



The Effectiveness of Civics Education in Applying Social Attitudes to Address Student Delinquency at Supian Membangun Silangkitang Vocational School

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Abstract

This study aims to determine the effectiveness of teaching Pancasila and Citizenship Education (PPKN) in applying social attitudes as an effort to overcome student delinquency in class XI SMK Supian Bangun Silangkitang. The method used is qualitative with a descriptive approach. The research subjects consisted of five students (three girls and two boys) who were chosen because they were assumed to have sufficient ability and knowledge to answer questions and were willing to be interviewed. Data collection techniques include observation, interviews, and documentation studies. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. The results of the study show that there are three important activities in teaching PPKN that are effective for tackling student delinquency, namely managing classes, delivering material, and applying relevant learning methods. Teachers must also include indicators of social attitudes such as honesty, courtesy, confidence, and discipline in teaching. In the context of teaching PPKN, students' social attitudes can be said to be very good. Thus, the results of this study can provide input for teachers and related parties in increasing the effectiveness of PPKN teaching in applying social attitudes to overcome student delinquency at Supian Bangun Silangkitang Vocational School.

Keywords: Teaching PPKN, Social Attitudes, Delinquency

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INTRODUCTION

Education plays a very important role in the progress of individuals and society in the current era of globalization (Faiz & Kurniawaty, 2022; Mutiani, 2022). In general, education can be interpreted as a conscious effort to increase personal growth through the learning process both inside and outside of school (Pristiwanti et al., 2022). Teachers and students play an important role in the process of forming an individual. Therefore, the teacher's task in planning teaching hours, ensuring the quality of learning, and assessing and evaluating learning outcomes is very important (Nasution, 2021).

At the same time, the times are increasingly emphasizing the importance of education in shaping the character of students so that they become individuals of high quality and virtuous character (Lickona, 2022; Musyadad et al., 2022). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, intelligence,

noble character, and skills that are needed by himself, society, nation and state (Kirani & Najicha, 2022).

Formation character student can done with integrate characters the in learning Pancasila and Citizenship Education (PPKN). A number of study show (Sujana & Wijaya, 2023) with exists integration character in learning impact on behavior positive student in learning , and social attitudes. Whereas (Dianti, 2014) exists integration of character education to in learning PPKN can develop social character possessed by students. (Bakhtiar et al., 2023) a number of negative behavior of students such as bullying can be prevented through learning PPKN.

The behavior of students, especially at the Supian Pembangunan Silangkitang Private Vocational School, is the responsibility of a teacher in the field of Citizenship Education (Sutisna et al., 2022). Therefore, learning Pancasila values based on basic values such as divinity, humanity, unity, democracy and justice is very important. However, the development of technology has influenced the behavior of students in living their daily lives. They are more likely to spend time on activities on social media or playing games, resulting in behavior that is inconsistent with Pancasila values, such as being undisciplined and disrespecting teachers (Nurdiana et al., 2022; Samsudin et al., 2023).

Based on initial observations made at Supian Memabangun Silangkitang Private Vocational School, researchers found behaviors that showed delinquency in students. This is a common problem that needs attention, because if it is not handled seriously, this behavior can have a negative impact on other students in the same school or even outside of school.

The delinquent behavior of students at the Supian Memabangun Silangkitang Private Vocational School found by researchers included frequent truancy during teaching and learning activities carried out by the school (unplugging and smoking), bullying or mocking friends, fighting with friends, not respecting the opinions of others, playing online gambling (bets), and stealing friends' money. This problem has not received serious attention from the school, especially PPKN teachers. Therefore, this study aims to analyze the effect of learning Pancasila values on students' behavior and to determine the extent to which learning Pancasila values can shape positive behavior of students and improve the quality of the learning process in schools. The specific objectives of this study were to determine the impact of learning Pancasila values on student behavior and to analyze the factors that influence the formation of positive behavior in students.

METHODS

This research is a qualitative research with a qualitative descriptive research type. The purpose of this study was to describe the effectiveness of teaching Civics teachers in applying social attitudes to deal with delinquency in class XI students at Supian Bangun Silangkitang Private Vocational School.

Research Subjects and Objects

This study used purposive sampling to determine research subjects by considering certain criteria. The research subjects chosen were PPKN teachers at Supian Bangun Silangkitang Private Vocational School and 5 class XI students at Supian Bangun Silangkitang Private Vocational School (3 girls and 2 boys) who had the ability to answer questions and were willing to be interviewed. Based on the criteria determined by the researcher as the research subject, the informants in this study are as follows:

Table 1. Informant Data

No	Name	Information
1	RI	PPKN Teacher at Supian Private Vocational School Building Silangkitang
2	ADS	Class XI Student of Supian Private Vocational School Building

No	Name	Information
3	PS	Silangkitang Class XI Student of Supian Private Vocational School Building Silangkitang
4	Dr	Class XI Student of Supian Private Vocational School Building Silangkitang
5	AAR	Class XI Students of Supian Private Vocational School Building Silangkitang
6	FR	Class XI Students of Supian Private Vocational School Building Silangkitang

Research sites

The location of this research was conducted at the Supian Private Vocational School in Silangkitang Building. This school is located on Jalan Besar Tanjung Beringin, Binanga Dua, Kec. Silangkitang, Kab. Labuhan Batu Selatan, Prov. North Sumatra. The time of this research was carried out in early November 2022 until it was finished. The reason the researchers chose this research location was because the location of the school was not too far from the residence and campus. So that you can save on accommodation that will be issued.

Data Collection Techniques and Tools

Data collection is the main step in research to get data. There are three data collection techniques used in this study, namely observation, interviews, and documentation studies. Observations were made candidly with class XI students of the Supian Private Vocational School in Silangkitang Building and selecting informants who would become research subjects. Unstructured interviews were conducted with informants freely (Creswell, 2014) (Sugiyono, 2022; Sumiati et al., 2021). Documentation studies were conducted to collect documentation and data related to research problems (Fiantika et al., 2022; Supratiknya, 2022). In this study, documents are used as a complement to the use of observation and interview methods to examine the teacher's role in instilling social attitudes to prevent juvenile delinquency in schools.

Data analysis technique

Study This use method descriptive qualitative with technique data collection in the form of interview, observation, and documentation to 1 PPKN teacher and 5 students Class XI of Private Vocational High School Supian Build Selected cross by purposive sampling. During research, researcher do interview direct, observe, and document activity student as well as analyze relevant literature with topic research. Data analysis was performed since before, during, and after down to field, with use Miles and Huberman's approach in 3 stages that is data reduction, data presentation, and conclusions (Pahleviannur et al., 2022).

Qualitative Data Validity

Testing the validity of the data in qualitative research aims to prove the truth and scientificity of the data obtained. There are several ways that can be done to test the validity of the data, namely: credibility, triangulation, transferability, dependability, and confirmability.

Credibility is a test of credibility or trust in the research data presented by researchers. One way to increase credibility is to extend observations which can improve the relationship between researchers and data sources, so that the information obtained is more complete and correct. In addition, increasing the accuracy in research is also important to control the correctness of the data that has been collected.

Triangulation is a credibility test by checking data from various sources, data collection techniques, and different times. Source triangulation is done by checking data from several sources and asking for agreement from three data sources. Meanwhile, technical triangulation is carried out by checking data from the same source using different techniques, and if there

are differences in data, further discussion is carried out with the data source concerned. Finally, time triangulation is carried out by collecting data at different times or situations to ensure the accuracy of the data obtained.

Transferability is an external validity in qualitative research that indicates the degree of accuracy or applicability of research results to the population where the sample is taken (Wang et al., 2022). Questions related to transferability values can be answered by looking at the similarity of characteristics between the population studied and other populations.

Dependability or research reliability can be measured by the consistency of the same experimental results each time it is carried out. To ensure dependability, research must be audited by independent auditors or independent supervisors. Audits are carried out in all research activities, from determining problems, data collection, data analysis, to preparing reports on the results of observations. (Souza et al., 2022)

Confirmability or objectivity of qualitative research can be tested by measuring the agreement of research results by many people. To achieve confirmability standards, research results must depend on the process carried out (Klem et al., 2022)

RESULTS AND DISCUSSION

In this study, researchers made observations to obtain data about students' social attitudes and used a research instrument in the form of open interviews to collect data related to students' social attitudes by looking at respondents' descriptions of indicators of social attitudes, namely honesty, discipline, self-confidence, and courtesy. The researcher found some data regarding the social attitudes of class XI students of SMK Supian Pembangunan Silangkitang as follows:

Honest Attitude

The honest attitude of students is a very important attitude in their lives, both inside and outside the school environment. By showing an honest attitude, students can build trust and a good reputation in the school and social environment. It also helps them to become responsible and respectable individuals in society. Researchers have conducted interviews with several class XI students at the Supian Construct Silangkitang Vocational School, as follows:

Ahmad Arifin Siregar (AAR)

"I always return things I borrow from friends like pens, erasers or books."

Dio Renaldi (DR)

"I always lend things to my friends without fear of losing them, because I believe my friends will return the things I lend them."

Fatmawati Risna (FR)

"I try not to lie when I'm asked by friends or teachers, because teachers always say that lying can be self-defeating."

Based on the results of interviews conducted by researchers with AAR and DR, it can be concluded that student honesty can be said to be very good, marked by behavior that always returns borrowed items and tries not to lie to friends or teachers. (Dharma & Siregar, 2015; Suhaili & Syafwan, 2021) states that having an honest attitude is very important for students because it helps them form good character, increase self-confidence, avoid conflicts, improve the quality of education, and foster healthy relationships with others. Honest attitude can be instilled through the learning process of Pancasila and Citizenship Education (PPKN).

Discipline attitude

In a disciplined manner, the researcher conducted interviews with several XI students at the Supian Construct Silangkitang Vocational School, consisting of Dio Renaldi (DR) and Putra Hutabarat (PH), with the following results:

Dio Renaldi (DR):

"I always dress neatly and properly, including wearing clean school clothes and tucking my shirt into my pants."

Putra Hutabarat (PH):

"I'm always taken by my mother to school, and only occasionally I'm late because my house is quite far from school."

Based on the results of these interviews, it can be concluded that the level of student discipline is quite good, marked by the habit of wearing neat and clean school uniforms, and rarely coming to school late. Discipline can be interpreted as a person's ability to comply with rules, schedules, and assigned tasks seriously, consistently, and responsibly (Susiyanto, 2014). Discipline usually involves a willingness to control yourself, manage time, and focus on the goals or results you want to achieve. (Suchyadi et al., 2020) say that attitude discipline student can contribute to independence Study student .

Discipline is very important in everyday life, especially in achieving goals or success in any field. By having a strong attitude of discipline, a person can become more organized, efficient and productive in carrying out his duties, and can help avoid unnecessary mistakes or failures. Therefore, discipline is one of the important keys to achieving success in life.

Confident Attitude

In an attitude of confidence, the researcher conducted interviews with several class XI students at Supian Pembangunan Silangkitang Vocational School. Following are the results of the interview:

Afni Rosmawati (AR):

"The way I dare to appear in front of the class is by appearing in front of the class first before being asked by the teacher. For example, I come forward to read out the results of a group discussion without having to be asked by the teacher."

Princess Sabrina (PS):

"I only dare to argue in class when I feel what I'm about to say is true. I don't need to be asked by the teacher to give my opinion."

Ahmad Arifin Siregar (AAR):

"Right now, I haven't tried anything new. I just do things according to the teacher's directions."

Putra Hutabarat (PH):

"I never volunteered to be class president because I was embarrassed and afraid I wouldn't be chosen, and I was embarrassed that my friends would laugh at me. In fact, I wanted to be class president. However, the teacher had never appointed me, so I felt embarrassed to apply. self."

Based on the results of interviews conducted by researchers on AR, PS, AAR, and PH, it can be explained that the students' self-confidence was very good. This can be seen from their statements stating that they will give their opinion if they feel right. However, there are still some students who don't dare to try new things, so they just follow the teacher's directions.

Confidence in learning is an important mental attitude for every student to have. This is the belief that they are able to master the material being studied, and that they can achieve the academic goals that have been set (Suryani & Gunawan, 2018). Confidence in studying can help students overcome fear and anxiety that may arise when they face difficult assignments or decisive exams. (Sabarrudin et al., 2022) . With strong self-belief, they more easily overcome fear and maintain focus on their goals.

In addition, a confident attitude in learning can also motivate students to try harder and take the necessary risks to achieve their goals (A. Asiyah et al., 2019) . By having the confidence that they can master the material and achieve their academic goals, they will feel

more energized and more motivated to study.

However, keep in mind that being confident does not mean ignoring your limitations or shortcomings. On the contrary, this attitude must be built based on awareness of one's own abilities and efforts to continue to learn and develop. With a positive and consistent attitude, students can achieve better academic performance and achieve success in the future.

Be polite

In carrying out a polite attitude, the researcher conducted interviews with several class XI students at Supian Bangun Silangkitang Vocational School. Following are the results of interviews with three students:

Fatmawati Risna (FR):

"The way I respect my interlocutors is by always listening to what they are talking about, not interrupting the conversation. For example, when the teacher is explaining learning material."

Ahmad Arifin Siregar (AAR):

"The way I respect others is not to speak harshly. I always smile and say hello when I meet."

Princess Sabrina (PS):

"I never speak harshly to people older than me, such as teachers or school employees. However, when I'm with my classmates, I sometimes speak in a high pitched voice."

From the results of interviews conducted by researchers, it can be concluded that politeness is very important in the learning process. Student courtesy, as explained by FR and AAR, includes respect for the other person, not speaking harshly, and greeting and smiling to the teacher and the people around him.

In the context of learning, polite students can show respect for teachers and classmates, so as to create a harmonious environment and facilitate the teaching and learning process. Politeness can also improve communication between students and teachers, so that the process of transferring knowledge and skills can run well.

However, there are differences in politeness between PS and FR and AAR. PS admits that he has been rude to his classmates, even if only occasionally. This shows that PS still needs to develop a polite attitude. As a student, PS needs to remember that rudeness can cause conflict and affect relationships between classmates. Therefore, as a polite student, it is necessary to avoid rude behavior and prefer to solve problems in a better and polite way.

In conclusion, politeness is very important in the learning process and can create a harmonious environment between students, teachers and the people around them. (Ekarini et al., 2014) stated that attitude satun in the learning process very required . Therefore, as students, it is necessary to continue to develop good manners, as explained by FR and AAR, and avoid rude behavior, as recognized by PS.

In addition, this study also produced some data from the results of interviews conducted by researchers. Following are the results of the interview:

1. Based on the results of interviews conducted with students, it was found that Civics teachers not only instill social attitudes in the classroom during lessons, but also outside the classroom. If there are some students who are naughty and like to play pranks on their friends, they will be immediately advised by explaining the bad actions they have committed and giving views on good behavior that should be.
2. The results of interviews with Putra Hutabarat students show that the teacher's way of teaching is very pleasant, provides good material, and provides real-life examples such as being honest, not lying to parents, teachers, and friends, being polite in speaking to older people, and should like to help others who are in trouble.
3. The results of interviews with student Afni Rosmawati show that some students in her class like to be the center of attention so they often lie to get attention from their friends,

but these students have a high caring attitude towards their friends by often helping friends who are in trouble or have no money to go to the canteen so he was invited and bought by his friend.

4. The results of interviews with Fatmawati Risna's students show that students in class XI are very good, although it is undeniable that there are some naughty friends, they are polite to teachers, kind to friends, and very friendly.
5. The results of interviews with PPKN teachers in class XI of Supian Construct Silangkitang Vocational School, Ahmad Arifin Siregar, show that the formation of social attitudes in Supian Construct Silangkitang Vocational Schools, especially in class XI, has been implemented through the implementation of learning which includes several activities, such as managing classes, delivering material, apply methods relevant to cultivating social attitudes, and use appropriate media. However, in cultivating social attitudes, there are several obstacles, including: limited study time at school, unsupportive student family conditions, the influence of technological advances, and unfavorable student environmental conditions.

Teaching Effectiveness of PPKN Teachers in Applying the Social Attitudes of Class XI Students of Supian Vocational High School Building Silangkitang.

Social attitude is an attitude that needs to be developed by students, both in the family environment and the school environment. According to Tiara (2019), social attitudes are not only expressed by one person, but are also noticed by a group of people, the object is a social object and is stated repeatedly.

Efforts to form social attitudes in class XI of the Supian Private Vocational School in Silangkitang Building can be seen from the implementation of learning and the activities carried out. This is in accordance with the statement of Ms. Reviani, as the PPKN teacher in class XI of the Supian Pembangunan Silangkitang Private Vocational School which states that in forming social attitudes, the teacher as a tutor strives for togetherness by conveying material in the learning process and other activities outside the classroom. Self-development programs are also provided to shape student character. These development programs include: 1) Classroom management activities, 2) Delivery of material, 3) Use of learning methods, 4) Use of learning media. With these programs, it is hoped that students can gain better experience in forming good social attitudes and become individuals with more character.

Managing Class Activities

The success of learning in the classroom is largely determined by the teacher. Teacher activities in the classroom include two main things, namely teaching activities and classroom management activities (Minsih & D, 2018). In the learning activity itself, there are classroom management activities whose goal is student management. The management of students referred to in this case is related to student discipline both in learning, school, and towards oneself. The need for student discipline is because it indirectly affects student achievement, so teachers must be able to instill discipline from an early age.

Management of students will be effective and efficient when supported by professional human resources in carrying out learning. This shows that in educational units it is necessary to have quality student management so that students can grow and develop in accordance with the potential, intellectual and social intelligence of students.

Ms. Reviani as a PPKN teacher explained that in class management activities, she conducted interactive group learning. This method is used with the aim of managing the class so that it is not monotonous and feels fun for students, so that the material provided by the teacher can be more easily accepted by students. Another thing he does in class management activities is to carry out activities outside the classroom or outdoor classes which are held once a week. This activity is carried out to train life skills, character building, and foster

students' interests and talents. In addition, the teacher also conducts visits to a place to train students to interact and adapt to the community environment. This activity aims to shape and train the development of students' social attitudes.

Material Delivering Activities

The activity of conveying material by the teacher must be carried out flexibly, meaning that the learning process must be carried out in a fun way so that students can more easily understand the material presented. In addition, the language used must also be simple and not too scientific. Teachers must pay attention to students' abilities and always provide examples that are closest to students' habits, personalities, and the environment around them.

According to Ms. Reviani, a Class XI PPKN teacher at Supian Pembangunan Silangkitang Private Vocational High School, the activity of delivering material must involve building student character. Therefore, always insert activities that build the character and character of students such as honesty, discipline, responsibility, confidence, courtesy, and mutual cooperation. It aims to build and train students' social attitudes.

In addition, teachers must also take a behavioral approach to students and provide periodic evaluations. Evaluation is carried out to find out the factors that make students feel uncomfortable with the ongoing learning activities. After the evaluation is carried out and the causal factors are known that make students feel uncomfortable, the teacher must find the right solution so that students feel comfortable with the learning process. However, if there is no underlying reason, the teacher should pay attention and ask what students want. However, the teacher does not necessarily immediately give what the students want, there must be a fundamental reason why students feel uncomfortable with the learning that is taking place. This is done so that students learn to accept and not only focus on themselves. These efforts were made by the teacher in addition to overcoming obstacles in the learning process, but also as an effort by the teacher to shape students' social attitudes.

In research conducted by Hamalik (2013), it is proven that the use of interesting and fun learning methods can increase students' interest and motivation in learning (Hunaepi et al., 2019; Mardiyanti et al., 2022). In addition, the formation of student character is also important in schools so that students can become good individuals and have a positive influence on the surrounding environment. Therefore, the learning activities carried out by the teacher must pay attention to these two things so that the learning objectives can be achieved properly.

Applying Relevant Methods

In the current era of globalization, there are many learning methods available that can arouse student learning motivation. However, some teachers still use conventional learning methods which can lead to boredom in students in the learning process. In addition, monotonous learning can reduce student learning motivation and cause a feeling of laziness (S. Asiyah, 2022; Sudarsih, 2021).

As a PPKN teacher in class XI at Supian Private Vocational School, Mrs. Reviani uses the task analysis method in Silangkitang learning. The task analysis method is carried out by breaking down broad problem tasks or topics into smaller and more detailed tasks or topics, by finding the root cause of the problem to find a solution in solving the case or task. Through this method, students do not only understand the material at a glance, but will understand the material in detail and detail. This method forces students to think deeper and requires creativity in processing students' thoughts so as to create a sense of interest in students.

Several studies have shown that the task analysis method can increase student motivation and better learning outcomes. A study by Kim and Park (2020) shows that the use of the task analysis method can increase students' learning motivation in South Korea. In addition, research by Kurniawan, Sari, and Prayitno (2021) found that students who studied

using the task analysis method had better learning outcomes compared to students who studied with conventional methods in Indonesia.

In conclusion, the use of task analysis methods in learning can increase student motivation and learning outcomes. Therefore, teachers may consider using this method in their learning.

Obstacles that arise in the application of social attitudes of class XI students of the Supian Private Vocational School in Silangkitang Building.

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers must have pedagogical competence, personal competence, social competence, and professional competence. In addition, teachers are also expected to have the ability to overcome obstacles that occur during the learning process.

At Supian Pembangunan Silangkitang Private Vocational School, Ms. Reviani as a class XI Civics teacher made efforts to shape students' social attitudes through activities inside and outside the classroom. Some of the social attitudes that are developed are honest, disciplined, responsible, polite, confident, and polite. However, in the process, there are obstacles that hinder, such as limited study time, lack of support from students' families, the influence of technological advances, and student environmental conditions that are not conducive.

Research shows that the formation of social attitudes in students can improve the quality of learning. For example, according to research by Mihardja et al. (2019), the formation of social attitudes in students can increase participation in learning and strengthen relationships between students in the classroom. In addition, according to research by Sari et al. (2021), efforts to form social attitudes in students can reduce negative behavior and increase learning motivation.

Therefore, it is important for teachers to overcome obstacles that occur in the learning process, including in shaping students' social attitudes. This can be done through good cooperation between the school and students and support from the students' families. In addition, efforts need to be made to improve the environmental conditions of students and optimize the use of technology in learning. Thus, the formation of students' social attitudes can be carried out more effectively and have a positive impact on the quality of learning .

Efforts to overcome the obstacles that arise in the application of social attitudes of class XI students of the Supian Private Vocational School in Silangkitang Building.

In overcoming the problems or obstacles found by researchers based on the results of interviews with Ms. Reviani, as a Civics teacher in class XI at Supian Pembangunan Silangkitang Vocational School, she explained that these obstacles had been conveyed to the school and efforts to overcome these problems had been made. Efforts made by the school include:

- a. Collaborate with parents of students via the WhatsApp group.
- b. Hold a meeting between parents and teachers.
- c. Conduct special guidance to students.

The results of research related to the solutions offered by the school and carried out by the teacher show that these solutions can minimize the occurrence of deviant behavior by students, as long as these solutions can be implemented consistently and are supported by all school members. This can help the development of positive student character and can be maintained and achieve optimal.

In this case, the school should continue to evaluate the implemented solutions to ensure their success. In addition, further research can also be carried out regarding more effective ways of overcoming problems or obstacles faced by students at school.

CONCLUSION

Based on the research results, there are three important activities in teaching PPKN that are effective in tackling student delinquency at Supian Bangun Silangkitang Vocational School, namely managing classes, delivering material, and applying relevant learning methods. In addition, teachers must also include indicators of social attitudes in teaching, such as honesty, courtesy, confidence, and discipline. Overall, the social attitudes of students in the context of teaching Civic Education look very good.

RECOMMENDATION

The recommendation that can be given is that teachers and related parties should continuously improve the effectiveness of teaching PPKN by maintaining best practices such as managing the class well, delivering the material effectively, applying relevant learning methods, and incorporating indicators of social attitudes in teaching. Additionally, the related parties can also conduct further research to evaluate the impact of PPKN teaching on students' social behavior, so as to continuously improve the quality of education at Supian Membangun Silangkitang Vocational School.

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