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Guidance and Counseling Teachers Strategies In Handling Late Students

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Abstract

Discipline is an attitude or behavior that students must have at school. Students should obey the rules that apply at school, especially discipline regarding arrival times. However, in reality there are still many students who are late coming to school for various reasons. Even though it is clear that the rule at school is that students arrive at 07.00 WIB. This also happens at MTs N 1 Banyumas where most of the students who attend school there also live in Islamic boarding schools and orphanages around the school, so they have a greater influence for coming late to school. This is where the role and strategies of guidance and counseling teachers are needed to discipline students who are late coming to school. Guidance and counseling teachers at MTs N 1 Banyumas provide punishment in the form of religious conditioning at school, because guidance and counseling teachers there strictly avoid physical punishment to their students. Apart from that, guidance and counseling teachers also provide individual counseling and calling parents to students who have been late to school 3 times. This research uses a descriptive qualitative approach. Where researchers take data from sources. and get involved directly in the field.

Keywords: *Bk teacher strategies; tardiness; discipline.*

Introduction

Education is the most important part of human life today. The importance of education is aimed at humans being able to improve the knowledge and skills they have in each of them, so that in the future they can play an active role in society. Riyanti said that education is an effort that is carried out consciously and planned to foster an active learning atmosphere and process, so that it is successful in developing students' potential. ¹Education is not the only thing that can determine a student's success in the future, but by getting a good education, students will find it much easier to achieve success in the future.

This education itself is divided into two, namely formal and informal education. Formal education is education that can be obtained by students through educational institutions such as schools, while informal education can be obtained through education in a family or community environment. Schools ²as formal educational institutions that provide learning for the development of potential and abilities in students must have various strategies and planned methods in them. Schools in achieving their goals are bound by school regulations and rules that must be obeyed. These regulations apply to both regulations for teachers and employees as well as regulations for students. Because all school residents when they are in the school environment are already bound by a regulation or order in it.

Therefore, students are required to be able to carry out activities in accordance with the rules and regulations in the school. Compliance or an attitude of respect for a rule and regulation is what is called disciplined behavior. Student discipline can be seen from how students obey the rules and regulations in the school.³

¹Rio Natha Kusumah et al., "The Role of Guidance and Counseling Teachers in Overcoming Students Who Are Late to School at Smp Negeri 23 Banjarmasin," *Jurnal Mahasiswa BK An-Nur: Different, Meaningful, Noble*, 2019, 1–9.

²Kurnia Fauza Sepriana and Fadhillah Yusri, "The Role of Guidance and Counseling Teachers in Overcoming Late Students at SMA N 1 Harau," *Khatulistiwa: Journal of Education and Social Humanities* 3, no. 1 (2023): 29–38, <https://doi.org/10.55606/khatulistiwa.v3i1.939>.

³Umami Nurfitri, Desi Ariska, and Nurul Anwar, "The Role of Guidance and Counseling Teachers in Overcoming Late Students at SMA N 1 Masgabik," *JKP: Journal of Educational Counseling* 8 (2024): 23–29, <https://doi.org/10.55606/khatulistiwa.v3i1.939>.

This discipline was taught by Allah SWT. In the Qur'an surah al – asr verses 1 – 3 which reads:

وَالْعَصْرِ ١
إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ٢
وَتَوَاصَوْا بِالْحَقِّ ٣ وَتَوَاصَوْا بِالصَّبْرِ ٣

This Surah is a form of warning that Allah gives regarding the use of time that Allah gives to his people to live their lives. People who do not use time for good are included in the people who feel loss. While people who believe are people who will not perish. Time that is used as well as possible in the world will be happiness in the future and in the hereafter. This is included in the form of our discipline as his people to be able to use time as well as possible.⁴

This discipline must be truly instilled in students, because this disciplined behavior can be the path to success for schools in achieving their educational goals. The most effective way to instill disciplined behavior in students is by making it a habit for them. If at first students consider a rule to be burdensome and very difficult to obey, but if students have made the rule a good habit, then it will be easier for students to achieve this disciplined behavior.

Behavior that can disrupt the student learning process is considered as an obstacle for students in becoming the next generation who have the spirit to study seriously and make good use of their youth. Such behavior includes skipping class, coming late to school, not doing assignments and even daring to fight the teacher. In⁵a school institution, it is natural for a guidance and counseling teacher or the school to carry out the earliest discipline when at school, namely by disciplining students who come late. Although unfortunately there are still students who violate the rules that are clearly known by students and teachers. According to Prayitno, he explained that the lateness of students when coming to school is caused by two factors, namely intentional and unintentional factors. This intentional lateness means that students are late because they are lazy to line up or because they do not like the subject and usually they will make irrational reasons. While unintentional lateness means that

⁴Uswatun Khasanah and Meti Fatimah, "Discipline Education Concepts in the Perspective of Surah Al-'Ashr," *Journal of Proceedings Series* 1, no. 1 (2023).

⁵Kusumah et al., "The Role of Guidance and Counseling Teachers in Dealing with Students Who Are Late to School at Smp Negeri 23 Banjarmasin."

students are late because their homes are far from school or some things beyond their control.⁶

This is where the role of guidance and counseling teachers or counselors is needed in creating the right strategy to resolve the problem of students being late to school. Fadliyani said that guidance and counseling teachers have a role to help students, especially in terms of regulating student discipline during school hours so that students are not found to be late to school.⁷

Based on the results of observations that have been carried out by researchers during research at MTs N 1 Banyumas, from 06.30 in the morning the researcher participated in welcoming the arrival of students and also participated in disciplining students who came late to school. Until the researcher found many reasons used by students when they came late to school. The researcher has also met students who came late to school in groups using the same reasons between one student and another. MTs N 1 Banyumas is a junior high school in Banyumas. This school is located on Jl. Sokayasa, Berkoh, Central Java. This school is under the auspices of the Ministry of Religion, where the programs at MTs N 1 Banyumas include the Ma'had Insan Cendekia program, the FDS program, and the regular program offered to students who wish to register at MTs N 1 Banyumas. This school is targeted by students in Banyumas because of its strong religious background and MTs N 1 Banyumas has also been accredited A. There are many facilities and infrastructure that support student learning activities, even extracurricular activities are also diverse. In line with the research conducted by Ely Rahmawati and Ulfa Idatul Hasanah which stated that students who are late to school deserve to be punished. This punishment is given to students to provide awareness in carrying out their obligations as students, namely discipline. With the punishment given, it is hoped that it can strengthen the regulations that apply in schools.⁸

Students at MTs N 1 Banyumas are those who have just entered adolescence, so they still need guidance and supervision from parents and the school, especially guidance and counseling teachers. With the role, direction and guidance of guidance

⁶Kusumah et al.

⁷K Kusumah et al.

⁸Ely Rahmawati and Ulfa Idatul Hasanah, "Imposing Sanctions (Punishments) on Students Who Are Late to School as an Effort to Form Disciplined Character," *Indonesian Journal of Teacher Education* 75, no. 17 (2021): 399–405.

and counseling teachers, they can actually shape children's disciplined behavior, because students will be able to control themselves within the regulations in the school under the guidance of guidance and counseling teachers. With this, the researcher wants to research and study more deeply the strategies used by guidance and counseling teachers in dealing with students who are late to MTsN 1 Banyumas.

Research Methods

The type of research used in this research is descriptive research. qualitative using descriptive methods. According to Sugiyono, qualitative research is research that studies natural objects that include actions or behavior, perspectives and motivations based on post-positivist philosophy. ⁹This research uses descriptive methods, namely methods used to collect data on events that have occurred and events when the research is taking place.

In this study, the researcher took samples that are commonly used in qualitative research, namely the purposive sampling technique. Where the researcher took samples of informants who are experts or sources of information related to the data needed. So that the informants are expected to be able to provide data that is relevant and in accordance with the research. The researcher took samples of guidance and counseling teachers at MTs N 1 Banyumas and students who were late to come to school.¹⁰

The procedure for collecting data in this study is by researchers directly going to the field to see the actual events that occurred. Then the researcher conducted interviews with related parties, namely students and guidance and counseling teachers at MTsN 1 Banyumas. The interviews conducted were respondent interviews where the interviews were irregular and did not follow interview guidelines. After observations and interviews were conducted, researchers analyzed them continuously and studied them in a complex manner so that conclusions could be drawn regarding the strategies of guidance and counseling teachers in handling late students at MTsN 1 Banyumas in a valid and proven manner.¹¹

⁹Kurnia Fauza Sepriana and Fadhillah Yusri, "The Role of Guidance and Counseling Teachers in Dealing with Late Students at SMA N 1 Harau."

¹⁰Ika Lenaini, "Purposive Sampling Techniques and Snowball Sampling," *HISTORIS: Journal of History Education Studies, Research & Development* 6, no. 1 (2021): 33–39, <http://journal.ummat.ac.id/index.php/historis>.

¹¹Ade Lestari, Azmi Fitrisia, and Ofianto, "Quantitative and Qualitative Science Methodology in the Form of Implementation," *Journal of Education and Counseling* 4 (2022): 2556–60.

Results and Discussion

It is only natural that every school enforces a regulation that must be obeyed by the school community. Likewise, MTs N 1 Banyumas has rules as an effort to achieve success and comfort in learning at school. The regulations in schools and in the ma'had have several differences that have been announced to the school community. The teachers and have also made large posters in every corner of the school regarding the regulations or rules that apply at Mts N 1 Banyumas. The poster also includes sanctions or consequences that students will receive if they violate the regulations or rules. So it is hoped that the school community is aware of the importance of discipline for themselves and for their environment.

The rules that apply in schools should be obeyed by all residents in the school environment, especially regarding discipline for students. However, there are still many students who need special attention and monitoring from teachers so that they do not commit violations that can cause harm to themselves or others. From the results of observations conducted by researchers, there are still many violations of discipline committed by students at MTs N 1 Banyumas such as arriving late to school, skipping class hours, not doing assignments and so on. This time the researcher will discuss in more depth the violations committed, namely students who arrive late to school.

Students who are late to school is a form of violation that commonly occurs in any school institution. Being late is also not a form of serious violation, but if this late violation is allowed to continue, it will have a negative and fatal impact on the learning process and academic achievement at school. Students who come late to school will miss learning activities in the first hour, so that when students enter the classroom it will disrupt the focus of learning that is taking place in the classroom. In addition, these students will also receive punishment and lose enthusiasm when participating in learning in the classroom,

Students who can be declared late are those who enter after 07.05 after the teacher has finished welcoming them at the gate and starting the habituation process in the school. Students who are late will be faced with the guidance and counseling teacher and also the security guard on duty at the school gate. When it is exactly 07.00, according to Mrs. Arin as the guidance and counseling teacher who is on duty at the gate with the students, that is the time when many students have just arrived at the school gate. Those who come with a group of friends, walk, or are accompanied by their parents to the school. Most of those who come in groups or groups come from Islamic boarding schools around MTs N 1 Banyumas.

According to Mrs. Arin as the guidance and counseling teacher, the teacher will give students a grace period until 07.05 before the students are actually declared late to school. During those 5 minutes, the security guard is standing at the school gate to prepare to close it, while Mrs. Arin and the other guidance and counseling teachers also help direct the students to run towards the school building before the school gate is closed by the security guard.

At 07.05 the students who had just arrived were declared late. The students were lined up in front and then wrote down their identities and also the reasons for being late in the student discipline book provided by the guidance and counseling teacher. In the book there is a column for the student's name, class and address as well as the reasons for being late to school. With this book, it can make it easier for guidance and counseling teachers to summarize students who are often late to school.

Looking at the summary of data in the book, the most common factor causing students to be late to school is waking up late. However, there are still many other reasons used by students when they are late to school. Some students who live in boarding schools or foundations around MTsN 1 Banyumas argue that they are late to school because they are queuing to take a shower at the boarding school. Meanwhile, students who are at home argue that they are late because of traffic jams and oversleeping. It is undeniable that there are also students who argue that they are sick, or other unexpected things such as their parents' tire getting a flat on the road.

This is where the BK teacher's strategy is needed to discipline students who come late to school. Mr. Mujib said that the guidance and counseling teacher at MTs N 1 Banyumas never gave physical punishment to students who came late to school. However, the guidance and counseling teacher used an Islamic approach in his punishment. Punishment still applies according to the theory put forward by BF Skinner but not with physical punishment. In accordance with BF Skinner's theory that there needs to be positive or negative reinforcement as a form of strengthening student learning. If associated with the behavior of late students, this theory is useful for providing negative reinforcement or punishment to students who come late to school so that they feel deterred and regret doing so.

Behaviorism Theory According to him, this behaviorism theory is a scientific study that discusses observable behavioral responses. BF Skinner believes that stimulus and response are closely related through interaction or activity in the environment. This behaviorism learning theory is a theory that studies the human learning process that is influenced by external or environmental factors. If viewed, this theory requires a teacher to provide stimulus or stimulation to students so that students can make better behavioral changes according to the stimulus given. The

theory has a basic idea that there is an interaction between the stimulus given by the teacher and the response shown by students in their learning process. Measurement can be done through the behavior shown by students. Is there a significant change after being given a stimulus or not.¹²

BF Skinner is a psychologist from Harvard who came up with the operant conditioning theory that discusses human behavior. This theory is a theory that studies human behavior in it. This theory exists because Skinner's basis is not satisfied with Pavlov's theory which states that stimuli given to students/children continuously will create a strong behavioral reinforcement nature. However, according to BF Skinner, the response to behavioral changes given by students or children must be encouraged by reinforcement, either positive reinforcement or negative reinforcement.¹³

The operant conditioning theory states that students or children will show behavioral changes after being given reinforcement. The response to the behavioral change is a form of deliberate behavior and the teacher's stimulus that has been given reinforcement will make students or children continue to repeat their behavior.¹⁴

Students or children will learn to control their responses according to the experiences gained from their environment. In this operant conditioning theory, there is a reinforcement of human behavior, including positive and negative reinforcement. Positive reinforcement is a form of reward or prize given to encourage and maintain a behavior. While negative reinforcement is a punishment or punishment given to reduce or eliminate a behavior.¹⁵

Positive reinforcement and negative reinforcement have similarities in the purpose of giving reinforcement to students or children, namely to produce a more positive or better response or change in behavior. Meanwhile, the difference lies in the way the reinforcement is given. Positive reinforcement provides pleasant

¹²Mimi Jelita et al., "Behavioristic Learning Theory," *Journal of Education and Counseling* 5 (2023): 404–11.

¹³Zaenal Arifin and Humaedah Humaedah, "Application of BF Skinner's Operant Conditioning Theory in PAI Learning," *Journal of Contemporary Islamic Education* 1, no. 2 (2021): 101–10, <https://doi.org/10.25217/cie.v1i2.1602>.

¹⁴Arifin and Humaedah.

¹⁵Arifin and Humaedah.

reinforcement to students or children, while negative reinforcement tends to provide unpleasant reinforcement to students or children.¹⁶

Theory, BF Skinner considers punishment as a means of controlling students or children to reduce bad behavior. BF Skinner believes that punishment is the most effective tool for managing student or child behavior. BF Skinner stated that punishment is different from reinforcement. Punishment aims to reduce behavior while reinforcement is for behavioral change or to improve behavior.¹⁷ At MTs N 1 Banyumas, guidance and counseling teachers apply the theory of operant conditioning in regulating student discipline, especially for students who are late to school. There are times when guidance and counseling teachers provide reinforcement to their students, both positive and negative reinforcement. In addition, guidance and counseling teachers also provide punishment or penalties to their students as a form of guidance and counseling teacher strategy to reduce undisciplined behavior in students.

Handling students who come late to school requires cooperation between teachers and schools with students and parents who live together. So that later this operant conditioning theory can be used as a basis for providing reinforcement or punishment that can reduce undisciplined behavior. From this, teachers can provide reinforcement to students by giving appreciation to students who come to school on time by giving appreciation when shaking hands at the school gate. In addition, teachers can also provide good examples by not coming to school late, so that students can make it a good stimulus to imitate.

Guidance and counseling teachers at MTs N 1 Banyumas avoid physical punishment on the grounds that teachers believe that students who come late or students who are undisciplined will change for the better even though it is not known when they will change. According to Mr. Mujib, if undisciplined students or students who come late to school are always given physical punishment, this can be detrimental to both students and the school. However, if the punishment is replaced with something good or positive as implemented at MTs N 1 Banyumas, then the guidance and counseling teacher believes that even though students do not

¹⁶Zaenal Arifin and Humaedah Humaedah, "Application of BF Skinner's Operant Conditioning Theory in PAI Learning," *Journal of Contemporary Islamic Education* 1, no. 2 (2021): 101–10, <https://doi.org/10.25217/cie.v1i2.1602>.

¹⁷Andika Aprilianto and Alfin Fatikh, "Implications of Operant Conditioning Theory on Bullying in Schools," *Urwatul Wutsqo: Journal of Educational and Islamic Studies* 13, no. 1 (2024): 77–88, <https://doi.org/10.54437/urwatulwutsqo.v13i1.1332>.

immediately feel deterred, students still do good things in the morning and do not miss the habit.

The thinking of the guidance and counseling teacher at MTs N 1 Banyumas is very unique and different from the implementation of punishment in other schools. This is also what makes researchers interested in studying the strategies of guidance and counseling teachers in dealing with students who come late to school. At MTs N 1 Banyumas, students who come late to school will be given a punishment in the form of doing a habit in the front yard of the security guard in a standing position. The habits that are usually applied are Asmaul Husana, memorizing Juz 30, and reading prayers. Students who are late do the habit in a loud voice together with the guidance and counseling teacher. If students are late on Monday, then students will be punished until the ceremony is over. The punishments received by students are the same, namely getting used to Asmaul Husana, memorizing Juz 30 and reading prayers. The punishments given to students who give reasons such as their parents' vehicle tires are flat, or there are unexpected obstacles. The punishments given are usually lighter than others. For example, if others are given a punishment of memorizing Juz 30, then students those who were only given the punishment of reciting Asmaul Husana until finished.

Students who are late 3 times will receive the same punishment and will be required to perform the Dhuha prayer with jahr readings. When the student carries out the punishment, the student will be supervised directly by the guidance and counseling teacher until the punishment is completely finished. This is done to check, improve and maintain the memorization of the Shuha prayer owned by the student. Furthermore, the student will be called to do individual counseling with the BK teacher in the counseling room. In addition, the student will also receive a letter of summons from the parents to the school. The summons of the student's parents can be done when the parents pick up the student at school hours or the next day. Usually, the parents of students who are late will be called at the end of school on that day. Parents will also conduct individual counseling together with the guidance counselor. After the parents conduct counseling with the guidance counselor, the factors that cause students to be late will be found which can be resolved together between the parents and the students. So that students will not be late again the next day.

Guidance and counseling teachers who are conducting counseling with children and parents often find many differences in the answers given by both. That is where the role of the guidance and counseling teacher is needed to explore and find honest and correct answers between the two. Sometimes there are even parents of students who do not want to do individual counseling with the guidance and

counseling teacher. However, if the student continues to commit disciplinary violations, especially coming late to school, the student's parents will be persuaded to do individual counseling with the guidance and counseling teacher or conduct a home visit.

Students who are late more than 3 times will also be punished by reading the Quran during the time they are late. When students are late for up to 15 minutes, they will be punished by reading the Quran for 15 minutes. If students are late for 30 minutes or more, the reading punishment will be carried out when school is over. Reading the Quran is carried out in the guidance and counseling room and the guidance and counseling teacher will listen to the reading of the Quran. Usually, the guidance and counseling teacher will provide lessons on discipline in the Quran afterwards. So that students can absorb it for their daily lives.

Students who come late to school after carrying out the punishment given by the guidance and counseling teacher. They will be gathered into one circle. Where in the circle there is one guidance and counseling teacher who will provide motivation and education to the students who are late. The guidance and counseling teacher will usually start by asking whether the late student has performed the dawn prayer. From there the guidance and counseling teacher will provide education about the importance of managing and utilizing time as best as possible. Do not forget that the guidance and counseling teacher will motivate his students to continue to improve themselves even from the smallest things. The guidance and counseling teacher will also always appreciate every change made by his students and will not judge the bad behavior of his students just like that. After that the guidance and counseling teacher will make a follow-up and agreement on punishment with his students if tomorrow they are still late to school.

In addition to giving punishment to students who come late to school, the researcher once conducted classical guidance to a class that was considered less disciplined by the existing teachers. In the first step before conducting classical guidance, the researcher conducted an assessment to find out the truth in the class. The researcher used DCM as an assessment tool in the class. From the results of the assessment using DCM, it was found that the dominant problem in the class was in the subject aspect with the indicator of discipline. So the researcher decided to conduct classical guidance with the theme "discipline is beautiful" in the class according to the results of DCM and the direction of the guidance and counseling teacher.

The researcher conducted classical guidance for 40 minutes with several stages in it. The first stage, the researcher built a relationship of mutual trust by getting to know the students in the class. Before entering the material, the researcher

gave the students an initial assessment sheet to confirm the results of the DCM assessment. After everyone had finished, the researcher then explained the material about discipline is beautiful using the ppt media displayed in front. Here, the researcher involved students in the material, namely by using questions and answers, then reviewing the material, and also interspersed with games or ice breaking.

The researcher conducted classical guidance by making a poster containing regulations that may be carried out at school and regulations regarding things that may not be done at school. Students were divided into two parts to write down the regulations that may and may not be carried out at school. Each student was given a sticky note of one color according to their respective sections. The sticky notes consisted of two colors, namely yellow and orange. The yellow sticky note was used to write down things that may be done in the school environment, while the orange sticky note was used to write down things or activities that may not be done in the school environment along with their sanctions. After the students had finished writing their respective sections, the students were instructed to stick the sticky notes on the poster that had been provided on the board. When all students had attached the sticky notes, the researcher would read them one by one, then they would be adjusted to the regulations in the school. Writing that was not appropriate would be removed from the poster and replaced with new writing according to mutual agreement.

The researcher attached the poster to the classroom wall when all the writings had been read and agreed upon together, with the aim that students could continue to remember and obey the rules that apply in the school. At the final stage of classical guidance, the researcher gave the LKKPD to students which contained an evaluation of the material, and an action sheet to write down activities that had been carried out and related to discipline. This is useful to prove that students have truly mastered the material given by the researcher. In addition, this LKKPD also aims to monitor student activities related to discipline for the next 1 week.

From the results of interviews conducted by researchers, guidance and counseling teachers said that the biggest obstacle for them when dealing with students who come late to school is the lack of supervision of students who live in orphanages or in boarding schools around the school. Guidance and counseling teachers have visited orphanages and Islamic boarding schools around the school, it is true that the administrators at the Islamic boarding schools are students. When in the morning after finishing studying the Koran, there is no special appeal from the administrators of the Islamic boarding school to their students to go to school on time. So that the students there do not feel rushed or there are demands at the Islamic boarding school. The same is true for students in orphanages, the caregivers

or administrators there also do not have any special appeals to students to prepare to come to school earlier.

The lateness of students who come to school does not occur in a particular class. However, it usually occurs in certain groups, such as 9th grade students who are in an Islamic boarding school with a group of 7th and 8th grade students who are in the same Islamic boarding school. Students who are still in 7th and 8th grades are often influenced by the habit of being late carried out by 9th grade students at the Islamic boarding school. So that this delay occurs in a particular group. This also happens to students who live in orphanages around MTs N 1 Banyumas

Conclusion

The factors that cause students to often come late to school are due to factors from within themselves and factors from outside themselves. These factors from themselves are caused by students waking up late or relaxing in the morning. While factors from outside themselves are due to the influence of their fellow students or unexpected causes. The strategy used by the guidance and counseling teacher at MTs N 1 Banyumas is to apply punishments related to religious habits in the school. The guidance and counseling teacher here really avoids physical punishment given to his students, because the guidance and counseling teacher believes that negative student behavior will change into positive behavior if it is accustomed to good things. In addition to habituation, the guidance and counseling teacher will also provide individual counseling and also call parents for students who have been late to school 3 times. In addition, the guidance and counseling teacher also provides motivation to students who are late to school and appreciation if the student succeeds in not repeating it.

This is in line with the operant conditioning theory put forward by BF Skinner that students or children will respond to behavioral changes if they are continuously given reinforcement, both positive and negative reinforcement. In addition, students or children will be able to reduce bad behavior if they are given punishment to suppress their behavior. It is the same as what the guidance and counseling teacher did at MTs N 1 Banyumas. Suggestions for further researchers are expected to be used as reference material and further research can develop and find more effective strategies to be used in dealing with students who arrive late to school.

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