

The Role of Teachers and Parents in Addressing Students' Habitual Tardiness at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City

 <https://doi.org/10.31004/jele.v11i3.2826>

*Moch Nur Soleh, Wiewiek Puji Astuti, Darsinah, Wafrotul Rohmah^{abcd} 

¹²Master of Educational Administration, Graduate School, Universitas Muhammadiyah Surakarta, Indonesia

³⁴Lecturer of Master of Educational Administration, Universitas Muhammadiyah Surakarta, Indonesia

Corresponding Author: Q100250032@ums.ac.id

ABSTRACT

Student tardiness remains a persistent issue in elementary education, negatively affecting learning effectiveness, academic achievement, and character development. This study aimed to examine the roles of teachers and parents in addressing habitual tardiness among students at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City. A qualitative descriptive approach was employed, involving the principal, classroom teachers, subject teachers, parents, and students selected through purposive sampling. Data were collected through observations, interviews, and documentation and analyzed using the interactive model of Miles, Huberman, and Saldaña. The credibility of the findings was ensured through source and method triangulation. The results revealed that student tardiness was influenced by internal factors, including poor time management, low self-discipline, weak learning motivation, and unhealthy sleeping habits, as well as external factors such as inadequate parental supervision, transportation constraints, and family routines. Teachers addressed these issues through discipline reinforcement, counseling, educational guidance, and positive reinforcement, while parents supported punctuality by establishing consistent daily routines and monitoring school preparation. Effective collaboration between teachers and parents through regular communication significantly improved student punctuality, highlighting the importance of school-family partnerships in fostering discipline and character development.

Keywords: *Student Tardiness, Teacher Role, Parental Involvement, Student Discipline*

Article History:

Received 06th June 2026

Accepted 27th June 2026

Published 28th June 2026



INTRODUCTION

Student discipline remains one of the fundamental concerns in elementary education because it significantly affects learning effectiveness and character development. Discipline is reflected through students' compliance with school regulations, including punctual attendance. Punctuality not only demonstrates responsibility but also reflects students' readiness to engage in learning activities. Therefore, habitual tardiness among students is considered an important educational issue that requires serious attention from both schools and families. Recent studies indicate that student tardiness continues to be a common phenomenon in primary education. Frequent lateness has been associated with lower academic achievement, decreased classroom participation, reduced learning motivation, and poor behavioral outcomes (Kearney, 2022). Students who arrive late often miss important learning instructions delivered during the beginning of lessons. Consequently, they experience difficulties in understanding learning materials and maintaining academic performance.

From a character education perspective, punctuality is closely related to the development of responsibility, self-regulation, and self-discipline. According to Lickona (2019), schools play a critical role in developing students' moral character through consistent

reinforcement of positive values and behaviors. Teachers are therefore expected to serve as role models and facilitators who cultivate discipline through guidance, supervision, and educational interventions.

The ecological systems theory proposed by Bronfenbrenner (2020) explains that children's behavior is influenced by multiple environmental systems, particularly the family and school environments. In this framework, student tardiness cannot be understood solely as an individual problem. Instead, it results from interactions between personal habits, family conditions, parental supervision, school policies, and social environments.

Parental involvement has been widely recognized as a crucial factor in students' educational success. Epstein (2018) argues that effective family-school partnerships contribute positively to students' academic achievement, behavior, and attendance. Parents influence children's daily routines by regulating bedtime schedules, monitoring morning activities, and ensuring timely departure to school. Therefore, inadequate parental involvement may contribute to recurring tardiness problems.

Several previous studies have investigated school discipline and attendance. Turnip et al. (2022) found that supportive school environments positively influence students' character development and disciplinary behavior. Hikmawati et al. (2022) reported that teacher guidance and school culture significantly affect students' compliance with school regulations. Similarly, Ningsih (2023) emphasized that character education programs in elementary schools contribute to improved discipline and responsibility among students.

Although previous studies have examined discipline and character education, limited research specifically investigates the collaborative roles of teachers and parents in addressing habitual tardiness among elementary school students. Most studies focus on school-based interventions or parental involvement separately. Therefore, there remains a gap in understanding how teacher-parent collaboration functions as an integrated strategy to reduce student tardiness.

SD Muhammadiyah 01 Kandang Panjang is an Islamic elementary school that integrates academic learning and character education through its institutional vision of developing students who are "Qur'ani, Kind-Hearted, and Achieving Excellence." Despite implementing various disciplinary programs, the school continues to face challenges related to student punctuality. Several students regularly arrive late, potentially disrupting classroom instruction and character development efforts.

Given this situation, investigating the roles of teachers and parents becomes important to identify effective strategies for reducing student tardiness. Understanding these roles may provide valuable insights for schools seeking to strengthen character education and improve student discipline. This study aims to analyze the roles of teachers and parents in addressing habitual tardiness among students at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City.

METHOD

This study employed a qualitative descriptive research design. The research was conducted at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City. Participants included the principal, classroom teachers, subject teachers, parents, and students identified as frequently arriving late to school. Purposive sampling was used to select participants who possessed relevant information regarding student tardiness and disciplinary practices.

Instruments

The primary research instruments were observation guidelines, interview protocols, and documentation sheets. Observations focused on students' attendance behavior and school disciplinary practices. Interviews explored participants' perceptions regarding causes of tardiness and strategies for addressing the problem.

Procedures

Data collection was conducted in three stages. First, observations were carried out to identify patterns of student tardiness. Second, interviews were conducted with teachers, parents, and students to explore underlying causes and interventions. Third, documentation data such as attendance records and disciplinary reports were analyzed to support the findings.

Data Analysis

Data were analyzed using the interactive model proposed by Miles et al. (2020), consisting of data collection, data reduction, data display, and conclusion drawing. Triangulation of sources and methods was employed to ensure data credibility.

FINDINGS AND DISCUSSION**Factors Contributing to Student Tardiness**

The findings revealed that student tardiness resulted from both internal and external factors. Internal factors included poor time management, lack of self-discipline, insufficient motivation to attend school, and unhealthy sleeping habits. Several students reported going to bed late because of excessive use of digital devices and television viewing.

External factors included limited parental supervision, transportation difficulties, family routines, and environmental influences. Some parents admitted that work obligations prevented them from adequately monitoring their children's morning preparation. These findings support Bronfenbrenner's ecological theory, which emphasizes that children's behavior is shaped through interactions between personal and environmental factors (Bahtiyarovna, 2016; Hartati, 2016; Thu, 2009).

Teachers' Role in Overcoming Student Tardiness

Teachers played a central role in promoting punctuality among students. Several strategies were identified. First, teachers consistently reminded students about the importance of discipline and punctuality. Morning assemblies and classroom activities were used as opportunities to reinforce positive behavior. Second, teachers implemented educational disciplinary measures. Rather than using punitive sanctions, students who arrived late were encouraged to reflect on their behavior and commit to improvement.

Third, counseling services were provided for students with repeated tardiness problems. Teachers conducted individual discussions to identify specific causes and develop personalized solutions. Fourth, positive reinforcement was applied through appreciation and rewards for students who demonstrated consistent punctuality. These practices align with character education principles emphasizing guidance, modeling, and positive reinforcement as effective approaches to behavioral development (Jailani & Hamid, 2017; Pangaribuan et al., 2017).

Parents' Role in Addressing Student Tardiness

Parents were found to have substantial influence on students' punctuality. Parents contributed by regulating bedtime schedules, preparing school materials in advance, ensuring students woke up on time, and providing transportation support. Those who maintained consistent morning routines reported fewer incidents of tardiness among their children.

Parents also served as role models for time management. Children whose parents demonstrated punctual behavior tended to develop similar habits. The findings confirm Epstein's theory of parental involvement, which highlights the importance of family engagement in supporting children's educational success (Daulay, 2015; Epstein, 2018).

Teacher-Parent Collaboration

One of the most important findings was the significance of collaboration between teachers and parents. Communication through meetings, phone calls, and messaging applications enabled teachers and parents to monitor student attendance effectively. When both parties shared responsibility for addressing tardiness, students demonstrated noticeable improvements in punctuality. This finding suggests that student discipline cannot be developed solely through school-based interventions. Sustainable behavioral change requires coordinated efforts between schools and families (Daulay et al., 2020; Handika & Fadhilaturrehmi, 2021).

CONCLUSIONS

Student tardiness at SD Muhammadiyah 01 Kandang Panjang is influenced by various internal and external factors, including poor self-discipline, inadequate time management, parental supervision, and environmental conditions. Teachers play significant roles through disciplinary guidance, counseling, motivation, and positive reinforcement. Parents contribute by establishing structured home routines, supervising children's activities, and ensuring punctual school attendance. The study demonstrates that effective collaboration between teachers and parents is the most influential factor in reducing student tardiness. Therefore, continuous communication and cooperative strategies between schools and families are essential for fostering discipline and responsibility among elementary school students.

ACKNOWLEDGEMENTS

The authors would like to express gratitude to the Principal, teachers, parents, and students of SD Muhammadiyah 01 Kandang Panjang, Pekalongan City, for their participation and support during this study.

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