

The Solution of Students' Offensive Behavior through Behavioristic Approach

Tarbyatul Uluwiyah

UIN K.H. Abdurrahman Wahid Pekalongan

Email: tarbyatululuwiyah59@admin.sd.belajar.id

Abstract

Events or cases of student brawls are still a formidable task for an educator, meaning that educators are not only required to improve the quality of education intellectually, the improvement in terms of children's character must also be balanced. Children who are prone to brawls at school turn out to have offensive behavior, they are underestimated by the environment. Even though their offensive behavior is also motivated by the problems of education given to their families from an early age. This is where the role of educators is to be able to improve the offensive behavior of students so that the quality of character education also becomes more qualified. Through a behavioristic approach, it can be done in order to change the order of offensive behavior that exists in students. The purpose of this paper is to provide an overview for educators and for educational counselors on how to handle and approach children who have offensive behavior and can broaden readers' knowledge. In using the research method, the literature study method is used, which is a method that obtains data and sources from books, journals and others. One of the behavioristic approaches in dealing with offensive behavior in students is the provision of punishment, but the punishment must pay attention to the actual quality of the punishment given. Thus, the educators or educational counselors must be smart and learn as well as possible how to create an educational punishment or reward.

Keyword: offensive behavior, behavioristic, students

A. Introduction

The teaching profession is considered an easy job, but becoming a professional teacher is not easy. In fact, the number of cases increase from year to year, education stakeholders are surprised, why this can happen in the world of education. The teacher's thoughts are about how heavy the burden and task of a teacher in carrying out educational responsibilities. This is because education does not only promote the intellectual quality of children, but also emphasizes character education in children, if a teacher only advances intellectually without thinking about character education, the results of the education itself are not balanced. Thus, actually a great opportunity to make the next generation have good quality is when they are in the world of education as well as their families.

Regarding character education, at least it is necessary to introduce students to the offensive behavior that exists in students. Offensive behavior in principle has the notion that something right can be created by force. "In the past incident, the counseling teacher told a case that happened to his students at Malang senior high school that his students became more creative in solving a problem, they

chose to fight just to defend, convince love problems to win something." he said. The problem of brawls has become rampant, the National Commission for Child Protection (*Komnas Anak*) has so far recorded approximately 229 cases of brawls that occurred among students until 2014 and throughout the previous year. This number has increased by around 44% year on year compared to 2012 which only occurred 128 cases.

Students who have offensive behavior are actually a problem for the teacher, but on the other hand, children who show such attitudes actually have complicated problems in their lives so that children have the principle of an offensive attitude. Such principles have certainly been known to children since they were children, sometimes they also learn through imitation from social media. According to research results, children who are used to seeing violent events on television make them less sympathetic and less sensitive to the suffering experienced by others. They will assume that violence is the only way to solve problems. Children with offensive behavior have a bad image in the environment, making it a big project for educators to maximize character education.

B. Discussion

1. The Importance of Implanting Character Education in Children

In essence, humans in their lives have two important aspects that must be understood, namely development and growth. In the view of Islam, according to (Quthub Usaman: 2009) Rasulullah SAW gave an explanation of the phases of growth and development in the following aspects: "Let your children play in the first seven years, then educate and guide them in the second seven years, while the seven years Next, make them with you in deliberation and carrying out their duties." A student has at least three stages of status that are important in his life.

Namely as a superior, as a servant, and the third as an advisor. Children aged 0-7 years are superiors who we must be able to serve and also respect whatever their needs. The second is the status as a servant, experiencing a decrease in status from superiors to servants. Servant here means that the parent becomes the boss while the child serves the boss, a reverse gravity cycle occurs. The third status is being an advisor, in this third status the child has the right and authority in deliberation in the community.

According to the concept of the Prophet Muhammad, at the point of the child's status as a servant also has the right and authority in the scope of guidance as well as education. Both must be focused on parents, teachers, as well as the environment related to their lives. Guidance is also education is a right that must be obtained by children in the second 7 years (7-14 years). What is referred to in education there is the cultivation of knowledge or curriculum, for that guidance is nurturing in shaping the child's personality according to the path they want.

The child's personality in question can also be interpreted as character education. Character education according to (Munif: 2014) is a very important value to be taught and instilled in children, especially elementary school age, because character education is an educational process that has the aim of developing values, behaviors, and attitudes that contain noble character as well as noble character. Indeed, good character has been brought by every human being since

they were born, but the potential that has been owned must continue to be fostered by socializing and educating children as early as possible. Character is the moral and mental quality of a person whose formation is determined by innate and environmental factors. A teacher must be a guide and role model who can change the character of his students into human beings to be able to recognize the potential as well as his character as social beings and God's creatures as a whole.

There are at least five main characters that must be instilled in students as early as possible, namely: (1) religious character, childhood is the best time to instill religious values in children. Here the teacher plays a very important role in providing examples as well as being a reminder in the implementation of religious activities. In an effort to instill religious values, it must also be adjusted to the level of development of students. (2) love of cleanliness and the environment, in teaching love of cleanliness, it is aimed at two things, maintaining personal hygiene as well as environmental cleanliness, also given the awareness that if the child is in a healthy condition and has a strong soul, the child will be easy to follow the teaching and learning process. (3) honest attitude, a child who has an honest personality and is sensitive to external stimuli can be ascertained that the child can have a harmonious relationship as well as good communication with others. When the relationship can be established, then a sense of mutual trust is created. (4) caring attitude, caring attitude in children can be instilled through school activities, such as visiting sick friends, helping friends who are in trouble. (5) love the motherland, such as the way they act, think and have insight that realizes the interests of the nation and state are more important than personal or group interests.

By creating character in the school environment, it can be expected that students have intellectual intelligence as well as a good attitude. Realizing a personality that has high knowledge and knowledge is not enough, but children must also be equipped with good character.

2. Application of a Behavioristic Approach to Offensive Behavior in Children

During this time or period at school, character education needs to be started, equipped, specifically regarding offensive behavior. Through a behavioristic approach that has a view that old behavior can be replaced with new behavior, looking at the attitude of children who do have to make changes to the offensive behavior.

The application of the behavioristic approach uses good learning principles and procedures to form the basis for providing assistance to objects (Rojidan, 1994). Regarding this phase, it can be done by making the learning atmosphere more conducive and comfortable for students, how: (1) educators can make announcements about offensive behavior which is bad behavior. An explanation was given as to what the consequences of offensive behavior were. (2) educators can provide confirmation to students that we teachers and the school environment are a family that continues to protect them. When encountering a child with offensive behavior, the teacher must take action to stop the behavior and serve as a warning to the child that the teacher and parents will not tolerate the act. (3) provideservices to children in a firm but relaxed manner. Speak firmly is also necessary in stopping offensive behavior. We are not allowed to give corporal

punishment, unless there is no other choice.

The behavioristic counseling approach according to (Sofyan: 2007) cannot be separated from reward and punishment, regarding physical punishment it requires guidance and socialization which must be explained in detail with the aim of obtaining clear results in accordance with what is desired, can achieve targets, and bad behavior can stop. It can also provide positive value reinforcement for children who are experiencing growth and development.

In order to make punishments or rewards educational in nature, as a guide according to (Gantina, et al: 2011), that: (1) punishment is not a matter that must be done, a punishment like medicine and food. Medicine is something that is not liked, but because of the need to heal, then finally the drug is also eaten. However, the use of drugs should not be excessive, let alone overdose. The same applies to punishment for offensive behavior. (2) punishment can eliminate the sense of peace in the soul, in fact the feeling of discomfort in children towards their social environment is one that can make them make mistakes. The feeling of discomfort can be in the form of criticism, criticism, and sanctions from the environment, which can make them lose their sense of security. (3) corporal punishment is not a treatment that needs to be on the agenda, corporal punishment is one of many kinds of rewards. This punishment is also felt to have a quick effect on a child to stop his actions, but it should be noted that corporal punishment according to (Muhammad Nabil: 2010) for offensive behavior will not provide what is expected, in principle "corporal punishment" is for individuals who have offensive behavior. will only create a bad atmosphere, in which there is anger and hurt between the young and the old. (4) alienating offensive children, in order to protect other children and to give strict warnings, this must be carried out in an effort to strict punishment but only temporarily in class. When exiled, he felt calm sitting in class. But if the act of being exiled still commits an act that is beyond the limits, he must be exiled for a longer period of time. When the punishment is over, talk to him and remind him that the rules don't allow him to be offensive. Then find a time where he behaves and then praised as a reward. (5) speak separately, communicate well so that it is possible to reveal what is hidden in the heart. Then we can talk softly or do an assessment. (6) teaching students how to resolve hostilities, in this step you can explain the rules needed in discussing problems that occur with other people, namely with a calm attitude, trying to listen to what other people have to say, not criticizing them, even insulting them.

C. Conclusion

The increasing incidence or cases of juvenile delinquency, for example offensive behavior should get more attention from us educators, the principle possessed by offensive behavior is that they can only accept the truth by force and attack. So that instilling character and character education is a shared responsibility, namely educators and parents.

Education counselors or other authorities can take a behavioristic approach. In applying the behavior approach, it also uses the basic principles of learning and the learning process which is considered more effective in shaping attitudes about how the provision of assistance can be right on target. In an effort

to help students eliminate old responses that can be self-destructive and try to find out new responses that are more acceptable and appropriate, it can be done in various ways, such as giving an announcement to students that offensive behavior is behavior that is not good to do, giving affirmation that the family and school environment provides protection for them, provides services to students in a firm but relaxed manner, isolates those who behave offensively with other children, speaks separately, and teaches students how to solve problems.

Furthermore, in giving a punishment to students who behaved offensively, they must pay attention to the actual quality of the punishment given. Thus, we educators or educational counselors must be smart and learn as well as possible how to create an educational punishment or reward.

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