

International Journal of Educational Review

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TEACHER'S STRATEGIES TO PROTECT MISBEHAVIOR OF STUDENTS**Sumani¹, Bukman Lian², Yessi Fitriani³**¹SD Negeri 2 Selat Penuguan, ²Universitas PGRI Palembang, ³Universitas PGRI Palembang
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Abstract: This study aimed at determining the types of student delinquency and preventive, repressive and curative actions in dealing with delinquency in SD Negeri 6 Pulau Rimau, Banyuasin. The data source of this study from 6 people, principal, 3 teachers and 2 student organizations. The method used descriptive qualitative and applied observation, documentation and interviews. The results showed that 1) the teacher's strategy in solving students' misbehavior is through struggles and countermeasures such as making school rules and penalties for students who do misbehavior; 2) the preventive action taken by the teacher is to always advise and remind the students of delinquency in school in advance. After that the teacher tries to motivate students not to do mischief again; 3) repressive actions taken by the teacher are by conducting guidance and direction as well as punishment with the aim of being able to discourage students; 4) curative action taken by both the teacher and the school as a healing attempt is to provide severe penalties to cooperate with the guardian's parents by calling to come to school; 5) the forms of juvenile delinquency in SD Negeri 6 Pulau Rimau were saying rude and dirty sentences, scribbling on school walls with inappropriate writing, not doing assignments, not keeping the school clean, conflicting with friends and damaging facilities school.

Keywords: Teacher's Strategy, Student Delinquency, Elementary School.

1. Introduction

Quality education must be able to achieve educational goals. The purpose of education stated in the law states that national education functions to develop capabilities and shape the character and civilization of the nation which aims to develop the potential of students to become qualified human beings with the characteristics of faithful devotion to God Almighty, noble, healthy, have faith, are capable, creative, independent, and become democratic citizens and responsible (Kristiawan and Tobari, 2017; Kristiawan et al, 2019; Fitria et al, 2019; Sayer et al, 2018).

Efforts to realize the goals of education are not easy. Many obstacles must be faced by the Indonesian education system. One of the reasons is the low quality of Indonesian education which has made educational goals unachievable and still constrained, which in

turn has hampered so that it has not yet gotten maximum results.

The teacher is one of the important roles in the process of fostering children in school because the position of the teacher has a very important role in overcoming the delinquency of children (Fitria et al, 2017; Fitria, 2017; Lian et al, 2018). In particular the teacher seeks to shape the morale of personality students according to age and the norms prevailing in school. Then the success or failure of educational objectives is very dependent on the teacher, therefore if the educational institution conducts teacher recruitment, it should be seen whether or not someone is worthy to be a teacher, because this is closely related to the future of children in Indonesia (Khasanah et al, 2018; Andriani et al, 2018; Renata et al, 2018; Salwa et al, 2019; Murtiningsih et al, 2019).

The teacher has a great responsibility for the ongoing moral development and inculcation of legal norms about good or bad as well as the child's responsibility for actions that have been taken now or in the future. Therefore, the inculcation of a child's understanding of things controls all actions, behavior so that the child is aware of what he is doing with the cause and effect of what has been done in the future.

In Indonesia, the age range of students entering elementary school between the ages of 6 years and graduating ranges from 12 years. Elementary students aged between 6 and 9 years are still included in the range of early childhood. Early childhood is a short time and includes a golden age which is very important for one's life in the future to be able to find intelligence. Therefore, it is at this time that all potentials of children need to be encouraged and helped in order to develop optimally in accordance with their age. According to Wiyani (2013) states that there are four tasks of student development at school, among others: 1) developing self-concepts necessary for daily life, 2) developing values, conscience, and morality, 3) achieving personal freedom, 4) develop attitudes towards social groups and institutions.

According to Yusuf (2004) that the elementary school age is often referred to as the intellectual period or a period of school harmony. Maturity of a child is not only determined by the age factor, but it is difficult to determine the right age for a child to mature and the right time to enter elementary school. At the age of 7, many children are ripe to enter or register to elementary school. The 7 year age period is suitable for entering school because a 7 year old child is relatively easy to start studying in elementary school. Yusuf (2002) also added that through social interaction or relationships, both with parents, family members, playmates and other adults, children begin to know the forms of social behavior. From the above statement it can be concluded, the social environment, the

environment together with parents, family, and his age friends will influence the social development process of children. The community environment determines the social development of children because the community environment is a place for children to learn to socialize and for children to learn to become better personal and develop in accordance with their age. But if the community environment is not appropriate and less conducive in life, such as parents often scold, parents often do rude, can not provide guidance according to their age, lack of norms in their lives, indifferent, do not accustom children to apply norms, manners and religion, tend to show maladjustment behavior, such as: selfish, inferior, like to confine themselves or be alone, like to regulate others, do not care about the norms in behavior, and do not have a sense of empathy in themselves.

According to Satiadarma (2001) explains that if a child perceives that a person is good, then the child will be kind to others. If the child is good to the person, the child's behavior to him will be good too. During the first crisis, when children are being stubborn or stubborn, the development of a child's social sense seems to stop. But the truth is the opposite. During the first crisis was the beginning of growing awareness of the onset of an objective attitude. What actually happened was the attitude of the first crisis was the beginning of the basis for actual social growth.

According to Suntröck (2007) social processes of emotions involve changes in one's relationships with others, emotional changes, and changes in personality. According to Mulyasa (2012) social or non-social behavior that is fostered in early childhood will greatly determine his personality, both through pleasant and unpleasant experiences, in the form of relationships with family members or with people outside the family.

The phenomenon of children's delinquency in the environment is increasingly

felt by the community, both in developed or developing countries like Indonesia. In this connection, Indonesian people have begun to feel unrest, especially those who live in big cities like Jakarta, Bandung, Surabaya, Palembang and other big cities in Indonesia. However, the problem of this child's misbehavior will always be there to color the lives of the people. Especially with more and more unique problems in life, the problem of juvenile delinquency will also be more diverse in shape (Mu`awanah, 2012).

There are several factors that cause children to do misbehavior that seems to be according to the experts above, it can be noted that the factors stem from three events that are found in the family, school, and community. Therefore, the way to overcome them is a joint responsibility not only for parents at home, but for the teacher when teaching lessons in schools and the community that contributes to help parents and teachers in supervising and giving good advice.

Teaching and learning activities in schools today is still a container to help overcome various forms of delinquency that occur. Therefore, everything that happens in the school environment is a small measure of the way education activities in schools. Many teachers and staff of educational institutions are aware of this, and they also make various efforts to anticipate and minimize cases that occur due to delinquency in children so that they do not have a serious impact on children of primary school age. Based on researchers' observations during initial observations at SD Negeri 6 Pulau Rimau, there were some students who did things that should not have been done at school, such as: behaving rudely to the teacher, encouraging his friends while the lesson was in progress, speaking loudly and rudely to the teacher, fighting, sitting on the table, and bullying his friend. Based on the results of an interview with a teacher at SD Negeri 6 Pulau Rimau, it is true that there is a child's misbehavior such as: students who like to annoy their friends by

mocking parents, fighting for toys, taking their friends' belongings without permission, there are students who hide their friends' shoes.

Regarding the problems that occurred during the initial observation, there are three ways to overcome the problem of juvenile delinquency, namely by taking preventive, repressive, and curative measures (Kartini, 2008). This action was carried out in a study entitled School Strategy in Overcoming Student Delinquency in MAN 6 Jombang. The results of research to overcome children carried out with 3 actions, first, preventive measures carried out through religious activities such as dhuhur prayer activities in congregation. Second, repressive action is carried out by giving punishment. Third, curative actions are carried out through communication links between the school and parents of students.

Besides that, fostering and educating young people must continue to be improved and started early because the main thing that must be determined is the cultivation of religious norms and through education, both within the family, school, and community, not least the parents at home as educators who are plays an important role in making children progress and success going forward.

Therefore, how important the role of students as young people is to make the family, teachers, the community proud and for the future of the nation, the above problem encourages researchers to conduct research with the title "Teacher Strategies to Deal with Student Delinquency Behavior at SD Negeri 6 Pulau Rimau, Banyuasin". Thus the researcher can find out more closely about the strategies that will be carried out by teachers in overcoming the delinquency of children at SD Negeri 6 Pulau Rimau.

2. Research Method

The background of this research is to use a qualitative approach whose understanding is research that seeks to express symptoms thoroughly and in context

(holistic-contextual) through collecting data from a natural setting by utilizing the researcher's self as a key instrument (Moleong, 2011).

This qualitative research approach is used because of several considerations. First, adjusting qualitative methods is easier when dealing with multiple realities; second, this method presents directly the nature of the relationship between researchers and respondents; and third, this method can adapt to many sharpening influences together and to the patterns of values encountered. Furthermore, qualitative research has a number of characteristics that distinguish it from other types of research, namely: 1) Natural setting, 2) Humans as instruments, 3) Qualitative methods, 4) Inductive data analysis, 5) Theory and basis, 6) Descriptive, 7) prioritize the process rather than the results, 8) There are limits specified, 9) There are specific criteria for the validity of the data, 10) Design is temporary, 11) The results of the study are negotiated together (Moleong, 2002).

The purpose of qualitative research is directed at understanding social phenomena from perspective. This is obtained through participatory observation in the lives of the participants (Sukmadinata, 2013). In addition, to get a deep picture of how the teacher's strategy in overcoming the delinquency of children in SD Negeri 6 Pulau Rimau, Banyuasin Regency.

Case study research is appropriate to be used in explanatory research, namely research intended to explore the explanation of cause and effect contained in the object under study. Cases in case study research are contemporary in nature, still related to the present, both those that are happening and those that have already been completed, but still have an impact that is still felt at the time of the research (Gunawan, 2013). This research is carried out intensively, in detail and in depth towards a particular symptom. This case study was applied to find out intensively and in detail about the teacher's

strategy in overcoming the delinquency of children in SD Negeri 6 Pulau Rimau, Banyuasin Regency.

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3. Results and Discussion

In this study, strategy is a method used by teachers to deal with student delinquency, both as an effort to prevent and overcome student delinquency. Based on the results of interviews with teachers at SD N 6 Pulau Rimau, various ways are known to deal with student delinquency. This can be seen from the answer of Mr. Sumadi, S.Pd. which explains the strategies of preventing student delinquency, namely to overcome student delinquency that is very diverse, one way to prevent it is through regulations. Regulations are made to be implemented, the regulations also already explain the sanctions if they break them. However, the name is an elementary student, so it's still in violation of these regulations. But even though it is still being violated, there are some students who have a fear of breaking them.

In addition to the efforts made against student delinquency, teachers have different ways. However, it has the same goal which is to teach not to do mischief again. The teacher's strategy in dealing with student delinquency was explained by Sri Murtati, S.Pd., she said that for the actions taken in dealing with student delinquency there were many ways, one of which was by giving a reprimand and punishment. Reprimands are usually conveyed by the teacher with a type of delinquency that is relatively mild such as disturbing a friend or crossing out a friend's book. Whereas the act of giving punishment is done by the teacher for delinquency which can no longer be tolerated by mere reprimand. Like delinquency fighting,

damaging school facilities or even speaking harshly to both teachers and other students. "

The explanation from the interview results above shows that the teacher already has a way or strategy in dealing with the delinquency of his students. One method used is to make school rules and provide sanctions for violators. And provide penalties for students who have or have committed misbehavior, so that students will feel that what they did was a mistake. A problem can be solved in different ways. This method can be said as the strategy used. Strategy is a way to achieve success and success in achieving certain goals. In this study the strategies used by teachers to deal with various student delinquency (Mulyono, 2012).

Tackling the problem of juvenile delinquency needs to be emphasized that all efforts should be directed towards achieving a stable, harmonious and mature personality (Panuju dkk., 2005). One effort that can be done to deal with student delinquency is to provide behavior such as reprimand, punishment, approach and hold cooperation with parents by calling on parents guardians or visiting students' homes. Based on the interview results it is known that there are two teacher strategies in dealing with student delinquency. The first, through efforts to prevent child delinquency by providing appropriate and appropriate regulations. And secondly, through direct actions such as reprimands and punishment for students who commit delinquency in the School environment.

Then about the factors that support and preventive action is an action to prevent the occurrence of delinquency in students. Preventive efforts to deviate behavior or delinquency students are broken down and grouped into three parts, considering that students have three environments that contribute to their growth and influence all their activities. One of the three sections is a preventative effort at the school. School is an environment that mediates between family environment and community environment.

Parents' expectations, the school environment can help shape the child's personality well, parents choose educational institutions that are believed to be able to improve their abilities (Daradjat, 211). The act of handling the problem of delinquency can be divided into 3 parts namely; 1) Reventive actions; 2) Reproductive Measures; 3) Curative measures.

Preventive action in class management is the prevention of deviant behavior (Aat, 2008). According to Mudasir (2011) The purpose of implementing this preventive action is to create favorable conditions for learners Djamarah (2005) states that, this preventive effort must be carried out systematically and regularly in accordance with his opinion, preventive efforts are efforts that are made regularly and plan to the objectives keep children from appearing misbehavior. Preventive action that is applied is to provide education not only in addition to knowledge and skills but mental and personal education through the teaching of religious ethics, giving general advice in the hope that it can be useful, providing means and creating an optimal atmosphere for reasonable personal development, efforts to improve the conditions of the surrounding environment, the social situation of the family and community.

Repressive actions are actions to restrain the child's mischief as light as possible or prevent the emergence of more severe delinquency events, such actions are in the form of punishment applied so that children who commit acts of delinquency will not cope with their actions (Singgih, 2006). This repressive effort is carried out when the child commits delinquency, so that this repressive effort is immediately given when it is known that the child has committed acts that violate social and moral norms. According to Mudasir (2011) in cracking down on violations of social and moral norms, it can be done by carrying out penalties for every violation. And this needs to be adjusted to the level of behavior that children do. Punishment

is given by the family, school and community. And each environment needs to be wise in providing punishment that is oriented to the child so as not to repeat his misbehavior in the family, school and community. paya repressive repression as written by Yulia and Gunarsa (2010) is an attempt or action to oppress and arrest juvenile delinquency as often as possible or prevent the emergence of stronger events.

According to Rochmah (2005) curative actions are carried out after other preventive actions have been implemented and it is deemed necessary to change the behavior of the offender, by providing education again. Education is repeated through specific coaching that is often handled by specialized institutions and individuals who are experts in this field. According Nugroh et al (2014) This curative action seeks to change and improve the behavior that has occurred (done) by providing guidance and education specifically. From the results of the study note that the preventive action taken by the teacher is to always advise and remind first to students who do delinquency in school. After that the teacher tries to motivate students to not do mischief again. Then the school also always tries to establish a good relationship with family and society.

Education in imposing penalties on student subjects is expected so that children are discouraged to repeat the desired action with the aim that the child wants to correct and change behavior that is not in accordance with applicable rules. This action must be carried out with compassion and are educational in nature, and as long as the punishment is given, the teacher must not have the impression of being judgmental. Because of the deviant behavior that they do is a result of various factors, both external and external adolescents who are not aware of can have detrimental effects on themselves and society (Kartini, 2008).

From the results of interviews and direct observation, it is known that the repressive actions taken by SDN 6 Pulau Rimau teachers

are almost the same as those carried out in the Rohmawai Cicik research. Namely by conducting guidance and direction, but in this study also carried out repressive measures in the form of punishment with the aim of making siwsa deterrent. The punishment given is relatively light because it only cleans up trash or sweeps the classroom.

For the curative action from the interview results it was found that the curative action taken by both the teacher and the school as a healing *usaha* is by giving severe penalties or sanctions and cooperating with the guardian's parents by calling to come to school, and also holding a visit to the home of the students to find out cause and effect of students doing delinquency. This is the same as the curative action taken in the research entitled *School Strategy in Overcoming Student Delinquency in MAN 6 Jombang*. The results of research to overcome children through curative action is to establish a communication relationship between school and parents of students.

Mischief can be said as an act that violates the law. The naughty child is also called a socially handicapped child. They suffer from mental disabilities caused by social influence that is in the middle of the community environment, so that their behavior is assessed by the community as a disorder called "delinquency" by the community. The problem of student delinquency is the problem will be a special concern of every parent, family, friends, teachers and the community who have not developed. Because the delinquency that someone does will disturb the peace of other people in the environment (Kartini, 2006).

Based on the findings of the research, it is known that there are many kinds of delinquents in SD Negeri 6 Pulau Rimau. However, there are also other violations, namely: 1) violations that violate religious rules, 2) violations that violate religious/social norms, 3) violations that violate school rules are not working on scheduled teacher tasks, are less able to maintain cleanliness in

accordance with existing regulations, conflicts with friends, bringing cellphones to school, and damaging school facilities.

Students who commit these violations get sanctions according to violations that have been made and also get guidance, in the school rules have been explained in detail the sanctions for those violating them. There are three types of student delinquency namely mild delinquency, delinquency that annoys others and sexual delinquency. Delinquency in SD Negeri 6 Pulau Rimau is still classified as mild delinquency or is still reasonable, which causes less control of their egos (Daradjat, 2011).

Students of SD Negeri 6 Pulau Rimau have never committed violations that are in violation of the law let alone involve the police. Even minor violations, students in this school have been given punishment by the teacher with the intention that the deterrent students will do the rest. The deputy headmaster of the student section monitors his students every day so as not to take undesired actions. In addition, it also implements good school management, always providing guidance and direction to students every day.

4. Conclusion

Based on the results of research and discussion, the conclusions in this study are as follows: 1) The teacher's strategy in dealing with student delinquency in SD N 6 Pulau Rimau is to make prevention and mitigation efforts such as by making school rules and imposing sanctions for violators. In addition, the punishment for students is done so that students know their mistakes and will not repeat them again; 2) Teacher's Preventive Actions in Overcoming Student Delinquency in SD Negeri 6 Pulau Rimau include: a) Providing mental and personal education, b) Providing general advice, c) Providing facilities and creating an optimal atmosphere, d) Efforts to improve environmental conditions around, the social situation of the family and community. So it

can be concluded that the preventive action taken by the teacher is by always advising and reminding the students who did delinquency at school first; 3) Teacher's Repressive Actions in Overcoming the Delinquency of Children in SD Negeri 6 Pulau Rimau, including: a) Providing Oral/Written Warnings, b) Providing Punishment, c) Calling their Student Guardians. So it can be concluded that the repressive action taken is to do guidance and direction, and provide penalties to clean up trash or sweep the classroom; 4) Teacher Curative Actions in Overcoming Children's Delinquency in SD Negeri 6 Pulau Rimau, including: a) Establishing cooperation with guardian parents, by calling to come to school, b) Conducting visits to students' homes. So it can be concluded that the curative action taken by both the teacher and the school as a healing attempt is to provide severe penalties or sanctions and hold cooperation with the guardian's parents by calling to come to school; 5) The forms of juvenile delinquency in SD Negeri 6 Pulau are saying rough and dirty sentences, scribbling with inappropriate writing, not doing scheduled tasks, not being able to maintain cleanliness in accordance with existing provisions, conflict with friends, bring mobile phones to school, damage school facilities.

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