

Research Article

Social Remedy For Deviance Among Senior High School Students In Medan (A Sociological Study)**Netty Rothesia Siringoringo¹, Rizabuana Ismail², Ria Manurung³, Robert Tua Siregar⁴, Henry Sitorus⁵**^{1,2,3,5}Faculty of Social and Political Sciences, Universitas Sumatera Utara⁴ Universitas Simalungun

ABSTRACT: Social deviance conducted by students becomes a problem in education. The act of deviance is committed in the form of violations of the existing rules in the school. This behavior affects the disruption of teaching and learning process activities even also affects other students and teachers as well. There are many cases of misbehavior and indiscipline that these students have done, and in fact the behavior is done repeatedly. This paper examines the causes of deviant behavior and finds out how the process of social remedy conducted in a senior high school with pseudonym 'Y' (SMA Negeri Y) as a solution implemented by schools to overcome this problem. The data found shows the reason the students do the deviance is due to the influence of the surrounding environment which is the peer pressure, so they can be seen as trendy or 'hip'. Other reasons include uninteresting teaching methods which results in ennui on students in learning the courses. The conducted social remedy is expected to be a solution of behavioral deviance that students commit, even for repeated deviant behavior. The stages of social remedy are: (1) the first stage, advices from the teachers are given to the students who conduct the deviance (2) the second stage, write and issue the disciplinary letter for parents (DL) (3) the third stage, the students write a letter of agreement in front of their parents (4) the fourth stage, a letter of agreement with stamp duty is made, witnessed by the parents and signed by the parents and the students (5) the fifth stage, further action is handled by the principal and the principal decides whether the students should be scolded or expelled.

Key words: Deviance, Social Remedy, Senior High School

Introduction

School is one of the educational organizations where the learning process between students and teachers is held. Teachers and students build a relationship in order to achieve the goal of acquiring knowledge. But, the relationship between them does not always work well. Teachers or educators have to deal with delinquency or indiscipline committed by students in school. Delinquency carried out by students is also called social deviance where the students act not inappropriately based on the rules set by the school. The deviation done by these students is not something which has just happened and it does not only occur in Indonesia. This students delinquency also happens in several countries such as United States, Vietnam, Pakistan and other countries. In United States of America, the definition of school violence has been evolving over the past 10 years and now has been "conceptualized as a multi-faceted construct that involves both criminal acts and aggression in schools, which inhibit development and learning, as well as harm the school's climate" (7). In Vietnam, the deviant behavior also becomes a serious problem in education. The data provided by MOET (2010) show that there were about 16,000 incidents of classroom misbehavior (e.g., dishonesty and disrespect for traditional authority figures), and school violence (e.g., cruelty to peers, bigotry and hate crime), which occurred in Vietnamese junior high

schools between 2009 and 2010 (1).

All sorts of behaviors that thwart education are called as unwanted behaviors. Their damaging effects are layered ranging from most destructive to the least destructive ones. Misbehaviors in the class ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims and lead to the problems in time management. Misbehaviors in the class threaten both teachers and students (9). The deviance committed by the students does not only occur in the classroom when the learning process is in progress, it also occurs outside the classroom even outside the school. In Y, a senior high school in Medan, it often happens that the deviant behavior of students includes smoking in school area, fighting with friends, gambling, playing truant during class hours and going to an internet cafe, disobeying teachers, stealing money, stealing cellphones, coming late to school, not wearing full badges of school uniforms, growing long hair for men, even doing obscene activity. Even the deviance done by students is identical and committed repeatedly without any deterrent effect.

In order to overcome the problem there are several studies conducted, starting from improving the relationship between students, parents and teachers and others. Muhammad Shahbaz Arif uses two approaches in his research to treat

deviant behavior with physical punishment and psychological approach of the learning outcome and student behavior. It was found that the students who were awarded corporal punishment on creating a source of friction and showing lack of interest in their academic work began to show negative behavior and their academic progress showed a gradual regression, whereas the students who were managed with psychological treatment developed their interest in learning, reflected friendly behavior and improved their long-term scholastic performance (2). The education in Indonesia itself prohibits corporal punishment in teaching and learning process because it is considered as violence against children and it violates the law on child protection.

Different from the results of previous research, this study uses social remedy as the right solution to overcome the deviance of students in schools, especially on repeated deviant behavior. Social remedy refers to the method in which schools deal with the deviance by knowing the illness experienced before any social recovery is done, empowerment and self-development. The principle of social remedy is improving the social conditions at risk (3).

Methodology

The research method used in this study is a qualitative method in the form of case study and case resolution with social remedy form. Qualitative research is conducted in natural conditions and observable" (5). Qualitative research as a human instrument, serves to define the focus of research, select informants as data sources, assess data quality, analyze data, interpret data and make conclusions on all aspects. This qualitative method is open and dynamic, thus allowing informants to explain their experiences openly. In this study, qualitative methods are considered being able to examine why students perform repetitive deviant behaviors and researchers can examine what forms of social remedy is most appropriate to overcome students' deviance.

This study was conducted at one a public school in Medan, given the pseudonym 'Y'. This school was established in 2004 as an educational institution under the authority of North Sumatra Province government. The number of students enrolled in Y Senior High School which is the location of this research is as many as 816 people consisting of class X = 301 people, class XI = 267 people, class XII = 248 people. Based on data found since 2015 there are some cases of deviance conducted by students of Y high school in Medan, such as:

Table 1. Classification of Primary and Secondary Deviance Academic Year 2014 – 2017

No	Academic Year	Form of Deviance							
		Primary			Secondary				
		Being late	Being absent	Skipping classes	Stealing	Gambling	Fighting	Smoking	Obscenity
1	2014/2015	40	15	9	2	4	8	20	1
2	2015/2016	30	30	10	2	5	12	14	4
3	2016/2017	30	20	6	4	8	5	13	3

Source: Y Senior High School data, year 2017

Data collection technique used is purposive sampling which is determining the student who become informant in accordance with certain criterion and consideration relevant to the purpose of research problem. Purposive sampling is done by determining a group or individuals by using a key person, the informant who has been selected with the specified criteria (6). The sample selected as informants in this study are 50 people.

Dramaturgy in Students' Deviance

McManus points out that troublesome behavior cannot be understood without considering it into several spheres: individual, family, classroom, school, community and the whole society. Students' deviant behavior cannot be seen as an isolated factor although it mainly happens in the classroom. It has to be analyzed according to the whole environment of the children's life (8). This paper also describes several reasons that cause of deviance done by students who are in the research location, Y Senior High School in Medan. The data obtained qualitatively shows that the causes of students' deviant behavior include:

- a. Peer pressure

One of the causes of students doing social deviance is because of the situation that forced him or her to do so. Students in this case are teenagers who are still finding it difficult to make choices and decisions that are good for themselves. The compulsion of this situation can be divided because of several things such as friend's invitation, urge to follow current trends and because of curiosity. In addition, teenage emotions that are not stable and cannot be controlled can also be the cause of deviant behavior, as experienced by informants as follows:

"... I did not think that I violated the order and the school rules because I had to do it, I was furious because of my friend R, I only had to take the ball, but the ball was kicked directly to my face.

Adolescent students want to be noticed and often are disruptive in order to gain the recognition and attention they need. Disruptive students may encourage other students in the classroom to behave problematically and thus gradually influence the whole group. Two or more disruptive students who act together may be far more effective than one. It is more difficult to control few students and to prevent them from causing behavioral problems (10). This grouped deviant behavior was originally done because of the invitation of classmates who later led to the term "ikut-ikutan" or jumping in bandwagon as revealed below.

"... I only jumped in gambling bandwagon because of my friends, at first I just looked around because I had never played gambling, but because I wanted to know how to play it, I ended up being a frequent participant because I placed bets a lot, eventually I could make money too ..."

Looking glass self theory can be an evaluation for the school in handling cases of deviant behavior, where students want to show their image before their classmates. Students who do deviant behavior will be set aside from good friends who dislike the behavior of their naughty schoolmates that can

harm themselves and others. In return, students with deviant behavior will form groups with those who have and oftenly violated school rules.

b. Educators

Characteristics of the educators can be a reason for students to perform deviant behavior. These characteristics include teaching methods of lecturers and behavior possessed by educators. Teaching methods like the one used by lecturers can cause students to be bored and unmotivated to learn. Teachers with educating methods of reading books with a flat and slow voice can cause students becoming drowsy as mentioned by informants:

"... I violate the school rules because I do not like the method of teachers in giving lessons, the teacher is not very good at transferring the knowledge, I am bored because everyday's the same, no changes in how they teach, eventually I ask for permission to go to the toilet, but instead I go to the canteen"

A teacher who is kind, warm and treat the students' behavior fairly can easily earn the respect from the students, and build a positive relationship with the children. Otherwise, a teacher's unfair or inappropriate action can provoke student misbehavior because, student misbehavior is in large measure an attempt to maintain their sense of self-dignity in the circumstance that confront them (8). Educators are required to be creative in arranging teaching methods that can stimulate interests from student in learning. The ability of teachers to build interaction with students during the learning process becomes the basic capital of the student behavior development that is obedient to the norm. Students are encouraged to communicate thus eliminating the distance between students and teachers. The role and function of teachers in this professional actually responds to the desire of social control in overseeing students through small groups, which is the behavior of students in their respective classes. Homeroom teachers and subject teachers develop partnerships with school counselors (*guru BP*) as the main agent in social control.

c. Economic condition

The informant argued that his behavior did not violate the law and order because the misbehavior was conducted by informants to make money in fulfilling their life needs; everyone has a desire to have a higher standard of living so that they could meet all the needs and make their lives more prosperous in the future. As mentioned by the informant below:

"... I often arrive at school late because I accompany my mother to the market first, then I help my mother setting up the vendng cart to sell fried foods, that is why I am late ..."

However, there is also behavior of students who conduct deviance with the aim of following the trend. But, the underprivileged economy of the family results in the informants committing deviant behavior. As mentioned by one of the informants below:

"... I stole my classmate's N's phone because I want to have that handphone like him. I do not own one because my parents have no stable jobs. "

The case of deviance that occurs in Y Senior High School can be studied with the theory of Dramaturgy by Erving Goffman. Dramaturgy consists of Front Stage and Back Stage. Front Stage is part of the show that defines the situation of the show's spectators. The front stage is divided into two parts. First, *the setting* which is the physical scene that must exist when the actor plays his role, secondly, *personal fronts* which are various kinds of equipment as a medium to convey feelings from the actor. Back Stage is the space where the scenarios are run by the "team" (secret society that organizes the performances of each actor) (11). This Erving Goffman's theory is also related to Mead's notions of "I" and "Me", where there is a gap between our inner selves and our socialized self. In this study students are still trying to find "I" and "Me" in them so that students start building dramaturgy in their daily life. The dramaturgy of one student can be seen and then explained through quotes from the interview below:

"... I go to school as usual before school starts but I head straight to the internet cafe on Seser street, after school hours ends I return to home so my parents do not know if I skip school, my parents never know my deed and think that I do go to school everyday ... "(16 y.o., male)

In playing his or her role, the actor/actress tries to construct his behavior to aim for the goals he wants to achieve. The purpose of Goffman's self-presentation is the audience's acceptance of manipulation. When an actor succeeds, the viewer will see the actor from the angle in which that actor intends. It will be much easier for the actor to bring the audience to reach the purpose of the show. In dramaturgy, what counts is the overall concept of how we live the role to to give the desired feedback (12). On the front stage the actor tries to build a strong impression and character to be shown to others. School becomes the stage for students to play their role. The students' front stage is like leaving for school on time from home to build trust and a good impression for his parents. However, when viewed on the backstage students do not go to school but instead visit other places to get their freedom. The back stage is all the hidden activity to complete the appearance of yourself when we are on the front stage. Students who skip classes and go to internet cafe is a backstage for students.

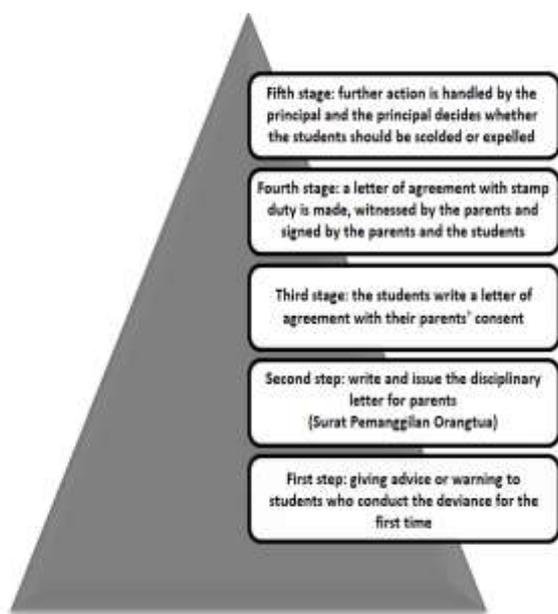
Social Remedy in Deviance

Abdul Hadi sees social remedies as a series of actions to 'improve' social circumstances that have a negative impact on people's welfare. The main principle of social remedy is 'fixing' the risky social condition. Good social remedies have to be able to correct deviant behavior. A social remedial perspective should be undertaken in case of deviant behavior by understanding the problem or 'illness' experienced before social recovery, empowerment and self-development are conducted (3).

The delinquent students are considered as students who have deviant behavior and therefore require the correct formulation of treatment from violations of the norms based on school rules. Overall, the acts of violations are seen as a case of

ignoring or neglecting norms which are inappropriate and unlawful behavior. Family background is necessary to be known in advance so that the school as an educational institution will be able to take preventive and even repressive measures with certain sanctions for offenses done by students. The school authority create the class as a fun place for interacting and as a part of the interpersonal communication development in the attitude of sympathy and empathy so it takes a firm stance against behaviors that are intorelable, for example the dishonest behavior from students will get them a warning at first, if they violates the rules again, their parents will be called and school could expelled these students. There are several steps of social remedy processes conducted by Y Senior High School, such as:

Figure 1. The Stages of Social Remedy

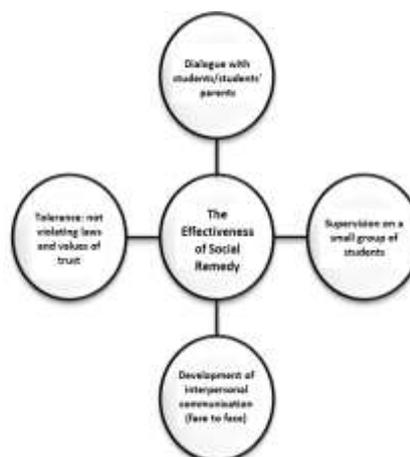


Source: Research data, 2017

The implementation of social remedy as social intervention under supervision of social control agent, which is school counselor who also works as a teacher in Y Senior High School in Medan. The implementation has already been done and met social control standards such as through dialogue with students by calling them to a meeting in private, and also through the parents as an effort to restore the trust in the norms that must be obeyed. It is an obligation for students to follow the social order in school, because if it is violated there will be consequences of punishment ranging from just being reprimanded to being expelled from school. Social remedy is a prevention and reaction that arise from the school against the deviant behavior of students in Y Senior High School. The prevention of deviant behavior made by school takes form in arranging a students' regulation, which consists of the obligation and prohibition for students in school area. When a quantitative approach is used to view the matter, the numbers of students who violate the rules are in fact more dominant than the students who obey the rules. However, from the cases that occur, it is shown that social remedy, as a precautionary measure, becomes a social control that still needs to be

evaluated for its effectiveness.

Figure 2. Formulation of The Effectiveness of Social Remedy in Y Senior High School



Source: Research data, 2017

Social remedy conducted in Y Senior High School can be seen as an action or a conscious and planned effort on the part of education and teaching that is implemented so that students are able to live on the values and norms properly. Social remedy as a control against deviance is expected to be effective in overcoming deviant behavior done by students. Based on the data found in the research, it is found that students with mild violation will be deterred on the first stage of social remedy. However, there are still students who are not able to change their behavior; these students will be subjected to the fifth stage of social remedy. Through this social remedy, the student's behavior will be supervised through school counselors/ counseling teacher. When the social remedy applied in Y Senior High School in Medan is unable to improve the student's behavior, the drop out system will be implemented for that student.

Conclusion

Many efforts are made by the school in dealing with deviance conducted by students. In this study deviance occurs due to the peer pressure and also incompetent educators. Therefore, Y Senior High School in Medan applies social remedy as a solution of deviant behavior of the students. However, teachers are also required to be creative in adjusting their teaching methods which will affect student's behavior and grades.

Social deviance and crime in schools that occur in America become a major problem and turn into a national problem. Crimes committed by students are also diverse such as drug use, alcohol, gun use, teenage pregnancy and so on. Therefore, various prevention and intervention programs are suggested, such as creating a school-based team, renovating the school environment, changing teaching strategies, providing social skills training, including adults in school, and providing training and awareness for cultural sensitivity. With the implementation of these various prevention and intervention programs and ideas, school violence may be lessened (7).

Educators in Izmir create a strategy in coping with and

treating deviant behavior of the students. Teachers' coping strategies are listed as warning, ignoring, using an eye contact, changing the lesson plans, asking questions, having a talk with the student in person, talking to the parents, cooperating with the student, rewarding the model behavior, praising and giving responsibility to the learners, all of these strategies show differences regarding the gender and experience of the teachers. Beginning and experienced teachers encounter (different) problems in the classroom. Beginning teachers do experience the need to show more leadership and less uncertain behavior.

Juvenile delinquency becomes the focus of this research, therefore this research offers social remedy as an effort to overcome the problem of social deviance done by the students. The stages contained in social remedy are the levels of applied solution, adapted to the type of deviance conducted by the student. If the deviant behavior is categorized as mild deviation, then the social remedy in phase I will be applied, if the deviation is a severe type of deviation then social remedy in phase IV or even V will be applied.

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