
Analysis of factors that determine deviant behavior in the character of grade VI students SDN Sukabela

Radhwa Alya Rahmatunisa✉¹

¹Elementary School Teacher Education Study Program, Serang, Universitas Pendidikan Indonesia

✉ radhwaalya2@gmail.com

Abstract

This study aims to analyze the factors that affect deviant behavior in the character of grade VI students of SDN Sukabela. Deviant behavior, or deviant behavior, at elementary school age is an important concern in the world of education because it can have a negative impact on the development of students' character and academic achievement. Using a qualitative approach and case study design, this study involved 41 students as research subjects. Data was collected through direct observation, in-depth interviews with teachers and students, and relevant documentation studies. The results of the study identified four main factors that contribute to deviant behavior: (1) family factors, which include parenting, parent-child communication, and emotional support; (2) social environmental factors, including peer influence and social media that can affect student behavior; (3) internal factors of students, including self-control, emotional maturity, and learning motivation; and (4) school factors, which include disciplinary systems, teaching methods, and relationships between teachers and students. The findings show that family, peers and social media factors have the most dominant influence in shaping students' deviant behavior. This study recommends the importance of closer collaboration between schools and families in developing effective intervention programs, to address deviant behavior among elementary school students and support better character development and academic achievement.

Keywords: deviant behavior; student character; elementary school; parenting; peers; social media; educational interventions.

INTRODUCTION

Deviant behaviour in primary school students has become a serious problem that requires special attention from various education stakeholders, including teachers, parents, educational psychologists, and policymakers. Data from the Ministry of Education and Culture recorded a significant increase in cases of deviant behavior at the elementary school level by 45% in the 2019-2023 period, with the highest cases occurring in students in grades V and VI (Ministry of Education and Culture, 2023). The Indonesian Child Protection Commission (KPAI) also reported an increasing trend in the complexity of cases of deviant behavior, where 60% of cases involve the use of social media and digital technology as a means of negative behavior (KPAI, 2023). This phenomenon is also manifested at SDN Sukabela, where various forms of deviant behavior such as physical bullying and cyber-bullying are recorded, vandalism, verbal aggression, violation of school rules, chronic indiscipline, petty theft, and intimidation of other students committed by grade VI students.

Theoretically, deviant behavior in elementary school-age children is the result of a complex interaction between internal and external factors that influence each other in shaping the character and behavior of students (Wijaya & Pratama, 2022). Internal factors include psychological aspects such as self-control, emotion regulation, and self-esteem; cognitive

development including decision-making skills and understanding of consequences; emotional maturity that includes empathy and social awareness; as well as personality characteristics such as temperament and resilience (Gunawan et.al., 2021). While external factors include family dynamics including parental conflict and absence of father figures; parenting that includes the consistency and warmth of parenting; the school environment includes a reward-punishment system and the availability of counseling; peer influence including peer pressure and social norms; exposure to digital media such as violent content and pornography; as well as family socio-economic factors that affect access to educational resources and character development (Nugraha & Permata, 2022).

Previous research indicates that parental parenting has a significant correlation with the emergence of deviant behavior in elementary school students, where permissive and authoritarian parenting shows a higher risk than democratic parenting (Rahmawati, 2021). A longitudinal study conducted by Susanto and Rahman (2020) on 500 families showed that 67% of cases of deviant behavior of students came from families with dysfunctional communication patterns, inconsistencies in the application of rules, and lack of quality time between parents and children. Research by Hartono et.al., (2023) found a positive correlation between exposure to unhealthy digital content and increased aggressiveness and antisocial behavior in students aged 11-12 years, with a more significant effect in children from families with weak digital supervision. On the other hand, Pratiwi et.al., (2022) revealed that the school climate is not conducive, the weak supervision system, the unclear consequences of violations, and the lack of character development programs contribute to 45% of cases of deviant behavior of students.

Peer factors also play a crucial role in the formation of deviant behavior, as revealed in an ethnographic study conducted by Suharto and Widodo (2023) in five elementary schools. The study identified that friend groups with deviant behavior tendencies had a 3.5 times greater influence in encouraging their members to engage in similar behavior than other factors. These findings are reinforced by research by Kusuma et.al., (2022) which shows that 78% of students involved in bullying cases admit to being affected by the dynamics of their peer group, including the need to be accepted and fear of being ostracized.

In the context of SDN Sukabela, the identification of factors that affect the deviant behavior of grade VI students is urgent considering its multidimensional impact on character development, academic achievement, and the overall social climate of the school. Preliminary observations showed the presence of repeated patterns of deviant behavior in certain groups of students, which were associated with various risk factors such as family instability, negative media exposure, and unconstructive peer group influence. This study aims to analyze in depth various determinants of deviant behavior, map interactions between factors, identify dominant factors, and formulate comprehensive and sustainable treatment recommendations based on evidence-based practice.

METHOD

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because the researcher aims to deeply understand the factors that affect deviant behavior in the character of grade VI students at SDN Sukabela. According to Creswell

(2018), qualitative approaches allow researchers to explore and understand the meanings that are perceived to come from social or humanitarian issues.

Qualitative research is defined as a type of research in which the researcher relies on information gathered from the subject, creates general-usable questions, collects data in the form of text or words from the subject, elaborates and analyzes the content of those words, and uses a subjective approach.

In qualitative research, data from informants is used to find solutions. Data was also collected using techniques such as observation, interviews, and document studies. Then, the data is analyzed inductively to find themes or patterns that emerge. The results of the data analysis were used to determine the answers to the research questions.

Researchers carry out various processes that relate to each other in qualitative research to gain a better understanding of the research topic. Questions and procedures, data collection, and inductive analysis are all part of the process (Creswell, 2013). This analysis starts with specific data and then abstracts into more general data patterns.

RESULTS AND DISCUSSION

The results of this study identify the complexity of factors that play a role in shaping deviant behavior in grade VI students of SDN Sukabela. Based on data analysis obtained from participatory observations, in-depth interviews, and documentation studies, it was found that deviant behavior arises as a result of interdependent interactions between internal and external factors. From the perspective of internal factors, the regulation of emotions is an important element in the formation of deviant behavior. The study revealed that 65% of students who engage in deviant behavior have difficulty controlling their emotions. Anger that arises impulsively is often a major trigger for aggressive behavior, while academic frustration contributes significantly to disruptive behavior in the classroom. These findings are in line with the research of Wijaya and Pratama (2022) which emphasized that the ability to regulate emotions plays an important role in the development of adaptive behavior in elementary school students.

Peer interaction at school greatly influences student behavior.

Peers are the social groups that interact with students outside of the family the most, thus having a significant influence on their behavior. Peers can influence children's behavior, both positively and negatively. Deviant behavior is often influenced by more dominant peers or bad habits, which are then imitated by other students. The results of interviews with students in this study show that deviant behaviors, such as harassment and dissemination of personal information, are often initiated by peer influence. For example, Student A says that he engaged in harassment after seeing his friends do the same; Student B also said that he was depressed by his friends' social status on social media, which made him even more jealous and ignored them.

Deviant behaviors often arise from seemingly simple interactions, such as "jokes" or unfunny jokes, but they can develop into more serious behaviors, such as the protection or dissemination of inappropriate personal information. Goffman (2018) also explains that group behavior involved in social interaction among children tends to affect a person. This behavior

includes negative behavior that can harm a person or themselves. For example, bullying at school is not only caused by aggressive people, but also because classmates approve of bullying as normal or even funny. In addition, the existence of social media as a tool for interaction also contributes significantly to the increase in deviant behavior. For example, Student B said he often felt jealous and insecure after seeing his friends' seemingly more fun posts. It shows how social media as part of a peer environment can exacerbate students' bad feelings, which can ultimately lead to the dissemination of personal information or online harassment.

The school environment greatly influences student behavior. Schools are places where students learn about the prevailing social values, ethics, and societal norms. School climate, teaching quality, and teacher-student relationships greatly influence student behavior, according to Widodo and Pratama (2022). Students can feel isolated or underappreciated if their school environment is not supportive. Ultimately, these feelings can cause them to seek attention in an unpleasant way. Interviews with homeroom teachers show that many students engage in deviant behavior because they feel unnoticed at home. When children do not get enough attention from their parents, they tend to behave substandard in school to seek attention. This deviant behavior can be exacerbated or corrected by the school environment, which includes the discipline system applied. Students who are already experiencing emotional or social problems may be more likely to engage in deviant behavior if the school is inconsistent in providing punishment or creating an inclusive environment. In addition, Rahmawati et.al., (2021) shows that the parenting style of teachers and the classroom environment created greatly affect the formation of students' character in schools. Students who feel valued and accepted in school tend to behave better. In contrast, students who feel neglected or treated unfairly tend to behave deviantly.

The social environment also plays a very important role in shaping a person's behavior, especially in children and adolescents. The social environment in question includes peers, social media, and other social interactions that occur outside of family and school. Based on the social learning theory put forward by Bandura (1977), individuals learn behavior through observation and imitation of others, especially those in their social environment. In this context, peers and social media can be very influential agents in shaping children's behavior. For example, Student A who was involved in bullying admitted that he copied the behavior from his friends at school and also through social media. Friends who are exposed to bullying culture or other negative behaviors can influence students to do the same. Additionally, exposure to negative content on social media, such as inappropriate pranks or jokes, can encourage students to imitate such behavior.

In addition, the theory of social control proposed by Hirschi (1969) in his book *Social Control Theory* explains that children's relationships and bonds with parents function as social control mechanisms that prevent them from engaging in deviant behavior. When parents lack supervision or do not pay attention to important aspects such as the child's social relationships at school and social media use, children tend to be more prone to engage in behavior that does not conform to the norm. Rahmawati et.al., (2021) stated that if parents do not supervise children's use of social media, which is often their main activity, then children are more at risk of engaging in behaviors that violate norms, such as interacting with friends who exert a negative influence or accessing harmful content. Therefore, it is very important for parents to

be more actively involved in the lives of their children, not only in terms of academic and social supervision, but also in setting clear limits regarding the use of social media, so that children can develop with healthy behaviors and in accordance with existing norms.

CONCLUSION

Based on the results of research on deviant behavior in grade VI students of SDN Sukabela, it can be concluded that deviant behavior is formed due to a complicated interaction between internal and external factors that affect each other. In terms of internal factors, problems in emotion regulation, low self-control, and weak self-esteem contribute greatly to deviant behavior. The study showed that 65% of students who engage in deviant behavior have difficulty controlling their emotions, which is often the main trigger for aggressive behavior. Academic frustration also contributes significantly to the emergence of disruptive behavior in the classroom. This indicates that emotional and psychological factors greatly affect student behavior.

External factors, especially peer influence and social media, also play an important role in the formation of deviant behavior. Peers, who are the main social group outside of the family, often exert a major influence on student behavior. The social learning theory put forward by Bandura (1977) shows that individual behavior is learned through observation and imitation of those around them, especially their peers. The results of interviews in this study show that deviant behaviors, such as bullying and the dissemination of personal information, often start from peer influence. For example, Student A admits to engaging in bullying after seeing his friends doing it, while Student B feels depressed by his friends' social status on social media, which makes him feel jealous and isolated.

Social media also has a big role in deviant behavior. Exposure to negative content such as pranks, inappropriate jokes, or cyberbullying can worsen students' behaviors and encourage them to imitate those behaviors. For example, Student B feels inferior and jealous after seeing his friends' posts that seem more pleasurable, which then affects his emotions and encourages negative behaviors such as spreading personal information or engaging in online harassment.

The school environment also has a great influence on student behavior. Schools are places where students learn not only about academic material, but also about social values and prevailing norms. A supportive school climate, good relationships between students and teachers, and consistent application of discipline can reduce deviant behavior. Students who feel valued and accepted in school tend to exhibit better behavior. Conversely, students who feel neglected or uncared for at home or at school are more prone to engaging in deviant behavior. The study also found that students who don't get enough attention from parents often behave deviantly in school to attract attention. A lack of effective supervision at home can lead students to look for the wrong ways to gain attention or recognition.

In addition, the disciplinary system implemented in schools plays an important role in shaping student behavior. Schools that are inconsistent in providing punishment or are unable to create an inclusive and supportive environment can exacerbate students' propensity to engage in deviant behavior. An unsafe or unsupportive environment for students will exacerbate

problems they face outside of school, such as emotional or social problems, making them more vulnerable to engaging in behavior that harms themselves or others.

The theory of social control put forward by Hirschi (1969) also provides relevant insights in this study, which states that the relationship and bond between children and parents function as social controls that prevent them from engaging in deviant behavior. When parents are less supervised or not paying attention to children's social relationships, especially in the use of social media, children are more prone to engage in negative behaviors. Rahmawati et.al., (2021) also stated that the lack of parental supervision of social media use can increase the risk of children engaging in behavior that violates norms, such as interacting with friends who exert a bad influence or accessing inappropriate content. Therefore, the role of parents in supervising their children's social lives, either directly or through social media supervision, is essential to prevent deviant behavior.

Overall, to prevent deviant behavior in students, a thorough and comprehensive approach is needed. This includes strengthening parental supervision of children's social life and social media use, strengthening positive relationships between peers that can support good behavior, and improving the school climate that can provide a sense of security and emotional support for students. By increasing collaboration between parents, schools, and the social environment, it is hoped that students can develop with healthy behavior, in accordance with applicable social norms, and avoid deviant behavior that harms themselves and others.

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