Determinant and Countermeasures Student Deviant Behavior in Public Junior High School 1 Terisi, Indramayu District

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Article Info

Abstract

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Education is seen as one aspect that plays an important role in shaping the character for future generations. School is one of the educational environment. At school, students receive an academic and non-academic education so that they behave well in accordance with school rules and norms. However, in reality in school, there are still students who behave deviant. The purpose of this study is to analyze the form of deviant behavior of students, factors causing students to behave deviant and the prevention of teachers in schools in preventing and overcoming deviant behavior in students. This study used a qualitative approach to case studies by examining the behavior of deviant students in one of the schools located in Indramayu District. The data were collected from 14 informants, consisting of principals, Guidance and Counseling (BK) teachers, two Social Sciences (IPS) teachers, Civics teachers, and nine students. The data collecting by observation is done by observation of the students, the interview is done by dialogue directly by involving the school also some students and parents and documentation by using data contained in school. Data analysis uses data interaction. From the results of data processing obtained research results that show that there are deviant behaviors performed by a small number of students, in the form of a brawl, ditching, and alcohol/illegal drugs. The student's deviant behavior is caused by incomplete socialization factor in the form of incomplete family and unharmonious family, and deviant subcultural factors that influence the school environment, peer influence, and mass media influence. The prevention done by teachers during this time includes preventive, repressive, and curative action.

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INTRODUCTION

National Education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of learners to become human beings who believe and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Law No. 20 of 2003 Article 3).

Iqbal (2014) states that education is seen as one of the aspects that play an important role in shaping the next generation. Education is expected to produce quality human beings and responsible and able to anticipate the changing times in the future. Teachers not only provide education and instruction, but also the ability to do personal coaching. This is the cultivation of values and attitudes to students by displaying good examples. Teachers' roles and tasks are faced with enormous and complex challenges, due to the negative effects of the globalization era and the advancement of science and technology affecting the morality of students as the younger generation of the nation.

Schools also have an important role in the development of teenage phase formation experienced by Junior High School students. Asmani (2011) said that schools are educational institutions that serve to improve the moral quality, knowledge, skills, and social students. Various programs are implemented to realize the great function. But in reality, all efforts and efforts undertaken by schools are still not able to minimize juvenile delinquency in school, even deviation behavior by students tend to increase every year. The rapid development of the age with the advancement in the field of science and technology makes it easy for teenagers to access outside cultures without a filter, also become one of the triggers of behavior deviation.

Schools make school rules. So school education goes well and orderly School rules apply to all school citizens. School regulations are supplemented by sanctions for violators. Although there are already rules in the school, there are still students who behave inappropriately with school rules. The behavior of students who deviate from school rules include: coming late to school, not entering school without explanation, wearing clothes not in accordance with school rules, ditching, smoking in the school environment, doing the bullying, out of class during the lesson, against the teacher, and so on.

In addition to behavior violating school rules, there is also student behavior that deviates from the norms that exist in society, namely religious norms, norms of decency, norms of decency and legal norms. The behavior of students who deviate from the norms prevailing in the society includes: fights between students or brawl between students, speaking disrespect to the elderly, doing indecent acts, liquor/drugs, etc.

Mustaqim (2010) states A student is categorized as a troubled child if he shows symptoms of deviation from the behavior commonly practiced by previous children. The problems they face often make it difficult for students to adapt to social or adapt in an environment.

The student's deviant behavior can be influenced by both personal and environmental factors. Like Graham's opinion (Astuti, 2004) factors causing behavior is divided into two, including personal factors that are factors that exist within a person who is innate. Suppose a talent factor that affects temperament and a person's inability to adjust. While factors that come from the environment such as association with friends, poverty, school environment, and family care. Sunarjan, Atmadja, & Romadi (2017) explains that one's characteristics are the result of his experience in the environment.

Negative behavior of teenagers may be partly caused by family factors. Inappropriate parenting style can negatively affect a child. Family stability can also affect children's behavior. Parents experience conflict in the family and can not get past in a constructive way hence tend to engage their children in conflict. Nurdiana, Rachman & Pramono (2017) Juvenile delinquency caused by broken home (divorce) can be overcome or overcome in certain ways, such as the responsibility of parents in nurturing

their children should be able to give love completely, so that the child feels as if he never lost his father or mother.

Inappropriate parenting style can negatively affect a child. As stated by Setyatmoko & Supriyanto (2017) in research journals, when a person in the process of socialization in the family is not perfect, then not infrequently a child will perform deviant acts. Soe'oed (Ihromi, 2004) explained that parents are the father and mother who are obliged to the socialization process in childhood and to form the personality of his children. As suggested by Jon Lock (Sarwono, 2011) that a child will be good or evil depends on the experience. Sunarjan, Atmadja, & Romadi (2017) explains that one's characteristics are the result of his experience in the environment.

In the social development of adolescents, peers play an important role. The role of peers among teenagers is mainly related to attitude, speech, interests, appearance, and behavior. Teenagers often judge that if he wears the same clothing model as a popular group member, then the chance for him to be accepted by his peers becomes great. Similarly, if group members try to drink/drugs or brawl, then adolescents tend to follow it regardless of their own feelings and consequences. This means showing that the strong influence of peers on the development of adolescent social relationships.

Weak social control is one of the causes of high levels of deviant behavior among adolescents, especially social control in the family is very influential on the behavior of children. Family as the basis of personality and formation of children's behavior. In free sex, prostitution, alcohol, drugs and gambling, it is found that there is very low social control, even parents do not admonish or advise their children who have committed deviant behavior.

Theories of deviant behavior include the Differential Theory Association and Control Theory. According to Sutherland's point of view, the deviation originated in the Differential Association in different societies. Deviations are learned through the process of cultural transfer. Through this process of learning, one learns something of a deviant subculture. (Sunarto, 2004). Sutherland (Narwoko & Susanto Ed, 2009) the deviation is a consequence of skill and mastery over an attitude or action learned from deviant norms, especially from subcultures or among deviant peers. Furthermore, control theory assumes that deviations are the result of a vacuum of control or social control. This theory is built on the view that every human being tends to disobey the law or has the impetus to commit a violation.

Teenagers are the next generation of the nation. If many teenagers who behave deviant will be a big problem for our nation because the fate of our nation in the future lies in the hands of the younger generation. If the young generation is depraved morally, then this nation will experience a setback. Behavior deviant need to be done in order to prevent and overcome the behavior of distorted, high curiosity directed at actions that are positive in facing the future.

Based on this background can be formulated problems as follows: How the form of deviant behavior Junior High School students, whether the factors that cause the occurrence of deviant behavior in students and how the prevention of teachers in schools in preventing and overcoming student deviant behavior.

The purpose of this study was to analyze the forms of deviant behavior of Junior High School students, analyze the factors that cause student deviant behavior, and analyze the prevention of teachers in schools in preventing and overcoming student deviant behavior. Beach & Flavia in Sunarjan (2014) suggests that it is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is important to go into a site with an open mind, and not assuming you already know the solutions for other people's problems.

METHODS

The research design used is case study according to Pawito (2007) has a dynamic character in its use to gain an overview of interesting issues in social life. While the approach used is a qualitative approach. The

school studied and the students who were made informants were taken through snowball sampling with preliminary data from BK Teacher. The focus in this study is (1) The form of deviant behavior on Junior High School students; (2) Factors causing deviant behavior in Junior High School students, and (3) The prevention done by teachers in schools in preventing and overcoming deviant behavior. Data collection was taken from 14 informants, consisting of principals, BK Teachers, two IPS teachers, PKn teachers, and nine students. Collecting data by observation is done by observation to a student, interview conducted by way of dialogue or ask directly by involving school party also some student and also parent and documentation by using data contained in school. The required documents are student discipline, records of student disciplinary offenses, home visit records, and value books. Data collection techniques used observation, interview and documentation study.

Data analysis method in this research is done by qualitative analysis by executing data interaction. According to Miles and Huberman in Rachman (2011), data obtained from the report in the form of qualitative data and from the data is processed with an interactive model. The steps of an interactive model include four activities, among others: (1) Data collection, (2) Data reduction, (3) Data presentation, and (4) Conclusion: drawing/verifying.

RESULTS AND DISCUSSION

Forms of Student Deviant Behavior
The forms of misbehavior performed by students in Public Junior High School 1 Terisi Indramayu district are irregularities of individual behavior which is a deviation perpetrated by a person in the form of a violation of the norms of an established culture. While the deviation of group behavior is done by a group of people who are subject to group norms whereas the norm is very contrary to the community.

The forms of deviant behavior that became the object of research is the deviant behavior of students Public Junior High School 1 Terisi

Indramayu district in the form of a brawl, ditching, and drinking/drugs.

Table 1. Cases of Student Deviant Behavior

Case	Informant
Skipping	N, D, R, Na, M, S
Gang	A, P, K
Liquor/drugs	K, C, W, W, Do

Table 1 it can be concluded that students who engage in brawling, skipping, and drinking/drugs have the tendency to do some form of deviant behavior caused by incomplete socialization factor, that is, factors that come from the family. When a student in the process of socialization in the family is not perfect, then not infrequently a student will perform deviant acts. Subcultural factors deviate namely: the influence of peers who have a similar hobby. School environmental factors that lack the maximum supervision and influence factors of mass media.

Factors Cause Occurrence of Student Deviant Behavior
The first cause of student deviant behavior is the incomplete socialization factor (inability to absorb cultural norms). When students in the process of socialization in the family are not perfect, then not infrequently students will perform deviant acts. While the second factor is the sub-culture factor deviant that is deviant behavior occurs in people who have sub-cultural values that deviate, that is a special culture that norms contrary to the dominant cultural norms/in general. The influence of school environments, peers, and mass media causes deviant behavior.

The deviant behavior caused by the incomplete socialist factor occurred in the trespassing case done by N. He committed a ditching act because he was bored with his life, his father remarried and his mother went to work in Sumatra. Judging from the N case, that family factor is very influential. He felt less attention and affection from his parents, so he felt alone. As a result, he searched for fun outside which then had a negative impact on his school. Students who do not get the attention of parents because broken home will do deviant acts.

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The family environment starts with the attitude, behavior, and way of thinking of parents. In the life of his family, will be used as a model for his children. As indicated in the case of interviews in the case of drinking that happened to C. The thing that he often did was drinking. It can not be denied that the behavior of parents will be imitated by his own son. Like C, he behaves defiantly by drinking is a behavior exemplified by his own parents. His parents were often drinking with him at his home. Judging from the C case, the most influential factor is the family, because if the parent gives a good example to the child, then, the child will also follow the behavior of his parents. Conversely, if the parents are not behaving well, then the child will behave badly. What happens to C in accordance with the opinion Lestari (2008), which suggests that parental care has an impact on the development of individuals.

The second deviant behavior factor is a deviant subcultural factor. The deviant behavior factor occurs in a ditching case done by D. He tells us that he is ditching because he does not like one of the teachers because the teacher is often angry so vaguely that he feels that out there is more fun than studying at school. Likewise, that happened to R, because he ditched because he was bored with learning. In addition, his teacher was always angry is not clear. Another factor, because the influence of peers K said that, he used drugs and skipped school. The incident started at a friend's invitation, so K was curious and tried to try it. Finally, he feels addicted or addicted. Peer influence also affects W to perform deviant acts of drinking. W influenced by his friends. According to W if not participate in drinking there is no sense of solidarity and will be obeyed by his friends. Furthermore, in the case of A, he said that he likes to do brawl with other students. Friends who do brawl with him is a combination of alumni SMPN I, SMPN II and SMPN III. In the brawl, there is a gang leader who came from alumni of SMPN III. They gather at the Base Camp. He brawls because of the influence of peers because he feels free no one noticed then when there are friends who invite to do deviant acts he followed. Because teenagers like A still

have emotions that are difficult to control, then A does brawl. It started from mutual mocking between gangs. The same thing done by P, he said that he often does brawl. Even once spoken that the group planned to attack the city of Cirebon. However, this did not happen, because in the middle of the road he was confronted by the police. The truck they boarded was stopped by the police and they were arrested and taken to Sukagumiwang Police Sector. Behavior A and P is in accordance with Andriani research (2009), that aggressive behavior that is manifested in the form of attacking the other begins with the intention that is reinforced by trigger factors, then the behavior occurs aggressiveness.

The diversity of deviant behavior is motivated by several factors, namely the imperfect socialization and the deviant subculture. The deviant behavior of the students is actually something that can be learned. Through this process of learning, one studies a distorted subculture. This is shown in student deviant behavior that is brawling, ditching, and liquor/drugs that are influenced by the environment either the family environment, school environment and peer environment. In terms of family environmental factors, there are students who do such deviations, because follow his parents. Though the main controller to safeguard and save individuals and groups from deviant behavior is family. The influence of school factors, because students feel bored with the learning system, so students prefer to gather outside the school than to study in the classroom. While environmental factors play friends, they perform deviant behavior caused on the basis of bandwagon friends and a sense of high solidarity.

Deviant behavior is learned by a person through his interactions with others and involves an intense communication process. When a student can finally perform acts of deviant behavior such as brawl, ditching, and liquor/drugs tend to have been through observation and a long process. So that students begin to follow-up perform such deviant behavior.

Likewise with technological advances has provided a variety of hope in accessing various

kinds of information and the availability of various internet facilities that can trigger student deviant behavior. Easily get the internet connection facilities with an affordable price per hour is enough to trigger teenagers to use the internet for various purposes through the cafe and HP. Unconsciously when accessing information is not infrequently treated to pornographic ads that make teenage pens to see it. In turn, adolescents are faced with a variety of choices that often lead to conflicting values in the minds of teenagers. Weak supervision of parents and society makes teenagers take the option of viewing the picture or video.

Various forms of denial of school rules are the result of the failure to socialize students to conform to the rules or rules of conduct. But it is not just families, teachers, and schools that try to instill a positive approach but also every student should learn to conform and not act deviant behavior. Internal controls are more influential than external controls. In this case, social control in schools should be improved even more because students are spending more time in school than in the community.

Teacher Response in Schools in Preventing and Overcoming Deviant Behavior

Prevention of deviant behavior is done by preventive action that is by providing religious education. Religion is the main foundation of character formation, character or personality. This religious education is the most powerful way to prevent and overcome student deviant behavior. Guidance through school activities and activities in learning can foster a sense of responsibility in the students themselves because the activities are required to be independent and self-confident in carrying out the task so that students can fill the spare time with things that are useful. Establish cooperation with parents of students with school relationships with parents is one of the main elements in social process activities. This communication relationship between schools and parents is an effective response to preventing and overcoming the deviant behavior of students that occur in the school environment as well as in the community.

Students play an active role, participate in various activities at school then he will not have time to think much less involved in deviant behavior. This is an award for students to be involved in the process of teaching and learning in the classroom. Education is no longer like the transfer of knowledge from educators to students, but rather to the process of dialogue between teachers and students. Teachers can motivate students that self-function is important in their own development. This kind of education model is needed by students today. This is expected to prevent the occurrence of students to commit violations of school rules, especially brawl, ditching, and liquor/drugs. Students sometimes do deviant acts because the student is saturated with a one-way education model and boring. Belief or belief is meant here is the trust between teachers and students in the process of teaching and learning in the classroom.

Repressive action, this is done in school by guiding and counseling. Giving guidance and advice to students aims to give a warning or punishment directly to students who perform deviant activities. This parenting approach is very important for students. The purpose of approaching this parent is to find a way out for students who perform a deviant behavior and apply disciplined life to the rules that apply in schools as well as in the community. The willingness and ability will arise from within the parents, while opportunities can be given from outside the self. Will and ability can arise when driven by sufficient knowledge of the importance of parent involvement in schools and the benefits to be gained from such activities. Cooperation with other agencies, in this case, is very important, because the agency will help the way in preventing and overcoming the deviant behavior of students that occur in the school environment and in the community.

The final act is curative action, by coaching. In this case, child coaching through the provision of special assistance to students who have problems with deviant behavior. A suspension is an act of temporary termination of school to the students aiming for students to reflect on the behavior undertaken. Furthermore,

the return of students to parents after various efforts done in the school to cultivate students, it has not shown any changes. In terms of coaching and suspension has been done but has not shown a deterrent attitude. The last step that is done is the return of students to parents so that students do not become a virus for other friends.

CONCLUSION

Behavior deviant performed a small part of the students in the form of a brawl, ditching, drinking/drugs. The student's deviant behavior is caused by the incomplete socialization factor that is the family factor that is not whole, not harmonious and wrong education in the family. While subcultural factors deviate the influence of school environment, peer influence, and the influence of mass media. Teacher prevention in schools in preventing and overcoming deviant behavior that is preventive action by performing Zuhur prayer together, perform Dzikir and lecture seven minutes (Kultum), carry out routinely flag ceremony on Monday or on national days, and intertwining cooperation with parents as an anticipatory step towards the deviant behavior of students, and also as a means of consulting various problems faced by students. The act of inhibiting (repressive) that is guiding and advising, uphold school discipline and the application of sanctions. Healing (curative) acts and rehabilitation is by way of coaching, suspension and return of students to parents.

Based on the results of the research suggested that coaching students are done intensively. The existence of several factors that influence so that the countermeasures are integrated with the parties concerned. Several related parties for schools should have special programs that are routinely implemented and cooperate with agencies outside the school such as Police, Koramil, Education Offices, Health Services, National Narcotics Agency, and other agencies. Parents constantly keep an eye on and conduct a home care process and exercise supervision, control, and care for their children. The government should play an active role in the improvement of supervision by related parties,

such as the health service and the police against the distribution of unlicensed liquor/drugs.

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