

The Role of Teachers in Overcoming Student Delinquency in Grade VI Elementary School

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Abstract

Widespread delinquency takes the form of breaking rules and making noise in the learning process in the classroom so that a teacher must be able to handle delinquency committed by students. This research aims to determine the forms of delinquency committed by students and the role of teachers in dealing with student delinquency at SD Negeri 19 Dayun. The research method used in this research is qualitative methods. Researchers used data collection techniques in the form of observation, interviews and documentation involving subjects, namely class VI teachers and class IV students at SD Negeri 19 Dayun. The data analysis technique in this research uses the Miles and Huberman model which consists of data reduction, data presentation and drawing conclusions. Based on the research results, it shows that there are several forms of student behavior such as chatting in class, being late for class, often making noise, cheating, being lazy about doing assignments, making fun of friends, bullying, damaging school property, truancy, violating school rules and regulations, etc. against the teacher. The role of the teacher in dealing with student delinquency is that the teacher becomes an example, and the teacher becomes a guide by providing advice to students. The latest in this research is that when teachers carry out their role, teachers prefer to use a more introspective approach, where students are given the opportunity to reflect and take responsibility for their actions, compared to a more external and punitive approach.

Keywords: Student delinquency, teacher's role, elementary school.

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INTRODUCTION

Education is a learning process that students go through to hone their abilities to gain knowledge and skills. Through education, it is hoped that a young generation will be formed who is creative, innovative, has knowledge, good behavior and is responsible (Dahlia, 2022). Education is required to continue to create superior results in various fields and in this process, there is an emphasis on character education from the education of elementary school age students to tertiary institutions. Education is one of the most important things in preparing the next generation of young people. Quality education will be able to enable the next generation of the nation to have a greater role, which is important in order to improve the dynamics of the problem existing in society. In this case, education will make citizens life in school, society,

nation and state. Education as a form of embodiment of the values and character of a nation (Amini et al., 2020).

Student delinquency in elementary schools is a problem that is often encountered in the world of education (Fadli et al., 2024). In general, abusive behavior is interpreted as a form of behavior that is not in accordance with the norms in society (Rinaldi et al., 2024). The school must address student misbehavior at school immediately. Schools must be able to identify the causes of student delinquency. If this is done, it will certainly give rise to student solutions and effective ways of preventing student delinquency. School is a place to educate and develop students' abilities so that they have good character. Especially in elementary schools, where this is the right basic start in educating students in instilling positive things in forming good character (Handayani et al., 2020). Elementary school is the initial foundation in forming students' personalities because at elementary school there are many changes in behavior or attitudes and students begin to learn many things at school.

Schools are an important means of optimizing education in Indonesia. The important role of schools is to create comfortable conditions at school, where students can learn well, students can interact well, there are no fights, no bullying in the school environment and there is no delinquent behavior of students at school. According to (Wahib, 2023) In the world of education, student delinquency is a problem that always exists and cannot be avoided, which is accompanied by several factors, namely: First, family factors are the beginning of personality formation and basic development and growth of the child's body. Second, the school environment is the second place of education after parental education because teachers become parents for students at school. Third, the community environment, namely the lack of adjustment to the environment because it is influenced by friends who commit mischief. Television and cellphones are also one of the factors why children commit mischief because there are many programs on television and cellphones that show children committing mischief in which the children act so that the students imitate them.

Students need consistent guidance and direction to develop their abilities. Teachers play a very important role and have responsibilities. (Mau, 2022) said that the task of teachers is not only to teach but to guide students to form complete Indonesian people with the spirit of Pancasila. Teachers as professional educators have a good image if they can show students that teachers are worthy of being role models and role models for their students. If the teacher behaves badly, the students will follow suit, and vice versa, if the teacher behaves well, the students will behave well. In this case, the teacher's role in forming attitudes, mentality and character is very dominant. Psychologically, students need teachers at school as friends and parents. Teachers must pay attention to their students, especially their attitudes, behavior, order and discipline. Apart from that, you must also pay attention to each student's habits, abnormalities, specificities, strengths and weaknesses.

It is important for teachers to observe student behavior so that student misbehavior such as stealing, fighting with friends in class, disturbing friends who are studying, taking friends' belongings, making noise in class, banging tables and eating during lessons and whispering during lessons. can be overcome. Therefore, this matter cannot be allowed to drag on. There must be appropriate follow-up to resolve the problem. Starting from looking for what is behind and causes these problems to occur in the classroom during the learning process. If this is left alone, then the full learning objectives will not be achieved properly. The student behavior mentioned above can occur because the teacher's way of dealing with student misbehavior in learning has not been implemented appropriately. The teacher's inappropriate way of dealing with student misbehavior can be shown by the lack of response from students during learning activities. A safe environment will make learning fun so that students are interested in following the lessons delivered by the teacher (Mes et al., 2023).

Delinquency broadly takes the form of breaking the rules and making noise in the learning process in the classroom so that a teacher must be able to handle delinquency committed by students. In dealing with elementary school students' delinquency, teachers or parents do not have to turn off students' delinquency, but instead what is done is to divert, elevate and increase the tendency of students who appear to be naughty in another direction in an educational way or what is called educational action which aims to correct the students' wrong morals. direction in the form of punishment (Zulkarya, 2020).

Initial observations at SDN 19 Dayun, delinquency found by researchers at school included students frequently going in and out of class, fighting with classmates, disturbing friends who were studying, taking friends' belongings, being noisy in class, being noisy and naughty, and not paying attention to the teacher who is teaching, skipping lessons, using rude language, and some students are not neat and do not shower when they go to school. Interviews at SDN 19 Dayun, several efforts were made based on interviews for fighting mischief, truant delinquency, not doing homework, not paying attention to the teacher, saying rude things, making noise, the teacher made efforts to give advice or verbal warnings and even warning sanctions to students. The first step was to advise him that if there had been no changes, the class teacher would call the students' parents to come to school. However, even though they have been punished by the teacher, students still do not change their attitudes and behavior and always defend themselves even though they are guilty. This happens because teachers are less effective in handling students' bad behavior during learning, causing students to focus less on the material taught by the teacher. This also creates problems for students such as learning difficulties and behavior that breaks the rules or is naughty. Thus, teachers need to have creativity in organizing the class and need to be active in implementing innovative learning.

This research is in line with research conducted by (Ayuni & Dafit, 2023) shows that the forms of delinquency carried out by students are bullying, fighting and smoking. The teacher's role in dealing with existing delinquency is that the teacher's role is to educate, train, guide and deal with student delinquency, namely (a) giving warnings and advice, (b) giving punishment, and (c) making a student agreement. This effort is made to provide a deterrent effect so that the crime does not happen again. Preventing student behavior in the form of delinquency requires evaluation of school programs as well as collaborative efforts between the school and the family. Apart from that (Rangkuti & Tamba, 2023), shows that there are forms of student delinquency at SDN 200103 Padang Sidempuan which are included in the category of minor delinquency, caused by family and school environmental factors. The prevention is by carrying out preventive efforts, namely providing guidance and direction to students and curative efforts, namely identifying the causes of delinquency in children.

Based on previous research, this research provides information and knowledge and can build awareness of the importance of the teacher's role in handling student misbehavior when teaching so that it is right on target and in accordance with what is expected in the learning objectives. The aim of this research is to determine the forms of delinquency committed by students and the role of teachers in dealing with student delinquency at SD Negeri 19 Dayun. This research provides an opportunity to explore more effective and preventive ways of dealing with delinquency and violence in schools, which in turn can create a safer and more conducive learning environment.

METHODS

The research method used in this research is using a qualitative method with a descriptive approach. According to (Sugiyono, 2019), Qualitative method is a research method based on the philosophy of post positivism, used to research the condition of natural objects where the

researcher is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalization. In fact, according to this research, it is a collection of information/data regarding the existing symptom conditions according to the conditions at the time the research was conducted (Shodiq & Yaroh, 2024). The qualitative descriptive method aims to describe, explain and answer in more detail the problems that will be studied regarding student delinquency at SD Negeri 19 Dayun Siak District.

In this research, the researcher as a human instrument is guided by the interview instrument sheet, observation sheet and documentation review carried out using interview, observation and documentation techniques to help the researcher obtain data and information in this research. Meanwhile, in the process of analyzing research data using qualitative descriptive analysis in the field research method using the Miles & Huberman model, namely with three stages, namely data reduction, data presentation, and drawing conclusions. In testing the validity of the data, this research uses a triangulation test, namely, a triangulation test of sources, techniques and time. As for the research process, you will definitely get a lot of data so that the aim of using data analysis is to simplify, select data that can support the research so that you can find conclusions. The data analysis technique in this research uses the Miles and Huberman model with data reduction techniques, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

This research aims to determine the forms of delinquency committed by students and the role of teachers in dealing with student delinquency at SD Negeri 19 Dayun. Based on the results of observations, interviews and documentation with teachers and class VI students at SD Negeri 19, Dayun Siak District, several students misbehaved. Apart from that, it was also found that several roles of teachers in dealing with student delinquency were also found. Roles are also said to be behaviors or institutions that have meaning social structure. In this case, the role refers more to adapting to a process. So in developing student morals the role Teachers at school also have a big influence on moral development student (Nurkhotimah, 2020). Student misbehavior and the role of teachers in dealing with it can be seen in the explanation below.

Forms of Student Delinquency

Based on research results from observations and interviews with teachers and students in class VI, it is known that there are several student delinquencies, such as ordinary delinquency, namely mild, moderate and severe delinquency. However, in the findings of this study, only mild and moderate delinquency was found. Based on the results of interviews with teachers and students, the minor mischief that is often carried out by class VI students includes various behaviors that can affect the learning atmosphere. One of them is chatting in class when the teacher is explaining learning material, which can disturb your friends' concentration and reduce the effectiveness of learning. Apart from that, it is also common for students to be late for class, which results in students missing important lessons. Students also often make noise with excessive noise or behavior and use harsh words which can create an atmosphere that is not conducive and can divert attention from the material being taught.

Other delinquencies include cheating on friends, which reduces academic integrity, and playing during class time which can disrupt the learning process. There are also students who refuse to do assignments because they do not understand the lesson, which has an impact on their academic development. Lastly, making excessive jokes such as mocking parents' names can create discomfort for both teachers and classmates. This data is strengthened by the findings in the documentation that researchers encountered during the research as follows:



Figure 1. Bullying Friends

Based on a review of the documents in Figure 1 above, it is known that the above mischief includes minor mischief, namely disturbing friends. This is something we usually encounter in children when they play. However, this could lead to moderate delinquency such as bullying because the student feels that this is something his friends usually do. Apart from that, this mischief can also trigger a fight between the two students. Handling delinquency requires efforts from teachers and parents to provide character education, create a positive learning environment, and establish good communication, so that students can learn from experience and reduce delinquent behavior.

Apart from that, based on interviews with teachers and class VI students, moderate delinquency was also found among class VI students at State Elementary School 19 Dayun. Moderate delinquency that often occurs in sixth grade elementary school students includes behavior that can disrupt the learning environment and relationships between students. One example is bullying, where a student may taunt or intimidate a classmate because of their appearance or habits. For example, if a quieter student is often the target of ridicule by his friends, this can have a negative impact on his mental health and reduce his self-confidence. Apart from that, stealing is also a serious problem. An example of this is when a student takes a friend's pencil or book without permission. This action not only harms the victim but also shows a lack of respect for other people's property rights.

Damaging school property also often occurs, for example students drawing on classroom walls or damaging chairs in inappropriate ways. This can result in repair costs that must be borne by the school. In addition, truancy is a common behavior, where students leave school without permission, for example to go to the playground or hang out with friends. This behavior disrupts the learning process and can affect students' academic grades.

Violations of school rules, such as dressing inappropriately or using a cell phone in class, are also a concern. Cases where students use cellphones to play games during class can distract attention and create an unfocused classroom atmosphere. Finally, rude or disrespectful behavior towards teachers and peers, such as speaking in a high-pitched tone or ignoring orders, can damage the bond between students and teachers, which should be one of mutual respect. Handling this delinquency requires cooperation between teachers, parents and students, as well as an effective guidance approach to help students understand the consequences of their actions and develop positive behavior.

In line with what was stated by (Gularso & Indrianawati, 2022) that the delinquency of class IV students is not only caused by the students themselves but is also caused by a lack of attention from the family and the surrounding environment. Self-causes include lack of attention from people around you, boredom while studying, and also influence from peers. Meanwhile, family causes such as lack of attention from parents and family disharmony are also very influential in causing student delinquency, and also the influence of an unfavorable environment

is very influential in the emergence of student delinquency.

The Role of Teachers in Overcoming Student Delinquency

Based on observations and interviews with homeroom teachers and class VI students at SD Negeri 19 Dayun, it can be seen that in dealing with delinquency among students, teachers certainly have quite an important role. The role of the teacher is very important in dealing with delinquency in sixth grade elementary school students because the teacher is an authority figure who has a direct influence on student behavior and development. Teachers are known to not only teach subject matter, but also shape students' character and values. By instilling an attitude of discipline and responsibility, teachers can help students understand the consequences of their actions. Teachers must also have the ability to create a positive and safe learning environment. By creating a supportive and inclusive atmosphere, teachers can minimize negative behavior such as bullying and vandalism. Teachers are also observers who can detect student behavior problems early. By recognizing signs of delinquency, teachers can provide appropriate intervention before the problem develops further. Apart from that, teachers also act as mediators between students and parents. By communicating actively with parents, teachers can provide information about student development and behavior, so that parents can support improvement efforts at home. With a collaborative approach, teachers can help students overcome their delinquency and develop more positive behavior.

In this research, the researcher will explain that teachers can act as models and as mentors in dealing with the delinquency of class VI students at SD Negeri 19 Dayun. *First*, the teacher acts as a model. The model in question is that the teacher acts as an example for students. Teachers are called examples because they act as role models in various aspects of life, especially in the teaching and learning process. Based on the results of observations and interviews, teachers act as examples by showing good discipline, responsibility and ethics, which can be adopted by students. When teachers arrive on time, respect the rules, and show dedication to the task, students are likely to emulate those behaviors. Teachers also teach moral and social values, such as tolerance, cooperation, and respect. By showing a positive attitude in interacting with students and colleagues, teachers provide direct examples of how to behave well at school and in society.

In addition, teachers are often reliable figures for students. When teachers show empathy, listen well, and support students, they also create a safe and comfortable environment. It teaches students about the importance of healthy interpersonal relationships. Finally, teachers can influence students' attitudes towards learning. By showing enthusiasm and love for the subject matter, teachers inspire students to develop curiosity and enthusiasm for learning. With all these roles, teachers not only teach knowledge, but also shape students' characters, making them valuable examples in their lives. Finally, teachers can also provide guidance and counseling, helping students to understand and overcome the underlying problems of their behavior. Through these various approaches, the teacher's role becomes crucial in shaping students into better and more responsible individuals.

This is in line with what was conveyed by (Kandiri & Arfandi, 2021) that the teacher as a model and role model is where the teacher's presence in teaching and learning activities is a figure who will be a role model for all students and will also be a role model for all elements of society who interact with him. Therefore, whatever is in the teacher will be reflected through his humility, actions and personality. A teacher who is a model and role model is one of the basic characteristics that must be a principle in teaching and learning activities. When a teacher no longer pays attention to his role as a role model for his students, this will reduce the seriousness and effectiveness of students in teaching and learning activities. It does not need to be a heavy burden and responsibility for teachers to understand their roles and functions, with humility,

skill and leadership it will make teaching and learning activities more conducive and improve student learning outcomes.

The same thing was also expressed by (Nilawijaya, 2015) that teachers have duties and obligations, not only to teach, educate and guide students but also to act as models in learning so as to be able to create an active and enjoyable learning atmosphere. Being a model or example for children is not easy for a teacher because we know that every child hopes that their teacher can be an example or role model for them. Therefore, the behavior of educators, whether teachers, parents or community figures, must be in accordance with the norms adopted by society, nation and state.

Second, the teacher acts as a guide. Based on the results of interviews and observations with the homeroom teacher and class VI students, it was found that the teacher plays the role of a guide by providing direction and good advice to students to maintain the attitude of a good student. Next, teachers need to explain the rules and expectations in the classroom clearly, including the consequences that will be received if these rules are violated, so that students understand the existing boundaries. Listening to students is also crucial; by providing space for them to express opinions and complaints, teachers can understand the motivation behind delinquent behavior and provide more appropriate guidance.

Additionally, using examples of real situations to illustrate the consequences of delinquency can help students understand the impact of their actions. Individual guidance is also important. Teachers can set aside time to talk privately with students who exhibit delinquent behavior, helping them reflect on their actions and find solutions. Teachers can also teach social skills, such as how to communicate well and resolve conflicts, which will equip students with the ability to interact positively and can encourage participation in positive activities, such as extracurricular activities, which can divert students' attention from negative behavior and increase their sense of responsibility. Finally, teachers can also involve parents in communication regarding student behavior problems, so that support at home can help with desired behavior changes. With these steps, teachers can effectively guide students in understanding and overcoming delinquency, directing them to more positive and responsible behavior as elementary school students with good character and to avoid other delinquencies.



Figure 2. Teacher Giving Directions

Based on Figure 2. From the results of the documentation review, it can be seen that teachers act as mentors by providing direction in dealing with juvenile delinquency at SD Negeri 19 Dayun. Teachers have an important role in providing guidance to students regarding delinquency with several strategic steps, namely teachers can hold class discussions to discuss the importance of good behavior and the impact of delinquency, giving students the opportunity to share views and learn from each other's experiences.

This is reinforced by (Paramitha & Siregar, 2024) In providing guidance to students, teachers do this in the form of providing various information that students need so that they do not commit further mischief. Apart from that, teachers also provide advice to students who misbehave during learning hours and can get to know and understand each student both individually and as a group.

Apart from the teacher's role as a guide providing direction, the teacher also plays a role as a guide by providing good advice to students. Based on the results of interviews with teachers and class VI students at State Elementary School 19 Dayun, teachers act as mentors by providing advice, namely providing crucial advice in dealing with elementary school students' delinquency. In this role, the teacher not only functions as a teacher, but also as a mentor who guides students in understanding good and bad behavior. When a student shows misbehavior, the teacher can approach him by providing constructive advice. For example, teachers can hold private meetings to discuss students' actions, helping them reflect on the consequences of those behaviors and their impact on others.

Teachers also use personal experiences or relevant stories to show how good decisions can produce positive outcomes, while bad decisions can bring undesirable consequences. In this way, teachers help students develop a deeper understanding of ethics and responsibility. Additionally, teachers can provide strategies for dealing with difficult situations, such as good communication techniques or how to deal with peer pressure. In addition, teachers also encouraging students to evaluate their options and consider better alternatives is an important part of the advice given. By providing emotional support and practical solutions, teachers not only help students improve their behavior, but also build their self-confidence and ability to make better decisions in the future.



Figure 3. Teachers play a role in providing advice

Based on Figure 3. From the results of the documentation review, it can be seen that teachers act as mentors by providing advice in dealing with juvenile delinquency at State Elementary School 19 Dayun. In this context, the teacher's role as a provider of advice is very important to shape students' character and help them grow into responsible individuals.

The role of teachers is very important in overcoming learning difficulties experienced by students. The role of the teacher is to create a series of interrelated behaviors that are carried out in a particular situation and are related to the progress of changes in behavior and student development as the goal. Teachers must provide special treatment and more attention to students who experience learning difficulties than students who do not experience learning difficulties. The teacher's attitude in the process of educating students has an influence on the development of the students' souls, so teachers must be able to have the right attitude in accordance with the demands of their professional duties. Therefore, the position of the teacher has a very important role in participating in overcoming the occurrence of delinquency in his students, because the teacher is a figure who is directly responsible for moral development and

instilling legal norms about good and bad as well as a person's responsibility for all actions that are good. (Wailusu et al., 2024).

Basically, the delinquency experienced by elementary school students varies according to style and nature the variety. This diversity can also be seen from its intensity and quality, some are delinquent moderate and some are heavy (Amin, 2024). According to (Ardiani et al., 2018) forms of student delinquency are carried out solely to seek attention, because the majority of naughty children are left behind by their parents at work, so they feel a lack of love and attention. Actually, the cases that occurred were only mild cases such as incomplete uniforms, not doing homework, saying dirty things, being late for class, and fighting. According to Sarlito (dalam Irfariyanti, 2020) There are 3 forms of student delinquency, namely: 1) Light delinquency, such as students who are stubborn, disobedient to teachers and parents, skip school hours, are lazy about studying, and utter impolite words. 2) Moderate delinquency that disturbs the peace and security of the environment, for example stealing, slandering, assaulting, destroying other people's property. 3) Serious delinquency, for example the use and distribution of drugs, sexual and immoral acts towards people of the other sex (heterosexual), same-sex sexual delinquency and murder.

According to Sunarwiyati (Maribot et al., 2024; Rahmatillah et al., 2024; Rofek et al., 2023; Sumani, 2019) which divides child and adolescent delinquency into three levels, namely: a. Ordinary delinquency, such as: likes fighting, likes wandering around, skipping school, leaving home without permission first. b. Mischief that leads to violations and crimes, such as: taking parents' things without permission. c. Special delinquency, such as: narcotics abuse. Student behavior such as hides friends' things, is busy, likes toys and doesn't pay attention during class, is difficult to control, breaks school rules, doesn't wear uniform according to the day, is late for school, lies, is nosy and disturbs his friends, asks his friends for money, calls his friends names. His parents were also said to be a form of delinquent behavior. Meanwhile, according to (Putra & Puadi, 2022), there are several types of student crimes that can be distinguished. Student crimes are shared into two types, namely crimes that are conscious and intentional, and crimes that are not intentional.

According to Harahap, (2020), The factors that cause juvenile delinquency are caused by two important factors, namely internal factors within the teenager and external factors from outside him. External factors include family disharmony, insufficient economy for daily life, influence of mass media and others. Furthermore, the factors of juvenile delinquency are the lack of parental attention, environmental factors that are less supportive, economic factors, negative films watched, promiscuity factors, lack of religious education, incomplete education, unemployment, the influence of sedative games, drugs, theft, drinking, gambling, smoking, brawls, negative internet sites, school failure and dreams abandoned.

Apart from that, according to Siegel & Welsh (Saputra & Komariah, 2020) Several factors such as family, school and playmates are considered to be factors that cause juvenile delinquent behavior." Furthermore, according to Wahidin et al "things that influence juvenile delinquent behavior consist of: Violent Parenting Patterns, Lack of Attention and Affection, Environmental Factors Outside the Home". Weak self-control greatly influences behavior. Someone will easily fall into negative behavior if they are weak in self-control, conversely someone will avoid negative behavior if they are able to control themselves. Therefore, self-control plays a very important role in adolescent behavior and problematic families are the main cause in the formation of emotional problems in children which can lead to long-term social problems.

Student delinquency is usually caused by the child himself (internal) or external factors (external). Internal factors are factors that come from within the human body itself, without the influence of the surrounding environment, including these factors are personality, gender and

position in the family. A person's personality can be the cause of delinquency, which is of concern is that this behavior is closely related to fulfillment of needs. Every child has a disposition to experience growth, both psychological and physical. Meanwhile, external factors are the possibility of student delinquency not purely from within the student himself, but perhaps the delinquency is a side effect of things that are not handled by the student in his family, even the parents themselves are unable to overcome it, as a result the student becomes a victim of The family situation causes the child to become naughty (Safitri et al., 2022).

CONCLUSION

Based on research results from observations, interviews and documentation, it can be concluded that there are forms of delinquency among class VI students that occur at SD Negeri 19 Dayun. Some examples of delinquency that occur in class VI students at SD Negeri 19 Dayun are chatting in class, being late for class, often making noise with strange noises and excessive behavior, cheating on friends, being lazy about doing assignments and making excessive jokes, including minor mischief. . Apart from that, there are also students who bully, damage school property, skip school, violate school rules, and fight teachers, including moderate delinquency. With this delinquency, of course the role of the teacher is needed in overcoming this delinquency, namely the teacher as a model or example for students and the teacher as a guide by providing good direction and advice in order to instill good character in students so they can overcome other mischief.

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