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STUDENTS' TARDINESS HABIT TO ATTEND THE CLASS AT THE STUDENTS OF STIE MUHAMMADIYAH MAMUJU

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Abstract
This article aims at providing a description of students' tardiness habit to attend the class at the very students of STIE Muhammadiyah Mamuju. This research employed qualitative research. The participants constituted nine students, three lecturers, and three administrators. The instruments were involvement observation, in-depth interview sheet, focus group discussion sheet, and additional questionnaire. The data were transcribed, reduced, and analyzed descriptively. It discovered that there were lots of students' internal tardiness inhibitions and external tardiness inhibitions which impeded the students to be puctual to attend the lectures. Students' tardiness shared profoundly negative impacts on themselves, lecturers, and other punctual students. It is eligible not to allow the tardy students to attend the class if they are late for 1 minute. However, tardiness policy for 15 minutes is given only for unavoidable lateness as long as there is a confirmation to the lecturers or even administrators via phone before the class.

Keywords: attend, class, habit, students, tardiness

Introduction

Tardiness is one of the inhibiting factors of success to every single personality, an institution or even a country both in the world and hereafter. Punctual students tended to acquire higher achievement on test outcomes compared to latecomers, (Betaineh, 2014; Breda, 2006; Taylor, 2014; Weade, 2004), and Taylor (2014) further noted that the occurences of tardiness could be reduced by implementing of the new method of tracking tardiness. When the researchers taught the students of STIE Muhammaiyah Mamuju in the previous year, they encountered vast majority of students who were tardy to join the class especially in the morning class or even all-time sessions. Moreover, some students had a colossal amount of absenteeism enforced by numerous reasons. At the beginning of the semester, there were some students did not take part, but in the final test, all the students came. The underlying challenges of absenteeism were the extra lectures, nature of timetable, students' residence, lack of sleep, traffic problems, lack of interest, financial problems, lecturer's performance, transportation problems, and mate's influences, (Komakech & Ossu 2014;

London at el., 2016; Maile & Olowoyo, 2017; Shahzada at el., 2011). Ocak at el. (2017) strongly depicted in their research finding, male required more absence than female; otherwise female contributed more lateness than male, (Dafiaghor, 2011; Oghuv wu, 2008; Shapira-lishchinsky, 2007). Varghese (2014) conveyed that school tardiness and absenteeism were unable to be optimized through motivation and strategic school policy.

Punctuality is perceived as a necessary virtue differently by every individual, and certain western inhabitants, developed countries regard more punctual as a form of a good habit to cultivate than domestic citizenries, not feeling anxious about being late. In spite of fewer local people do, it might be affected by experience backgrounds and other intervention. Chernyak (2019) portrays proponent techniques to avoid lateness. The researchers opine that tardiness is an activity of arriving late from the scheduled time set by administrators or stakeholders to the targeted place or move. Weade (2004) sheds light on tardiness as a sluggish condition from the scheduled time measurement for work or school. The researchers go along with Blau (1994) that tardiness is classified into three sorts of domain namely avoidable lateness, chronic lateness, and unavoidable lateness.

Some precisely deduce lateness as a culture, but researchers argue that it is a habit because culture should be a sterling depiction, not the bad one. The researchers define culture as everything which is derived from human being as a part of idea, feeling, and action and becomes a pace of lives or habits in certain community while habit is an action that is done individually by regular repetition consciously or subconsciously and which is hard to be stopped doing it except, there is a high purpose, self-commitment, and willingness. Culture is derived from Latin "colere" which means manage or do; Moreover, culture means all human power and activities to manage and to change the world, (Nasution et al., 2015; Rahayu, 2016). Culture includes people's thought and works from their thought, (Muhammad, 2011). Nasution et al. (2015) demonstrated that tradition or habit is everything which has been done for a long time and becomes a part of communities' lives, commonly from a country, culture, time, or the same religion. Habit as a thing which is performed by someone frequently or virtually thoughtlessly, specifically something which is demanding to quit doing, (Hornby, 1995). Habit is a series behavior pattern which is often repeated consciously, (Matsumoto, 2009).

In accordance with the illustration, all the previous research explored the cases at school scope except, Kagosi's work. This research developed previous research and ascertained the novelty to delve into students' tardiness from different scopes, participants, methodologies, cultural backgrounds, and problem statements. The researchers wondered casual inhibitions which brought about the students to be tardy to attend the class, the impacts of students' tardiness, and the eligibility not to allow the tardy students attending the class. Thus, the researchers carried out research entitled *"Students' Tardiness Habit to Attend the Class at the Students of STIE Muhammadiyah Mamuju".*

Literature Review

Moore (2010) coined that socializing and defiance, school hurdles, and personnel barriers were the primary costs of lateness. Kgosi (2015) pinpointed that transportation obstacles, lack of time management and self-discipline, and long-distance settlements were the paramount contributions to the rise of students' time indiscipline. Going to bed late, watching late-night movies, habit of waking up late, long-distance traffic, mingling with friends of different status, household chores, low innate disciplined anxiety level, family background, cultural background, religious background, no penalties, and excessive facial make-up resulted in lateness, (Dafiaghor, 2011; Onoyase, 2017). Unevalaibilty of transport, geographical distance, lack of parents' supervision, midnight sleep, teacher-subject discouragement, companion lead, and house chores were justified as the main plagues of tardiness, (Maile & Olowoyo, 2017). Onoyase (2017) asserted that parents should delimit precisely their children at risk of overnight sleep for gadget uses.

Dafiaghor (2011) reported in his research outcomes that the tardiness rate was unable to mitigate by facilitating in accordance with free education counseling together with student discipline, and truancy sweep through the application of electronic systems. Malik at el. (2013) likewise highlighted that the tangible and intangible incentives for the early comers, corroborated by Onoyase (2017), and removal corporal and incorporeal penalties for the latecomers at school as well as parents-teachers conference could reduce the students' repeated tardiness. Conversely, it refutes that of Moore (2010) and Jumare at el. (2015). Betaineh (2014) pointed out that role models, attendance monitoring and records, motivation concerning punctual instruction objectives, seeking lateness motives by personal talk, discipline counseling, and policies or guidelines along with consequences should be put into practice to minimize the lateness sources.

Method

This research employed a qualitative design which was broadly to seek and grasp the answers of the complexity of series proceedings in research problem statements (Adopted from Cresswell, 2009; Cresswell 2012; Sugiyono, 2017; Sukmadinata, 2013; Williams, 2007). This design utilized a purposive sampling technique. The populations were 1. 698 students, 74 lecturers, and 60 administrators, and the samples were 9 tardy students from four classes, 3 selected lecturers, and 3 selected administrators. The research instruments were involvement observation checklists, in-depth interview sheets, and additional questionnaires. Attendance lists were used as involvement observation checklists to track the students' tardiness proportion. The in-depth interview sheet using open-ended questions comprised 54 items for students, 35 items for lecturers, and 29 items for administrators while the questionnaire constituted 4 items. The data were gathered through five procedures such as teaching, involvement observation checklists, in-depth interviews, additional questionnaires, and focus group discussions. The involvement observation checklist records from students during the teaching and learning process were collected, classified, and judged to grab excessive tardiness to be interviewed. The in-depth interviews along with

questionnaires were carried out to 9 tardy students, 3 lecturers, and 3 administrators. It was also supported by focus group discussions from both tardy students and punctual students, (Adopted from Mishra, 2017). The personal in-depth interviews and focus group discussion data were recorded, put into the transcript, and reduced by matrix tables, and then they were described descriptively. Questionnaires were used to support the in-depth interview data, and the questionnaires consisted of varying strategies from previous research and the researchers' recommended strategies to cope with students' tardiness occurrences. The questionnaire data were classified, grouped, and described descriptively. All data were validated through typology and triangulation techniques.

Findings and Discussion

Findings

1. Students' tardiness inhibitions

Based on the student focus discussion, the students concluded,

> "We were tardy because sometimes, some of us worked. We were late to wake up. It also caused by the long-distance from house or boarding house to campus. Furthermore, it was because of the rain on the way. Moreover, we did not have vehicles. We asked for a ride to our friends. Our friends were late to pick up us or the picked-up students had not taken a bath. Besides, we had another activity that had the same schedule with our lecture. In addition, we were asked to clean and cook at home first, and then we went to campus. Next, we were too relaxed. It was also a lazy factor. And then, sometimes, our vehicle was used by our parents. We also postponed the time. In addition, our motorcycle's gases ran out on the way. The last, we were arrested by the police."

2. The impacts of tardiness

The students in the focus group discussion concluded, "We were not consistent. We were also lazy. Besides, we were not disciplined. Moreover, if we finished our study at STIE, and we worked in the company, the tardiness habit would be repeated in the workplace. Furthermore, the students who got used to be tardy to attend the class were sometimes late to pray 5 times a day. In addition, we lost the lesson. We also did not appreciate the time."

3. 1 minute lateness

Selvi, Widya, Ince, Ikhsan, Mega, Asni, Indri, Ramli, Ridwan, and Suryansyah stated that they did not agree with lecturers' rules that if the students were late 1 minute, they could not enter the class to attend the lectures, and they were categorized "absent" one meeting for that day.

However, Jumriah, Taslim, Jamaludin, Rahmat, and Muchtar said that they agreed with lecturers' rules that if the students were late 1 minute, they could not enter the class to attend the lectures, and they were categorized "absent" one meeting for that day.

4. 15 minutes lateness

Suryansyah said that he did not agree with the lecturers' rule that the tardy students could not enter the class, and they were categorized "absent" one meeting if they were late for more than 15 minutes, and the tardiness policy was maximally 15 minutes due to the sudden and unavoidable lateness such as flat tire, accidence in the street, serious disease or dangerously bad natural disasters, but it was not applied for unreasonable reasons like oversleeping, taking a bath late, eating, waiting for transport, rain, or other reasons.

Selvi, Widya, Ince, Ikhsan, Jumriah, Mega, Asni, Taslim Indri, Ramli, Ridwan, Jamaludin, Rahmat, and Muchtar stated that they agreed that with the lecturers' rule that the tardy students could not enter the class, and they were categorized "absent" one meeting if they were late for more than 15 minutes, and the tardiness policy was maximally 15 minutes due to the sudden and unavoidable lateness such as flat tire, accidence in the street, serious disease or dangerously bad natural disasters, but it was not applied for unreasonable reasons like oversleeping, taking a bath late, eating, waiting for transport, rain, or other reasons.

Discussion

Based on the tardy students' interview, lecturers' interview, administrators' interview and focus group discussion, the researchers concluded that there were different varieties of causal inhibitions that affected the students to be tardy attending class during the lectures, for example, household activities, long-traveled distance from house or boarding house to campus, some vehicle troubles, rain, lateness of waking up time, less time management, prayer time, printing an assignment, waiting for information about the lecturers' coming at home, bad role model of the lecturers, the same working schedule, less care to the study, less lecturers' strictness, students' negative mindset, no campus' regulation, less discipline level, laziness, avoiding individual classroom presentation or assignment in the whiteboard, staying up late, troubles on the way such as running out of gas, flat tire, or getting arrest by the police, and other activities.

The high proportion tardiness of the students arose negative impacts for themselves, the teaching lecturers and other punctual students. First and the foremost, tardiness brought on bad impacts to the tardy students such as not figuring out or not mastering the lessons, getting confusion, missing or no catching up the lessons as well as crucial information, having many questions, not connecting to what they said with the ongoing lesson, not being disciplined or having bad attitude, getting punishment during the class, affecting negatively to their mark, and getting absenteeism, not catering for the syllabus and the lesson plan target completely, and ending the lessons late. The tardy students also shared negative impacts to the lecturers who taught during the class such as disturbing the lecturers' concentration, interrupting or forgetting their ongoing explanation, being fed up due to the disturbance such as the students' coming, knocking on the door and impolite greetings or expressions, repeating the explanation, and wasting the time. In addition, tardiness gave great negative effects to other students who came in time or on time such as being annoyed or being uncomfortable, losing

their concentration, feeling saturated owing to the repetition of lecturers' explanations to the latecomers, and evoking the punctual students to imitate their tardiness.

The data illustrate that there are 10 informants who do not agree with lecturers' rules that if the students are late even only one minute, they are not allowed attending the class and there are 5 informants who agree with that rule. The rule shares positive advantages and negative advantages if there is not a certain policy for unavoidable lateness. This strategy can be enforced to stop students' tardiness habit to attend the class at the students of STIE Muhammadiyah Mamuju, other institutions or other universities as long as the students, educators, and administrators are ready by considering the positive effects and negative effects or at least all the lecturers and administrators are ready. However, by looking at the comments, most of the informants did not agree although some agreed. It meant that all informants represented that some students, lecturers, administrators were not ready with that rule and some were ready. Thus, this rule is eligible to be implemented at the students of STIE Muhammadiyah Mamuju as long as there is a lateness policy for the students and lecturers who experience unpredictable and unavoidable problems. Not consequences posed the individuals to come late, addressing high misdemeanor and stubbornness (Betaineh, 2014; Dafiaghor, 2011; Maile & Olowoyo, 2017).

The data show noticeably that there is only 1 informant who does not go along with the lecturers' rule that maximally 15 minutes lateness to be given to the tardy students as long as the students undergo unpredictable and unavoidable reasons. On the other hand, there are 14 informants who agree with that rule. Based on the previous data about the problems which caused the students to be tardy, the researchers added that the lateness policy should also be tolerated for the working students because some students in regular classes were working enforced by cost limit, and most of the students in non-regular classes were workers. Furthermore, in the big city, the congestion sometimes occurs due to crowded vehicles, road limits, demonstrations or other unavoidable causes in the road so that if the students are tardy, it also should be considered whether they are eligible to be given a tardiness policy or not. The tolerated excuse of lateness range encompassed compelling obstacles beyond the student's power, (Chujor & Kennedy, 2014). The rule above shares strengths and drawbacks. Thus, the researchers summarized that this rule is eligible to be applied at STIE Muhammadiyah Mamuju.

Conclusion

Based on the data in findings and discussion, the researchers concluded that there were different varieties of causal inhibitions that affected the students of STIE Muhammadiyah Mamuju to be tardy to attend the class during the lectures. The tardiness trend of the students plagued desperately negative impacts for themselves, the teaching lecturers, and other punctual students. Lateness behavior bothered the adjacent people, other students and an instructor from the flow of teaching and learning process in the classroom, (Betaineh, 2014).

It is eligible not to allow the tardy students who go through chronic lateness and avoidable lateness even only one-minute lateness attending the class as long as there is a lateness policy maximally 15 minutes for unavoidable lateness. The most exceptional practice to decrease the lateness range was consistent penalties, (Moore, 2010). However, the latecomers must confirm to the lecturers or even administrators through calling by phone, sending a message, chatting in WhatsApp or other connected ways in other social media before the class. Besides, they must provide proof which is acceptable that they face unavoidable problems. In addition, the classroom doors must be locked so that the tardy students who do not have confirmation before cannot enter the class freely. The lecturers just open the door for tardy students who confirm before the class and have a statement letter from the administrators in the tardy room. Furthermore, the administrators in charge and the securities should control the classroom during the implementation of this rule in order to protect the students who want to disobey the rule, do violence, or even break the classroom doors. The last, the rule should be proposed by the vice head I as the academic affairs to the head of STIE Muhammadiyah Mamuju inasmuch as she has responsibility for the academic affairs, and then the head of STIE Muhammadiyah Mamuju approves and legalizes it as an institutional rule to be adhered rigidly by all administrators, lecturers, and students. For the lecturers, when they run into lateness because of the unavoidable problems, essential meetings at campus or other urgent campus activities, they must confirm to administrators who are in the tardy room, so that they can replace the lecturers during their lateness occurrence or the administrators can attend the class to give information or an assignment from the lecturers to their students. The lecturers also can send or store materials to the administrators which will be given to the students. Of course, the lecturers also should confirm to the students that they will be late, and the administrators will come to their class to replace them for a moment during their late-coming.

The result implication is that the practical strategies are implicitly recommended to be imposed rigidly by educators and administrators in order to combat students' tardiness habit to attend the class as well as to provide better outcomes both in formal educations and informal educations.

The researchers strongly advise that all lecturers and administrators of STIE Muhammadiyah Mamuju should ban the tardy students who go through chronic lateness and avoidable lateness to attend the class, and they just give a lateness policy for a maximum of 15 minutes for unavoidable lateness. The momentous strategies above also can be put into effect to other formal educations such as schools and universities and informal educations such as course institutions in order to establish time discipline. The possible future exploration is to research whether the effectivity of application of strategies above can utterly combat the students' tardiness habit both in formal educations and informal educations or not. The current limitations of this study is that there are not students' reactions or attitudes towards the implementations of the strategies or rules above because those are still suggestions derived from these research evidences to be implemented institutionally although there were some lectures put them into practice in person, they still need piloting in the future.

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