

CHARACTER BUILDING IN STUDENTS' DEVIANT BEHAVIOR AT SMA NEGERI 1 KUTALIMBARU, DELI SERDANG, INDONESIA

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Abstract

The objective of the research was to find out and to interpret the social construction of character building in families and schools of the students at SMA Negeri 1 Kutalimbaru, Deli Serdang. In-depth interviews were done with some informants – students, teachers, school principal, vice-principal, and students' parents. The result of the research showed that the students who got problems were usually concerned with lack of character building from their families with various reasons, and one of them is lack of social interaction between the students and their families related to economic problems. Parents usually relied on school management in their children's character building while the school provides it through subject materials. The imbalanced and disharmonious relationship between school and students' parents has caused the construction of the children's character-building to be inadequate.

Keywords: Character Building, Social Construction, School, Family, Student

INTRODUCTION

A school is an educational institution which is intended to increase young people's knowledge so that it will be able to have their high competitiveness in the global era. In organizing the process of education, school management uses a curriculum provided by the Ministry of Education, *Kurikulum 2013*. In this curriculum, the school is demanded to put forward character not only students' knowledge but also their character building so that they will be more productive, creative, and innovative (Nelliarti, 2019). Character, as it is mentioned by Cronbach, is not an entity that separates habits and ideas. It is the aspect of behavior, belief, feeling, and action which are interrelated one another so that if someone wants to change certain characters, he needs to reorganize his basic character elements (Rokhman, Hum, Syaifudin, & Yuliati, 2014). One of the implementations of the character buildings can be seen from students' social deviation.

Social deviation done by students is their action and behavior which are contrary to the rules imposed by the school. Deviant behavior in the classroom increases the stress level of teachers and at the same time changes the classroom dynamics. Few cases of students' deviant behavior includes unlawful races, consuming alcoholic beverages, extramarital sexual relations (Mantri, 2014), smoking in school area, fighting with friends, gambling, playing truant during class hours and going to an internet cafe, disobeying teachers, stealing money, stealing cell-phones, coming late to school, not wearing full badges of school uniforms, growing long hair for men, even doing obscene activity (Yuniati, Suyahmo, & Juhadi, 2017) (Siringoringo, Ismail, Manurung, Siregar, & Sitorus, 2018). Even the deviance done by students is identical and committed repeatedly without any deterrent effect. Some reasons why social deviation occurs in students, among others, are peers, reluctance

to go to school, family background, and lack of parents' attention (Chikwature, Oyedele, & Ganyani, 2016). Some authors even consider that when a child lives in a family environment in which violence prevails, he/she has certain characteristics towards the appearance of deviant behavior or abuse (Nicolescu, 2019). Bolu Steve, in his research, points out that the management of a school do some strategies to cope with deviant behavior done by students by providing free counseling in modifying the management strategy of students' deviant behavior, providing training for counselors, establishing school counseling center, and discussing curriculum in educating students' behavior (Esere, 2017).

Nevertheless, character building is not only the task of a school but also the task of a family. However, the phenomena which occur in Indonesia today indicate that parents often forget that a school is only "the second" education in constructing a child's behavioral values. There is an assumption that parents are the ones "who take the responsibility" for fulfilling the only livelihood while a school is the first and the main and strong place for establishing a child's character (Farhatilwardah, Hastuti, & Krisnatuti, 2019). Sokol Katz, in his research, points out that children's character building should start within a family because to shape children's micro character in a family as the smallest society unit will depend on what parents teach at early age which is related to other components such as school and its surrounding environment which are absolutely necessary for successful character building (Hasanah, Deiniatur, & Training, 2018). Sokol Katz, in his research, points out that if children and parents develop positive parent-child relationships, or students and teachers develop good teacher-student relationships, deviant behavior cannot be significantly improved. There are a number of studies on the correlation between the parent-child relationship and deviant behavior (Cheng, 2012). The objective of this research was to find out and to explain character building

done by parents and schools for children who did deviant action at SMA Negeri 1 Kutalimabaru.

LITERATURE REVIEW

Family and school become inter-social actors in constructing children's character building. This idea is based on the concept that a child's character at school is not automatically constructed since there are some aspects which constitute the background of it that is often ignored by the school management. Therefore, it is necessary to have a deep understanding of character building based on the concept practiced by some experts which state that character is a special characteristic which is inherent in a person, family and a community. It is a consistent and predictable characteristic showed by the tendency of behavior. The behavior does not stand alone, but it is integrated with the attitudes and values. Character development starts with the formation of attitudes based on certain values, such as religious values, culture, and the State's ideology (Fahmy, Bachtiar, Rahim, & Malik, 2015).

Character building is a process of instilling a certain character, especially in going through a period of one's life. In other words, students not only understand education as the form of knowledge but also use it as part of their lives and consciously live based on that value. Concerning character education, education terminology is called as a process of accumulating good knowledge, attitude, and action. It begins with building awareness, feeling, caring, intension, knowledge, beliefs, and habits formation (Rokhman et al., 2014).

In the implementation of character education at schools, every stakeholder of learning must be involved in the process, including the education components, which are the curriculum, learning and evaluation process, relationship quality, lesson handling or management, school management, co-curricular activities implementation, facilities using,

funding, and performance of any and all school's components (Agung, 2018). School as an educational institution is one of the important resources. While evaluating your educational institution concerned, it is important to develop a curriculum that explicitly includes character building. Recognizing that individual characters cannot be formed only through one or two activities only, then prepare a draft program of sustainable development and integrated character in learning, where the process also involves all teachers, staffs, and other agencies in educational institutions, so that the benefits of character building can be felt (A. Kamaruddin, 2012). Family is the primary moral educator of a child. Parents are the children's first moral teachers, and they are also the most enduring influence. When children do not have a close relationship with their parents and identification with family values, they are more vulnerable to peer pressure. Family and school are two major, effective, and formative institutions in valuing education. If character building is only enforced in the classroom and not at home, students will be confused about what is bad or what is good. When character building continues at home, values become more meaningful in children's lives. Therefore, for consistent and meaningful values of education, family and school should be cooperated (Yaşaroğlu, 2016).

METHODOLOGY

The objective of this research was to interpret social construction of children's character building in families and schools. The research was conducted at SMA Negeri I Kutalimbaru, Deli Serdang Regency and the main subjects were students. The data were gathered by conducting in-depth interviews with the students who had the history of deviant behavior at school. In-depth interviews were also conducted with the Principal, the Vice-Principal, four teachers, two homeroom teachers, and a student's parent. Besides that, observation and documentation were also conducted to complete

the data. Guided interviews were divided into three parts in which the questions distributed to the students were different from one another. Interviews with the students consisted of several questions which were aimed to find out their reasons to do deviant behavior. Meanwhile, interviews with the teachers, the staffs, and the Principal were done to find out what action and method used by the school management in settling the students' deviant behavior and to construct character building for the students. Guided interview with a student's parent was done in order to find out the character building and the function of parents in "bringing up" their children. The initial finding showed that in many cases parents seemed to ignore summons from the school that would discuss their children's behavior which deviated from moral values. The data were analyzed by using triangulation data through in-depth interviews, observation, and documentation via theoretical study.

The Role of Parents in Educating their Children

Some interesting findings were found during the gathering of data in the field. There was an assumption that when a child was at school, it was the responsibility of the school management. There is even an indication that a school is the main place for a child's education which is, of course, different from the fact that a family is the main place in constructing a child's education. One of the reasons why parents entrust their responsibility to the school for educating their children is their activity in earning their daily life. It was stated by the student's parent in the in-depth interview as follows:

"We really don't have any time. If we don't work, we won't be able to fulfill our daily needs. We can't do anything if the school management sends our child away from school, we can do nothing. We are focused on earning our living. Let alone our child, Melisa, is naughty

and stubborn. We asked her to be with us selling goods in the market, but she refused. She likes to play. We hope she can change. She is stubborn and lazy. We hope you or the school can educate her.”

From the data, it was found that most of the students’ parents were farmers and vendors. These data were supported by the data on the occupation and average earnings of the students’ parents at SMA Negeri 1 Kutalimbaru, Deli Serdang Regency.

Table 1. Occupation of Students’ Parents

| Occupation | Total (%) | Earnings/ Month | Total (%) | Level of Education | Total (%) |
|----------------------|------------------|--------------------------------|------------------|-----------------------------|------------------|
| Government Employees | 5 % | <IDR. 200,000 | 3 % | Elementary School/No School | 15 % |
| Army/Police | 1 % | IDR. 201,000 IDR. 400,000 | 30 % | Junior High School | 15 % |
| Private employees | 25 % | IDR. 401,000 IDR. 600,000 | 45 % | Senior High School | 25 % |
| Farmers | 50 % | IDR. 600,000 IDR. 1,000,000 | 17 % | College/ University | 10 % |
| Vendors | 15 % | >IDR. 1,000,000 | 5 % | - | - |
| Fishermen | - | - | - | - | - |
| Others | 4% | - | - | - | - |

Source: Secondary Data, 2018

A family as a social structure has dialectic process between parents and (their) children (students). A family institution which actually should meet physical, mental and psychological needs is often neglected. The values of the sense of togetherness, solidarity, and transparency have become faded if the internalization of these values is not constructed. Since the very beginning, parents should be able to bring up their children through continuous interaction. This case was in accordance with what had been undergone by H a Grade XII student. She lacked of education in her family so that she often escaped and was absent from school.

Various measures had been taken by the school management in handling problematic students such as visiting the students' homes. Some of the students' parents were at home, but some others were not because they were somewhere else, earning their living. The result of the observation showed that, on the average, the students' parents at this school had low-level economic condition. Some of them even had uninhabitable houses. Various obstacles faced by the school management became a challenge in settling the cases of problematic students, especially the students as the victims of broken home. The Principal of SMA Negeri 1 Kutalimbaru pointed out that several students came from broken home families. Therefore, the management of the school attempted to anticipate every deviant action done by the students since the deviant action could have the impact on the values internalized into the students' characters which were mostly influenced by environment and social interaction.

Eating Together Ritual

Every community has its own tradition of eating together among friends, relatives, or neighbors. In the context of the Indonesian people, this tradition is owned by every community. There are, for examples, some traditions of

eating together: *Makan Basamo, Bancakan, Megibung, and Maka Patita*. In the United States, there is also a kind of eating together which is called Potluck. The intensity of social transformation in a family in this globalization era is rapidly decreasing. Many parents give their reasons for these changes such as being full of activities and having no time. These reasons were revealed in the result of interviewing one of the students' parents (Mr. G) when he explained a patterned ritual with various arguments. One of the interesting things explained by him was as follows:

“Our custom at home, you know, is that he who is hungry will eat first. All my children are busy with their own activities. Some of them are watching TV, some of them are playing in the neighborhood, and we, their parents, are tired after going home from work.”

This pattern is interesting to be heeded since social interaction between children and their parents is very limited. The values which should be established in a family are often neglected. There is an assumption that parents are responsible for only their children's physical needs, therefore, they do not pay any attention to the psychological need of their children.

This situation has made each of the family members eat his meal by himself. Messages are only attached on the doors of refrigerators instead of conversation done during meals. Each family member who comes home will warm up food which has been cooked, sit down in front of a television set or a computer, or play games on the cell-phones. It seems that this social trend cannot be changed even though the tradition of eating together among family members provides a special opportunity for parents to pay attention to their children's emotional prosperity. A dining-room table is “the real place for children to get their parents' regular attention in a relaxing time,” said Miriam Weinstein in her book, *The Surprising Power of Family Meals*. She further

says, "...family's dinner time may not be the solution for all problems, but it seems that it is a relatively an easy way out."

Another benefit of having dinner together is to establish communication among the members of a family. The objective of communication in a family interaction, viewed from parents' interest, is to give information, to advise, to educate, and to make the children happy. Children communicate with their parents in order to get suggestions, advice, and input, or to give response to their parents' questions. The objective of communication among the family members is to get a harmony among them, and each communication in a family can change in the behavior of family members in keeping a harmonious relationship among them.

Social Construction in Character Building at School

In the process of character internalization, cooperation among all stakeholders is needed since it is not entirely the responsibility of schools. The process of internalization becomes the responsibility of the government, schools, teachers, students, and students' parents. It is not done instantly or only once; it has to be done continuously and sustainably. Understanding students' development is needed to instill character building in them. A good teacher will understand his students' development. By understanding his students' development, a teacher will be easier to convey character building to his students.

Implementation of Learning Character Building

Every school can develop the uniqueness and the specific characteristics through school culture caused by cultural variation owned by each school. Cultural development in every school can be adjusted to the aspects which are considered important such as the school visions, condition, and potency. A

number of schools emphasize more on school culture which is focused on encouraging the achievement of academic performance. However, a number of other schools are focused on non-academic aspects. Character is related to moral and positive connotation. Education for character building basically includes developing substance, process, and atmosphere or environment which stimulates, encourages, and enables a person to develop good habit. A character is inside and outside which means that a behavior which develops to be a good behavior occurs because of internal encouragement and not because of external coercion (Dwiningrum & Purbani, 2012). The variations of character value which can be developed through school culture, among others, are anything which is favorable for developing religious values, democratic values, discipline, reliability, amiability, non-violence, and so on.

The activities of learning from *preliminary* activity, essence (exploration, elaboration, and confirmation), and closing remarks are chosen and implemented in order that students can practice the targeted character values. Teachers' behavior during the learning process is also a model of the implementation of values for students.

1) Preliminary Activities

Based on the processing standard, preliminary activities in the teaching-learning process consist of:

- Preparing students psychologically and physically to participate in learning process;
- Submitting questions relating previous knowledge to materials which are going to be learned;
- Explaining the objective of learning or basic competence which will be achieved; and
- Conveying the coverage of materials and explaining activities according to syllabi.

There are a number of methods which can be done to introduce values, develop caring for values, and help internalize values or character in the stage of learning. The example of values instilled in the learning process in the preliminary activities such as discipline (teachers come to class on time and they check students' attendance) and religious tenets (praying before the class begins), and so on. Minimum measures which should be fulfilled in the preliminary activities are orientation, perception, motivation, giving reference, and dividing groups.

2) Core Activities

Based on the Decree of the Minister of National Education No. 4/2007, the learning core activities were divided into three stages – exploration, elaboration, and confirmation. It can be simply stated that in the exploration stage the students are facilitated to get knowledge, skill, and attitude development through learning activities with students as the center. In the elaboration stage, students are given the opportunity to get knowledge, skill, and further attitude development through sources and other learning activities so that their knowledge, skill, and attitude will be broadened and deepened. In the confirmation stage, students get feedback on the truth and the feasibility of knowledge, skill, and attitude they have obtained from education.

a) Exploration

In the exploration activities, teachers involve students in searching for broad and profound information about topics/themes they are studying. In this case, the instilled values are independency, logic thinking, creativity, and cooperation). After that, they use various teaching approaches, teaching media, and other teaching sources by instilling creative values and hard work. They then facilitate interaction among students and between students and teachers, environment, and

other learning sources; in this case, the instilled values are cooperation, mutual respect, and caring for environment. The next step is by involving students actively in every learning activity; in this case, the instilled values are self-confidence and independency. Teachers also facilitate student to do any experiments in the laboratory, in the studio, or in the field; in this case, the instilled values are independency, cooperation, and hard work.

b) Elaboration

In the stage of elaboration, teachers habituate students to reading and writing anything through certain meaningful assignments; in this case, the instilled values are love for science, creativity, and logic thinking). They then facilitate students by giving the students assignments, discussions, and other activities to obtain new ideas, either orally or in written form; in this case, the instilled values are creativity, self-confidence, being critical, mutual respect, and politeness. They also give students an opportunity to think, to analyze, to settle any problems, and to do something without any fear; in this case, the instilled values are creativity, self-confidence, and being critical. In facilitating students to do cooperative and collaborative learning, the instilled values are cooperation, mutual respect, and responsibility.

Facilitating students to compete healthily in order to increase their learning performance; in this case, the instilled values are honesty, discipline, hard work, and respect. The next step is facilitating students to make explorative report orally or in written form, individually or in groups; in this case, the instilled values are honesty, responsibility, self-confidence, mutual respect, independency, and cooperation. After that, facilitating students to present the achievement of individuals and groups; in this case, the instilled values are self-confidence, mutual respect, independency,

and cooperation. Facilitating students to do exhibition, tournament, festivals, produced products, and any activities which can cause their pride and self-confidence; in this case, the instilled values are self-confidence, mutual respect, independency, and cooperation.

c) Confirmation

In the confirmation activities, the stages which are done are by giving students positive feedback and confirmation in oral form, written form, gestures, and reward for the students' success; in this case, the instilled values are mutual respect, self-confidence, politeness, being critical, and logic thinking. The next step is by giving confirmation to student's result of exploration and elaboration through various sources; the instilled values are self-confidence, being critical, and logic thinking. Facilitating students to do reflection in order to obtain learning experience; in this case, the instilled values are understanding self-advantages and disadvantages.

In facilitating students to get broader/deeper/further knowledge, skill, and attitude, teachers can function as facilitators and source persons in answering the questions of students who get troubles; in this case, the instilled values are caring and politeness. When teachers give references to students so that the latter can check the result of the exploration, the instilled values are being critical, when teachers give information about how to do further exploration, the instilled values are love for science, and when teachers give motivation to students who lack or have not done active participation, the instilled values are caring and self-confidence.

3) Closing Activities

In the closing activities, the stages of activity, among others, are teachers and students, or teachers themselves make the

summary/conclusion of the lesson. In this stage, the instilled values are independency, cooperation, being critical, and logic thinking. Teachers then make an assessment and/or reflection on any activities which have been done consistently and programmed; in this case, the instilled values are honesty and knowing advantages and disadvantages. Teachers give feedback on the process and the result of learning; in this case, the instilled values are mutual respect, self-confidence, politeness, being critical, and logic thinking. The next step is that teachers plan the follow-up in the form of remedial teaching, enrichment program, counseling service, and/or giving individual or group assignments according to the learning result and conveying what should be learned in the next lesson.

From the series of learning activities which consisted of Preliminary or Opening, Core Activities, and Closing Activities, it could be concluded that the values instilled in the process of learning activities were discipline, politeness, religious tenets, independence, self-confidence, logic thinking, creativity, cooperation, hard work, mutual respect, caring for environment, responsibility, understanding self-advantages and disadvantages, love for science, being critical, and honesty.

Evaluation of Learning Character Building

In order to determine whether the objective of education is achieved or not, it is necessary to make an attempt or assessment or evaluation. Evaluation or assessment is basically giving balance or values based on certain criteria. Learning process is a process which has its own objective which is stated in the formula of students' behavior after they have gotten through their learning experience.

Class based-evaluation is divided into three domains – knowledge

(cognitive), attitude (affective), and skill (psychomotor). These three domains should be assessed proportionally according to the nature of the related subjects. The function of evaluation in learning can be carried out in two phases; first, short term phase in which the evaluation is done by teachers by the end of the teaching-learning process which is called, formative evaluation, and the second phase is long term phase.

In the assessment or evaluation in teaching, teachers should be able to organize the grade processing and the result of learning sustainably. They should do evaluation or processing effectiveness, learning result, and using information about evaluating learning result and evaluation to design remedial and enrichment program. Learning evaluation can be done by teachers with the following steps: teachers organize grading device which is in accordance with the objective of learning to achieve certain competence as it is written in the RPP. Teachers do the evaluation after formal evaluation is carried out at school. They announce the result and its implication to students about the level of understanding the subject materials which have been and will be learned.

After that, they analyze the result of the evaluation to identify basic and difficult topics/competence so that students' strength and weakness can be identified for remedial and enrichment. The next step is that teachers use the input from students and reflect it to increase the next learning. It can be proved through records, learning journals, teaching design, supplementary materials, etc. Finally, they use the result of the evaluation as the materials for the next learning.

CONCLUSION

This research was the result of findings in the field according to the situation and facts at SMA Negeri 1 Kutalimbaru, Deli Serdang. The object of this research was to understand character building constructed by the school

management and students' parents for deviant behavior of the students. In this research, character building was viewed from two aspects – character building in families and character-building at schools. The result of the findings showed that families had not done their function well, especially in doing character building for their children. Their reason was that they were very busy earning their living so that they had no time to educate their children. Consequently, they had no communication and interaction with their children. They then delegate their tasks to school management. Meanwhile, the school management does character building through class activities. These teaching activities were done in stages: preliminary stage, core activities (exploration, elaboration, and confirmation), and closing activities. They were selected and carried out so that the students could practice the targeted character values. Teachers' behavior during the learning process could also become the model of implementing values for students. However, in the process of character internalization, collaboration among all stakeholders was highly needed since it was merely the responsibility of schools. This internalization process became the responsibility of the government, schools, teachers, students, and students' parents.

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