

An Investigation of Tardiness Among Freshmen at Universitas Advent Indonesia

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Abstract - This study investigates the prevalent issue of tardiness among freshmen attending Universitas Advent Indonesia (UNAI). The research aimed to identify key factors contributing to students' late arrival in classrooms and to offer practical insights for improving punctuality. A quantitative research design was employed, utilizing a structured questionnaire administered to 44 students aged 17 to 20. Findings indicate that despite a general appreciation for punctuality, a significant portion of students experience tardiness due to poor time management, laziness, and oversleeping. While many students reported feeling stressed when late, a notable minority felt relaxed or indifferent. The majority of students were late 1-2 times per week, and the enforcement of disciplinary measures for tardiness was inconsistent. Nevertheless, most students reported having personal strategies to manage their lateness and acknowledged its disruptive impact on the learning process. Identified strategies for improving punctuality included better planning of morning routines and the use of multiple alarms. The classroom environment was found to have a moderate influence on tardiness. Addressing these multifactorial issues is crucial for enhancing student punctuality and fostering a more conducive learning atmosphere at UNAI.

Keywords: Academic Performance, Learning Environment, Punctuality, Tardiness, Time Management

I. INTRODUCTION

Student punctuality is a cornerstone of an effective educational environment, yet tardiness remains a persistent challenge in academic institutions. Defined as arriving after the planned, expected, usual, or necessary time, lateness in a school context directly contravenes established rules and can significantly impede the learning process. Beyond simple non-compliance, consistent tardiness can be influenced by various factors, including individual personality traits such as optimism, low self-control, anxiety, or a propensity for thrill-seeking behaviors.

Punctuality is critical for success in goal-oriented organizations like schools. Studies consistently demonstrate a positive correlation between punctuality and academic achievement, with punctual students generally attaining higher test scores compared to those who are frequently late. Furthermore, the implementation of effective tardiness tracking methods has been shown to reduce its occurrence.

The implications of student lateness extend beyond individual academic performance, impacting the collective learning environment. When students arrive late, it disrupts the flow of lectures and discussions, distracts peers, hinders learning, and can erode overall class morale.

If left unaddressed, tardiness can become chronic and pervasive within a classroom, affecting dynamics and productivity.

This research aims to explore the specific reasons behind student tardiness at Universitas Advent Indonesia to inform targeted interventions. Understanding the underlying causes—whether external factors like transportation issues and family responsibilities, or internal factors such as poor time management and lack of motivation—is essential for developing effective solutions. While some students may be late due to unavoidable circumstances, others may do so consciously, sometimes even seeking attention. Factors such as poor time management, procrastination, distractions from digital media, late nights, and transportation difficulties have been identified as major contributors to tardiness. The importance of school administrators setting a punctual example has also been emphasized.

This study seeks to answer the following research questions:

1. What are the primary factors contributing to tardiness among freshmen at UNAI?
2. How does tardiness impact the classroom environment and the learning experience of students at UNAI?
3. What strategies do students employ to manage or overcome their lateness?
4. How are tardiness policies currently enforced, and what is their perceived effectiveness?

By addressing these questions, this research aims to provide valuable insights for both students and educators at UNAI, fostering a more punctual and conducive learning environment and ultimately improving academic outcomes

II. LITERATURE REVIEW

Student tardiness is a significant impediment to effective learning environments, widely acknowledged for its disruptive impact on classroom dynamics and academic outcomes (Center, 2024). Defined as arriving after the stipulated, planned, or necessary time, chronic lateness can interrupt lectures, distract peers, and ultimately erode class morale (Marwan, 2014). If left unaddressed, this behavior tends to become pervasive (Moore, 2010). Research consistently demonstrates a positive correlation between punctuality and academic achievement, with timely students generally exhibiting higher test outcomes (Weade, 2004; Breda, 2006).

The contributing factors to student tardiness are multifaceted, encompassing both external circumstances beyond a student's control and internal behavioral patterns (Adegunju, 2019). External factors frequently cited include transportation obstacles, such as traffic congestion or public transport delays, long-distance commutes to school, and unforeseen family responsibilities or household chores (Kgosi, 2015; Onoyase, 2017). Lack of parental supervision has also been identified as an external influence (Maile & Olowoyo, 2017).

Conversely, internal factors largely stem from individual choices and habits. Poor time management is a prominent cause, leading students to procrastinate on assignments or homework, often completing them late at night or even just before class. This behavior is frequently exacerbated by distractions such as computer games, cartoons, and excessive social media engagement, which keep students awake late, making it difficult to wake up early (Dafiaghor, 2011; Onoyase, 2017). Laziness and oversleeping are direct consequences

of these late-night habits (Marwan, 2014). A lack of motivation, though less frequently cited as a primary cause in some contexts, can also contribute to tardiness (Adegunju, 2019; Jumare et al., 2015).

Personality traits are also implicated in a student's propensity for lateness. Experts suggest that characteristics such as optimism (which might lead to underestimating required travel or preparation time), low levels of self-control, general anxiety about school (whether academic or social), or even a "thrill-seeking" tendency can predispose individuals to tardiness (D'Astoli, 2017). Some students may even use late arrivals as a means to gain attention or express defiance against authority (Moore, 2010). Moreover, the challenge of balancing multiple responsibilities, including schoolwork, extracurricular activities, and social obligations, can overwhelm teenagers and lead to poor time management and subsequent tardiness.

Addressing student tardiness requires comprehensive strategies at both individual and institutional levels. From an institutional perspective, the importance of school administrators leading by example through their own punctuality in meetings and classes is emphasized to avoid inadvertently legitimizing lateness (Nakpodia & Dafiaghor, 2011). Consistent and fair enforcement of tardiness policies is crucial, as inconsistencies can undermine efforts to improve punctuality (Betaineh, 2014). However, some studies suggest that traditional approaches like free education counseling or truancy sweeps may not be sufficient on their own (Dafiaghor, 2011). Alternative strategies include offering tangible and intangible incentives for early arrivals and implementing parent-teacher conferences to address student lateness (Malik et al., 2013; Onoyase, 2017). Providing time management resources and fostering a positive learning environment are also critical support mechanisms. New methods for tracking tardiness have also been shown to reduce its frequency (Taylor, 2014).

For students, developing effective self-regulation and time management skills is paramount. Strategies such as planning morning routines effectively, setting multiple alarms, and utilizing digital planners or calendars can significantly improve punctuality. It is also crucial for students to recognize that the most essential learning time often occurs in the morning. Ultimately, a collaborative effort among students, educators, and the institution is necessary to cultivate a culture of punctuality and a more conducive learning environment.

III. MATERIALS AND METHODS

Research Design

This study employed a quantitative research design to investigate the reasons for tardiness among freshmen at Universitas Advent Indonesia. The quantitative approach was selected to gather numerical data and analyze patterns and relationships between variables associated with student punctuality.

Research Participants

The participants for this study were 44 students aged 17 to 20 years old. Participants were randomly selected from the target population. Participation was voluntary, and informed consent was obtained from all individuals prior to their involvement in the study. To ensure ethical conduct, the anonymity and confidentiality of all participant responses were maintained throughout the research process.

Data Collection Instrument

A structured questionnaire served as the primary data collection instrument. The questionnaire comprised closed-ended questions designed to elicit quantitative data on various factors contributing to tardiness, including but not limited to transportation issues, time management habits, and personal motivations. The design of the questionnaire was inspired by existing research on student tardiness.

Data Collection Procedure

The structured questionnaire was distributed directly to the selected participants. Participants were instructed to respond based on their personal experiences and perceptions regarding tardiness. Upon completion, the questionnaires were collected for subsequent data analysis.

Data Analysis

Descriptive statistics, including frequencies, percentages, and means, were utilized to summarize the collected data and identify prevalent patterns. Although the methodology section mentions inferential statistics like correlation and regression analysis, the presented results primarily focus on descriptive percentages derived from the questionnaire responses. The calculation for percentages was based on the standard formula: $\text{Percentage} = (\text{Value of the category} / \text{Total of all values}) \times 100\%$.

IV. RESULTS AND DISCUSSION

This section presents the findings from the questionnaire, offering insights into the factors contributing to tardiness among freshmen at Universitas Advent Indonesia. The results illuminate patterns of tardiness, students' perceptions and emotional responses to being late, contributing factors, the frequency of lateness, and existing disciplinary measures.

Results

The results of this study provide valuable insights into the factors contributing to tardiness among freshmen at Universitas Advent Indonesia. By analyzing the data collected, we can gain a deeper understanding of the reasons why students arrive late to class and identify areas where improvements can be made to promote punctuality among students. The findings highlight the prevalence of tardiness among students, the impact of tardiness on the learning environment, and the strategies that students use to address their tardiness. These results have

important implications for educators, administrators, and policymakers seeking to improve attendance and academic performance at Universitas Advent Indonesia.

The formula to calculate the size of each segment in a pie chart, representing a percentage, is:

$$\text{Percentage} = \left(\frac{\text{Value of the category}}{\text{Total of all values}} \right) \times 100\%$$

For example, if you have three categories with values 30, 40, and 50, and the total sum of all values is 120, you can calculate the percentages for each category as follows:

- Category 1: $\left(\frac{30}{120} \right) \times 100\% = 25\%$
- Category 2: $\left(\frac{40}{120} \right) \times 100\% = 33.33\%$
- Category 3: $\left(\frac{50}{120} \right) \times 100\% = 41.67\%$

You can then represent these percentages in a pie chart to visualize the data.

The study addressed ten specific research questions through the questionnaire.

What time do you usually arrive at your classroom? (jam berapa biasanya kamu tiba di kelasmu?)

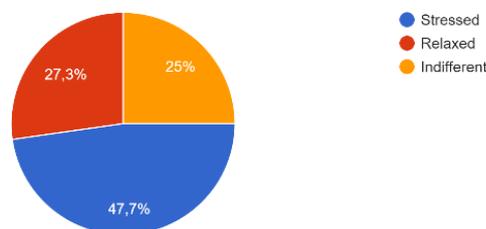
44 jawaban



Timing of Arrival: A significant majority of students (61.4%) reported arriving in class before the bell rings, suggesting a general valuing of punctuality among this group. However, a notable 29.5% arrived precisely when the bell rang, and 9.1% arrived after the bell, indicating room for improvement in consistent timeliness.

How do you usually feel when you are late to class? (apa yang biasanya kamu rasakan jika terlambat masuk kelas)

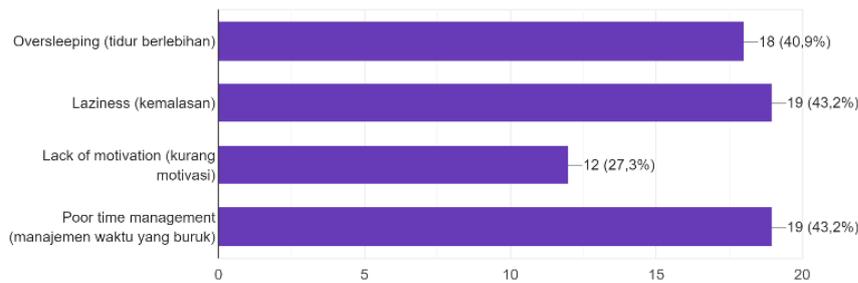
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Emotional Response to Lateness: When asked how they feel when late to class, 47.7% of students reported feeling stressed. Conversely, a substantial portion indicated feeling relaxed

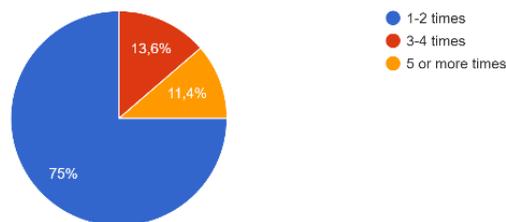
(27.3%) or indifferent (25%), suggesting diverse emotional impacts and potentially varying levels of concern about punctuality.

Which of the following factors do you think contribute to your lateness? (Faktor manakah di bawah ini yang menurut Anda berkontribusi terhadap keterlambatan Anda?)
 44 jawaban



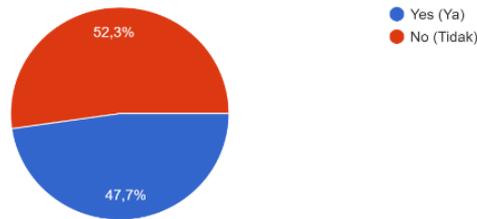
Factors Contributing to Lateness: Students identified several key factors contributing to their tardiness. Poor time management and laziness were the most frequently cited reasons, both at 43.2%. Oversleeping was also a significant factor (40.9%), followed by a lack of motivation (27.3%). These findings align with existing literature on causes of student tardiness.

On average, how many times a week are you late to class? (rata-rata, berapa kali dalam seminggu anda terlambat masuk kelas?)
 44 jawaban



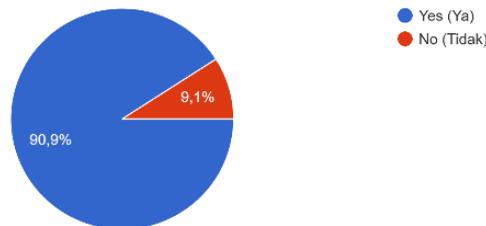
Frequency of Tardiness: The majority of students (75%) reported being late to class 1-2 times per week. A smaller percentage (13.6%) were late 3-4 times per week, and 11.4% were late 5 or more times per week. This data confirms that tardiness is a common and recurring issue among the student population at UNAI.

Have you ever been penalized for arriving late to class? (pernahkah anda dihukum karena datang terlambat ke kelas?)
 44 jawaban



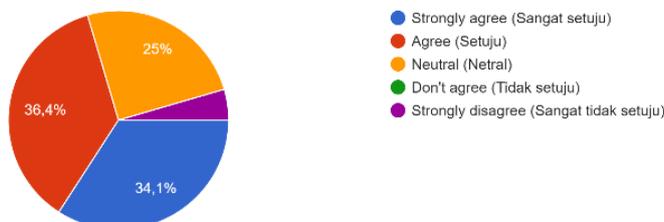
Disciplinary Measures: More than half of the students (52.3%) reported never having been disciplined for being late to class. In contrast, 47.7% had experienced disciplinary action. This significant disparity suggests inconsistencies in the enforcement of tardiness policies at the institution.

Do you have strategies or concrete steps to overcome lateness in coming to class? (apakah anda memiliki strategi atau langkah konkret untuk mengatasi keterlambatan datang ke kelas?)
 44 jawaban



Strategies to Overcome Lateness: A large majority of students (90.9%) reported having concrete strategies to address their tardiness, indicating a proactive approach to improving punctuality.

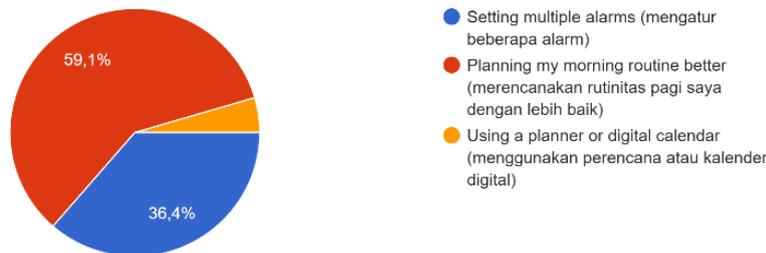
Do you agree that arriving late to class can disrupt the teaching and learning process? (apakah anda setuju bahwa keterlambatan datang ke kelas dapat mengganggu proses belajar mengajar?)
 44 jawaban



Perception of Tardiness Impact: A combined 70.5% of students (34.1% strongly agree, 36.4% agree) believe that arriving late disrupts the teaching and learning process. This highlights students' awareness of the negative impact of their tardiness on the classroom environment.

What do you think would help you arrive on time to class more often? (menurut anda apa yang dapat membantu Anda lebih sering datang tepat waktu ke kelas?)

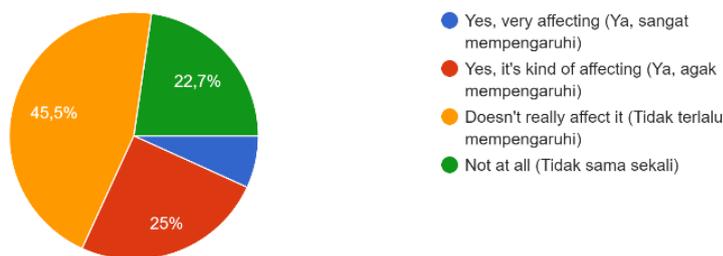
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Helpful Strategies for Punctuality: When asked what would help them arrive on time more often, the most common responses were planning morning routines better (59.1%) and setting multiple alarms (36.4%). A very small percentage (1%) mentioned using digital planners or calendars. These student-identified strategies align with common advice for time management.

Do you feel that the classroom or school environment influences your habit of coming late? (apakah anda merasa lingkungan kelas atau sekolah mempengaruhi kebiasaan Anda terlambat datang?)

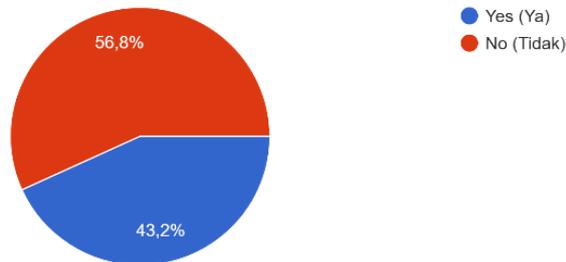
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Influence of Classroom/School Environment: The perceived influence of the classroom or school environment on tardiness habits varied. While 45.5% reported it did not have a significant impact, 25% reported a slight impact, and 22.7% reported it was very affecting. This suggests a moderate and mixed influence of the environment on student punctuality.

Do you feel your motivation to study is low? (apakah anda merasa motivasi belajar anda rendah?)

44 jawaban



Motivation to Study: The majority of students (56.8%) reported having high motivation to learn. This finding suggests that for the majority, tardiness is not primarily attributable to a lack of academic interest, but rather to other factors identified in the study.

Discussion

The results confirm that while a significant proportion of UNAI students value punctuality, a substantial minority consistently arrive late. The emotional responses to tardiness are varied, ranging from stress to indifference. This suggests that interventions need to consider not only behavioral changes but also the psychological factors influencing student attitudes towards lateness.

The identified primary contributing factors—poor time management, laziness, and oversleeping—are consistent with broader literature on student tardiness. These factors point to a need for educational initiatives focused on developing essential life skills, such as effective time management and self-discipline.

The high frequency of tardiness (75% being late 1-2 times per week) underscores the pervasive nature of the problem at UNAI. Coupled with the finding that over half of the students have never been penalized for tardiness, it is evident that inconsistent enforcement of disciplinary policies may contribute to the persistence of the issue. This highlights a critical area for institutional improvement to foster greater accountability.

Encouragingly, the vast majority of students possess strategies to manage their tardiness and acknowledge its negative impact on the learning process. This intrinsic motivation presents an opportunity for educators and the institution to collaborate with students, reinforcing and building upon existing personal strategies such as better morning routine planning and utilizing multiple alarms. The moderate influence of the classroom environment suggests that while it plays a role, individual habits and choices are more dominant factors in determining punctuality for many students. Finally, the finding that most students possess high motivation to learn contradicts the idea that tardiness is solely a symptom of academic disinterest. Instead, it emphasizes that even motivated students can struggle with punctuality due to other identifiable factors.

Advice for Students:

- Plan your morning routine better to avoid rushing to class.

- Set multiple alarms to ensure you wake up on time.
- Use digital planners or calendars to organize your schedule and deadlines.
- Take responsibility for your punctuality and strive to arrive on time to respect your classmates and teachers.

Advice for Lecturers:

- Lead by example by being punctual to classes and meetings.
- Encourage students to develop good time management habits.
- Implement consistent tardiness policies to ensure accountability.
- Provide support and resources to help students improve their punctuality.

Overall, improving punctuality among students requires a collaborative effort between students, lecturers, and the institution. By addressing the underlying factors contributing to tardiness and implementing effective strategies, we can create a more punctual and conducive learning environment at UNAI.

V. CONCLUSION

This research provides valuable insights into the multifaceted issue of tardiness among freshmen at Universitas Advent Indonesia. While the majority of students value punctuality, a significant portion struggles with consistent on-time arrival. The emotional responses to lateness vary, indicating both stress and indifference, which suggests that psychological factors play a role alongside behavioral ones.

Key contributing factors identified include poor time management, laziness, oversleeping, and to a lesser extent, lack of motivation. These findings underscore the need for targeted interventions that focus on developing practical skills and addressing underlying behavioral patterns. The inconsistency in enforcing tardiness policies emerges as a critical area for improvement, as it may inadvertently contribute to the perpetuation of late behavior.

Crucially, the study reveals that the majority of freshmen are aware of the negative impact of tardiness on the learning environment and actively employ strategies to manage their lateness. This highlights a promising foundation for fostering greater punctuality. By understanding the specific factors contributing to tardiness and collaborating with students on their existing strategies, UNAI can implement more effective and consistent policies. Ultimately, a collaborative effort among students, lecturers, and the institution is essential to create a more punctual and conducive learning environment for all.

AUTHORS' CONTRIBUTIONS

Yenni Christina contributed solely and comprehensively to all aspects of this study. She was responsible for: Conceptualization: Identifying the research problem and formulating the objectives and research questions related to student tardiness. Methodology: Designing the quantitative research framework, including the selection of appropriate instruments for data collection. Investigation: Administering the structured questionnaire and overseeing the data collection process among the student participants. Data Analysis: Performing descriptive statistical analysis to interpret patterns, frequencies, and trends from the collected data. Writing – Original Draft: Composing the initial manuscript, including the abstract, introduction, literature review, methodology, results, and discussion sections. Writing – Review & Editing: Revising and refining the manuscript to ensure clarity, coherence, and academic rigor. Supervision: Managing the research process independently and ensuring ethical standards were maintained throughout the study.

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