



The Influence of Peer Relationships on School Truancy Behavior at MTsN 2 Aceh Besar

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ABSTRACT

This study aims to determine the influence of peer relationships on truancy behavior of students at MTsN 2 Aceh Besar. The background of the study is based on the phenomenon of increasing truancy behavior which is strongly suspected to be influenced by the social environment, especially peers. This quantitative study uses a descriptive correlational method. The population in the study were all students in grades VIII-4 totaling 33 students and were used as samples through total sampling techniques. Data were collected using a questionnaire that had been tested for validity and reliability. The results of data analysis showed that there was a positive and significant relationship between peer relationships and truancy behavior with a Pearson correlation coefficient value of 0.484 (Sig. = 0.004) and a Spearman correlation test of 0.397 (Sig. = 0.022). The average score of peer relationships after being given classical services was 52.94, while the average score of truancy behavior was 56.76. These results indicate that the higher the influence of peer relationships, the higher the tendency of students to skip school. This shows that peer groups have a significant role in shaping student behavior, both positive and negative. This study also shows that classical guidance services can contribute to improving student social patterns, which has an impact on reducing the tendency to skip school. Therefore, the involvement of BK teachers in providing appropriate services is very necessary to help students form healthy relationships and support their learning process at school.

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INTRODUCTION

Peer interaction is an important aspect of a child's social life. However, not all peer influences are positive. Many cases of deviant behavior such as skipping school, smoking, and brawling, start from negative peer pressure (Ruwanda, 2023). The phenomenon of juvenile delinquency such as truancy often occurs due to encouragement from peer groups who do not support positive values. Based on national news, cases of truancy have increased in

various regions, which are often influenced by factors in the child's social environment (Desiani, 2020).

Truancy is a deviant behavior that can have a negative impact on students' academic achievement and character development. According to (Himmawan et al., 2023), truancy is the absence of students during class hours or when school is in session without a clear reason, even without notifying the school. Truancy behavior affects student learning performance, such as decreased understanding of the material, falling behind on assignments, and low academic grades (Fahmi Ilyas Karo Karo, 2018). This phenomenon is a serious concern in the world of education because it can disrupt the learning process and reduce the overall quality of education.

One of the factors that influence truancy behavior is peer influence. Peers are individuals who have relatively the same age, social status, or educational background and can influence each other in behavior and decision making (Dhari et al., 2022). Negative interactions with peers can encourage students to commit deviant acts such as skipping school (Novarita, 2014) (Mahesha et al., 2024).

Previous studies have shown a close relationship between peer influence and deviant behavior in students. Interaction with peers who have negative values can encourage students to engage in deviant behavior, including skipping school. Conversely, the presence of a positive peer group can help students avoid deviant behavior. Research by (Gradiana Guru et al., 2024) at STAIN IAIN Palopo found that interaction with peers can be in the form of suggestions or emotional feelings that can cause deviant behavior in students. Deviant behavior that arises from socializing with peers such as imitating (imitation) which is done in the peer environment. The results of this study confirm that peer influence has an important role in shaping student behavior, both positively and negatively. Therefore, it is important for schools and parents to pay attention to students' social environment in order to minimize deviant behavior such as skipping school.

At MTsN 2 Aceh Besar, the phenomenon of truancy is also a common problem. Based on data obtained from the school, several students are often absent without clear explanation. Added to this is the lack of student motivation in learning, resulting in decreased grades or academic achievement. This raises concerns not only for the school, but also for parents and the community. Peer factors are suspected to be one of the main causes of truancy behavior among students. Based on initial observations by researchers together with guidance and counseling teachers. Students who truant are generally

influenced by friends and group environments such as following friends to truant and the influence of following the norms of a group.

Considering the importance of understanding peer influence on student behavior, this study aims to analyze how peer interaction influences truancy behavior of students at MTsN 2 Aceh Besar. This study is expected to contribute to schools, parents, and the community in designing effective strategies to prevent truancy behavior.

RESEARCH METHODS

This research is a quantitative research with a descriptive correlational approach (Arikunto, 2019). This study aims to determine the relationship between peer relationships (variable X) and truancy behavior (variable Y) in class VIII students at MTsN 2 Aceh Besar. Different from ordinary correlational research, in this study the researcher also provided classical guidance and counseling services which aimed to provide students with an understanding of the negative impacts of unhealthy relationships and the importance of maintaining school discipline (Wintolo, 2019).

This classical service was provided before the questionnaire was distributed, as part of an effort to increase students' awareness of truancy behavior and the influence of their peer environment. After the service was provided, a questionnaire was distributed to measure the level of peer interaction and truancy behavior. The data obtained were then analyzed using the Pearson Product Moment and Spearman Rank correlation tests to determine the direction and strength of the relationship between variables. The descriptive correlation method was used to describe the pattern of relationships between these variables and to determine the extent to which peer interaction influences the frequency of truancy.

Pearson Product Moment Formula :

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Information:

r = Pearson Correlation Coefficient

n = Number of Data Pairs

X = Score of Variable X

Y = Score of Variable Y

$\sum XY$ = Sum of the results of the multiplication between X and Y

$\sum X, \sum Y$ = Sum of each Score

$\sum X^2, \sum Y^2$ = Sum of Squares of Each Score

Spearman Rank Correlation Formula

$$\rho = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Information:

ρ = Spearman Correlation Coefficient

d = Difference Between Data Ranks of Variables X and Y

$$(d = R_x - R_y)$$

$\sum d^2$ = Sum of squares of the difference in ranks

n = Number of Data Pairs (number of respondents)

In this study, the population in this study were all students of class VIII-4 MTsN 2 Aceh Besar. The selection of this class was based on considerations from the BK teacher and the results of initial observations that showed problems relevant to the research topic. Thus, the sample in this study amounted to 33 students.

RESULT AND DISCUSSION

This study aims to determine the relationship between peer relationships and truancy behavior in grade VIII students at MTsN 2 Aceh Besar. Data were collected through distributing questionnaires to 33 respondents who had been selected as samples. The questionnaire consisted of two parts, namely to measure peer relationships and truancy behavior.

After the classical guidance service was implemented, re-measurement was conducted on two research variables, namely peer relationships and truancy behavior. This measurement aims to determine the changes that occur after the provision of classical services. Based on the results of descriptive analysis, the average score on the peer interaction variable after classical services was 52.94. This shows that in general, interactions between students become more positive after participating in classical guidance services. Students tend to show more supportive, cooperative attitudes, and are able to build healthy social relationships with their peers.

Meanwhile, the average score on the truancy behavior variable after being given the service was 56.76. This value reflects the fact that there is still a tendency for students to skip school, although it is necessary to look more deeply into whether this figure shows an increase or decrease compared to before the service. Therefore, further evaluation of the effectiveness of classical guidance services is still needed.

Next, a correlation analysis was conducted between the two variables using the Pearson Product Moment and Spearman Rank tests. The results of the Pearson test showed a correlation coefficient value of 0.484 with a significance

of 0.004, while the Spearman test produced a correlation coefficient of 0.397 with a significance of 0.022. Both of these results indicate that there is a positive and significant relationship between peer influence and truancy behavior. This means that the greater the influence of peers on students, the higher their tendency to skip school.

Table 1.
Pearson Product Moment Test

Correlations			
		Pengaruh_Te man_Sebaya _X	Bolos_Sekola h_Y
Pengaruh_Teman_Sebaya_X	Pearson Correlation	1	.484**
	Sig. (2-tailed)		.004
	N	33	33
Bolos_Sekolah_Y	Pearson Correlation	.484**	1
	Sig. (2-tailed)	.004	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of data analysis using the Pearson correlation test, a correlation coefficient value of 0.484 was obtained with a significance value (p-value) of 0.004. This indicates that there is a positive and significant relationship between the peer influence variable and truancy behavior. The coefficient value of 0.484 is included in the moderate relationship category, which means that the greater the peer influence, the greater the tendency of students to skip school. The significance of $0.004 < 0.01$ indicates that this relationship is statistically significant at a 99% confidence level, so it can be concluded that peer influence is one of the factors that contributes to truancy behavior in students.

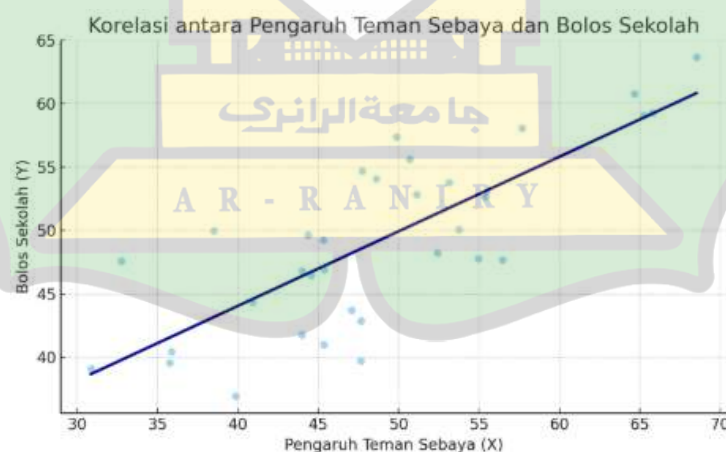


Figure 1.
Pearson Peer Influence Graph

The scatter-plot graph shown illustrates the relationship between the peer influence variables (X-axis) and truancy (Y-axis). The points on the graph

represent individual data from each student, while the blue line that crosses the graph is a linear regression line that shows the direction and pattern of the relationship between the variables. It can be seen that the data points tend to follow an upward direction from left to right, indicating a positive relationship between the two variables. Although there is quite a varied distribution of data, the direction of the regression line shows that the higher the peer influence score, the higher the level of truancy. This strengthens the previous Pearson correlation results and visually illustrates the existence of a fairly strong and consistent relationship between the two variables studied.

Table 2.
Spearman Rank Test
Correlations

		Pengaruh_Te man_Sebaya _X	Bolos_Sekola h_Y
Spearman's rho	Pengaruh_Teman_Sebaya a_X	Correlation Coefficient	1.000
		Sig. (2-tailed)	.022
		N	33
	Bolos_Sekolah_Y	Correlation Coefficient	.397*
		Sig. (2-tailed)	.022
		N	33

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the results of data analysis using the Spearman's rho correlation test, a correlation coefficient value of 0.397 was obtained with a significance value (Sig. 2-tailed) of 0.022. This coefficient value indicates that there is a positive and significant relationship between peer influence and truancy behavior in students. This means that the higher the influence given by peers, the greater the tendency of students to skip school. Although the strength of the relationship is included in the low to moderate category, the relationship is still statistically significant because the significance value is less than 0.05. Thus, these results indicate that peers are one of the factors that play a role in truancy behavior, and need to be considered in the development and supervision of student behavior in the school environment.

(Miller et al., 1966) also emphasizes the concept of vicarious reinforcement and reciprocal determinism, where student behavior is influenced by the social environment (friends), personal conditions, and observed experiences. In the context of peer relationships, students tend to imitate the behavior of friends who are considered important or influential, both positive and negative. If a student sees his friend being appreciated for studying hard, he might imitate him. Conversely, if his friend often skips school but is still accepted in the group, then the behavior of skipping school can be imitated. Therefore, peer

relationships have an important role in shaping students' attitudes and habits in the school environment (et al., 2020).

According to (Rotter et al., 1964) and (Hardiyanto et al., 2018) Skipping school behavior can occur because students learn through observing peers who often skip school. If students see their friends skipping school without getting punished or are considered cool by their group, then they can be encouraged to imitate the behavior. This is known in Bandura's theory as observational learning and modeling.

Bandura also emphasized the importance of reinforcement from the environment to strengthen positive behavioral changes (Komariah & Adilansyah, 2020). In his conceptual update, Bandura highlighted that effective learning in classical services must be based on active student experience, not just one-way lectures. Students need to be involved in discussions, role-playing, case studies, and group reflections to maximize social modeling and the formation of adaptive behavior (Dinda Putri Amelia et al., 2023).

Based on the results of the analysis, there is a positive and significant relationship between peer influence and truancy behavior. The Pearson Product Moment test shows a correlation coefficient value of 0.484 with a significance of 0.004, while the Spearman Rank test produces a coefficient of 0.397 with a significance of 0.022. This indicates that the greater the influence of peers, the higher the tendency of students to skip school.

These results show that unhealthy peer relationships can actually trigger deviant behavior such as skipping school. In other words, it is not only social interaction that is important, but the quality of that interaction that determines its impact on student discipline.

After being given classical guidance services, the average peer socialization score increased to 52.94, indicating a positive increase in social relationships between students. On the other hand, the average truancy behavior score was at 56.76, which is still quite high, and requires follow-up to see the long-term effectiveness of the services provided.

Although it cannot be concluded that there is a decrease in truancy behavior from this data alone, this finding still shows that classical guidance services can improve students' social patterns. Several indicators such as communication, cooperation, honesty between friends, reminding each other, and supportive attitudes show improvements, as reflected by the more focused answers of students in the positive category.

Thus, classical guidance services can be one of the preventive and curative strategies in dealing with truancy behavior, especially with the approach of strengthening social relations and the influence of the friendship environment.

These results can be the basis for BK teachers in compiling more focused and effective follow-up programs in fostering student discipline.

CONCLUSION

Positive and significant relationship between peer interaction and truancy behavior in grade VIII students at MTsN 2 Aceh Besar. The results of the Pearson correlation analysis showed a coefficient value of 0.484 with a significance of 0.004, while the Spearman test produced a coefficient of 0.397 with a significance of 0.022. This means that the greater the influence of peers, the higher the tendency of students to skip school. This study also shows that classical guidance services can contribute to improving students' social patterns. The average score of peer interaction after the service reached 52.94, indicating healthier and more supportive social interactions. Meanwhile, although the average score of truancy behavior was still at 56.76, these results indicate the need for further evaluation of the effectiveness of services in the long term. The results of the analysis showed that the Pearson correlation coefficient value was 0.484 with a significance of 0.004, and the Spearman correlation value was 0.397 with a significance of 0.022. Both results show a positive and significant relationship, meaning that the greater the influence of peers, the higher the tendency of students to skip school. In other words, low or negative quality of peer relationships can encourage deviant behavior such as truancy. The initial step in implementing the research is to provide classical guidance services that focus on increasing students' understanding of the importance of positive relationships, how to choose friends who support learning activities, and the negative impacts of bad relationships on discipline. This service is provided in a structured manner in interactive and reflective class meetings. After the service was provided, measurements were carried out through a questionnaire which showed that there was an increase in peer relationships scores and the description of truancy behavior was still quite high. This shows that classical guidance services can contribute to forming more positive peer relationships, although further strengthening and guidance are still needed to suppress truancy behavior. Thus, it can be concluded that peers have a significant influence on truancy behavior, and that classical guidance services are an effective approach to addressing this problem. The results of this study are an important basis for BK teachers in preparing preventive and curative service programs to improve student discipline and attendance at school.

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