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EFFORTS MADE BY PPKn TEACHERS IN DEALING WITH STUDENT FIGHTING

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Abstract

This research aims to determine the efforts of PPKn teachers in dealing with brawls among students. This research uses the Literature review method where the data taken is excerpts of data from several articles and journals accessed from Google. The results of the research on the efforts of PPKn teachers in dealing with student brawls are seen from The aspects of teachers as guides and teachers as moral agents have been running well in accordance with their duties and responsibilities as teachers who guide students' morals. Meanwhile, the factors that influence the occurrence of juvenile delinquency are caused by internal factors and external factors. Where lack of self-awareness, weak self-control and lack of parental attention, free association, social media, social environment causes juvenile delinquency.

Keywords : Role of PPKn teachers, student brawls, behavior

Introduction

As they develop, teenagers will experience many significant changes, these changes can be in terms of physical, cognitive, social and unstable emotional levels (Sarwono, 2016). The changes that occur during adolescence are quite significant, making them susceptible to deviant behavior. The deviant behaviors commonly carried out by teenagers include brawls, bullying, violence, sexual behavior and the use of illegal drugs. Student brawl is a term that is familiar to hear. Student brawl comes from two syllables, namely tawur and student. In the Big Indonesian Dictionary, tawur is a gang fight, a mass brawl, a fight that suddenly occurs between two disputing parties. So it can be interpreted that student brawls are fights carried out by a group of people who are studying. The impact felt as a result of brawls is not only felt by the students involved in brawls but the community also feels the consequences of brawls, so brawls are something that needs to be paid attention to because they have a bad impact on many parties, both from an economic, social and cultural perspective (Aprilia & Indrijati, 2014). So brawls are a phenomenon that needs to be paid close attention because the impact of brawls is felt by many parties, both the students themselves and the surrounding community. Brawls that occur between students have several causal factors, including internal factors, namely from within and external factors, namely from outside. The occurrence of brawls is caused by a less conducive environment, both internal and external. Internal factors are factors in a teenager's personality that are not good so that they can trigger delinquency or deviant behavior that violates the norms that apply in society or the family. This causes negative impacts both for oneself and others who experience material or non-material losses (Setyawan, 2014: 3). Apart from internal factors that come from within teenagers that can cause brawls to occur, there are external factors or factors from outside such as family, school environment and the surrounding environment (Dianwisata, 2015). This shows that the student's personality and environment are different. Brawl is a form of juvenile delinquency, namely the tendency of teenagers to commit acts that violate the rules which can result in loss and damage to themselves and others, which is generally carried out by teenagers under the age of 17. In general, brawls are observed as an act that is not justified. Brawls between students and brawls between teenagers have become increasingly common since the creation of gangs of young people. They no longer feel that the brawling carried out is truly disgraceful and could disturb the peace and order

of society. On the contrary, they feel proud if people are afraid of their gangs/groups. An educated student should not commit such a dishonorable act. Therefore, usually brawls between students can cause quite serious injuries due to sharp weapons and it is not uncommon for someone to die if a brawl occurs. As a student, you should already know what is good and what is bad to do. Brawls are divided into three forms: (1) brawls between students who have had animosity for generations, (2) brawls between one school against one college in which there are several types of schools and (3) brawls between students that are incidental in nature and triggered by the situation. and certain conditions.

Research Methodology

This research uses the Literature review method where the data taken is data excerpts from several articles and journals accessed on Google. The selected articles are articles that have discussion topics that are in line with the themes that the author considers in this article. With less than a few days' time, the author carry out research from articles and journals which are then reprocessed into information that is easy to understand/understood and has useful value. Then next carry out article preparation and revision. The literature study carried out is reading, then writing, then processing the data into relevant information.

Result & Discussion

The role of Pancasila and Citizenship Education teachers in dealing with the increasing incidence of brawls is an effort to save the nation's generation from falling into negative things which will later damage their own future. Therefore, PPKn teachers as teachers of moral education play a very important role in overcoming problems related to the actions of Tauran school children. In this way, citizenship education teachers have carried out their duties and responsibilities in guiding and developing students so that they can instill moral values in everyday life, on the other hand, also in overcoming the problem of law enforcement, Civics teachers often build communication with students with the aim of being more open to them. the problems they face are why they carry out this task. These findings certainly have similarities with the findings of (Afia, 2017) which stated that teachers of Pancasila and Citizenship Education subjects have carried out their duties as supervising teachers and as agents of student morality in learning and outside of learning. Through guidance and looking into the problems faced by teenagers, they are the key to overcoming juvenile delinquency. Apart from that, teachers often provide motivation so that students have a sense of self-awareness regarding attitudes, actions that have been done that are not good and will bring themselves down. Therefore, parents and school residents in dealing with brawls must work together to educate and develop teenagers so that they do not get involved in things that will harm themselves. *We are no longer unfamiliar with the word brawl, because brawl is a fight or commotion between students from different schools and usually using sharp weapons such as samurai, sickles, machetes, and others. This brawl between students is a stupid act because it does not reflect him as an educated student. The case of a brawl between students became a topic of conversation that invited debate and attention from all circles. Because this incident has a negative side that is detrimental to individuals who are perpetrators and victims of brawls between students.* Apart from that, Pancasila and citizenship education teachers always encourage students to comply with the rules set by the school and always maintain the good name of the school inside and outside the school.

The Teacher's Role as a Guide

Education or upbringing is a planned basic effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, life sciences, general knowledge and the skills they need for a society based on Constitution. In this context, the role of Pancasila and Citizenship Education teachers has carried out their duties and responsibilities in guiding and developing teenagers. However, with conditions of increasingly rapid technological change, teenagers' thought patterns and behavior are increasingly becoming more common, so that juvenile delinquency, in the form of bullying, often occurs inside and outside school. Under these conditions, of course, as a citizenship education teacher, in learning about moral values and character, he plays a big role in educating and guiding teenagers and encouraging them to comply with the regulations set by the school. On the other hand, the emotional relationship between teachers and students has an influence on students' attitudes because teachers can listen directly to students' complaints so that citizenship education teachers can provide solutions and motivation to students.

The Role of Teachers as Moral Agents

And the role of teachers in Pancasila and Citizenship Education subjects has a moral role in dealing with acts of violence because in essence Civics subjects aim to create good student attitudes and behavior, including teaching

about moral values in every meeting, this is to creating a sense of responsibility, honesty, mutual respect and self-awareness. Therefore, teachers as moral agents can provide enlightenment, mentoring, coaching and guiding teenagers so that they have a correct understanding of moral values in accordance with the teachings in Civics learning. On the other hand, in obtaining information from students, teachers become wise listeners in order to find out about students' problems so that they commit mischief inside and outside school. (Saptomo, Haslan, & Yuliatin, 2021) in their findings stated that in dealing with acts of violence, a civics education teacher has an important role in instilling moral values in teenagers so that teachers act as facilitators and motivators in educating and guiding students so that they cannot be involved in social interactions. social interactions which will have a negative impact on students' attitudes and behavior. This is the same as the findings (Sari, 2020) that through guidance and coaching as well as directing students to good things, citizenship education teachers have done it because in every lesson the teacher always motivates students so that they can instill moralistic values in everyday life so that students can behave well and honestly. The effectiveness and efficiency of the teacher's role as a moral agent is of course the influence of social media, a bad environment, free association and lack of attention from parents which causes juvenile delinquency such as brawls so that in overcoming the dynamics that occur of course the role of parents and the school community is very much needed. to develop and guide young people to have good behavior. (Mayasari, Utomo, & Purnama, 2020) in his findings that what causes students to commit delinquencies is a lack of attention from family, self-awareness and the surrounding environment so that in overcoming the actions of teachers, civic education acts as a motivator, supervisor and preventer because it can damage the character of students in the future. So, regular guidance and coaching is needed so that students are not easily influenced by negative things. The factors behind students carrying out brawls are 2 factors, namely internal and external factors, internal factors that influence the occurrence of brawls among juvenile delinquent students are caused by lack of self-motivation, lack of time discipline, laziness in learning, self-control. who are weak and join in causing mischief at school. In overcoming this problem, of course, the role of Pancasila and Citizenship education teachers, guidance and counseling teachers and parents must work together in overcoming the rise of juvenile delinquency because delinquency is not only carried out in the school environment. Of course, in learning PPKn teachers have carried out their duties and obligations in guiding, developing and directing students so that they can comply with school regulations. On the other hand, the school also imposes sanctions on students who commit violations. This is done in order to have a deterrent effect on students who commit misbehavior.

As stated by (Praptiningsih, Widayanti, & Suwartiningsih, 2022), in his findings, deviant attitudes and behavior carried out by students are caused by a lack of self-awareness, not respecting teachers, dressing sloppy, and saying impolite words are violations that are often committed in the environment. school. In dealing with juvenile delinquency in schools, teachers in the Pancasila and Citizenship Education subjects as teachers who teach moral values to students have done well in accordance with their duties and functions, as seen from the PPKn teachers providing motivation, fostering, guiding, communicating and directing students on matters good things and can comply with school rules. This is the same as the findings of (Karlita, 2022) and (Yasin, Pangalila, & Wua, 2022) which concludes that the influence of lack of self-awareness, low knowledge and lack of supervision causes juvenile delinquency to occur in the form of acts of violence, therefore in overcoming juvenile delinquency The school gives punishment to teenagers and invites the parents concerned to school to provide guidance and guidance and limit social interactions so that students do not get caught up in juvenile delinquency. On the other hand, the school also makes efforts to establish good communication with students so that they are more open to the problems they experience so that teachers can provide motivation, guidance, coaching, direction and bias so that students can become better human beings and behave politely, both in the school environment. family environment and social environment and the second factor is external factors, From (Melintika, 2023) in his findings that juvenile delinquent behavior that is often carried out by students, namely, arriving late, skipping school, smoking, long hair and wearing incomplete school uniforms, this is caused by being influenced by environmental factors, family. Therefore, Pancasila and Citizenship Education teachers have an important role in overcoming juvenile delinquency because as teachers of moral education, in order to prevent deviant behavior, teachers guide, develop and direct students to useful activities and keep students away from acts of delinquency. Schools must get support and collaborate with parents so that implementation runs effectively and efficiently.

Conclusion

Based on the description above, the author concludes that the role of PPKn teachers in dealing with student violence, seen from the aspect of teachers as guides and teachers as moral agents, has gone well in carrying out their duties and responsibilities as teachers who guide students' morality. In fact, the role of parents in the development of children as students is very influential in the environment. The mindset of students who consider

brawling is a form of self-assertion of authority at the school level even though this act can damage them as the nation's next generation.

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