

Some Factors Causing the Delinquency Student in 4th Grade of Primary School Purwodadi

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Abstract: *The purpose of this study was to determine the factors causing delinquency of 4th Grade students of Primary School Purwodadi, to find out how to deal with delinquency of 4th Grade students of Primary School Purwodadi. This research uses a qualitative approach. This type of research is a qualitative descriptive study, research time in August 2018. Subjects in the study amounted to 35 people consisting of 18 men and 17 women, 4th Grade students of Primary School Purwodadi, Nagan Raya District. Data collection techniques such as: interviews, observation and documentation. Based on the results of the research, the factors causing the delinquency of 4th Grade students of Primary School Purwodadi are the delinquency of students that occurs at school is not only influenced by students' internal factors, but there are also external factors which also greatly affect the delinquency of students and how to handle delinquents of 4th Grade students of Primary School Purwodadi from the solutions provided by the teacher are often spontaneous without regard to the psychological impact of students which consequently can cause problems for students who get sanctions. Like, the teacher punishes students in front of their peers, thus making the students embarrassed, because they are embarrassed that the student won't go to school the next day. This is what is meant by problems for students.*

Keywords: *analysis; factors; student delinquency*

I. Introduction

Students are individuals who are experiencing development. Development is a process towards maturity. Therefore, students must always be accompanied by good development. The development of students is greatly influenced by environmental factors such as social culture, science and technology. Therefore, the development of students needs to be guarded and accompanied to achieve optimal development. This is because without any assistance, an environment that has a negative and positive influence is difficult to control and control (IrhamdanWiyani, 2014: 68).

Schools are a means to optimize education in Indonesia. Schools play an important role in shaping the generation of the Indonesian nation. The important role of schools in education is the creation of comfortable conditions in schools, where students learn well, lack of fights, and delinquency of students at school (Sri, 2016: 2). According to Sarlito (2012: 251) said that "juvenile delinquency is an act of an immature person who intentionally violates the law and is known by the child himself that if the act was known by the punishment officer could be subject to punishment. The behavior of children who are less affected may be said to be delinquency.

The development of the potential of students is certainly influenced by the atmosphere and learning process in the school environment. According to Dahlan (2012: 54) the school is a formal educational institution that systematically implements guidance, teaching and training programs in order to help students to be able to develop their potential, both in terms of moral, spiritual, intellectual, emotional, and social aspects. It shows that the environmental conditions in schools greatly influence the development of students. A conducive environment will certainly have a positive effect on student development. But on the contrary, if the school environment is

not conducive it will certainly have a negative effect on student development. Self-development related to discipline (Brian, 2017: 804).

Based on observations of fourth grade researchers at Purwodadi State Elementary School, students' mischief when studying in class, namely students often making noise in class, students are often difficult to regulate when learning and teaching activities take place, students find it difficult to control their emotions so that they often hit participants other students. The fourth grade teacher also mentioned that to overcome the problem of student delinquency is not enough just to scold what has been done by students but by giving students an action in the form of a light sentence in the form of additional tasks to students that must be done after learning finished to provide a deterrent effect to students. But in reality the actions given by the teacher to students are only temporary because the next day the students will do the same thing.

Many factors cause student delinquency in addition to being caused by internal factors due to changes in the child, also caused by a combination of several causative factors are divided into two groups, namely environmental factors and personal factors. While personal factors according to Santrock (2012: 12) include low control, negative peer influence, low self-identity, and lack of hope for education. These delinquency factors will be the basis for identifying the causes of student delinquency. The causative factors are classified again in three factors that cause student delinquency namely physical environmental factors, social environmental factors, and personal factors. The identification is expected to be able to find out the dominant factors that influence the misbehavior of students at Primary School Purwodadi (Nur Fuadah, 2011: 9).

In addition to the factors above, emotional intelligence also affects student delinquency. During adolescence the individual experiences a peak of emotionality, a high level of emotional development. According to Muhammad Ali and Muhammad Ansari (2013: 62) said that "emotions refer to a specific feeling and thoughts, a biological and psychological state, and a tendency to act". Furthermore Muhammad Ali and Muhammad Ansari (2013: 64-65), stated "children have the characteristics of being sensitive to external stimuli and usually given excessive responses so as to cause irritability and whiny, but also quickly feel happy".

If students have good emotional intelligence, these students will be able to manage the emotions that exist in themselves, can control their emotions properly, and act rationally so that he will not do any deviation from existing norms. As for if he commits an offense he will certainly feel guilty after committing the act, so that the act of repeating the violation of existing norms will not happen again. For students who have poor emotional intelligence, will have difficulty in regulating the emotions that exist in him, will be easily angry and easily offended.

Families including external factors also play a role in dealing with student delinquency, where the family is the first education for children, parents have an important role in influencing children's development. Parenting is done by parents can also affect the psychology of children. For example, the pattern of educating parents who educate their children in a hard or authoritarian way may make children become rebellious children, not only to their parents but also to others.

This delinquency is not finished just like that, because problems mock one another, play truant, and violent behavior always occurs, this phenomenon must be dealt with immediately because it will have a negative impact (criminal acts will occur, academic decline, and the formation of bad personalities) if it will continue to be ignored, energy teacher, the homeroom

teacher is deemed unable to deal with this problem, because the ratio of students and homeroom teacher is not enough especially in this school does not have counseling guidance teacher.

Based on the background above, the researchers tried to make the research with the title: "Analysis of the Factors that Cause Delinquency of 4th grade students in Primary School Purwodadi".

II. Review of Literature

2.1 Understanding of Children's Delinquency

aDefinition of children according to Law Number 3 of 1997

Children are part of the younger generation as one of the human resources which is the potential and the successor to the ideals of the nation's struggle that has a strategic role and has special characteristics and characteristics requiring fostering protection in order to guarantee the growth and development of physical, mental, social as a whole, in harmony, in harmony and balance. The definition of children contained in Law Number 3 of 1997 Article 1, namely:

- Children are in the case of naughty children who have reached the age of 8 (eight) years but have not reached 18 (eighteen) years and have never been married.
- Bad boys are:
 - 1) A child who commits a crime or
 - 2) Children who commit acts that are prohibited for children, both according to the laws and regulations and according to other legal regulations that live and apply in the community concerned.
- Neglected Children are:

A child who is determined by the court to be a neglected child, based on the consideration of the child, is not being met with reasonable needs, both spiritually, physically, and socially due to:

The definition of a child contained in Article 1 paragraph (2) of Law Number 4 of 1979 concerning Child Welfare, namely: A child is a person who has not reached 21 (twenty one) years and has never been married.

Child welfare is a way of life and livelihood of children that can guarantee their growth and development naturally, both spiritually, physically, and socially. Child welfare business is a social welfare business aimed at ensuring the realization of children's welfare, especially the fulfillment of children's needs. What is meant by a child welfare law includes;

- 1) Children's welfare efforts consist of efforts to foster, develop, prevent and rehabilitate.
- 2) Child welfare efforts are carried out by the government and / or the community.
- 3) The government conducts direction, guidance, assistance and supervision of child welfare efforts carried out by the community.

2.2 Factors that Cause Delinquency

All who do naughty actions naturally occur / act spontaneously. But delinquency done by someone must have a cause or there are factors that influence it. As stated by several experts, namely:

- a. According to Kartini (2017: 230) there are 3 factors that are behind them due to juvenile delinquency:

b. Family environment

- The economic status of parents is low, large families, dirty homes.
- Having bad habits
- Not able to develop emotional calm
- Children who do not get parental love
- Foster Children
- There is no agreement between family members
- Parents do not give enough supervision during childbirth
- Damaged house (due to death, divorce, punishment, etc.)

c. School environment

- Schools that try to bathe children who are actually less well off
- The teacher rejects reject

d. Community environment

- Ignores the interests of children and does not protect them
- Does not give children the opportunity to carry out social life, and is not able to channel the child's transition
- There are examples of behavior and places that are despicable and against the norm (for example: prostitution, gambling, criminality, incitement and others) (Kartini, 2017: 232).

If none of the above, it becomes a weak child at the same time, it is easy for the child to become delinquent. This can also be supported by newspapers, magazines, radio, television, TV that prioritizes criticism, so that children imitate the heroism of the criminals and their unique shrewdness (Kartini, 2017: 233).

2.3 Factors that Determine the Personality and Character of Children

In addition to the factors above, other factors that determine adolescent personality and character can be grouped into four parts, namely:

a. Organobiological factors

Mental intellectual development (mental intelligence) and mental emotional (mental health level) increasingly determine the development of the development of the central nervous system (brain) and the physical condition of other organs of the body. The development of a physically fit child requires good and quality nutrition. While the development of brain organs has begun since the baby in the womb until the baby is 4-5 years old. The cause at this time the structure of the brain, both in the number of brain cells and the size of cells that have formed perfectly with a record of raw materials (protein nutrition) is sufficient and there is no disease that can increase the growth and development of the brain (Hawari, 2014: 22)

b. Psycho-Educational Factors

Child's psychological development (mental intellectual) and mental emotional, i.e. IQ and EQ are strongly influenced by attitudes, ways of the personality of parents in educating their children. In the child's growth and development there is a process of imitation and identification

of the child of both parents. Therefore, it is fitting for parents to know some important aspects of basic knowledge relating to the child's personality (Hawari, 2014: 159).

This psycho-educative factor will experience a disruption in the process if in a family will experience what is called family dysfunction. A family is said to experience dysfunction when the family interruption occurs in wholeness, the role of parents, interpersonal relationships between family members, and related matters (Hawari, 2014: 159).

c. Socio-Cultural Factors

Socio-cultural factors play an important role in the process of forming the child's personality later on. Fast-paced social change is a consequence of globalization, modernization, industrialization, and science (IPTEK) which has resulted in changes in moral values, ethics, religious principles in children's education and relationships. These changes in socio-cultural values occur because of a shift in the pattern of life from what was originally a religious social pattern to an individual materialist and secular pattern (Hawari, 2014: 206).

The above facts, show the interrelation of a person, both the function and role in society that always has the values, principles, morals, ways of life lived by all members of that community. If those values are universal, such as respecting parents, then every human being respects his parents, this common experience is part of the same person as many others around him. This means that all people in society, more or less affect a child's personality. Like it or not someone must follow the rules and norms that exist in the surrounding community who have socio-cultural conditions that are different from other communities.

d. Religion

However socio-cultural changes occur, religion must be prioritized, because of it contained moral ethical values, and guidelines for a healthy life that is universal and eternal in nature. Erich From considered that personality consists of character and character. Character includes permanent (unchanging) elements, while character is formed from assimilation and socialization.

2.4 Efforts to Tackle Child Delinquency

Today many efforts are promoted to overcome juvenile delinquency. Although not all of them are simultaneously resolved, participation from various groups can help to overcome them slowly.

a. Family environment

Many people say a child's attitude is a reflection of a parent's attitude. So it is very necessary an attitude from family members, especially parents, to show a good attitude for their children. First, reduce tension in the family. Parents should create a happy atmosphere by evenly sharing love with children. Second, provide motivation for children. Psychologically children need support from parents in the form of motivation in developing themselves so that they realize that they are cared for. Third, provide sexual education to children when they are in their teens. Sexual education is very necessary for children in their teens to anticipate unnatural curiosity. Because at this time adolescents have a great curiosity (Hadisuprpto, 2015: 25).

b. School environment

When the school has decided to accept the child registered by the parents, the school must take responsibility for the education of the child. To prove this, the school shows the child's achievements through written reports from the school. At this point we can see that there is a close relationship between school and family to shape the personality of an educated child. But

that is not all that is needed by schools to educate children, schools also play a role in shaping children's morals (Hadisuprpto, 2015: 25).

There are several things that must be done to foster the mental and behavior of children in their youth. First, value education. Here children need to be taught and introduced with various forms of values, especially moral values that can shape children's behavior. Besides that, other values are taught such as ethics, aesthetics, and others which also slowly shape the behavior of children. Second, make it a habit to hold meetings between teacher and student. What is emphasized here is a heart-to-heart meeting. Students can be helped to overcome problems, especially those involving personal problems (Hadisuprpto, 2015: 26).

2.5 Community Environment

The community environment also influences the development of adolescent behavior. There are several things that are recommended as an effort to overcome them. First, community acceptance and reasonable treatment. This is demonstrated by providing an opportunity to assume responsibility for the common interest in the community. Secondly, creating a family spirit. This makes the teenagers feel accepted by the most important groups such as, school, family, and close friendships. Third, there is awareness from the community especially community leaders both large and small format to provide good examples such as honesty, perseverance, and other good things in the development of a teenager in social life (Hadisuprpto, 2015: 26).

III. Research Methods

The approach taken in this research is a qualitative descriptive study, which is collecting as much data as possible about the factors that are supporting the quality of teaching and learning. Arikunto (2015: 108). This type of research is descriptive (descriptive research). Descriptive research is one of the types of research included in the type of qualitative research.

This research is located in 4th grade class of Primary School Purwodadi, Nagan Raya Regency. This research was conducted in the odd semester of August 2017/2018 academic year.

The subjects of the study were students of 4th grade class of Primary School Purwodadi in the academic year 2017/2018, amounting to 35 people consisting of 18 men and 17 women.

In qualitative research methods data is collected by several data collection techniques, namely: interviews, observation and documentation.

Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, finding what can be told to others (Moleong, 2013: 248).

IV. Discussions

4.1 Factors that encourage student delinquency in Primary School Purwodadi

The factor of student delinquency as an unpleasant thing in social life is caused by something that touches on some things there are problems of student delinquency that touches on material problems and there are also problems of student delinquency concerning psychological issues, and lack of family supervision.

According to the fourth grade teacher said that many factors that encourage student delinquency include the lack of mastery of the material when teaching so that students in class, and the lack of teacher supervision of students in the scope of the school so that many students

enter the class, then not separated also from the lack of parental supervision (results interview, August 8, 2018).

According to the fifth grade teacher said that the factors that encourage student delinquency in Primary School Purwodadi were due to the lack of discipline of teachers in educating students and the lack of parents' attention, in this case the problem of education so that student delinquency was not heeded, student delinquency occurred because it was at that time they are in a transition. In student delinquency he said there were two parts namely delinquency in the school environment (being late for school, ditching, not wearing school attributes, dressing immaculately or disrespectfully, like disturbing friends and leaving school hours unreasonably) and acquaintances outside of school (fighting, fighting against people old, etc.) (results of an interview on 8 August 2018).

From the results of interviews conducted by researchers, it can be concluded that student behavior that occurs in school is not only influenced by students' internal factors, but there are also external factors that also greatly affect student delinquency.

4.2 How to Handle the Delinquency of 4th grade of Students at Primary School Purwordadi

The forms of delinquency done by students in class when learning can be overcome by the teacher himself. The solutions that are pursued to overcome student delinquency can be explained as follows.

4.3 Solution for student misbehavior that takes someone else's property

Before giving a sentence, the teacher first makes the rules if there are students who steal once, then students will be punished standing up in front of the class for one hour. However, if there are students who take other people's property twice they will be expelled from school. The punishment given by the teacher to students who steal is sanction by having students stand in front of the class. Then students are given advice, so as not to repeat the relationship again.

4.4 Solution for Student Delinquents that Lie

The teacher gives advice by explaining that telling honest stories makes others trust us. The teacher also explains the consequences, if students often lie. Then, everyone will no longer believe in our words. Lying also makes the heart restless and uneasy, because we are afraid if anyone knows our lies. The sanction that the teacher gives to students who lie for not doing homework is to get the student to do his homework outside the classroom. In addition, the teacher also makes rules if students do not make homework will be fined carrying one book. The book was handed over to the teacher.

4.5 Solution for the Delinquency of Students Who Love to Use Dirty and Dirty Words

To deal with students who say harsh and dirty words, the teacher immediately reprimands the student immediately. The teacher gives a summons to the students' parents. The teacher also asks students to make a letter of agreement in front of his parents so as not to repeat his actions again.

4.6 Solutions for the Delinquency of Students Who Make A Scene

The actions taken by the teacher when there are students who make a fuss in the classroom. The teacher reprimands the student and gives choices to students, wants to learn or wants to chat (noisy). If you want to learn, don't make noise, if you want to make noise, please

make noise outside the classroom. If the student is still noisy, the teacher will scold the student by yelling and telling the student to leave the class.

In this section a discussion will be made regarding the delinquency of students in learning. Delinquency done by these students can be seen from the following description:

This misbehavior tends to occur in class. This delinquency needs to be overcome early on by the teacher making class rules, for example students who steal are given a penalty of push ups and around the field twenty times. In making class rules the teacher should involve students, the goal is that students immediately know what they can do and what they cannot do (Suyanto, 2013: 109). After making class rules the teacher should show the class rules to parents, so that parents know that if their children violate the school they will be given sanctions / penalties.

If stealing behavior is not dealt with early on with the right solution, it will become the child's behavior or habits. Punishment may be given to students who steal, so that mischief is not repeated. The need for punishment is given to children so that the deterrent can be associated with the opinion of Djamarah (2005: 199-200) which states the punishment can be given to make someone deterrent and not make the same mistake. In giving punishment, the teacher should pay attention to Winzer's opinion in Anitah (2008: 29-30) which says that in giving punishment start with a mild punishment, for example a gentle rebuke, before deciding to give a harsh punishment, the punishment must be given fairly and in accordance with the level of student offense, and in providing punishment consider the impact on students, as students will be embarrassed when the teacher punishes them in front of their peers.

Students who often interfere are given a penalty by calling parents. The teacher asks students in front of their parents to make a letter of agreement containing that students are willing not to bother anymore. If he repeats again, he is willing to be sanctioned for not going to class for three days. This is so that the student always remembers the consequences of the promise he had written. The method used by the teacher to call parents to disturb friends is appropriate. However, if the disturbing behavior of the students only likes to tickle the hands of their friends who are writing, mentioning the names of their friends' parents, it can be overcome by distracting students' attention by helping the teacher work. Like collecting homework books that are still a mess, erasing the blackboard, picking up trash under his seat. The solution to overcoming mischief annoying friends by distracting students by providing activities can be attributed to Mc Donald's opinion (2011: 55) which says that students who like to interfere can be overcome by distracting students' attention by asking students to help the teacher's work. Giving a responsibility to students will reduce the behavior of students who like to interfere. This is in line with the opinion of Nuraini (2012: 14) which says that so students are not busy disturbing friends and making noise in class, teachers should give them responsibility, for example by giving them jobs that can make time for them to seize does not exist. Able to get them to do the work, erase the blackboard, record important things in the book, and so forth.

Sanctions that teachers give to students who lie for not doing homework is to ask students to do homework outside the classroom. The solution the teacher uses is appropriate. The teacher has used educative punishment in overcoming this delinquency. This is related to the opinion of Anitah (2008: 30-31) which says that in providing an educative punishment, the teacher must adjust the punishment to the level of violation committed and the ability of students to serve the sentence. Thus, students will not feel punished, but feel work on their obligations. In dealing with students who are lying, teachers also need to involve parents because educating students is the responsibility of teachers, parents and schools. To involve parents, it is better for teachers to make regular reports to parents about their child's progress. This report can be in the form of a liaison book between parents and teachers (Anitah 2008: 31).

V. Conclusions

Based on the results of research and discussion about the role of teachers in overcoming the delinquency of fourth grade students at 4th grade class of Primary School Purwodadi, it can be concluded as follows:

1. Based on the results of the research, the factors causing the delinquency of Grade IV students in 4th grade class of Primary School Purwodadi School are the delinquency of students that occurs at school is not only influenced by students' internal factors but there are also external factors which also greatly affect student delinquency.
2. Based on the results of research on how to handle the delinquency of 4th grade class of Primary School Purwodadi seen from the solutions given by teachers often spontaneously without regard to the psychological impact of students which consequently can cause problems for students who get sanctions. Like, the teacher punishes students in front of their peers, thus making the students embarrassed, because they are embarrassed that the student won't go to school the next day. This is what is meant by problems for students.

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