on the quality of school life scale is higher than the hypothetical mean, so it can be concluded that the level of quality of school life for students in the city of Padang is higher than predicted by measuring instruments.

**Table 4. Normality test results**

<b>Variable</b>	<b>Asymp. Sig (2-Tailed)</b>	<b>Information</b>
Quality of school life (X)	0.232	Normal
Truant behavior (Y)	0.961	Normal

Based on table 4, the results of the normality test for each variable can be seen, namely the quality of school life with a significance value of 0.232, and truant behavior with a significance value of 0.961. So it can be concluded that the normality test results of the two variables are normal because they have a significance value of more than 0.05.

**Table 5. Linearites Test Results**

<b>VARIABLES</b>	<b>Deviation from linearity</b>	<b>Information</b>
X – Y	0.095	Linear

Based on table 5, it can be seen that the results of the linearity test on the variable quality of school life (X) and truant behavior (Y) get a significance value of 0.095, and it can be concluded that the distribution of the two variables can be said to be linear because the significance value exceeds 0.05.

**Table 6. Pearson Correlation Test**

<b>Variable</b>	<b>Pearson Correlation</b>	<b>Sig (2-Tailed)</b>	<b>Information</b>
X – Y	-0.836	0,000	Significant

The results of the hypothesis test in table 6 show that the correlation coefficient is  $r = -0.836$  with a significance of  $p = 0.00$  ( $p < 0.05$ ). This indicates that  $H_0$  is rejected and  $H_a$  is accepted.

## **DISCUSSION**

This research shows that there is a negative relationship between the quality of school life variable and the truant behavior variable. This is indicated by the presence of a negative correlation coefficient value indicating that there is a unidirectional relationship, namely when the score on variable X has a high value, variable Y will have a low value, and vice versa. This research aims to determine the relationship between the quality of school life and truancy behavior among private high school students in Puranji sub-district, Padang city.

Before carrying out statistical analysis with product moment correlation, a prerequisite test is first carried out, namely a normality test to find out whether the data is normally distributed and a linearity test to find out whether the independent variable has a linear relationship with the dependent variable. Based on the results of product moment analysis, the correlation coefficient ( $r_{xy}$ ) is  $-0.836$  ( $p = 0.00$ ). This shows that there is a significant negative relationship between the quality of school life and truancy behavior

among private high school students in Kuranji district. Thus, the hypothesis which states that there is a significant negative relationship between the quality of school life and truant behavior in high school students can be accepted. So, the higher the quality of school life in high school students, the lower the truant behavior will be. On the other hand, the lower the motivation to learn, the higher the truant behavior tends to be in high school students.

The gap in this research is the research measuring tool related to the subject's negative behavior, namely truant behavior. According to Anastasi and Urbina (2007), in filling out a self-administered scale, participants have a tendency to answer in a better direction (faking good), the participant's tendency to faking good arises for reasons to protect themselves, avoid criticism, social conformity, and the desire to socially accepted. Because the problem of truant behavior is a negative thing at school. The implication of this research is that because there is a significant relationship between the quality of school life and truant behavior, schools are expected to pay more attention to and improve the quality of school life. If the school has a good quality of life, students tend to think about not skipping classes. This means that there are still students who have very high truant behavior at the private high school in Kuranji sub-district, Padang city. The student had an excuse to go to the toilet and then not come back. Students use this excuse as a way to skip class. Teachers at schools are expected to be wise in giving permission to students so as to reduce the opportunity for students to miss school. Schools can provide strong witnesses for students who have not been to school for days so that these students are deterred and reduce truant behavior. This means that schools further improve the quality of school life such as school discipline.

## **CONCLUSIONS AND RECOMMENDATIONS**

The results of this research prove that there is a significant negative relationship between the quality of school life and the truancy behavior of private high school students in Kuranji sub-district, Padang city. By paying attention to the correlation coefficient value of -0.836, it means the relationship is strong. Based on the results of the correlation coefficient, it can also be understood that the relationship is negative (-), meaning there is a relationship in the opposite direction. This shows that the more positive the quality of school life, the lower the truant behavior. On the other hand, the more negative the quality of school life, the higher the truancy behavior of private high school students in Kuranji sub-district, Padang city.

Research with truancy behavior variables is better carried out using qualitative methods that obtain answers directly from the subject to avoid the tendency of students to behave fakingly.

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