

**THE ROLE OF SOCIOLOGY TEACHERS IN OVERCOMING  
STUDENT DELINQUENCY BEHAVIOR**

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**ABSTRACT**

Delinquency among students is increasingly common. This if left unchecked will become something that is entrenched. This study aims to determine the portrait of student delinquency, the causal factors, and the role of the sociology teacher in overcoming student delinquency behavior. This research is qualitative research. The research location is SMAN 3 Parepare City, South Sulawesi Province, Indonesia. The research informants were sociology teachers, school principals, and employees. Data collection techniques used include in-depth interviews, observation, and documentation. The collected data was analyzed qualitatively. Research has found that delinquency behavior by students includes being late to class, not doing assignments, cheating, and arguing. Factors that cause students to behave delinquently are the lack of attention from parents and the influence of the community environment. The role of the sociology teacher in overcoming student delinquency behavior is as a role model that provides an example of good character and as a facilitator who facilitates communication between students and guidance and counseling teachers, so that students can behave according to the values and norms that exist in society. The findings of this study can be additional information to overcome delinquency behavior that is rife among students.

**Keywords:** Delinquency behavior; factors causing delinquency; the role of the sociology teacher.

**ABSTRAK**

*Delinkuensi pada kalangan peserta didik semakin marak terjadi. Hal ini jika dibiarkan akan menjadi sesuatu yang membudaya. Penelitian ini bertujuan untuk mengetahui potret delinkuensi peserta didik, faktor penyebab, dan peran guru sosiologi dalam mengatasi perilaku delinkuensi peserta didik. Penelitian ini merupakan penelitian kualitatif. Lokasi penelitian adalah SMAN 3 Kota Parepare, Provinsi Sulawesi Selatan, Indonesia. Informan penelitian adalah guru sosiologi, kepala sekolah, dan karyawan. Teknik pengumpulan data yang digunakan meliputi wawancara mendalam, observasi, dan dokumentasi. Data yang terkumpul dianalisis secara kualitatif. Penelitian menemukan bahwa perilaku delinkuensi yang dilakukan peserta didik meliputi terlambat masuk kelas, tidak mengerjakan tugas, menyontek, dan adu mulut. Faktor penyebab peserta didik berperilaku delinkuensi adalah kurangnya*

*perhatian orang tua dan pengaruh lingkungan masyarakat. Peran guru sosiologi dalam mengatasi perilaku delinkuensi peserta didik sebagai role model yang memberikan contoh karakter yang baik dan sebagai fasilitator yang memfasilitasi komunikasi antara peserta didik dan guru bimbingan konseling, agar peserta didik dapat berperilaku sesuai dengan nilai dan norma yang ada di masyarakat. Temuan penelitian ini dapat menjadi tambahan informasi untuk mengatasi perilaku delinkuensi yang marak terjadi pada kalangan peserta didik.*

**Kata kunci:** *Faktor penyebab delinkuensi; peran guru sosiologi; perilaku delinkuensi.*

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## A. INTRODUCTION

Delinquency that occurs among adolescents is an important issue to be discussed in more depth because is often reported is the rampant cases of delinquency committed by students, both students at the elementary school level, junior high school and high school or teacher training high school. Cases of delinquency in the world of education in Indonesia are proof that the character possessed by the nation's children today has not yet reached the goal of character education (Oktavia & Dewi, 2021). There is still a need for more efforts to address delinquency behavior among children and adolescents. Delinquency is a negative attitude that violates societal norms. The sad thing is that delicacy often takes lives, so this kind of behavior needs to be dealt with quickly. There have been many efforts and efforts made to overcome delinquency behavior in adolescents in the world of education. Tang et al., (2020) stated that school institutions, especially educators, play an important role in overcoming various delinquency behaviors among adolescents.

Education is said to be a place for humans to gain knowledge through a process that is difficult and short. In this educational process, a human being will slowly develop the potential within them. In the world of education, it is not only taught various kinds of knowledge but also has an important role in developing the attitude or character of students. Education has an important role in developing the character of each student to become a human being with a positive spirit. The process of actual education can also be obtained from the family and community environment. The education obtained in school, family and community institutions will have quite significant differences. Basically, the process of education aims to form human beings who are real human beings, so they can quickly adapt in social life and can become human beings who have benefits for other people. To achieve the goals of education certainly will not be easy and it takes a very long time. This is one reason in human life for the importance of education (Ilma, 2015).

Education plays a role in being able to change the mindset or human mind so that it is more mature (able to solve a problem or all forms of differences in a wise or peaceful way, always learning to be able to manage oneself). Education is a means to build the civilization of society, not only to close oneself to each other, to have an attitude of not caring about others, not to ridicule each other and learn to be able to get a solution together in the midst of a problem and the differences that exist. Education is a form of

process of producing human beings who have character, are responsible as a big capital in building a superior generation (Putri, 2013).

Discussing education is certainly close to discussing school institutions, which are one environment in getting the process of education. Students will not only gain insight but also the character of students will be formed in a better direction while studying in a school institution environment. The character building carried out by educators in the school environment basically has the aim of keeping negative things away from students where these negative things are inappropriate or have violated the values and norms that have been in effect in society. Negative influences that can affect students bring up various kinds of social problems that occur in the community, for example, the occurrence of a social conflict, the existence of uncontrolled teenage associations, a decrease in the values of nationalism and patriotism, fights and brawls between students and the emergence of negative effects from foreign cultural values, thus eroding local and national values that have existed for a long time (Silanoi, 2012; Rokhman et al., 2014; Zahrawati et al., 2022).

The obstacle that must be faced by the world of education today is how to produce quality and tough human resources. This challenge is something that is increasingly difficult to realize. Education provides not only knowledge, but builds and develops systems that strengthen beliefs and character. Thus, students can find their purpose in life by developing their inner potential. Education in a formal environment teaches not only counting, reading and writing and then being declared a graduate and getting a job. Formal education (schools) should be able to educate students so that they can side with good things accompanied by collaboration between the school and parents to understand and find students' life goals (Shen & Tian, 2012; Zahrawati & Faraz, 2017).

Delinquency committed by students has various forms of delinquency, both delinquency behavior that is classified as small, moderate and delinquency behavior that has exceeded reasonable limits. Delinquency is a behavior that becomes a challenge for teachers to overcome delinquency behavior through character development for students (Ihsanat & Indartono, 2020; Aissa, 2022). Each teacher certainly has his own way of dealing with delinquency to be. As with sociology as a subject that has an interrelation with the social life of humans, so that the inculcation of values from character education in students is expected to deal with delinquency behavior. So the role of the sociology teacher appears to be in formal school institutions, at the senior high school level. The need for a study at the senior high school level regarding how teachers instill the value of character education in order to deal with delinquency behavior, which is an effort to produce children of the nation who have intellectual, moral and positive character traits (Khusna & Budiarti, 2020b).

So far, there have been many studies regarding delinquency behavior. The study focuses on children's delinquency, aggression, and parenting, as well as the teacher's role in managing student delinquency (Khusna & Budiarti, 2020a; Lubis, 2011; Mukti & Nurchayati, 2019; Noegroho, 2016; Raihana, 2016; Sabarin & Djunaidi, 2019; Subiyantoro & Nurrohmah, 2020). No research looks into how sociology teachers can reduce student

delinquency behavior. The focus of this research is high school students because they are in the stage of mental development and their minds are unstable. Through learning, it is hoped that the role of the sociology teacher can instill character education through the moral values that exist in sociology learning. The inculcation of character values aims to deal with delinquency behavior problems at the senior high school level. Sociology teachers are expected to become a basis as alternative facilitators for students so that their behavior, attitudes and speech reflect an educated character, not delinquency behavior. Based on this, now raises a question about whether sociology teachers can deal with delinquency behavior problems through instilling sociological values through character education, so that students can have noble character and not engage in behavior that can harm themselves and others. On this basis, this study aims to determine the portrait of student delinquency, the factors that cause student delinquency behavior, and the role of the sociology teacher in overcoming student delinquency at SMAN 3 Parepare.

## **B. RESEARCH METHOD**

This study uses a method with a qualitative approach, namely by using analytical methods to obtain and producing descriptive data. A qualitative research approach in this case is used to examine the portrait of student delinquency, the factors that cause student delinquency behavior, and the role of the sociology teacher in overcoming student delinquency. The research location is SMAN 3 Parepare City, South Sulawesi Province, Indonesia. The main informant of this research is a sociology teacher. To improve the data obtained, researchers also obtained information from school principals and employees who work at schools. Data collection techniques are in-depth interviews, observation, and documentation. In general, several questions were asked to informants, namely: What are the forms of student delinquency behavior? What causes it? What role does the sociology teacher have in stopping it? The instruments used were interview guidelines and observation guidelines. To test the validity of the data, triangulation of theories, sources, and methods was carried out. Next, the data is analyzed (Creswell, 2013).

## **C. RESULTS AND DISCUSSION**

### **Portrait of Student's Delinquent Behavior**

Juvenile delinquency includes all behaviors that deviate from the norms of criminal law committed by juveniles. Such behavior will harm himself and those around him (Raihana, 2016). This study found that the usual forms of delinquency by students included being late to class, not doing assignments, cheating, and arguing.

The behavior of being late for class is one of the delinquency behaviors carried out by students. Incidental and non-repeated student entry into class is not a behavior that is classified as delinquency. But if this late behavior becomes entrenched in these students and affects the attitude of not accepting the rules applied at school, then this behavior is included in the delinquency category. Likewise, the behavior of not doing the task and

cheating. This behavior is behavior that does not comply with the rules set by the teacher in class and can disrupt the stability of implementing learning.

Problems at school like standing too often, hitting other kids and being rude to teachers can be caused by low self-control, bad teacher relationships and lack of parental supervision. However, even if students cause trouble, teachers need to take action based on individual student traits, such as low self-control, to maintain a positive relationship with them. Knowing what their children are doing can help parents prevent the problem from escalating (Obokata, 2022).

Apart from that, another delinquent behavior is arguing. Students mock each other, this behavior often leads to bullying and fights. Dealing with bullying in schools is an important issue. There are a variety of risk factors that can contribute to school bullying, particularly those related to individuals, peers, and parents. Adults who were bullied in their schooling years are likely to have more psychiatric issues (Ahmed et al., 2022).

The negative impact of juvenile delinquency affects the school community. The negative impact caused feelings of discomfort towards other students. There are also students who are dragged or behave negatively because they join in with their friends. In dealing with juvenile delinquency at SMAN 3 Parepare, there are still many opportunities to make children better, through guidance, continuous education, and sincere concern.

#### **Factors Causing Student Delinquency Behavior**

Juvenile delinquency does not arise and just happens in every life because these delinquents have causes, which are factors in the occurrence of juvenile delinquency. Initially, criminologists assumed that the elements of intention and opportunity influenced the causes of crime or juvenile delinquency. The element of intention is related to endogenous and exogenous factors. Endogenous factors are factors originating from within the child himself that influence his behavior, including biological and psychological defects, personality development and intelligence that are hampered so that they cannot live up to the prevailing norms. While exogenous factors are factors originating from outside the child that can influence his behavior (Raihana, 2016).

This child delinquency is the result (effect) of the interrelation between two forms, namely internal and external. This was conveyed by Walter Reckless in the Containment Theory, which explains that every human being has several social controls, defenses/safety bastions that help them withstand the pressures that lead them to crime. External defense comprises: (1) The role of structures that provide space for individuals; (2) a set of reasonable boundaries and responsibilities for community members; (3) opportunities for individuals to achieve status; (4) cohesion between members, including joint activities and togetherness; (5) sense of belonging (identification with the group); (6) identification with one or more people in the group; (7) allowance for supplying alternatives and satisfaction (when one or more ways are closed). Internal defense comprises: (1) Self-favorable images in relation to other parties, groups, and institutions; (2) awareness of becoming an inner directed, goal-oriented person; (3) high level of frustration tolerance; (4) internalized morals and ethics are very strong; (5) well-developed ego and superego (Noegroho, 2016).

This study found that the factors causing student delinquency behavior were the lack of attention from parents and the environment. One cause of all these failures is none other than the lack of knowledge of parents, educators, in understanding the psychological condition of adolescents so that the way of care given will actually encourage adolescents to fight, create groups and their own norms or values which often lead to them in behavior that is inconsistent with values and norms. This finding is in line with the findings of Mayor's research (2021) exists that the need for family attention in overcoming juvenile delinquency by carrying out its functions. Such as instilling religious values, a place of refuge from things that are not good, a harmonious relationship in the family by educating and being a role model.

Developments that occur in adolescents, if they do not receive control and guidance from parents will actually lead adolescents to delinquent behaviors because adolescents will decide based on emotions, based on the values of their adolescent group, based on their thoughts, which often conflict with norms in society. For example, a student who is trapped in drug abuse is caused by the problem he is facing because he cannot solve his problem, is afraid to tell his parents for fear of being punished and scolded, in the end the student tells his problem to his group of fellow adolescents (Lubis, 2011; Wijaya, 2020).

Prabowo et al., (2020) stated that parents have a role in forming children's character. Some of these roles include roles as educators, facilitators, supervisors and companions, motivators, and role models. These roles must be carried out by parents so that forming a child's character can take place sustainably.

To build good character in children, good cooperation between parents and society is needed. Teachers or educators have the main role and majors for a child's character formation, because in the school environment children will be high-quality human beings after the education provided by the family (Musawamah, 2021).

In addition, the community environment is also a factor that causes children to behave delinquently. Society is the environment where the child lives and practices actual socialization. For example, a child who lives in a slum, they will have a personality like a thug, speak harshly, act like a boy to girls and lack manners. Teenagers who live in a religious environment create attractive personalities. They have high manners, speak softly and their behavior is under the norms that apply. The environment of the coastal community is assertive, tough and open because it is influenced by the environment in which they live, besides that the coastal community still has a high sense of solidarity such as helping each other, cooperation, and so on (Wardiani & Suryatman, 2018).

### **The Role of Sociology Teachers in Overcoming Student Delinquency Behavior**

Delinquency behavior in children in Indonesia is currently a serious problem. The number of children in conflict with the law has escalated in the last six years. Children who have been perpetrators of delinquency will have the potential to commit criminal acts again when they are adults, so that later they can influence the national development process (Khusna & Budiarti, 2020a).

Khusna & Budiarti (2020a) found that the factors that influence the level of child delinquency in Indonesia are the average length of schooling, per capita income, and



internet usage. This means that the regional socio-economic factors that affect the level of child delinquency are the quality of education or educational disparities between regions, the economic situation of a region, and changes in the social environment as represented by the use of the internet or the media. Even though the findings from his research state that education has a positive effect on the level of delinquency in children, it does not mean that we have to reduce the level of education because every child should have access to education. One thing that needs to be done is to improve the quality of education, especially moral and ethical education, which must be instilled since elementary education.

The quality of education is determined by the teacher's role in instilling character values in students, so that they do not behave delinquently (Tarmizi & Juarsa, 2021; Nurgiansah et al., 2020). This study also examines the role of the sociology teacher in dealing with student delinquency behavior. As it is known that in sociology, learning discusses social values and norms. Of course, this material must be used by sociology teachers to provide students with an understanding of the importance of obeying existing rules so that social order occurs.

The role of the sociology teacher in overcoming student delinquency behavior is that the teacher acts as a role model by providing examples of good behavior under the values and norms that exist in society. In addition, the teacher also acts as a facilitator who facilitates communication between students and counseling teachers so that students can be fostered, so that they can behave according to existing values and norms.

The role of educators as role models includes not only attitudes toward learning, acting, and appearance. But no less important is the role model in communication (Emilia et al., 2023; Emilia et al., 2023). The role in this case is often considered less important and does not influence the development of students. In fact, the language used to interact in life, especially with students in learning activities, will have a major influence on the mental or soul development of students. In the world of education, language politeness is the way educators interact with students. This is very important to build a good emotional relationship between them and can build a conducive teaching and learning activities. In addition, good use of language can help build the positive character of students (Ginting, 2016).

#### **D. CONCLUSION**

Delinquent behavior that occurs among adolescents is currently a very important problem because there has been a lot of news and research on this problem that has brought various negative affects. This study found that the portraits of delinquency behavior of students at SMAN 3 Parepare were late for class, not doing assignments given by the teacher, cheating, and arguing. The causal factors of this behavior are the lack of attention from parents and environmental influences. The role of the sociology teacher in overcoming student delinquency behavior is that the teacher acts as a role model and facilitator for students who behave in delinquency so that these students can behave under the values and norms that exist in society. Based on the findings of this study, the advice

given is the importance of parental attention in building children's character and the need for a healthy social environment for children.

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