

THE SOCIAL ACTION OF THE TEACHERS IN HANDLING INDISCIPLINARY STUDENTS AT SMP NEGERI 36 MAKASSAR, SOUTH SULAWESI, INDONESIA

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ABSTRACT- Students' indisciplinary action is one of the social problems in schools that requires attention and treatment. There are several factors become the background of students' indisciplinary action. Family background, environmental influences, the students' interaction and the social structure of the school also contribute to the occurrence of indisciplinary action.

The results of this study indicate; (i) there are several social structures of school that have the potential to cause students' indisciplinary action, namely; teachers' omission to the violations of school discipline and rules by the students; sanctions or penalties are not suitable with the type of students' indisciplinary action; and incomplete handling by the teachers; (ii) rational social actions namely instrumental social actions and value-oriented social actions can help achieve the goals of students' indisciplinary action. In this case, non-rational social actions are traditional social actions and affective social actions that give less results in supporting the handling of indisciplinary students in schools. Non-rational actions in handling students' indisciplinary actions tend to cause conflict.

Keywords: teachers' social action and indisciplinary students

I. INTRODUCTION

Students indisciplinary action is a classic problem that is always present in every education unit. The forms of violations of school rules are basically humane for students who experience growth and always want to try something new. Students often carry out various experiments with various roles in searching for their own or group identity.

Students are a group of individuals who are temporarily looking for forms of identity that are oriented towards the future. Actors of disciplinary action are usually categorized as bad boys in school. They usually do not obey the teacher's commands, dare to explain or seem challenging, do not do school work, or they are often truant. Strict action or physical punishment is a form of treatment by teachers against perpetrators of disciplinary acts at school.

Cases of violence in the school environment still occur, both between students and their fellow students, teachers to students or vice versa, and parents of students to teachers. Violence committed by teachers against students or vice versa, not a few continue with the legal process. In Makassar City, data from the Makassar Child Protection Unit for Child Protection states that during 2018, there were 52 cases. From the total cases, violence in the school environment is the most dominant (Dawn Daily, 2018).

Indisciplinary actors are included in the group of problem students who must be handled with the right approach thus the student concerned is not in a zone of dropout prone. The dropout rate in Indonesia in 2017/2018 is still relatively high, at 32,127 persons. There are 1,464 of them came from South Sulawesi (Overview of Education and Culture Data). The high number of dropouts is not only due to student disciplinary action. There are many factors that play an influence on the high dropout rate. The implementation of classroom stay by setting aside the continuous advancement system, teacher dedication, and the availability of educational facilities are things that contribute to the number of school dropouts, in addition to the ability and learning effort of the students themselves and environmental factors that are counterproductive to educational development.

Not a few conflicts or problems that arise from interactions that occur between teachers and students. Indisciplinary actions are influenced by the lack of dialogic communication. Teachers must prioritize rational social actions and minimize non-rational social actions thus the goals of indisciplinary student handling can be achieved.

Social action in handling student disciplinary actions often creates conflicts between teachers and students. The corporal punishment approach in controlling irregularities and violations of school discipline can affect the culture of violence by students in the future. Therefore, the researcher is interested in researching this matter, thus it can contribute to the realization of a more communicative and dialogical in handling students' disciplinary actions.

II. RESEARCH METHOD

The research method used in this study is qualitative. The study design used in studying the phenomenon of student indisciplinary action is a case study research design. The study was conducted at SMP Negeri 36 Makassar. This school develops discipline character development in learning activities.

This research instrument used several tools, namely: guidelines for field observations, guidelines for interviews / field notes, and tools for recording interview activities. Informants and data sources in this study are as follows; 1) the principal as a key informant; and 2) teachers or educators involved in handling student indisciplinary actions; 3) parties who are considered to have sufficient knowledge about the problem of the study.

Data collection techniques are carried out in three ways; namely 1) observation of forms of students' indisciplinary action that occur in the school environment; 2) in-depth interviews with principals and teachers involved in handling; and 3) documentation. While, data analysis was carried out through three stages, namely; 1) data reduction is carried out in the process of selecting, focusing on simplifying abstracts, and transforming rough data that arises from written records in the field. 2) Presentation of data, including the decomposition and sorting of various different statements from the subjects interviewed, both about subjective thinking on meaning, and about the lives of individuals. 3) Conclusion Withdrawal or Verification.

III. RESEARCH RESULT

Social structure that can lead to students' indisciplinary action

The social structure of the school also influences students' indisciplinary action. Social structure of school is a pattern of interaction between teachers and students that is relatively stable, including hierarchical social relations with social roles based on social and cultural norms prevailing in the school environment. Social structure will produce a normative form of action orientation.

The relationship patterns developed by teachers or schools in handling students' indisciplinary actions, most of them have the potential to trigger the emergence of students' indisciplinary actions. Social structure of school that has the potential to cause students' indisciplinary action, namely; teachers' omission for indisciplinary action, the use of sanctions or penalties that are not appropriate to the type of violation, and incomplete and complicated handling.

Teacher's Social Actions in Handling Indisciplinary Students

Teachers' social actions in handling students' indisciplinary actions are grouped into rational and non-rational actions. In rational social action, it is found the choice of form of handling based on the achievement of objectives. This action can be seen in; efforts to trace the background of the emergence of indisciplinary action and take a personal approach. The value-oriented social action can be seen in the handling by promoting humane dialogue and placing the actors of indisciplinary action as individuals whose rights must be guaranteed.

Teachers' social actions that are classified as non-rational are found in traditional social actions and emotional social actions. Traditional forms of social action can take the form of; directly provide punishment without going through the process of handling, tend to use physical punishment, and exclude actors from teaching and learning activities in the classroom. This form of action does not require a lengthy thought process. Meanwhile, the form of affective social action can be anger and displeasure displayed through gestures or verbally.

IV. DISCUSSION

Parsons defines social structure as a set of relatively stable relationship patterns as a whole that results in a normative form of action orientation (Scott, J, 2011). School rules and regulations, social action or

relationship patterns developed between teachers and students, power stratification is the social structure that exists in schools. The social structure of the school has more or less given effect to the violations of school discipline by students.

Forms of handling that are not appropriate with the type of violation, can trigger the emergence of a new form of violation from the student concerned. In this case, giving sanctions without going through a process of handling is included to inappropriate sanctions of indisciplinary action.

Some informants stated in their statements that physical punishment is sometimes needed in controlling negative student behavior. This is not only caused by the lack of understanding and mastery of teachers in terms of educating punishment, but it is also closely related to the way of thinking of teachers in developing discipline. Therefore, a teacher should still try to be fair, polite, be calm and consistent. The urge to 'attack or step aside' is not the best choice for dealing with students' bad behavior (Cowley, S, 2011).

The omission of student disciplinary action illustrates the care and sensitivity of the teacher in fostering the character of the discipline. The lack of teachers' involvement in the enforcement of discipline is influenced by cases of teacher reporting to the police by parents of students related to discipline in school. Related to the symptoms of decreased teacher participation in discipline enforcement, Jardine stated that discipline is the main source of pressure felt by teachers when delivering knowledge (Martono, N., 2014).

Handling incomplete or protracted indisciplinary actions not only has the potential to cause complaints from students' parents but also affect the emergence of problems or other violations by the students concerned. Handling cases that are convoluted and too long will take up a lot of student time, which should be used for mandatory activities such as attending learning activities in class. Completion of cases usually makes students not follow the lessons. This has an impact on the delay in subject matter or the accumulation of work bills and becomes a burden for students who file. This certainly can result in the emergence of new violations of the students concerned.

Teacher's Social Actions in Handling Indisciplinary Students

The form of teacher actions in handling student indisciplinary actions is greatly influenced by the way teachers think of students and their problems. The use of physical punishment is currently still being applied, other than because the approach is indeed quite easy to do, the selection is strongly influenced by the teacher's limited understanding of the punishment approach which is educational. (Takahashi, Kayo, 2020) suggested that the reason to use physical punishment as disciplinary action is the belief that parents have allowed its use, and this is for the good of students. In line with this, (Suryaningrat, Rangga Dewanti, dkk, 2020) assessed that this was influenced by the acceptance of some circles. Acceptance of teachers' aggressive behavior is strongly influenced by cultural and ethnic backgrounds and previous exposure to violence.

Emotional social actions that arise in the handling of students' indisciplinary actions, not only describe the social competence and personality of the teacher, but also the understanding and meaning of the teacher about the behavior and character of the discipline. Competence and understanding will affect the ability of teachers to design dialogic handling with minimal conflict potential. In this regard, Wallace & Wolf stated that the actions of actors are influenced by many factors. These factors include; availability of means (means), conditions that inhibit, norms that apply, and the cultural system in which the actor is located (A. Kinseng, R., 2017). For (Da Silva et al., 2017), this proves the difficulty of parents and schools in adopting more democratic educational practices in disciplining children and adolescents.

There are not a few challenges faced by teachers in realizing the handling of student disciplinary actions by promoting educational and dialogical communication. (Kagoiya, Patrick & Kagema, Njogu., 2018) in their research found that more than half of guidance and counseling teachers still use physical punishment in enforcing discipline. Heavy workload is something that is considered influencing the ability of teachers to manage classroom discipline effectively. Meanwhile, (Ofori, Kennedy Nyeseh, 2018) argues that bad teacher behavior and attitudes towards work have a contribution to student indiscipline action. This certainly has an impact on the culture of violence in the school environment. These findings have the support of (Odebode, Aminat Adeola, 2019), who assessed that students tend to internalize and act out the physical violence they see. Therefore, teachers should prioritize good example and behavior in

enforcing discipline. For (Gorea, Abhinav, dkk, 2011) it is necessary to raise awareness among teachers and parents to reduce the use of physical punishment.

Emotional social actions should be minimized in character development activities. Teacher negative behavior is a factor that causes students to drop out of school or not attend school (Şahin et al., 2016). The school environment should be free from the use of physical punishment or violence in establishing discipline. This is related to the absence of evidence that explains that a strict disciplinary model can prevent violence in the long run (Furlong, M. J et al., n.d.).

According to Foucault, the penalty of educating must be put forward in handling problematic students. This will help students learn and realize their mistakes. Schools must be positioned as the best environment for conducting individual disciplinary rituals (Martono, N., 2014). The problem faced to make it happen does not lie in the applicable curriculum, but in humans, and not human beings who actually become teachers (Gramsci, A, 2017).

It takes maturity, calmness, knowledge of the background and character of the students faced so that the teacher can choose the best approach in guiding students with problems. Teachers must be able to build educative communication in handling students' indisciplinary actions. Educational communication contains the principle of placing students as someone who is valued, loved, understood, and valued. This can help students in building new knowledge as a driver to change behavior (Sardiman, A. M, 2004).

Educative communication can reduce social actions that create conflictual relationships in the handling of students' indisciplinary actions. Therefore, the support of school management in creating a conducive school environment in handling students' indisciplinary actions is needed. Good management will give birth to careful planning can build rational social actions and minimize non-rational social actions that can trigger conflicts in the school environment.

Rational social action will encourage one party to understand the other party's social actions. While traditional and affective social actions are far from rational considerations. Social actions that must be developed by teachers in handling students' indisciplinary actions are social actions that reflect rational assessment. Rational social actions take into account the appropriateness of means and goals by considering the efficiency and effectiveness (ease and efficiency) of a number of choices of actions (Setiadi, E. M & Kolip, U, 2017).

V. CONCLUSION

Social structure of school has a role in achieving the goals of handling students' in disciplinary action. However, some school social structures in this case patterns of behavior and actions in the enforcement of disciplines that have the potential to cause action n student discipline. These actions are; omission of violations of the code of conduct, the use of approaches in the handling of inappropriate and incomplete handling.

Rational teacher social actions have helped achieve the goals of handling students' in disciplinary action and enforcement of school discipline. Non-rational social actions by teachers tend to cause complaints and conflicts.

The motivation of Social action in handling student actions that still often regulates conflicts between teachers and students. The physical approach in controlling deviations and school rules can affect the culture of violence by students in the future. Therefore, I am interested in researching this, so that it can contribute to the realization of a more communicative and dialogical handling of student actions.

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