



## ISLAMIC COUNSELING (BEHAVIOUR THEORY) IN DEALING WITH TRUANT BEHAVIOUR

Fariza Hafsoh Fadilla<sup>1\*</sup>, Muhammad Rifa'i Subhi<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri KH. Abdurrahman Wahid Pekalongan, Indonesia

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**\*Corresponding Author:**

Name: Fariza Hafsoh

Fadilla

Emai:

fariza.hafsoh.fadilla@mhs

.uingusdur.ac.id

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### Abstract

Truancy behavior in students is a problem that often occurs in schools, with many factors behind it. The urgency of this research is to discuss ideal lessons, aspects of truancy, the impact of truancy. Uniquely, this research is based on one of the theories in psychology, namely the behavior theory coined by Burrhus Federick Skinner. Behaviorism theory is also applied to group guidance and individual counseling. The research method used in this research is qualitative, field research type with data collection techniques using interviews, the analysis method used is descriptive analytical. The results after interviews with BK teachers at SMP Darul Hikam skipping class have various causes both internal and external. Prevention of skipping class by creating a pleasant learning atmosphere such as interspersed with games. After several times of group guidance and individual counseling by applying behavior theory to children who skipped class, the child began to leave his habit of skipping class. According to the counseling teacher, the counseling above will be more effective coupled with other theories such as humanistic, CBT and REBT.

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**Keywords:**

**Behavior; Group Guidance; Individual Counseling; Truancy**

### Abstrak

Perilaku membolos pada siswa merupakan masalah yang sering terjadi di sekolah banyak faktor yang melatarbelakanginya. Urgensi dari penelitian ini adalah membahas pelajaran ideal, aspek pembolos, dampak membolos. Uniknya pada penelitian ini didasarkan salah satu teori dalam psikologi yakni teori behavior yang dicetuskan oleh Burrhus Federick Skinner. Teori behaviorisme juga diterapkan pada bimbingan kelompok dan konseling individu. Metode penelitian yang diterapkan dalam penelitian ini yaitu kualitatif, jenis penelitian berupa field research dengan teknik pengumpulan data melalui wawancara, metode analisis yang digunakan berupa deskriptif analitis. Hasilnya setelah dilakukan wawancara dengan guru BK di SMP Darul Hikam membolos memiliki berbagai penyebab baik internal maupun eksternal. Pencegahan membolos dengan menciptakan suasana pembelajaran yang menyenangkan seperti diselingi dengan games. Setelah dilakukan beberapa kali bimbingan kelompok dan konseling individu dengan menerapkan teori behavior kepada anak-anak yang membolos, anak tersebut mulai meninggalkan kebiasaan membolosnya. Menurut guru BK, pemberian penyuluhan di atas akan lebih efektif dibarengi dengan teori lainnya seperti humanistik, CBT dan REBT.

**Kata Kunci: Bimbingan Kelompok; Konseling Individu; Membolos; Perilaku**

## Introduction

Truancy behavior is a common phenomenon that is often found in students, and it has a negative impact on both academic results and student character building. The factors that cause this behavior vary widely, ranging from internal factors such as low learning motivation, dislike of certain subjects, to external factors, such as the influence of the social environment, peers, and teaching approaches that may be less suited to student needs (Setiawati, 2020). Revealed that truancy behavior can result in the loss of learning materials, decreased discipline, and a reduced sense of responsibility in complying with school rules. Thus, there is an urgency in developing effective strategies that can overcome this behavior (Wicaksana & Rachman, 2020).

Guidance is the provision of help or assistance from a (counsellor) to clients to help solve their problems. In this settlement, individual and group counselling can be carried out. In carrying out a guidance, counsellors can use behaviour theory (Pulungan, 2021). The theory of behaviourism discovered by Burrhus Frederic Skinner to change behaviour is based on the principle of stimulus and response (A.M.Irfan Taufan Asfar, A.M Iqbal Akbar Asfar, & Halamury, 2019). In handling cases of truant children, it can be handled by applying behaviour theory through behaviour modification. Providing selective reward or punishment is a tactic to change behaviour that includes the figures around the child in everyday life, especially parents and teachers. Give gifts (reinforcement) when children are diligent in school and give punishment if children skip school (Alwisol, 2012).

Guidance is the provision of help or assistance from a (counsellor) to clients to help solve their problems. In this settlement, individual and group counselling can be done. In carrying out a guidance, counsellors can use behaviour theory (Pulungan, 2021). The theory of behaviourism put forward by B.F. Skinner to change behaviour is based on the principle of stimulus and response (A.M.Irfan Taufan Asfar et al., 2019). In handling cases of truant children, it can be handled by applying behaviour theory through behaviour modification. Selective reward / punishment is a strategy to improve behaviour that involves the figures around the child every day, especially parents and teachers. Give rewards (reinforcement) when children are diligent in school and give punishment if children skip school (Alwisol, 2012).

Skipping school is included in student errors, if an answer is sought or not handled immediately, it can have a fatal impact, such as the loss of subjects, reduced or poor learning outcomes obtained and decreased interest in learning. diminishing illustrations, untouched assignments, getting teacher reprimands and student guardians called by the BK teacher as well as schools can expel them because of continuous delinquency (Pulungan, 2021).

Research conducted by Mita Fitri Apsari aims to overcome the skipping behaviour of class VIII students at SMP Negeri 5 Bandar Lampung using a

behavioural approach and self-management techniques. The results showed that students' skipping behaviour decreased after receiving treatment, and the posttest results showed that the average percentage of skipping behaviour was in the low category. This study shows that individual counselling with a behaviouristic approach and self-management techniques is effective in reducing truancy behaviour in class VIII students at SMP Negeri 5 Bandar Lampung in the 2017/2018 academic year (Apsari, 2017).

Then Cindy Marisa, Wildha Banu Yekti, Yeni Karneli conducted a study with the title 'Contract behaviour counselling to reduce school truancy at the vocational high school level' (Behavioural contract counselling to reduce school truancy at SMK). This study aims to reduce truancy behaviour which is a common maladaptive behaviour experienced by students at school. The behaviour occurs due to students' inability to adjust to the demands of the environment. The Behaviour Contract Technique which aims to change individual behaviour can be a solution to such maladaptive behaviour. This technique is carried out with good awareness and commitment between the counsellor and the client. The basic principles of the Behaviour Contract technique include:

1) Contracting with reinforcement. (2) Promptness of reinforcement. (3) Conducting contract negotiations freely and openly as well as mutual agreement. (4) Clear and fair contracts. (5) Contracts have clarity of behaviour, frequency and duration of the contract. (6) The school programme integrates with the contract. Individual counselling services with behaviour contract techniques can assist counsellors in overcoming truant behaviour in school in clients and increasing client awareness of these behaviours (Marisa, Yekti, & Karneli, 2020).

A recent study in 2023 entitled 'Implementation of Individual Counselling with Punishment Techniques in changing the Truancy Behaviour of Students at SMK Negeri 5 Bandar Lampung Services' by Rindi Antika. Emphasizes the use of individual counselling with punishment techniques to overcome truant behaviour in students. The results of this study showed a decrease in truancy behaviour after the counselling intervention (Rindi Antika, 2023).

One approach that can be applied is the theory of behaviorism, introduced by B.F. Skinner. This theory emphasizes behavior modification through positive (reward) and negative (punishment) reinforcement that can form certain habits or behavior patterns in individuals. In this context, the behaviorism approach is relevant because it allows counseling teachers to directly change negative behavior (skipping class) into positive behavior (attendance and participation) through a reinforcement system (Pulungan, 2021). This study uses behaviorism theory as a foundation in group guidance and individual counseling to modify the behavior of truant students, by adding a supportive Islamic approach in order to build better discipline among students.

## Method

This research uses qualitative methods, the type of field research, with data collection techniques using interviews, and the analysis method used is descriptive analytical. Qualitative methods focus on in-depth observations and try to understand phenomena in their natural setting and context. The type of field research is research whose object is about symptoms or events that occur in community groups.

The data collection techniques used in this research are interviews, observation, and documentation. The method of analysis used is descriptive analytical, which is a method that serves to describe or give an overview of the object and tries to examine a group of people or objects, a system of thought or even a class of events in the present.

This research uses a qualitative method with a field research approach to explore in-depth information about counseling practices in the school environment. This method was chosen because it is able to provide a broader understanding of the phenomenon being studied, especially in the context of interactions between counselors and students. The main data sources in this study are school counselors and students involved in counseling sessions. In addition, secondary data was also collected from relevant research related to behavior theory. Data collection was conducted through interviews with school counseling teachers to obtain their views on the techniques, as well as the challenges faced in providing counseling services. This interview also aimed to gather information about the strategies used in dealing with students' psychological problems. In addition to interviews, direct observation was conducted to identify elements that support or hinder the effectiveness of counseling.

In addition, this research also involved analyzing relevant research. Data obtained from various sources that use behavioral theory. With this approach, this research is expected to provide a more comprehensive picture of counseling in schools and how the techniques and methods used can affect counseling outcomes.

## Results and Discussion

From the search results, as many as a thousand studies discuss behaviourism as described in the figure below. This research contributes to explore the application of behaviour theory to change individual behaviour. Problems, Gap Analysis and the importance of this research discuss ideal students, aspects of truancy, the impact of truancy and strategies for handling truancy behaviour. This research is based on one of the theories in psychology, namely Behaviour theory, which was coined by Burrhus Frederic Skinner. Behaviourism theory is also applied to group guidance and individual counselling.

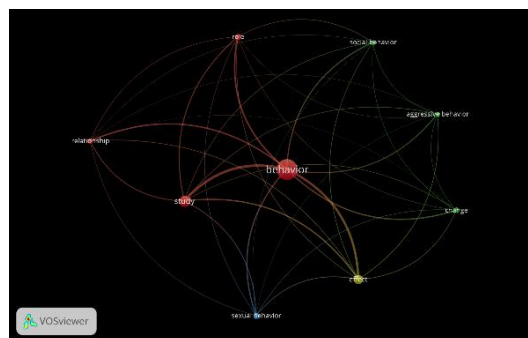


Image 1

Furthermore, the difference that exists in this research compared to previous research is that this research takes part in exploring the application of behaviour theory, especially in adolescents. Because based on the author's findings, of the 500 studies that use behavioural theory, not so many discuss adolescents and can be mapped as below.

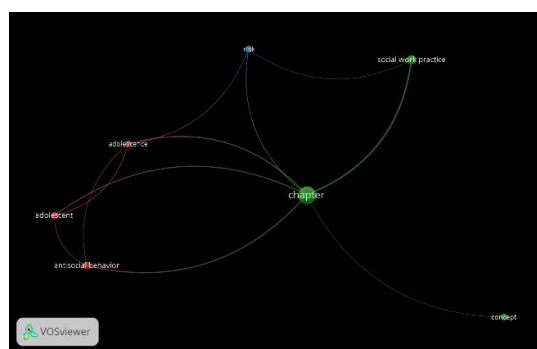


Image 2

Truancy behaviour has become an open secret among school children in various regions. Quoting news from detik.com, the latest case in September in Surabaya, as many as 15 students were caught in the raid. Similar to the above case, quoting from radarpekalongan.id as many as 17 students were caught skipping school secured by joint officers from Batang police station and Batang Satpol PP. The students in Batang Regency were caught skipping school and chose to relax, smoke and play rummy around Batang Square and Dracik Field, Batang campus.

Guidance is the provision of help or assistance from a person (counsellor) to clients to help solve their problems. In this resolution, individual and group counselling can be carried out. In carrying out a guidance, counsellors can use behaviour theory (Pulungan, 2021). The theory of behaviourism put forward by B.F. Skinner to change behaviour is based on the principle of stimulus and response (A.M.Irfan Taufan Asfar et al., 2019). In handling cases of truant children, it can be handled by applying behaviour theory through behaviour modification. Selective reward / punishment is a strategy to improve behaviour that involves the figures

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According to Hamalik in the book *Learning Curriculum*, students are the determining element in the teaching and learning process, without students there will be no teaching process. According to Gunarsa in the book *Psychology of Child and Adolescent Development*, skipping school is leaving school but not asking for prior permission using certain reasons not to participate in learning activities. entering class, also during school hours. Truancy behaviour referred to in the research here is not attending school without a specific reason either when the lesson is in progress, at the time of entering class, and when school is in session (Hamalik, 2008).

Skipping school is part of the student's mistake, if it is not immediately resolved or an answer is sought, it can have more serious consequences, for example, missing subjects, poor or reduced learning outcomes, interest in learning. Illustrations are diminishing, assignments are also neglected, reprimanded instructors and BK guardians are called by BK educators and can also be expelled from school due to consecutive delinquency (Pulungan, 2021).

Students ideally have good attitudes and behaviour in education as well as their school environment. Some indicators of ideal students include: (1) Having high learning motivation, having a strong motivation to learn in order to achieve academic success. Motivation can arise from within (internal) or from outside (external) such as family support and the school environment (Imansyah, 2021). (2) Regular attendance at school also rarely skips class which has a negative effect on academics and the future (Setiawati, 2020). (3) Cooperation between teachers and peers, meaning that a student ideally actively participates in teaching and learning activities, working together to achieve learning goals (Imansyah, 2021). (4) Critical thinking skills, which can develop critical and analytical thinking skills in dealing with problems and solving academic challenges (Imansyah, 2021). (5) Good interaction skills, namely being able to interact well, both orally and in writing, with teachers and friends (Imansyah, 2021). (6) Aware of the importance of education, meaning understanding the importance of education in achieving personal success and participating in society (Imansyah, 2021).

Aspects of truant behaviour according to Dorothy (Ibrahim, 2015) Truancy behaviour that comes from oneself, for example, low student motivation to learn, absence from school due to illness, low interest in studying. (2) Truancy behaviour that comes from outside the individual. Such as leaving class during class hours, families who do not pay enough attention, students' discomfort when at school.

According to (Handoko, 2013), there are three factors that cause skipping behaviour including: (1) Self or personal factors, which are related to the self-concept that becomes self-belief so that it has a big impact on all the behaviour

shown as well as the decline in motivation or the fading of students' academic interests. (2) Family factors, which include parental care patterns or insufficient parental participation in educating children. (3) School factors, namely schools increase the risk of truancy behaviour in students including inconsistency in policies regarding truancy, lack of interaction between the guardian and the school, unsupportive teachers, and many tasks from school.

Truancy behaviour can have a negative impact on students, both personally and for the surrounding environment. The negative impacts that can occur include: (1) Missing lessons and falling behind classmates, which can result in reduced grades and not being promoted (Zakiyah, Humaedi, & Santoso, 2017). (2) Decreased interest in learning and academic achievement (Setiawati, 2020). (3) Potentially wrong in socialising so that it can lead to juvenile delinquency (Setiawati, 2020). (4) Difficulty in achieving a bright future (Setiawati, 2020). (5) Can affect overall school success (Setiawati, 2020).

Born in 1904 in the city of Pennsylvania, Burrhus Frederic Skinner is a psychologist in the field of behaviourism. BF Skinner is the originator of behaviourism who does not accept previously existing personality theories. According to him, psychology does not have enough factual data to create a personality theory that covers various things. Skinner is based on three assumptions of the scientific approach, of which the first and second are general psychological assumptions. (1) Behaviour is created as a follower of certain laws (behaviour is lawful). (2) Behaviour can be predicted and (3) Behaviour can be controlled.

Skinner not only wanted to know the process of behaviour but he also wanted to manipulate it. Skinner's assumption is that behaviour is the result of certain antiseden conditions while in the opinion of the traditional view behaviour is the result of spontaneous internal changes (Alwisol, 2012). The core of Skinner's idea is that every human being moves because he gets stimuli from his environment. This system is named 'How to work that determines' or Operant Conditioning. According to him, an effective way to control and change behaviour is by giving reinforcement.

There are two strategies that can be applied, namely Classical Conditioning and Operant Conditioning. (1) Classical Conditioning, some terms in classical conditioning include: (a) Unconditioned Stimulus (Unconditioned Stimulus) is a stimulus that produces a response without being learnt first. (b) Unconditioned Response (Unconditioned Response) is a reaction that is not learnt in advance. (c) Conditioned stimulus is a stimulus that was previously neutral, eventually causing a controlled response after being paired with an unconditioned stimulus. (d) Conditioned Response is a learned response to a conditioned stimulus that occurs after pairing a conditioned stimulus (CS) - unconditioned stimulus (US).

(2) Reinforcement, which is a consequence to increase the emergence/repetition of behaviour. Positive reinforcement aims to create a

pleasant stimulus so that the behaviour continues to appear. Negative reinforcement aims to eliminate unpleasant stimuli so that behaviour continues to appear. There are two types of reinforcer, primary and secondary. Primary reinforcers are innately satisfying and do not require a learning process to get their pleasant effects. Secondary reinforcers are reinforcers that gain positive value through experience and are learnt or conditioned (Alwisol, 2012). Skinner conducted an experiment using rats in a box. The way it works is that after the rat explores the box, when the rat is hungry it will press the lever and bring up food. The rat learns: When pressing the lever, food will be available (positive consequence). Several schedules of reinforcement (Alwisol, 2012).

(a) Continuous reinforcement is given each time the desired behaviour occurs. (b) Fixed interval (fixed interval) giving with regular intervals, for example: every 5 minutes. (c) Variable intervals are irregular in time but the amount is the same. (d) Fixed ratio given after the umpteenth occurrence of the desired behaviour. (e) Variable ratio is given randomly. (3) Punishment, a consequence to decrease the likelihood of the behaviour occurring/not being repeated. Positive punishment aims to bring up an unpleasant stimulus so that the behaviour does not appear/repeat. Negative punishment aims to eliminate a pleasant stimulus so that the behaviour does not reappear/repeat (Alwisol, 2012).

Behavioural counselling is one of the most widely applied counselling theories. Behavioural counselling is an adaptation of the behaviouristic school of psychology, which asserts its focus on observable behaviour. The purpose of behavioural counselling is to minimise and even overcome students' truant behaviour. Behavioural counselling also aims to change wrong behaviour into good (Ahmad, 2019). While positive reinforcement techniques are effective to help minimise students' truant behaviour (Indayani, Sedanayasa, & Ni, 2014).

There are various approaches that can be used as options or choices to collaborate with behaviour theory. As found in research in 2022 by Nur Alfiah, Maskhur, Muhammad Rifa'i Subhi and Moh. Muslih entitled Group Guidance Using Rational Emotive Behaviour Therapy Approach To Reduce Verbal Bullying or Group Guidance With Approach A study was conducted to test the effectiveness of group guidance through the Rational Emotive Behaviour Therapy (REBT) approach to minimise verbal bullying. The results of the study stated that one of the causes of verbal bullying is the lack of individual skills in solving problems. Verbal bullying in adolescents takes the form of name-calling, slander, reproach, exclusion, cruel criticism, gossip, humiliation, and so on. In this study, 16 students of MAN 2 Pekalongan City were involved and used the experimental design of One-Group Pretest-Posttest Design. Data were collected using verbal bullying behaviour scale, interview, questionnaire, and observation. The results of data analysis show that group guidance using the REBT approach can reduce the level of verbal bullying in



students, so that the group guidance model can be used to increase students' positive behaviour. (Alfiah, Maskhur, Subhi, & Muslih, 2022).

To ensure the truth about Islamic counseling guidance (behaviour theory) to deal with truancy, the author conducted an interview with Mr Fikri Suhardi as the counseling teacher at Darul Hikam Junior High School. The causes of truancy come from internal and external factors, such as lessons that are not liked or disliked, family, and how to vent a form of protest. The impact of skipping class is failing in learning, disrupting the learning process of classmates, and can lead to more delinquency. To prevent truancy, Pak Fikri creates a fun learning atmosphere such as interspersed with games, providing counselling on the importance of student attendance in the implementation of learning. In one of the classes he taught, there were 3 children out of 30 who sometimes skipped class. After being traced, the 3 children skipped class during certain learning hours that they did not like. In line with the research above, Pak Fikri provides group guidance and individual counselling applying behaviour theory to deal with truanting behaviour coupled with other theories such as humanistic, CBT and REBT to be more effective. After providing group guidance and individual counselling for several meetings, the three children began to leave their habit of skipping class.

The results of this study show two main categories of factors that contribute to truancy behavior in students, namely internal and external factors. Internal factors include low interest in learning, lack of motivation, and dislike of certain subjects. External factors involve the influence of the social environment, such as lack of attention from family, peer pressure, and an unsupportive learning atmosphere. These factors highlight the need for comprehensive interventions that address both personal and environmental aspects to effectively reduce truancy.

To address this issue, counseling teachers at SMP Darul Hikam apply the principles of behaviorism, specifically positive reinforcement. This strategy involves rewarding disciplined students and those who attend all classes, as well as modifying the classroom atmosphere by incorporating interactive educational games to increase interest in learning. In group guidance, students are introduced to the importance of discipline in education and the long-term consequences of truancy. Individual counseling allows counselors to address specific personal issues, such as difficulties with certain subjects or other challenges, offering tailored solutions.

The research also highlights the integration of behaviorism-based strategies with Islamic counseling principles. Truancy was further analyzed in the context of students' spiritual awareness, which was found to be weak. Islamic counseling emphasizes the importance of education as an act of worship, which is rooted in teachings such as the hadith "Seeking knowledge is obligatory for every Muslim" (HR Ibn Majah). By aligning behaviorism techniques with Islamic values, such as patience, gratitude, and respect for parents and teachers, this intervention not only

addresses the external symptoms of truancy but also addresses the deeper spiritual causes.

The findings show that the combination of positive reinforcement and Islamic values significantly impacted student behavior. The students started attending classes more regularly and actively participating in the learning process. They also reported that they felt more motivated as they understood that learning is not only for worldly success but also for eternal rewards. Relationships with peers and teachers also improved as a result of the emphasis on Islamic values such as *ukhuwah* (brotherhood) and mutual respect, fostering a more harmonious school environment.

Overall, this study illustrates that Islamic counseling techniques, integrated with behaviorism theory, can effectively address truancy. Specific steps included providing positive reinforcement, such as praise combined with prayer, linking attendance to the teachings of the Qur'an and hadith, and engaging students in group activities that instill spiritual values. This holistic approach not only helps students improve their attendance but also strengthens their awareness of education as an act of worship and a fundamental responsibility of a Muslim.

## Conclusion

This study found that truant behavior in students is caused by internal factors, such as low interest in learning and lack of motivation, as well as external factors, such as lack of family attention and peer influence. To overcome this problem, counseling teachers at Darul Hikam Junior High School apply Burrhus Frederic Skinner's behaviorism theory through positive reinforcement. This strategy involves rewarding students for full attendance and creating a fun learning atmosphere with educational games. Group guidance and individual counseling are also applied to instill the importance of discipline and address students' personal challenges. The integration of behaviorism theory with Islamic counseling values proved effective. Values such as patience, gratitude, and respect for teachers are emphasized as part of education that is considered as worship. Students not only improve attendance, but are also motivated as they realize that learning is a religious obligation that brings rewards. This approach creates a more harmonious relationship between students, teachers and peers, thus strengthening spiritual awareness and a better learning environment. According to the BK teacher, the provision of the above counselling will be more effective coupled with other theories such as humanistic, CBT and REBT.

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