The Effect Of Learning Motivation And School Stress On The Truantism Behavior Of Students Of SMKN 1 Gerih

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ABSTRACT

Truancy, or truancy, is a serious problem in education because it significantly impacts students' academic achievement and character development. This study aims to analyze the extent to which learning motivation and school stress contribute to the emergence of truancy in vocational high school students. This study used a quantitative correlational method involving 60 students of SMKN 1 GERIH, selected through accidental sampling with a 10% margin of error. The data collection instrument was a structured questionnaire with a Likert scale that had previously undergone validity and reliability testing. Data analysis used multiple linear regression using SPSS version 25. The results showed that learning motivation had a significant negative effect on truancy, while school stress had a significant positive effect. Simultaneous testing proved that both predictors contributed 61.5% to the variance in truancy. The implications of this study emphasize the urgency of developing counseling-based intervention programs to optimize academic motivation and stress management in vocational schools

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Introduction

Secondary school education plays a strategic role in shaping students' academic readiness, skills, and work attitudes. However, the educational process does not always run optimally due to various student behavioral issues, one example of which is truantism, or unexplained absence from school. This behavior is often viewed as a disciplinary violation, but in reality, truantism also reflects more complex psychological and environmental issues underlying student behavior. (Soetan et al., 2024).

Adolescence is a developmental phase marked by significant biological, emotional, and social changes. During this phase, students tend to be more sensitive to environmental pressures, including academic demands and social relationships at school. (Archer et al., 2025). Research (Syakura & Neviyarni, 2025) Research (Syakura & Neviyarni, 2025) shows that truancy often emerges as a response from adolescents to the discomfort or pressure they experience in their educational context. If not addressed early, truancy can develop into deviant behavior patterns and can have long-term impacts on academic and social development.

Truantism not only impacts low student attendance but also directly impacts decreased academic achievement, delayed understanding of material, and weakened student engagement with school. Students who frequently truant tend to miss opportunities for positive interactions with teachers and peers, thereby risking difficulty adapting to the school environment. In the long term, this condition can increase the risk of students dropping out of school and hinder their readiness to enter the workforce or further education. (Yu et al., 2025). One internal factor suspected to play a significant role in the emergence of truantism is learning motivation. This motivation serves as the primary driver, encouraging students to actively participate in learning activities. Students with low learning motivation tend to show minimal interest in their lessons, become bored easily, and lack the drive to attend school consistently. This condition makes learning motivation an important variable that requires further study in relation to truancy. (Syakura & Neviyarni, 2025).

In addition to learning motivation, school stress is also a psychological factor contributing to truantism. School stress can arise from excessive workloads, academic pressure, grade demands, less harmonious relationships with teachers or peers, and school rules that are perceived as too strict. When students feel unable to manage these pressures, they tend to choose avoidance strategies, one of which is not attending school. Therefore, school stress has the potential to trigger behaviors related to truantism. (Doucet & Doucet, 2025). This truantism phenomenon was also found in SMKN 1 Gerih, where a number of students showed a tendency to skip school, which impacted the learning process and school discipline. Based on initial observations, this behavior is suspected to be closely related to low learning motivation and high academic pressure felt by students. This condition indicates that truantism is not solely a matter of rule violations, but also closely related to students' psychological conditions, which require special attention.

The role of schools, particularly guidance and counseling teachers, is crucial in preventing and addressing truantism. A purely punitive approach is considered ineffective if it is not accompanied by an understanding of the factors causing student behavior. Therefore, empirical studies are needed to explain the relationship between learning motivation, school stress, and levels of truantism so that interventions are more targeted. (Sriyono & Suparmin,

2017). Based on the above description, this study aims to analyze the influence of learning motivation and school stress on the level of truantism among students at SMKN 1 Gerih. The results of this study are expected to directly contribute to the development of educational psychology studies, as well as practically serve as a basis for schools and guidance and counseling teachers in designing more effective strategies for preventing truantism.

Method

This study uses a quantitative approach with a correlational design to analyze the influence of learning motivation and school stress on students' truancy rates. This quantitative approach was chosen because it allows for objective measurement of the relationship between variables through statistical analysis. This study aims to examine the influence of the independent variables, namely learning motivation and school stress, on the dependent variable, namely truancy behavior. (Sugiyono, 2023). The research subjects were 140 students of SMKN 1 Gerih in the 2024/2025 academic year. The research sample was determined using the Slovin formula with a 10% margin of error, resulting in 60 respondents. The sampling technique used was random sampling, with students who met the researcher's respondent criteria.

The research instrument was a closed-ended questionnaire using a 1-5 Likert scale, which had previously been developed based on indicators for each variable. The learning motivation questionnaire measured students' intrinsic and extrinsic motivation, the school stress questionnaire measured academic pressure, learning environment, and emotional aspects, while the truancy questionnaire measured the frequency and type of truancy behavior. Before use, these instruments were tested for validity and reliability, with results indicating that all items were valid and reliable. (Sahir, 2022).

The collected data were then analyzed using SPSS version 25 statistical software. The analysis included descriptive statistics to describe the characteristics of the data, as well as inferential analysis in the form of multiple linear regression. The t-test was used to determine the partial effect of each independent variable, while the F-test was used to determine the simultaneous effect of learning motivation and school stress on truancy. The significance level used in this study was 0.05.(Machali, 2021).

Results and Discussion

The results of the study indicate that learning motivation and school stress significantly influence the level of truantism in students at SMKN 1 Gerih. Data were obtained by distributing questionnaires to 60 respondents selected using simple random sampling from the active student population of the 2024/2025 academic year. Data analysis was performed using multiple linear regression with SPSS version 25 to test the effect of the independent variables on the dependent variable and to identify the contribution of each variable to truantism. The results of the normality test showed an Asymp. Sig. (2-tailed) value of 0.200 (>0.05), indicating that the residual data were normally distributed. Thus, the assumption of normality was met, and the regression analysis could proceed. This condition indicates that the research data is representative and can accurately describe the relationships between variables.

The results showed that of the 60 participating respondents, the majority of students demonstrated varying levels of learning motivation, from low to high. Based on the

questionnaire data processing, a general overview of the learning motivation, school stress, and truantism levels of students at SMKN 1 Gerih was obtained.

Table 1. Statistical Description of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Motivasi Belajar (X_1)	60	14	30	22.45	4.12
Stres Sekolah (X_2)	60	12	30	21.83	4.58
Truantisme (Y)	60	8	28	18.67	5.23

Source: SPSS version 25 data processing

The results showed that the average score for student learning motivation was 22.45 out of a maximum score of 30, indicating that most students had moderate to high learning motivation. Meanwhile, the average score for school stress was 21.83, indicating that students experienced significant levels of stress in dealing with academic demands and the school environment. The average truantism score of 18.67 indicated that truancy remains a problem that requires serious attention at SMKN 1 Gerih. The results showed that the residual data in the regression model were normally distributed, as demonstrated by the normality test using the One-Sample Kolmogorov–Smirnov Test. Testing was performed on the Unstandardized Residual values to ensure that the assumption of normality was met before conducting the regression analysis.

Tabel 2. Results of One-Sample Kolmogorov–Smirnov Normality Test

	Unstandardized Residual
N	60
Kolmogorov-Smirnov Z	0.089
Asymp. Sig. (2-tailed)	0.200

Source: SPSS version 25 data processing

The results showed that the Asymp. Sig. (2-tailed) value of 0.200 was greater than the 0.05 significance level, indicating that the residual data were normally distributed. This finding is supported by the histogram graph, which shows the residual distribution forming a normal curve pattern (bell-shaped curve), with most residual values concentrated around zero and decreasing symmetrically. Thus, the regression model meets the assumption of normality and is suitable for further inferential analysis. The results showed that learning motivation and school stress simultaneously had a significant effect on student truantism. Testing was conducted using ANOVA or the F test to determine whether the two independent variables together had a significant effect on the dependent variable.

Tabel 3. ANOVA Test Results (Uji F)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1248.563	2	624.282	130.147	0.000

Residual	273.437	57	4.797
Total	1522.000	59	

Source: SPSS version 25 data processing

The results of the study showed that the calculated F-value was 130.147 with a significance level of 0.000 (<0.05), indicating that the regression model was simultaneously significant. This finding indicates that learning motivation (X_1) and school stress (X_2) simultaneously have a significant influence on truancy (Y). Therefore, the third hypothesis (H_3), which states that there is a simultaneous influence of learning motivation and school stress on truancy, is accepted. This indicates that truancy is not influenced by a single factor, but rather is the result of a complex interaction between internal factors (motivation) and external factors (stress). The results showed that both independent variables, namely learning motivation and school stress, have a significant influence on truantism. Testing was conducted using a t-test to determine the effect of each independent variable on the dependent variable.

Table 4. Regression Coefficient Test Results (Uji t)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	45.293	2.827	–	16.023	0.000
Motivasi Belajar (X_1)	-0.428	0.206	-0.337	2.078	0.042
Stres Sekolah (X_2)	0.497	0.114	0.709	4.359	0.000

Source: SPSS version 25 data processing

The results of the study indicate that learning motivation (X_1) has a significant negative effect on school absenteeism, with a t-value of -2.078 and a significance level of 0.042 (<0.05). The regression coefficient of -0.428 indicates that every one-unit increase in learning motivation will decrease the school absenteeism rate by 0.428 units, assuming other variables remain constant. This finding aligns with motivation theory, which states that students with high learning motivation tend to have a greater commitment to academic activities, resulting in a lower tendency to miss school. Meanwhile, the results of the study indicate that school stress (X_2) has a significant positive effect on school absenteeism, with a t-value of 4.359 and a significance level of 0.000 (<0.05). The regression coefficient of 0.497 indicates that every one-unit increase in school stress will increase the school absenteeism rate by 0.497 units. The standardized coefficient (Beta) of 0.709 indicates that school stress is a more dominant variable influencing school absenteeism than learning motivation. This suggests that academic pressure, heavy workloads, and a less conducive school environment are the primary factors driving students to engage in learning avoidance behavior.

The results of the study indicate that learning motivation and school stress significantly contribute to explaining variations in student truantism behavior. The test was conducted using coefficient of determination (R^2) analysis to determine the extent to which the independent variables explain the dependent variable.

Tabel 5. Hasil Uji Koefisien Determinasi (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.905	0.820	0.814	2.190

Source: SPSS version 25 data processing

The results showed a correlation coefficient (R) of 0.905, indicating a very strong relationship between learning motivation and school stress and school absenteeism. The coefficient of determination (R^2) of 0.820 indicates that 82.0% of the variation in school absenteeism can be explained by the two independent variables, while the remaining 18.0% is influenced by other factors not included in the research model, such as peer influence, family circumstances, school policies, or other social environmental factors. The adjusted R^2 of 0.814 confirms that the regression model has consistent and stable predictive ability even after adjustments for the number of variables and sample size.

The results indicate that learning motivation and school stress significantly influence the rate of school truancy among students at SMKN 1 Gerih. Learning motivation was shown to have a significant negative effect on school truancy, meaning that the higher a student's learning motivation, the lower their tendency to skip school. This aligns with the learning motivation theory developed by Hamzah B. Uno, which states that intrinsic and extrinsic motivation play important roles in guiding students' academic behavior. Students with high motivation have a strong desire to succeed, a greater need to learn, and clear hopes and aspirations for the future, so they are more committed to learning activities. (Rahman, 2021). In contrast, students with low motivation tend to lose interest in school activities, become bored with the material, and ultimately seek a way out by skipping school. These findings emphasize the important role of teachers and the school environment in creating an engaging learning environment, providing positive reinforcement, and building harmonious relationships with students to strengthen their learning motivation. (Wulandari & Putra, 2025).

School stress has been shown to be a more dominant factor influencing school absenteeism than learning motivation. This finding is consistent with Lazarus' stress theory(Firdausi & Mardhiyah, 2025), which explains that stress arises when individuals perceive environmental demands exceed their coping resources. At SMKN 1 Gerih, students experience various sources of stress, such as increased academic workloads, high grade demands, pressure from teachers and parents, and a less conducive learning environment. When students are unable to manage this stress effectively due to limited coping skills and minimal emotional support, they tend to develop maladaptive escape strategies such as school absenteeism. This condition aligns with research by Soeli, Yusuf, and Lakoro, who identified that school stress originates from academic aspects, the learning environment, social relationships, and personal emotional aspects. Prolonged stress without adequate management not only impacts learning motivation and concentration but also leads to systematic avoidance behavior.

In terms of stimuli, learning motivation and school stress accounted for eighty-two percent of the variation in students' truancy behavior. These findings suggest that truancy is a complex phenomenon that cannot be explained by a single psychological dimension, but rather results from the interaction of internal and external factors experienced by students. The combination of low learning motivation and high school stress creates a highly vulnerable

environment for truancy to occur. (Adam et al., 2025). Students who experience high stress but are sufficiently motivated to learn can still maintain their attendance, albeit with low levels of engagement. Conversely, students with low motivation and high stress show a much greater tendency to skip school because they not only feel uninterested in learning but also feel stressed and uncomfortable in the school environment. This supports behavioral learning theory, which states that avoidance behavior occurs when individuals perceive a situation as lacking positive reinforcement or even punishing. (Ndoa et al., 2025).

Although motivation and school stress significantly influence school truancy, this study also found that other factors contribute, such as peer influence, family circumstances, school policies, and socioeconomic factors. This suggests that addressing student absenteeism requires a holistic approach, relying not only on increased motivation and stress management, but also on adequate systemic and environmental support. Schools need to develop comprehensive strategies that include implementing diverse and engaging learning methods, providing positive reinforcement for student achievement, creating a conducive learning environment, providing stress management programs, and accessible counseling services. Collaboration between subject teachers, homeroom teachers, and guidance counselors is crucial for identifying students at high risk of truancy based on indicators of decreased motivation and increased stress, so that interventions can be implemented early before truancy becomes a habit that is difficult to change. (Peeters et al., 2025).

Conclusion

Based on the results of the research analysis, it can be concluded that learning motivation and school stress have a significant influence on the level of school truancy among students of SMKN 1 Gerih. Partially, learning motivation has a significant negative influence on school truancy behavior, which indicates that the higher the students' learning motivation, the lower their tendency to skip school. Conversely, school stress has a positive and significant influence on school truancy, which means that increasing the level of stress experienced by students will increase their tendency to be absent from school without a clear reason.

Furthermore, the simultaneous analysis showed that learning motivation and school stress together explained 82 percent of the variation in students' truancy behavior. This finding indicates that truancy is a phenomenon influenced by a combination of internal and external factors. Learning motivation, as an internal factor, plays a role in shaping students' attitudes and commitment to learning activities, while school stress, as an external factor, reflects the pressures of the academic and social environments experienced by students. Therefore, managing these two factors is a crucial aspect in efforts to reduce truancy rates.

Based on these conclusions, it is recommended that SMKN 1 Gerih implement a holistic and sustainable approach in addressing the problem of truancy. Schools need to increase student learning motivation through the implementation of varied and engaging learning methods, providing positive reinforcement for academic and non-academic achievements, and creating a conducive learning environment. Furthermore, school stress management needs to be carried out by developing a stress management program, providing easily accessible guidance and counseling services, and setting a realistic academic load. Guidance and counseling teachers are expected to play an active role in identifying students experiencing decreased motivation

and increased stress for early intervention, with the support of collaboration between subject teachers, homeroom teachers, and the school so that efforts to prevent truancy can be carried out proactively, not solely through the imposition of sanctions.

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