

Principal as A Determinant of Student Disciplinary Behavior

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Abstract

Purpose: The purpose of this study is to find out the causes of disciplinary violations in Public Middle School X in Central Java.

Methodology: This study used qualitative methods using interviews with the school counselors and Focus Group Discussion (FGD) with the school's student council.

Results: The result shows that the involvement of principal is crucial in determining student disciplinary behavior.

Keywords: principal, student disciplinary behavior

INTRODUCTION

School is an educational institution and also as a means of sustaining cultural values, so the cultures in an area can continue to be passed on to future generations in order to preserve the culture to avoid extinction over time. According to Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, national education system functions to develop and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation for the development of the potential of students to become noble, knowledgeable, and responsible citizens. Education is expected to be able to develop the quality of the younger generation in various aspects so that the emergence of problems in cultural and character aspects can be suppressed.

The task of a school psychologist is to provide counseling, teaching, and mentoring for students related to social, emotional, and behavioral problems. In addition, a school psychologist directs and assists students in discovering their potential. School psychologists can also help improve students' understanding of cultural acceptance from various backgrounds.

Juvenile delinquency behavior can be interpreted as a form of behavior that is not in accordance with the norms that exist in society (Wijaya, 2017). According to Kartono in Sumara, Humaedi, & Santoso (2017) juvenile delinquency is a social pathological symptom in adolescents caused by a form of social neglect so as to develop deviant forms of behavior. Santrock in (Zen, 2017) stated that juvenile delinquency is a collection of various adolescent behaviors that are not socially accepted until a crime occurs. Adolescents who cannot learn and distinguish acceptable and unacceptable behavior in society will be dragged into rebellious behavior (Sumara et al., 2017). Such behavior can cause harm to themselves and the people around them (Zen, 2017). The family and the environment around the school contribute to and influence the good or bad growth of the child's personality (Sumara et al., 2017).

Parents have a large role in instilling the value of goodness in the souls of children (Rimporok, 2015). The closeness in relationships between children with parents and friends, in the form of emotional attachment tend to produce low negative behaviors such as delinquency (Hoeve et al., 2012). Attachment has a relationship with emotional closeness of children and parents that will create a feeling of security and form a positive mental health (Fitriani & Hastuti, 2016). Juvenile

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delinquency often occurs due to disharmony and family's inability to create an atmosphere of good communication with children (Rimporok, 2015).

Adolescence is a transition period that is prone to emotional and psychological instability. Adolescence is also a period for an individual to find their true identity. In the process of searching for identity, a teenager is often having wrong association which makes them do things that deviate from prevailing norms, such as getting into fight, drinking alcohol, having free sex, and doing drugs (Damayanti & Purnamasari, 2015). When a child becomes a teenager, some changes occur both in terms of physical and mental. One of the changes that occur is that teenagers tend not to obey the rules that limit their freedom. Unfortunately, not all parents know how to confront the transformation of their children (Kartika, 2017).

PURPOSE

The purpose of this study is to find out the causes of disciplinary violations in Public Middle School X in Central Java. The purpose of this study is to find out the causes of disciplinary violations in Public Middle School X in Central Java.

METHODOLOGY

Data from this study was collected through interviews and focus group discussion (FGD). Interviews were conducted with several participants, namely two school counselors and the former headmaster of public middle school X. The interviews were held twice, first was on May 9, 2019 and second was on May 11, 2019. The first interview was conducted to obtain preliminary data about problems in the school. Then the second interview was conducted to dig deeper information. After the second interview, the data collection was continued with FGD. The participants of the FGD were 3 members of student council of public middle school X.

RESULTS

Public Middle School X has a point system to measure student discipline in following the rules that has established. The regulations applied include the rules of dress and uniform attributes codes, tardiness, manners, etc. Points are given to students who break the rules, with a maximum limit of 1,000 points for students to repeat class or even be returned to parents. When students have reached 500 points, the school has a remission program to reduce student points. The remission program includes memorizing short surahs in the Qur'an, reporting prayers in congregation, praying duha, and being a disciplinary enforcement officer. Disciplinary enforcers are tasked with recording violations committed by other students, such as tardiness and uniform codes, so that in carrying out their duties, disciplinary enforcers must arrive early and be prepared at the school gate to record violations.

In the past year there has been an increase in student disciplinary violations, which were originally only a few students to \pm 30% of the students. The types of disciplinary rules that are violated are in the form of tardiness and uniform codes violation. Students who arrive late to school should be noted by disciplinary enforcers, but disciplinary enforcers became more permissive and did not record points for their friends who are late, so, many other students end up following replicating the tardiness. Uniform attributes and neatness of uniform use should be maintained as long as students are still inside the school area, but when the bell rang, the students took off the uniform attribute and took off their clothes even before leaving the school gate.

The increase in student discipline violations has occurred since the past year. From the results of the interviews and FGD, one year ago there was a change in Public Middle School X, namely the change of principal. Student council members stated that since the change of principal, the number of disciplinary violations has increased. The situation stayed that way because there was minimum involvement from the teachers.

The same thing was also expressed by the school counselors, who complained that the new school principal did not take part in or directly deal with disciplinary issues for students. The old school principal is still a teacher at the school, but his authority is different so that he cannot directly handle cases of disciplinary violations. The teachers in the school did not take involvement in student disciplinary enforcement because they did not have a model from the principal.

Few of the characteristics the effective principals in an effective school should have are they establish explicit rules and apply them, make observations and instructing, and involve the students in school activities and give them responsibilities (Şahenk, 2010). These characteristics show that the principal should have participative leadership in guiding the school. A participative principal would have an effect for students' disciplinary. A study found that a participative leadership of a principal had a positive relationship with teachers' commitment to the school and work group (Huang, 2011). The commitment of the teachers should increase the involvement of teachers in student disciplinary enforcement, thus resulting in the reduction of students disciplinary violations.

RECOMMENDATION

The old school principal should be involved in discipline implementation, and can be used as vice principals in student fields that deal directly with students so that he has the authority to be able to directly deal with student discipline issues.

The lack of involvement of the new school principal and teachers as well as educators other than school counselors in disciplinary enforcement should also be highlighted. Teachers and educators need to be counseled about the importance of the involvement of all elements of the school in disciplining students. Because the ability of teachers to understand students is not the same, training is needed to equalize teacher competencies. The new principal should apply participative leadership to boost the teacher and student engagement in school.

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