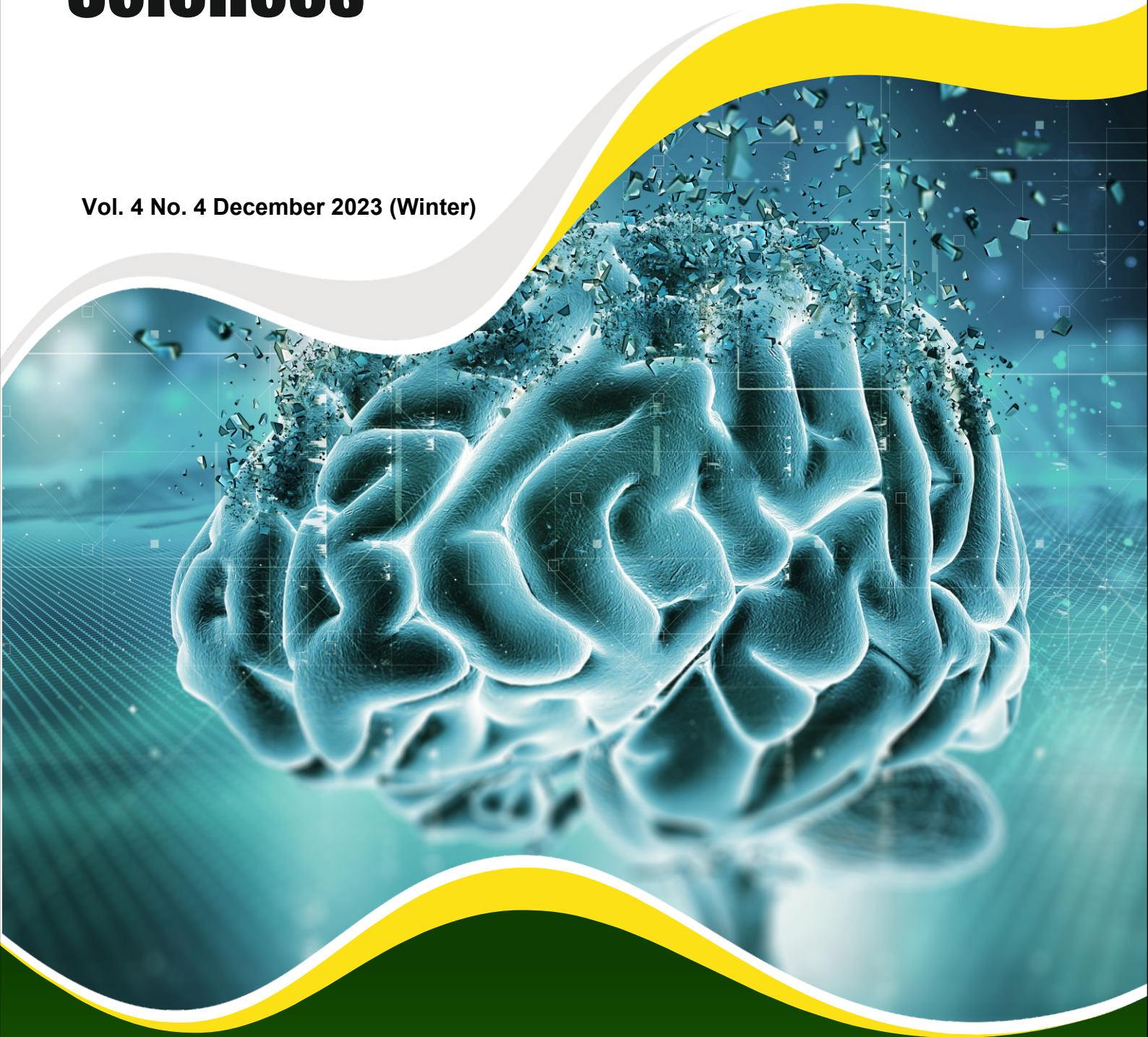


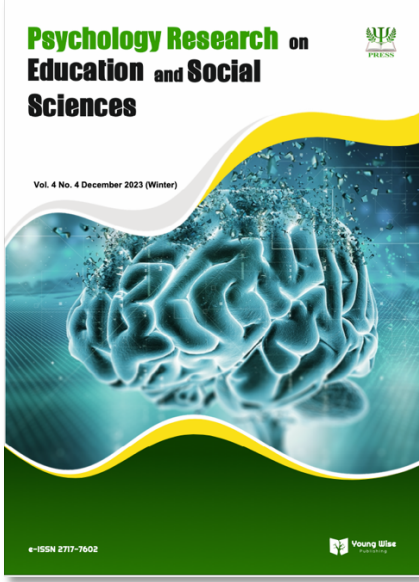
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Research Article

Development of Islamic Boarding School-Based counseling: a model for Indonesia

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Abstract

Present and future Indonesian counselling will be filled with local wisdom counselling theories, especially those excavated from Islamic boarding schools (pesantren). Counsellors in the Islamic boarding schools (pesantren) have a desire to practice counselling services that are based on their traditions but have difficulties in formulating them. The academics also has a desire to look for local wisdom-based counselling design models. Finally they reached a meeting point in community service with the service-learning method. The aim of this program is to excavate and formulate a Islamic boarding schools-based local tradition-based counselling design model with the counselors community. Results: Islamic boarding schools-based counselling emphasizes balance (at-tawazun) starting from the philosophical side to praxis. Among other things, in view of humans as beings who have balance (at-tawazun) between leaders in the way of God (as embodiments of 'abd Allah) and leaders in fighting for civilization and prosperity with the community (as embodiments of the Caliph of Allah). The purpose of counselling contains a balance (at-tawazun) between inviting goodness and preventing evil and the balance of the goodness of present life (ad-dunya hasanah) and the goodness of life later (al-akhirah hasanah). Characteristics of the counsellor's personality, the existence of at-tawazun (balance) between shalahiyyah (capability) and shalih (integrity). Thus Islamic boarding schools-based counseling, containing at-tawazun values; balance and harmony. At-tawazun is one of the characteristics of Islamic boarding schools in diversity and society that contain balance and propocial.

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Introduction

Welcoming free trade in the Asian region, we must overcome its negative impacts by optimizing the role of education. When we talk about education, it is not enough to just talk about learning material but we must also discuss self-reliant student development services so that they can grow and develop for the better. Personal development services in educational institutions are areas of guidance and counseling. Guidance and counseling are an inseparable part of education, both education in formal and informal educational institutions. Therefore, the counselor or teacher of guidance and counseling must be able to facilitate students so that they are optimally able to develop their potential or succeed in achieving development tasks related to physical, emotional, social, reasoning, and spiritual morality factors (Minhaji & Arifin, 2021). Counseling services to be effective must consider the values of local wisdom, according to the situation and condition of the counselee. Counselors should consider using local wisdom-based counseling services.

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The counseling discourse has been dominated by books and theories from the West. So that in implementation in the field often experience cultural obstacles because many must be adapted to the socio-cultural conditions of the local community. The counseling theories reflect the values of the Western tradition, are designed and practiced in the cultural context of Western society (Kim, 2006; McLeod, 2003). For example, if we establish communication interactions in the counseling process, the counselee must look at the face of the counselor but in Islamic Boarding School culture, it is considered taboo.

One alternative is to explore Islamic Boarding School cultural values in counselling. Because of that, the researcher examined the Islamic Boarding School-based counseling approach. This is to answer the scarcity of counseling that was explored from the Islamic Boarding School culture. Moreover, the books of "Islamic counseling" circulating so far have only sourced from the texts of the Qur'an. There are no counseling books in Indonesia sourced from the texts of the book studied by the Islamic Boarding School, books written by the kiai or religious teacher and the practice of local wisdom (Albaar, 2022; Silvianetri et al., 2022).

With the background of the above understanding, this research-based service activity is directed at: strengthening local wisdom through the development of Islamic boarding school-based counseling design in the course "Guidance and Counseling Islam" with the service-learning model. Thus, there is scientific integration; between Sufism, Fiqh, sociology, and counseling. Moreover, counseling includes applied and multidisciplinary science.

The objectives of integrated community service are: first, to explore a model of counseling with the local tradition of Islamic boarding schools; from the philosophy of human nature to the practical stages of counseling. So that the counselor have self-identity and personality profiles that come from their traditions and culture.

The second goal, there are several formulations in integrating the values of the traditional Islamic boarding school into the field of counseling science. In this way, it will make it easier for religious teachers in the counseling service process. The program also stems from shared learning experiences, including in the evaluation phase and the joint reflection stage.

The theoretical framework of this research-based community service activity uses the study of indigenous counseling theories. Indigenous counseling is counseling that illustrates an applied scientific approach that considers the socio-cultural context, values, and beliefs of a community that is included in the research. Because indigenous counseling is based on a cultural context, some experts call it cultural-based counseling or psychology. But some experts distinguish between indigenous psychology and cultural psychology. Because cultural psychology emphasizes the anthropological approach while indigenous psychology covers the material on the psychological understanding that builds cultural uniqueness and uniqueness. Indigenous psychology describes some of the problems and challenges of a culture; for example the problems of religious life (Bagas, 2021; Kim, 2006).

Prawitasari once initiated and developed the Archipelago Psychology. According to the UGM psychology professor, Indonesian people have a wealth of culture and best practices that can be explored and developed as scientific knowledge so that we have their psychological concepts. Both ideas from Kim -in the Asian context- and Prawitasari -in the Indonesian context- are still in the form of theoretical big ideas that are not yet applicable, especially in the field of counseling, so they are not yet fully applicable. In a counseling study, Sutoyo initiated "Islamic Guidance and Counseling". He explored counseling models based on Qur'anic verses to develop the nature of humanity towards the personality of the kaffah. Sutoyo conducts Al-Qur'an studies that integrate counseling values (Arifin, 2020; Basit, 2020).

Method

This integrated research-based community service program uses the service-learning (SL) service approach method. The service-learning community service approach stems from the practice of applying the knowledge that is studied on campus to be practiced in the field. According to Maurice, a service-learning method is a learning approach (both

learning and teaching) that connects a positive and meaningful action during society with learning, self-development, and responsibility (Maurice, 2010). Service-learning is a learning activity that is prepared by taking into account the needs of the community being served and the active participation of students (Goldzweig, 2013).

The assisted subjects in this program are the counselors who are in the Salafiyah Syafi'iyah Islamic Boarding School in Sukorejo Situbondo Indonesia. Reasons for selecting assisted subjects include: First, the Sukorejo Islamic Boarding School -where counselors provide services- from its inception to the present have carried out "counseling" among the bastards. Sukorejo Islamic Boarding School manages a bastard in a container called "Pelopor". These "Pelopor" members are scattered in Situbondo, Bondowoso, Jember, Surabaya, Madura, and other Madura-based communities.

Second, Sukorejo Islamic Boarding School -where counselors provide services- includes large Islamic boarding schools in Indonesia with a total of 20,004 students. They come from various regions. Sukorejo Islamic Boarding School has also given birth to hundreds of thousands of alumni. After graduating from the community, many alumni founded educational institutions and Islamic boarding schools.

Third, in Sukorejo Islamic Boarding School -where counselors provide services- there are formal education institutions: Elementary School, Junior High School (there are three), Vocational School (there are two), High School, and Higher Education. Sukorejo Islamic Boarding School also has a Subdivision of the Tahkim Council and the Guidance Board which has the task of conducting "counseling" for the students.

Fourth, the counselors in the Islamic Boarding School environment have difficulties in integrating Islamic Boarding School values into guidance and counseling.

Fifth, the counselors in the educational institutions as well as the Subdivision of the Islamic Board of Trustees and Counseling, Salafiyah Syafi'iyah Sukorejo Islamic Boarding School, including fostered and partners of the faculty of Da'wah, university Ibrahimy, especially the Department of Islamic Guidance and Counseling.

Salafiyah Syafi'iyah Islamic Boarding School is located in Sukorejo Hamlet, Sumberejo Village, Banyuputih District, Situbondo Regency, Indonesia. Islamic Boarding School Sukorejo distance from the district center is about 30 km to the east or about 5 km from the west Baluran forest. Islamic Boarding School was once a wilderness. In 1328 H (1908 AD) the forest was cleared by KHR Syamsul Arifin and in 1334 H (1914 AD) a pesantren was established.

Salafiyah Syafi'iyah Islamic Boarding School stands on 11.9 ha of land. The total number of students was 20,004. 59.8% of children of farmers, 18.9% of children of fishermen, 15.8% of children of traders, 3.45% of children of civil servants, and 2.1% of children of scholars. They come from various regions in the archipelago and some even come from Malaysia.

Counselor who is in the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School educational institutions, totaling 67 people while Ustadz muhtasib who joined the Tahkim Assembly Council and Guidance Board of 62 people. They serve 6,081 students.

The conditions of counselors, among others: First, no one has an educational background Guidance and Counseling Faculty of Education. About 5% of Islamic Guidance and Counseling graduates are from the Da'wah Faculty. In addition, they graduated from the Tarbiyah and Shariah Schools.

Second, because they do not have a guidance and counseling background, they have difficulty in practicing counseling in schools / madrasas or in the Sub-Institution of the Tahkim and Coaching Subdivisions. Third, they have the potential of a strong pesantren tradition. Because they used to live in the Salafiyah Syafi'iyah Islamic Boarding School at the same time studying at Ibrahimy University, owned by the pesantren. Therefore, they have a strong enthusiasm to improve themselves and plan to integrate the values of the Islamic Boarding School tradition into guidance and counseling.

The stages of community service using the service-learning method are the stage of searching and mapping the potential (investigation), the planning and initial stages (planning and preparation), the work phase (action), the evaluation and reflection phase, and the demonstration stage of the results.

Results

Humans as Servants of Allah and Khalifah of Allah

The Islamic Boarding Schoolview humanity as a very respectable creature that is the best of creatures and noble (Surah Al-Isra': 70 and Surah At-Tin: 4). Humans are born to carry two main tasks, namely as a servant of Allah ('Abd Allah) as well as His caliph. As servants, humans must worship and servitude to God by carrying out all the commands and avoiding all His prohibitions. Meanwhile, as a caliph, humans have the task of building a civilization and prospering life on earth.

In carrying out this task, humans are equipped with teachings that include three dimensions, namely the teachings of monotheism (*i'tiqadiyyah*), moral teachings (*khuluqiyyah*), and practical teachings (*'amaliyah*). These three dimensions of teaching constitute a unified whole. Monotheistic doctrine teaches how one should view a problem. The *khuluqiyyah* dimension shapes a person's character through the *tauhīdīy* perspective and mindset so that a noble attitude pattern is born. *Tauhīdīy* perspective and noble attitude pattern will direct someone in treating something. What regulates the relationship between humans and their Lord is called *fiqh* of worship or ritual *fiqh*. Relations between humans are regulated in *mu'āmalah fiqh* or social *fiqh*. Whereas how the provisions of Islamic shari'a regulate human behavior towards nature are discussed in the *fiqh bi'ah* or environmental *fiqh*.

In the view of Islamic Boarding School, humans as caliphs have the task of building a civilization and prospering life on earth. In connection with the fulfillment of this task, Islamic law was also revealed. The scholars agreed; Islamic Sharia is intended to realize the benefit of mankind (*al-mashlahah*), inner-soul and world-hereafter. *Al-mashlahah* includes all types of goodness, importance, and usefulness which are under the five universal principles (*al-kulliyât al-khams*). Namely, the preservation of religion (*hifzh al-din*), the existence of reason and freedom of thought (*hifzh al-'aql*), salvation of the soul and all members of the body (*hifzh al-nafs*), ownership of property (*hifzh al-mâl*), and descent / nasab (*hifzh al-nasl*). All components of Sharia which are known to be very perfect and comprehensive are inseparable from the five universal principles. Islamic Sharia on health, for example. Spiritual health refers to the principle of *hifzh al-din*, mind health refers to *hifzh al-'aql*, body health refers to the principle of *hifzh al-nafs*, economic health refers to *hifzh al-mâl* and social health refers to *hifzh al-nasl* and *hifzh al-'irdh*, keep the honor.

In the view of Islamic Boarding School, humans as caliphs have the role of building a civilization and prospering life. To realize this, humans must fight and preach so that life gets better. Two main roles of humans, as servants of Allah ('abd Allah) as well as His caliphs by positioning them as the most good and noble creatures. Thus, there is a balance (*at-tawazun*) between the leader in the path of God (as the embodiment of 'abd Allah) and the leader in the fight for civilization and prosperity with the community (as the embodiment of *khalifatullah*).

Development of Human Behavior

Personality Structure: Harmony of Soul and Body

Human anatomy consists of two complementary components, physical and spiritual. The soul is also equipped with reason and lust, which no other creature has. The harmony of components between reason and lust can foster harmony in human behavior and character in daily social interactions. In this case, religion plays a role so that the element of passion can be controlled under reason. So that the potential for lust boils down to *muthmainnah* lust that always invites to goodness, not lust for the anger that invites destruction. This is also the important role of Sufism. Because Sufism is a process of cleansing the soul by doing something praiseworthy and leaving a despicable act. Thus, in the perspective of Islamic Boarding School -based counseling, it wants to harmonize (*at-tawazun*) between the two potentials of human personality, namely between body and soul; and two potentials in the soul: between reason and lust.

Personal healthy and personal deviant

A healthy person is a person who reflects as the best people (*khaira ummah*), as mentioned in Al-Qur'an Surah Ali Imron: 110 and the vision of Islamic Boarding School in Sukorejo Situbondo is to give birth to a generation of *khaira ummah*. The person who bears the title of *khaira ummah* - as in Surah Ali Imron: 110 - that is, the person who always invites to goodness, prevents evil and believes in Allah. Being personally deviant means a person who deviates or opposes the three criteria.

Thus, a healthy person is a person who balances (*at-tawazun*) elements of ritual and social shifts. Ritual diversion as a reflection of the attitude of faith and as an embodiment of God's servants. Social transfer as a reflection of *amar ma'ruf nahi mungkar* and as an embodiment of God's caliph whose task is to prosper and build civilization oriented towards prosperity.

The Nature of Counseling: Establishment of the Personality of *Khaira Ummah*

The focus of Islamic Boarding School counseling is personality and social identity, not the counselee's problem. What is addressed is the human soul (personal and community), not the problem so that their hearts will be roomy, calm, peaceful and peaceful. Because this counseling believes, if humans have a *khaira ummah* personality then the problems that afflict humans are automatically able to be overcome.

Process of Counseling

Purpose of Counseling

The purpose of Islamic Boarding School -based counseling is to help individuals improve *nafsu*, which always invites the ugliness of being a private *khaira ummah* that is a person who always invites goodness, prevents ignorance, and believes in Allah to achieve happiness in the world and the hereafter. Thus the purpose of this Islamic Boarding School counseling contained a balance (*at-tawazun*) between inviting goodness and preventing badness as well as a balance of the goodness of present life (*ad-dunya hasanah*) and the goodness of later life (*al-akhirah hasanah*).

Personality Profile of the Counselor

Counselors should have personality qualities including knowing: mastering science, practice, and hope for the good pleasure of God (*alim*), compassion (*rahmah*), graceful and brave to face difficulties (*sabar*), being able to control themselves: able to control themselves and be careful by leaving something that is less useful (*wara'*) and simple, concerned with others, and frees the soul from gratification of desires and pride (*zuhud*), sincere and humble: sincere, cleanse yourself, and purify the heart from other than God (*ikhlas*): and respect and accept the truth from others (*tawadhu'*), and good at establishing communication: have a strong base under or students and are able to interact upward or in establishing networking.

Some of the qualities of the counselor's personality can be drawn into the *at-tawazun* (balance) construct between "*shalahiyyah*" and "*salih*". This *Shalahiyyah* refers to scientific skills and counselor skills; for example pious and clever communication. *Salih* refers to the strength of the moral integrity of the counselor's personality; for example *wara'* and *tawadhu'*.

The responsibilities of the counselor, namely: first, the *mas'uliyatul ilmi wal ma'rifah*, namely the responsibility of science and knowledge. Second, *mas'uliyatus suluk*, which is the responsibility of guarding behavior, the final behavior. Third, *mas'uliyatul kbuluq*, which is the responsibility of guarding character, which leads to inner behavior

The ability and ability in *shalahiyyah* and righteous behavior is not only to reach happiness in life in the world but also to achieve happiness in the hereafter. Therefore, *shalahiyyah* and *salih* is intended to achieve the pleasure of God.

Profile of the counselee

The counselee must harmonize (*at-tawazun*) the soul and outer attitude in the counseling process so that his goals are achieved. The counselee must obey and listen to the counselor's advice, but he may be critical while maintaining humility. The counselee must always have the good motivation (*qoshdun shahih*), a pure state of the soul, high ideals (*raf'ul himmah*), always determined (*nufudzul 'azimah*), and other manners.

From the above explanation, the counselee must harmonize (*at-tawazun*) soul and outward attitude in the counseling process so that his goals are achieved. The counselee must obey and listen to the counselor's advice, but he may be critical while maintaining the nature of *tawadhu* '.

Situation of Relationships

In the implementation of counseling, the interaction between counselor and counselee must harmonize (*at-tawazun*) and relationship, the union of soul and attitude. Relationship situation in Islamic Boarding School -based counseling, attach great importance to the quality of relationships in counseling. Counseling relationship situation must balance (*at-tawazun*) all elements and potential that are within the counselor, counselee, and the environment and refer to the benefit. In the perspective of Islamic Boarding School, what is prioritized is the process of trying to change lives for the better rather than merely the results and goals of counseling.

Application of Counseling

Procedure for Changing Behavior

First, establish a relationship. At this stage, the counselor interacts with the counselee as an opening sign in the counseling session. The counselee can go to the counselor to convey the problem or vice versa, the proactive counselor comes to the counselee to help and serve them.

Second, develop relationships. The counselee must be involved in several programs held by the counselor whose aim is to establish close relations with the counselor. At this stage, the counselor also collects data, analyzes the counselee's existence, and plans: looking for problems, exploring the counselee's potential, and formulating counseling goals.

Third, the intervention or stage of action. Counselors have a good relationship and provide counseling services using techniques according to the presence of counsees oriented to the benefit. At this stage, the counselor and counselee must balance all the elements and potential within themselves and the environment which refers to benefit.

Fourth, follow up plans. At this stage, the counselor and counselee plan actions after the intervention. In the Islamic Boarding School counseling, there is no known final stage because the counseling process is carried out continuously and consistently so that the counselor-counselor relationship is maintained throughout the ages.

Techniques of Counseling

Changes in behavior techniques, including *uswab hasanah* (modeling: giving models to students and giving them the opportunity to become models for their friends); *ta'zhim* (sincerely glorifies others) and *kbidmah* (altruism); *silaturrahim* (connecting relatives, kinship, and affection), *siyahab* (travel), and send students to an area (to provide challenges and responsibilities for practicing science); *targhib* (suggestion to arouse motivation to do something you want or increase your behavior); *ta'zir* (a kind of punishment: sanctions for violating agreed commitments to reduce or eliminate undesirable behavior); gradual and *istiqamah* (permanent, continuous and sustainable); *megha kalemman a'engnga sé ta' lekkoa* (catch the water wader fish not to get muddy; a kind of live peer model technique); art engineering; inner movement (*riyadhah rubaniyyah*: which one of the lessons contains relaxation and the content can be used as a coping mechanism for stress relief); and make it easier to not complicate the benefit-oriented.

These techniques are found in the *at-tawazun* construct. *At-tawazun* implies, Islamic boarding schools harmonize and balance between aspects of *lahiriyah*-*bathiniyah*, giving *ta'zir* and *targhib*, teacher-student reciprocal interactions (counselors) in the application of techniques, and other balance values.

Discussion and Conclusion

The values of Islamic Boarding School that can be absorbed in counseling psychology can be drawn into constructs - scientific labels that are more abstract or broad in scope from concepts or overshadow some concepts "*at-tawazun*" (balance). This Islamic Boarding School -based counseling and psychology is called *at-tawazun* counseling because it is full of *at-tawazun* values. *At-tawazun* itself is in accordance with the characteristics of the Islamic religion and the

context of the existence of Islamic Boarding School. *At-tawazun* is derived from fi'il madzi, "*tawazana*" is the basic word, *wazana*. In the Qur'an the word pattern of *wazana* is 23 times; three verbs (*fi'il*) and 20 nouns (*isim*). The term *at-tawazun* comes from "*al-wazn*" (balanced) or "*al-mizan*" (balancing device). "*Al-mizan*" in the Qur'an can mean "balancing tool" - for example, God created the universe with the principle of balance (QS. Ar-Rahman: 7) - or means "justice" - for example, QS. Al-Hadid: 25 - because the results of the scales can bring justice.

The *at-tawazun* constructs, in the context of the counselor's personality quality profile - the harmony between the quality of *shalahiyyah* (scientific prowess and skills) with the integrity of *shalih* (strength of character). In behavior change techniques, Islamic Boarding School circles balance aspects of *lahiriyah-bathiniyah*, giving *ta'zir* and *targhib*, teacher-student reciprocal interactions (counselors) in the application of the technique, and other balance values. The *at-tawazun* constructs are following the characteristics of the paradigm of thinking, social attitudes, and the context of the existence of Islamic boarding schools (Musyrifin et al., 2023).

The implementation of the *at-tawazun* construct on the development of Islam in Indonesia is following the character of the Indonesian people and can be seen in the portrait of the Islamic Boarding School. *At-tawazun* construction is practiced by Islamic Boarding School in the process of integration with the values of the local community. So that Islamic Boarding School are very adaptive and harmonious with local culture and reveal the characteristics of "Cultural Islam".

Some research in psychology and counseling also supports the construct of *at-tawazun*. A positive change occurs in the counseling process if something is interrelated between *lahiriyah* and *bathiniyah* factors namely: spirituality, identity, beliefs, potential, behavior, and environment (Riyadi et al., 2022; Mareta & Kirana, 2022; Naqiyah et al., 2022).

According to Corey, effective counseling involves body, mind and soul factors. In the counseling process, spiritual and religious issues must not be ignored (Gerald Corey, 2009). Because religion and spirituality are often the problem of the counselee as well as the best solution. Spirituality is an important element for mental health and can improve the therapeutic process in counseling practice (A Samsul & Nawawi, (n.d.); Keskinoglu, 2019; Suud et al., 2020).

Recommendations

This study reviews several local pearls of wisdom of Islamic Boarding School, especially those that occur at Salafiyah Syafi'iyah Sukorejo Islamic Boarding School in Situbondo, East Java, which can be absorbed in counseling. Moreover, Islamic boarding schools are the oldest educational institutions that have Indonesian Islamic and traditional significance. Islamic Boarding School have also been proven to be able to absorb Islamic values into locality, so Islamic Boarding School are known to display the characteristics of "Cultural Islam".

Counseling based on local wisdom of Islamic Boarding School is based on the values of religiosity (fiqh norms and sufistic life codes) and locality values around the Islamic Boarding School. This Islamic Boarding School-based counseling approach uses a balanced approach (*at-tawazun*) from various elements and potentials within the counselor, counselee, and environment and refers to the benefit (wisdom-oriented counseling approach). The role of counseling is to help the counselee improve his anger, which always invites the ugliness of being a private *khaira ummah*, a person who always invites good, prevents badness and has faith in God.

The values of Islamic Boarding School that can be absorbed in counseling can be drawn into the construct "*at-tawazun*" (balance). The *at-tawazun* constructs, in the context of the counselor's personality quality profile, the harmony between the quality of *shalahiyyah* (scientific prowess and skills) with the integrity of *shalih* (strength of character). In behavior change techniques, Islamic Boarding School circles balance aspects of *lahiriyah-bathiniyah*, giving *ta'zir* and *targhib*, teacher-student reciprocal interactions (counselors) in the application of the technique, and other balance values. The *at-tawazun* constructs are in accordance with the characteristics of the paradigm of thinking, social attitudes, and the context of the existence of Islamic Boarding School. *At-tawazun* counseling can be

implemented in the Indonesian context, especially Islamic-based educational institutions.

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Research Article

Effectiveness of behavior contract counseling in reducing verbal bullying behavior of students

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Abstract

This research aims to analyze individual counseling using behavior contract techniques in reducing verbal bullying behavior by student at vocational high school in the city of Bandar Lampung. This research is a Single Subject Research (SSR), using one research subject with an A-B-A design. The research subjects were selected through purposive sampling, namely one student in class X TKJ 3 who was known to often engage in verbal bullying behavior towards his friends. This research process took place in three stages. The first stage of the research, at baseline A1, had three meetings. where in this phase observations were carried out without treatment being given. Then the researcher provided treatment in the intervention phase (B) for six meetings. In this phase, behavior contract technique treatment is given. And the final stage is the A2 baseline phase with three meetings. without treatment to evaluate changes in verbal bullying behavior carried out by the research subjects. In this research, the data collection methods used were observation, interviews and documentation. The research results are presented in the form of graphic statistics showing changes from the baseline phase (A1), intervention phase (B), and baseline phase (A2). The data overlap in baseline phase (A1) and intervention conditions was 33.33%. The data overlap in the conditions between the intervention and baseline phase (A2) is 0%, where the smaller the overlap, the better the effect of the intervention on the target behavior. It is recommended for future researchers to use qualitative research methods to obtain more in-depth results.

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Introduction

Verbal bullying is an action that is often carried out in the form of ridicule, giving nicknames, bullying with harsh words and so on, which is aimed at hurting and lowering the self-esteem of someone who is considered weak or a minority, which is carried out repeatedly. Verbal bullying is one of the easiest types of bullying and is often carried out by someone, especially students. If bullying verbal behavior is allowed to continue, it can trigger other types of bullying such as physical bullying, relational bullying, and cyber bullying. Therefore, it is important to provide understanding and efforts to reduce verbal bullying behavior, so that students have characters that reflect a student who is educated and has good attitude.

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Current Teenage Problems

Various adolescent problems are often found, especially morality issues. According to Immanuel Kant, morality is based on principles that encourage individuals to act correctly. Morality is based on rational principles that can be applied generally (Kiranti et al., 2021; Wahyuni, 2021). This agrees with Santrock's opinion, that individuals who grow and develop in the teenage phase, have emotional maturity which can influence morality. Teenagers who have reached emotional maturity, should be able to control themselves and understand the consequences of their actions on others (Cindrya, 2019; Hanik, 2019; Tjukup et al., 2020).

Hurlock states that individuals who have high emotional maturity, are able to handle situations calmly and make the right decisions. Individuals who have high emotional maturity, are able to understand the feelings and perspectives of other people (Aryati, 2022; Basuni & Khairun, 2021; Oktavian, 2021; D. Putri, 2020; Sulistianingsih et al., 2023). Based on this explanation, it can be concluded that there are still many teenagers who are unable to reach emotional maturity properly and have a very emotional nature. This causes teenagers to behave in deviant ways, one of the deviant behaviors related to violence is bullying.

According to data from the Indonesian Child Protection Commission (KPAI), the number of bullying cases as of May 30 2018 was 161 cases and this number is increasing every year. (Mardiyah & Syukur, 2020). Supposedly, with the existence of regulations contained in the 1945 Constitution which are obliged to protect students, the number of public complaints to the Indonesian Child Protection Commission (KPAI) regarding cases of deviance and violence against children should not increase. However, in reality, when conducting research in the field, there are still many cases of students carrying out bullying behavior.

Verbal Bullying Behaviour

Ken Rigby, stated that bullying is a design of desire to hurt other people carried out by a person or group. (Nasir, 2018; Setyawan et al., 2018). Meanwhile, according to Olweus, the term bullying is a loan word from English which means "bully". Bullying is oppression by a person or group with the aim of hurting a victim who is considered weak, which is carried out repeatedly (Ahmad, 2019; Karneli et al., 2022; Maria & Novianti, 2016; Syahrudin, 2019; Tahrir et al., 2019). Based on the opinion above, it can be concluded that bullying is an action carried out with the aim of hurting someone who is weak and is carried out repeatedly, either by one person or group.

According to Barbara Coloroso bullying is divided into four types, including physical bullying, a type of bullying that is visible, occurs through physical touch such as hitting, pushing, kicking, scratching, etc.; verbal bullying, this bullying is carried out through words that insult, degrade or embarrass someone. For example, insulting, threatening, or calling names; relational bullying, difficult to identify because it includes hidden behavior such as cynical glances, mocking laughter, aggressive glances; and cyberbullying, carried out on electronic media such as smartphone, social media, websites, chat rooms with the aim of threatening, making malicious comments, spreading embarrassing photos or videos, etc (Indriani et al., 2020; Muntasiroh, 2019; Yuyarti, 2018).

Based on the types of bullying above, the type of bullying that is most often carried out based on the results of previous research at the senior high school level is verbal bullying, this is because verbal bullying is the easiest type of bullying to carry out and many students consider insulting to be a form of joking, because it had become a habit at the previous school level, but this was done continuously until the victim felt hurt.

If verbal bullying behavior is allowed to continue, it can trigger other types of bullying and can make the victim feel depressed, lazy about going to school, experience psychological disorders, and feel suicidal (Simarmata & Muhazir, 2021). Therefore, it is necessary to provide special treatment to change verbal bullying behavior in students. So that they can develop behavior in a positive direction.

Research on Verbal Bullying in Indonesia

In research conducted by Sri Sukarti, et al in 2018 at the senior high school in Semarang, the level of verbal bullying behavior with insulting indicators showed the high category. After the behavior contract treatment was given, verbal

bullying behavior decreased. In this research, it was concluded that behavior contracts were proven to be effective in reducing verbal bullying behavior students (Sri Sukarti, Kusnarto Kurniawan, 2018).

Furthermore, in research conducted by M Jamilludin, et al in 2019 at secondary school level in Kudus, researchers provided group counseling using behavior contract techniques to students and it was concluded proven to be effective in reducing verbal aggressive behavior in students at secondary school level in Kudus (Jamilludin et al., 2019).

In another research, by Nicodemus Hukubun in 2021 at university to determine the effectiveness of applying the behavior contract technique in reducing verbal aggression by students in the Guidance and Counseling study program, in this research it was concluded that the application of the behavior contract technique could prove to be effective in reducing student verbal aggression (Hukubun, 2021).

Based on previous research using group counseling, Researcher interested in using individual counseling, because it is considered more effective in paying attention to the counselee, and more focused on the counselee's needs. The counseling process is more structured and intensive (Warjono et al., 2020)

Individual Counseling Behavior Contract Technique

According to Prayitno, individual counseling is a process of interaction between the counselor and the counselee which is aimed at helping the counselee in overcoming the problems they are facing in their lives. (Mardia, 2022; Putra, 2020; Y. R. Putri, 2022; Sitorus, 2021; Susanti & Syukur, 2021). Therefore, researcher use individual counseling so that the counseling process can be carried out well and focused. Because individual counseling can provide the counselee with a sense of comfort in telling about problems that happen, without feeling embarrassed.

The behavior contract technique with behavioral model is considered suitable for reducing verbal bullying behavior because this behavior can be observed and can be measured. The behavior contract technique also more emphasis on giving rewards, punishment, and reinforcement.

This is in line with the definition of a behavior contract according to Latipun, which is a written agreement between two parties (counselor and counselee) which contains an agreement regarding the behavior that the counselee must follow. This contract aims to help clients correct behavior that is considered bad or deviant to achieve certain goals through positive reinforcement and eliminating negative consequences (Rismayanti & Nuryanto, 2020; Rokhman et al., 2019; Sitoresmi, 2022).

In this research, researchers used the behavior contract technique to overcome verbal bullying behavior carried out by research subjects with the initials RDJ. The aim of providing the behavior contract technique is so that research subjects can make agreements based on their awareness and desires which are also agreed upon by the guidance and counseling teacher. In the content of the behavior contract, the research subjects agreed to reduce verbal bullying behavior, including not making fun of them, not ordering friends to force them, and reducing harsh words to friends. If RDJ violates this, he will be punished in the form of cleaning the classroom after school every day. If RDJ succeeds in changing his behavior, he will be given appreciation in the form of applause from his friends and will also be well received by his friends.

The use of behavior contract techniques can also instill a sense of responsibility in research subjects for the contracts they have made and agreed to, so that research subjects can reduce verbal bullying behavior. Based on previous research, the use of behavior contract techniques has proven to be effective in changing counselor behavior for the better.

Method

Research Model

This research use a Single Subject Research (SSR) type of experiment. Single Subject Research is carried out to find how much influence a treatment given to one subject has. According to Gast and LedFord, single subject research is a type of quantitative research that studies in more detail the behavior each of the small subjects (Anderson et al., 2019; Martin & Brasseur, 2022; Satsangi et al., 2019; Widodo et al., 2021). Meanwhile, according to Prahmana, it is

experimental research to look at behavior and provide certain interventions or treatments for the behavior of a single subject with assessments carried out repeatedly at a certain time (Indra, 2021).

In this research, an A-B-A pattern design was used, according to Juang Sunanto, the Single Subject Research design with the A-B-A pattern shows that there is a stronger causal relationship between the independent variable and the dependent variable (Juang Sunanto, Koji Takeuchi, 2005; Sembung et al., 2022; Tasliah et al., 2019). This A-B-A design strengthens the analysis of control effects by including interventions that allow for a greater degree of certainty that the intervention is responsible for the change in behavior (Kratochwill, 1978).

Participant

The subjects in this research were 10th grade students, majoring in Computer Network Engineering 3, with the initials RDJ. RDJ is 16 years old, often verbally bullying his friends, such as mocking his friends, calling friends by their parents' names, verbally abusive with his friends, making a friend a slave to buy or bring something by force, and many more. This is known based on the results of interviews and documentation of case notes held by guidance and counseling teachers. This research was conducted from February to March 2023 at SMK Negeri "X".

Data Collection Tools

The data in this research were taken through observations in the baseline A1 phase of 3 meetings without being given any treatment, next, intervention (B) was 6 meetings with behavior contract technique treatment given, and baseline A2 was 3 meetings without behavior contract treatment given. Collecting data through interviews and documentation. The research instrument uses a validated observation sheet regarding verbal bullying behavior that appears at each meeting.

Table1. Verbal bullying procedures data

Observation Meeting	Phase	Average
1	<i>Baseline A-1</i>	15
2		14,5
3		14
4	Intervention	16
5		14,5
6		14
7		12
8		11
9		9
10	<i>Baseline A2</i>	8
11		7
12		6,5

In Single Subject Research (SSR), data is presented in graphical form using descriptive statistics. After the data was collected, the data was then analyzed using two stages of analysis, namely analysis within conditions and analysis between conditions. In the within-condition analysis stage, it consists of condition length, directional trend estimation, stability level, data trace, data trace stability level, and change range. Meanwhile, the analysis between conditions consists of the variables to be changed, changes in directional tendencies, changes in stability tendencies, changes in level, and data overlap. This analysis was carried out to make it easier to understand, to determine the effect of providing special treatment, namely individual counseling using behavior contract techniques, on changes in verbal bullying behavior at SMK Negeri "X".

Results

The results in this research are observations in the Baseline phase (A1), intervention phase (B), and Baseline phase (A2). The data is presented in graphical form below:

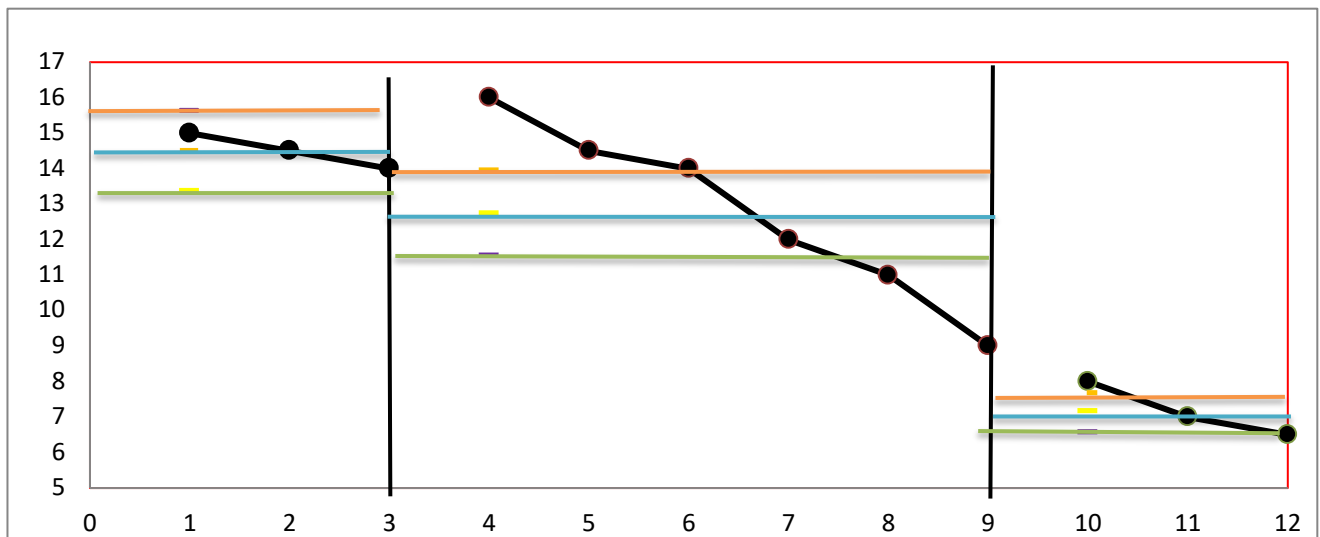


Figure 2. Baseline Phase (A1), Intervention Phase (B), Baseline Phase (A2)

Based on the results of data collection and analysis in the baseline phase A1, intervention phase (B), and baseline A2 phase, it can be described as follows:

Baseline Phase (A1)

Data collection in the baseline phase (A1) before treatment was given was carried out every day, for 3 meetings, and a score of 15 was obtained; 14.5; and 14.

In the baseline phase A1, the highest score was 15 and the lowest score was 14. In this phase, research subject still often called friends by their parents' names, said harsh words (such as: dogs, pigs), mocking his friends (such as: black, albino skin), and making a friend a slave to buy or bring something (such as: buy foods, carry bag) by force.

Intervention Phase (B)

After obtaining fairly stable data on changes in verbal bullying behavior at baseline phase (A1), the next stage was providing individual counseling treatment using the behavior contract technique, for 6 meetings. Obtained a score of 16; 14.5; 14; 12; 11; and 9.

In the intervention phase (B) the highest score was 16 and the lowest score was 9. In this phase, research subject began to be given an understanding of bullying behavior, how to differentiate bullying and joking, which came from RPL. After observations, the research subject increasingly changed their behavior in a positive direction, even though they still quite often called their friends using their parents' names and mocking his friends.

Baseline Phase (A2)

In baseline phase (A2), without individual counseling treatment using the behavior contract technique, during 3 meetings, a score of 8 was obtained; 7; and 6.5.

In the A2 baseline phase after being given individual counseling treatment, the highest score was 8 and the lowest score was 6.5. In this phase, research subject can reduce their verbal bullying behavior in a positive direction and can show a better attitude.

Discussion and Conclusion

Based on research conducted by researcher at SMK Negeri "X" 10th grade students, majoring in Computer Network Engineering 3. There were subject who often carried out verbal bullying behavior with the initials RDJ. Verbal Bullying behavior that is often carried out includes calling friends by their parents' names, mocking and giving nicknames to friends, ordering friends to force them, and cursing with harsh words or animal names.

In implementation, researcher held 12 meetings. 3 meetings were used for observations at baseline phase (A1), 6 meetings were used to provide intervention phase (B), and 3 meetings were used to observe baseline phase (A2) without intervention. When carrying out observations in the A1 baseline phase, it can be concluded that there was a slight decrease in verbal bullying behavior carried out by RDJ. Furthermore, in the intervention phase (B), individual counseling services were provided using the behavior contract technique, there was a decline towards a better direction. In the baseline phase A2 without intervention, verbal bullying behavior persisted

This can be seen by the decline in the positive direction of persistent verbal bullying behavior based on the observation table scores. The data overlap in baseline phase (A1) and intervention conditions was 33.33%. The data overlap in the conditions between the intervention and baseline phase (A2) is 0%, where the smaller the overlap, the better the effect of the intervention on the target behavior. Based on the results of this analysis, it can be stated that the implementation of experimentation of individual counseling services using behavior contract techniques has had an effect and is permanent in reducing verbal bullying behavior among students at SMK Negeri "X" with the initials RDJ.

Recommendations

In this research, of course the researcher realizes that this research is still far from perfect. then the researcher provides suggestions. It is recommended for future researchers to use qualitative research methods to obtain more in-depth results.

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Appendix A. Verbal Bullying Behavior Observation Sheet

1. Observer 1 Baseline A1 and A2 Session 1

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwis Tiasari
 Sesi Ke : 1
 Tanggal : 13-02-2023 / 06-03-2023
 Waktu : Mulai: 09.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	Verbal bullying Jenis Perilaku (Rubrik)			
	a. Memanggil teman dengan nama orang tua.			
	b. Mengejek teman dengan sebutan, seperti: gendut, kurus jelek, hitam.			
	c. Memberi julukan kepada teman, seperti: bule, albino.		-	
	d. Mengejek teman yang berbeda agama, seperti: kristen.	-	-	
	e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin.		-	Temannya punya tas baru lalu mengatakan "norak lo baru punya"
	f. Merendahkan teman, seperti: bodoh, idiot.		-	Pada saat diberi tugas oleh guru
	g. Membentak teman di kelas.			
	h. Menyoraki teman yang melakukan kesalahan.	-	-	
	i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.			
	j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.			
	k. Menyuruh teman secara paksa tanpa meminta tolong.	-		menyuruh menuliskan tugas
	l. Mempermalukan teman di kelas.	-	-	
	m. Menakut-nakuti teman yang melakukan kesalahan.	-	-	
	n. Mengancam teman yang dianggap lemah.	-	-	

Total tally banyaknya kejadian: ||| ||| ||| | ||| |||

2. Observer 2 Baseline A1 and A2 Session 1

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Lathifah Puji Astuti
 Sesi Ke : 1
 Tanggal : 13-02-2023 / 06-03-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	Verbal bullying Jenis Perilaku (Rubrik)			
	a. Memanggil teman dengan nama orang tua.	III	I	
	b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.	III	I	
	c. Memberi julukan kepada teman, seperti: bule, albino.	I	-	
	d. Mengejek teman yang berbeda agama, seperti: kristen.	-	-	
	e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin.	-	-	
	f. Merendahkan teman, seperti: bodoh, idiot.	II		
	g. Membentak teman di kelas.	I	I	tidak sengaja Mengirjak sepatu
	h. Menyoraki teman yang melakukan kesalahan.	-		
	i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.	II	I	
	j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.	II	I	
	k. Menyuruh teman secara paksa tanpa meminta tolong.	-	I	Menjuruh menuliskan tugas
	l. Mempermalukan teman di kelas.	-	-	
	m. Menakut-nakuti teman yang melakukan kesalahan.	-	-	
	n. Mengancam teman yang dianggap lemah.	-	-	

Total tally banyaknya kejadian: IIII II I

3. Observer 1 Baseline A1 and A2 Session 2

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : R01
 Pengamat : Ulfy Alwis Trasari
 Sesi Ke : 2
 Tanggal : 14-02 - 2023 / 07-03 - 2023
 Waktu : Mulai: 08.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik) a. Memanggil teman dengan nama orang tua. b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam. c. Memberi julukan kepada teman, seperti: bule, albino. d. Mengejek teman yang berbeda agama, seperti: kristen. e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin. f. Merendahkan teman, seperti: bodoh, idiot. g. Membentak teman di kelas. h. Menyoraki teman yang melakukan kesalahan. i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll. j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet. k. Menyuruh teman secara paksa tanpa meminta tolong. l. Memermalukan teman di kelas. m. Menakut-nakuti teman yang melakukan kesalahan. n. Mengancam teman yang dianggap lemah.</p>	<p>\\ \\ - \\ - - - \\ \\\\ - - - -</p>	<p>\\ \\ - - - - - \\ \\ - - - -</p>	<p>Mengejek teman non muslim saat jam sholat dhuhur</p>

Total tally banyaknya kejadian: \\x \\x \\x \\x \\

4. Observer 2 Baseline A1 and A2 Session 2

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah Puji Astuti
 Sesi Ke : 2
 Tanggal : 14-02-2023 / 07-03-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	Verbal bullying Jenis Perilaku (Rubrik)			
	a. Memanggil teman dengan nama orang tua.			
	b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.			
	c. Memberi julukan kepada teman, seperti: bule, albino.		-	
	d. Mengejek teman yang berbeda agama, seperti: kristen.		-	mengejek teman non muslim pada saat jam sholat dzuhur
	e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin.	-	-	
	f. Merendahkan teman, seperti: bodoh, idiot.			
	g. Membentak teman di kelas.	-	-	
	h. Menyoraki teman yang melakukan kesalahan.	-	-	
	i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.			
	j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.			
	k. Menyuruh teman secara paksa tanpa meminta tolong.	-	-	
	l. Mempermalukan teman di kelas.	-	-	
	m. Menakut-nakuti teman yang melakukan kesalahan.	-	-	
	n. Mengancam teman yang dianggap lemah.	-	-	

Total tally banyaknya kejadian: |||| |||| |||| ||||

5 . Observer 1 Baseline A1 and A2 Session 3

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Always Tiasari
 Sesi Ke : 3
 Tanggal : 15-02-2023 / 03-03-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik) a. Memanggil teman dengan nama orang tua. b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam. c. Memberi julukan kepada teman, seperti: bule, albino. d. Mengejek teman yang berbeda agama, seperti: kristen. e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin. f. Merendahkan teman, seperti: bodoh, idiot. g. Membentak teman di kelas. h. Menyoraki teman yang melakukan kesalahan. i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll. j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet. k. Menyuruh teman secara paksa tanpa meminta tolong. l. Mempermalukan teman di kelas. m. Menakut-nakuti teman yang melakukan kesalahan. n. Mengancam teman yang dianggap lemah.</p>	<p>\\ \\\n</p>	<p>\n</p>	<p>menguruk pifet Menumpahkan botol minum Menyuruh beti jagan Fe Fortin.</p>

Total tally banyaknya kejadian: |||| |||| |||| ||||

6. Observer 2 Baseline A1 and A2 Session 3

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah P
 Sesi Ke : 3
 Tanggal : 15-02-2023 / 08-03-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul A(1)	Banyaknya perilaku yang muncul A(2)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p>11</p> <p>1</p> <p>1</p> <p>-</p> <p>1</p> <p>11</p> <p>1</p> <p>1</p> <p>11</p> <p>11</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p>	<p>11</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>11</p> <p>11</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Memperuk mengesep</p> <p>menumpahkan botol minuman</p> <p>Memperuk membeli jajan ke kantin</p>

Total tally banyaknya kejadian: 11 11 11 11 11

7. Observer 1 Intervention (B) Session 1

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwts Trasari
 Sesi Ke : 1
 Tanggal : 17-02-2023
 Waktu : Mulai: 08.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p> </p> <p> </p> <p> </p> <p>—</p> <p>—</p> <p> </p> <p>—</p> <p>—</p> <p> </p> <p> </p> <p> </p> <p>—</p> <p>—</p> <p>—</p>	-

Total tally banyaknya kejadian: ||| ||| ||| ||

8. Observer 2 Intervention (B) Session 1

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : PDJ
 Pengamat : Latifah P
 Sesi Ke : 1
 Tanggal : 17-02-2023
 Waktu : Mulai: 09.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik) a. Memanggil teman dengan nama orang tua. b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam. c. Memberi julukan kepada teman, seperti: bule, albino. d. Mengejek teman yang berbeda agama, seperti: kristen. e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin. f. Merendahkan teman, seperti: bodoh, idiot. g. Membentak teman di kelas. h. Menyoraki teman yang melakukan kesalahan. i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll. j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet. k. Menyuruh teman secara paksa tanpa meminta tolong. l. Mempermalukan teman di kelas. m. Menakut-nakuti teman yang melakukan kesalahan. n. Mengancam teman yang dianggap lemah.</p>	<p> - - - - - -</p>	

Total tally banyaknya kejadian: ||| ||| |||

9. Observer 1 Intervention (B) Session 2

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwis Trasan
 Sesi Ke : 2
 Tanggal : 19-02-2023
 Waktu : Mulai: 08.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	Verbal bullying Jenis Perilaku (Rubrik) a. Memanggil teman dengan nama orang tua. b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam. c. Memberi julukan kepada teman, seperti: bule, albino. d. Mengejek teman yang berbeda agama, seperti: kristen. e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin. f. Merendahkan teman, seperti: bodoh, idiot. g. Membentak teman di kelas. h. Menyoraki teman yang melakukan kesalahan. i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll. j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet. k. Menyuruh teman secara paksa tanpa meminta tolong. l. Mempermalukan teman di kelas. m. Menakut-nakuti teman yang melakukan kesalahan. n. Mengancam teman yang dianggap lemah.	(111) - - - - - - -	- menyuruh membeli jajan - menyuruh membeli tas

Total tally banyaknya kejadian: ||| ||| ||| |||

10. Observer 2 Intervention (B) Session 2

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah P
 Sesi Ke : 2
 Tanggal : 19-02-2023
 Waktu : Mulai: 09-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p>II</p> <p>I</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>III</p> <p>III</p> <p>.</p> <p>.</p> <p>.</p>	<p>menyuruh membuat tat ke partiran</p>

Total tally banyaknya kejadian: IIII IIII I

11. Observer 1 Intervention (B) Session 3

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Aluis Trasari
 Sesi Ke : 3
 Tanggal : 21 - 02 - 2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p> </p> <p> </p> <p> </p> <p>-</p> <p> </p> <p> </p> <p>-</p> <p>-</p> <p> </p> <p> </p> <p> </p> <p>-</p> <p>-</p> <p>-</p>	

||| ||| |||

Total tally banyaknya kejadian:

12. Observer 2 Intervention (B) Session 3

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah P
 Sesi Ke : 3
 Tanggal : 21-02-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p> </p> <p> </p> <p> </p> <p>-</p> <p> </p> <p> </p> <p>-</p> <p>-</p> <p> </p> <p> </p> <p> </p> <p>-</p> <p>-</p> <p>-</p>	

Total tally banyaknya kejadian: ||| ||| |||

13. Observer 1 Intervention (B) Session 4

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwis Triasari
 Sesi Ke : 4
 Tanggal : 22-02-2023
 Waktu : Mulai: 09.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	Verbal bullying Jenis Perilaku (Rubrik) a. Memanggil teman dengan nama orang tua. b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam. c. Memberi julukan kepada teman, seperti: bule, albino. d. Mengejek teman yang berbeda agama, seperti: kristen. e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin. f. Merendahkan teman, seperti: bodoh, idiot. g. Membentak teman di kelas. h. Menyoraki teman yang melakukan kesalahan. i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll. j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet. k. Menyuruh teman secara paksa tanpa meminta tolong. l. Mempermalukan teman di kelas. m. Menakut-nakuti teman yang melakukan kesalahan. n. Mengancam teman yang dianggap lemah.	\\ \\ — — — \\ \\ —	Menyoraki teman yg telat dan ditukum

Total tally banyaknya kejadian: *||||*

14. Observer 2 Intervention (B) Session 4

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah P
 Sesi Ke : 4
 Tanggal : 22-02-2023
 Waktu : Mulai: 09-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampungan, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p> </p> <p> </p> <p> </p> <p>.</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>.</p> <p>.</p>	<p>memporaki teman yang telat dan dibukuk</p>

Total tally banyaknya kejadian: XII XX

15. Observer 1 Intervention (B) Session 5

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwis Tiasari
 Sesi Ke : 5
 Tanggal : 23-02-2023
 Waktu : Mulai: 09-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p><i>Verbal bullying</i> Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bulc, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p>11</p> <p>11</p> <p>1</p> <p>—</p> <p>1</p> <p>1</p> <p>—</p> <p>—</p> <p>11</p> <p>11</p> <p>1</p> <p>—</p> <p>—</p> <p>—</p>	

Total tally banyaknya kejadian: *11 11 11*

16. Observer 2 Intervention (B) Session 5

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Latifah P
 Sesi Ke : 5
 Tanggal : 23-02-2023
 Waktu : Mulai: 09.00 Berakhir: 15.00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p>1</p> <p>1</p> <p>1</p> <p>-</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p> <p>11</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p>	

Total tally banyaknya kejadian: III III

17. Observer 1 Intervention (B) Session 6

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : RDJ
 Pengamat : Ulfy Alwis Tiasari
 Sesi Ke : 6
 Tanggal : 03-03-2023
 Waktu : Mulai: 09-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p> </p> <p> </p> <p> </p> <p>—</p> <p>—</p> <p>—</p> <p> </p> <p> </p> <p> </p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>	<p>Salah Pakai Seragam lalu disoraki</p>

Total tally banyaknya kejadian: 1X 1X 11

18. Observer 2 Intervention (B) Session 6

LEMBAR OBSERVASI
PERLAKU VERBAL BULLYING

Nama Subyek (Inisial) : KDJ
 Pengamat : Latifah P
 Sesi Ke : 6
 Tanggal : 03-03-2023
 Waktu : Mulai: 08-00 Berakhir: 15-00 Total:

No	Target Behaviour	Banyaknya perilaku yang muncul Intervensi (B)	Keterangan
1.	<p>Verbal bullying Jenis Perilaku (Rubrik)</p> <p>a. Memanggil teman dengan nama orang tua.</p> <p>b. Mengejek teman dengan sebutan, seperti: gendut, kurus, jelek, hitam.</p> <p>c. Memberi julukan kepada teman, seperti: bule, albino.</p> <p>d. Mengejek teman yang berbeda agama, seperti: kristen.</p> <p>e. Menghina kondisi ekonomi teman, seperti: kampung, norak, miskin.</p> <p>f. Merendahkan teman, seperti: bodoh, idiot.</p> <p>g. Membentak teman di kelas.</p> <p>h. Menyoraki teman yang melakukan kesalahan.</p> <p>i. Mengucapkan kata kasar, seperti: goblok, bangsat, setan, dll.</p> <p>j. Mengumpat dengan nama binatang, seperti: anjing, babi, monyet.</p> <p>k. Menyuruh teman secara paksa tanpa meminta tolong.</p> <p>l. Mempermalukan teman di kelas.</p> <p>m. Menakut-nakuti teman yang melakukan kesalahan.</p> <p>n. Mengancam teman yang dianggap lemah.</p>	<p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>1</p> <p>11</p> <p>11</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>salah pakai seragam</p>

Total tally banyaknya kejadian: 11

Appendix B. Behaviour Contract

KONTRAK TINGKAH LAKU

Saya Rama Dika Januar pada tanggal 21-2-2023
menyatakan bahwa saya setuju melakukan hal-hal di bawah ini:

- Tidak Melakukan Perilaku verbal bullying, seperti Mengejek,
Menyuruh teman-teman dengan Memaksa, dan berkata
~~Ambyang~~ kasar dan lain-lain
- Jika saya melanggar saya akan melakukan bersih bersih
kelas setelah pulang Sekolah

Usaha saya dianggap berhasil, jika saya:


Tidak Melakukan verbal bullying / mengejek

Apabila saya berhasil melakukannya, saya akan mendapatkan:


Pujian dari teman teman dan diterima baik oleh teman-teman,
mendapat hadiah

Tanggal berakhirnya kontrak: 03-3-2023

Guru BK (Konselor)


.....

Siswa (Konseli)


.....

Research Article

Providing effective professional development in technology for K-12 educators

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Curriculum and Instruction, Eastern New Mexico University, Portales, New Mexico, United States

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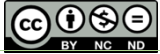
Teacher qualification

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Abstract

All too often, traditional professional development (PD) does not connect to the classroom and teachers find PD ineffective (Salem et al., 2019). Sogunro (2022), concurs and found in a multi-year research investigation (132 participants) that a majority of teachers surveyed did not feel that PD met their needs and was a waste of time. Providing and designing effective professional development (PD) in the area of technology integration for K-12 teachers involves multiple factors that include teacher input, creating an environment for designing practical applications, and opportunities for collaboration between participants. Teachers need to be involved in the decision-making process as to what is being presented, giving them an invested interest in the PD. This paper will address these issues and offer some supportive suggestions.

To cite this article

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Introduction

The creation of a PD activity should also be a collaborative effort that includes the educational technology professional, K-12 teachers, and administrators. Professional development should provide opportunities for teachers to create and design contextual-based activities that each teacher can take home and use in their own classroom, thus making the PD activity practical and applicable. The PD experience also needs to provide opportunities for participants to share and collaborate with each other. The creation of a Professional Learning Community (PLC) with the participants after the workshop or activity is completed will create a learning environment that provides collaboration opportunities for teachers to test out and try new ideas with technology in their classrooms.

Background

From 2003 – 2013, the author was employed as the Professional Development (PD) Manager for Technology Integration in a school district consisting of over 200 schools. During that time, I provided professional development activities for individual schools within the district. These activities consisted of a one-time approach (a single workshop) to a series of connected workshops. The focus of the workshops/activities was for teachers to incorporate technology into their curriculum for effective teaching practices. During the time spent providing PD, I learned several important aspects of providing successful professional development as it pertains to integrating technology into teachers' classroom practices.

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Pre-workshop/Information Gathering/Structure

Beginning a PD technology program or workshop starts before the physical meeting or PD activity begins by surveying the participants. The survey should find out what teachers are interested in learning and should allow flexibility in adjusting the professional development activity to meet the needs of the teachers. If an online survey is not possible, the creation of an informal information-gathering activity with participants at the start of the workshop is beneficial. Liberman (1995) points out that teachers are classroom experts and have their own teaching and learning styles in addition to their own expertise in technology skills. Liberman also suggests that we need to use a teacher's existing knowledge in developing PD activities. Teachers need to be able to discuss innovative ideas and have opportunities to try them out in their classrooms.

For example, at the start of the PD activity, provide time for a "gathering" session to find out what teachers are interested in learning as it relates to the day's topic or PD activity.

A sound PD plan will allow for a certain amount of deviation from the designed plan if teachers suggest variations to the activity. In addition, Cochran-Smith and Lytle (1992) point out that the PD should be relevant to the teacher. The activities should align with the expectations of the learning environment or culture of each classroom. This creates a meaningful context for the PD. Unrealistic expectations and activities that teachers cannot try out in their own classroom should be avoided. The teachers should leave the workshop thinking, "Cool, I can't wait to try this out in my classroom!" The goal of the PD experience should be for the participants to reflect on "best practices" with technology that they can in turn share with their colleagues. In addition, information gathering should be done at the end of the PD with a post-survey. This summative assessment should be used to direct follow-up activities.

Breaking the PD activity into shorter segments of time and taking small breaks will allow for formative assessments of the learning environment. For example, after the first ninety minutes, it would be appropriate to take a session break to assess what the teachers have learned or with what skills and concepts they are struggling to understand. Challenges could be in either technology skills or pedagogical concepts on how to apply the new technology into their classroom. In addition, opportunities for teachers to model and share what they have learned with colleagues are important.

Shared Knowledge and Vision

Providing opportunities for teachers to share knowledge of best practices and technology expertise are important parts of a successful technology integration program. Tondeur, Forkosh-Baruch, Prestridge, Albion, and Edirisnghe (2016) concur and found that it was important to create a shared vision of technology between all stakeholders. This vision creates links between best research practices and classroom teaching among professionals. Participants' involvement in the decision-making process about what is being presented and learned creates motivation and engagement. One approach to building a shared vision in best practices in technology integration is to create a Professional Learning Community (PLC). Tondeur et al. (2016) and Kozma (2003) agree and claim that PLCs and/or outside collaboration promote innovative teaching and effective practices in the classroom. In short, they point out that teachers are engaged when they share ideas about innovative classroom practices, thus creating a positive learning environment. Participation in a technology workshop or program provides opportunities to create a PLC or a network where teachers can share and reflect on their experiences (Salem et al. (2019). Once the workshop is completed, possibilities for collaboration online and within individual schools should be provided to the participants. PLCs can consist of teachers from the same school and/or between multiple schools and districts.

Teachers as Designers

Glazer, Hannafin, Polly, and Rich (2009) and Ben-Peretz (1990) tell us that teachers collaborating with others can have a positive effect on technology adoption. They found that teachers designing together to develop original lesson plans, not only engage teachers but also positively affect student learning. Glazer et al. (2009) claim that teachers need to be comfortable in an effective PD environment and that comfort comes from designing lessons with peers within

their own content area. Collaboration between teachers can provide a positive environment for learning because teachers tend to respect peers within the same school community who have shared common experiences.

Ben-Peretz (1990) promotes the need for teachers to be involved in a designing experience that allows them to develop a curriculum that can be implemented in their own classroom. For example, teachers should be able to create activities and lessons collaboratively using technology. The PD activity should be more than merely developing technology skills. According to Kali, McKenny, and Sagy (2015), the process of design should "... include the process of mapping and/or actually developing specific resources for teaching or learning" (p. 174). Similarly, Gerard, Varma, Coriliss, and Linn (2011) found that teachers producing works or artifacts for learning become applicable because teachers can take the product or artifact with them to be used in their classrooms after the workshop ends. The designing of real-world artifacts (with technology) makes it practical and relevant to teachers. As Boschman, McKenney, and Voogt (2014) and Corcoran and Silander (2009) point out, teachers working collaboratively feed off each other's work to produce better products. One approach to designing products or artifacts with technology for learning is to provide opportunities for teachers to develop constructivist or inquiry-based activities.

Sabzian, Gilakjani, and Sodouri (2013) found that learning through contextual-based activities helps teachers become successful in integrating technology. Constructivist activities, like project-based learning, provide an inquiry activity that becomes a means of expression in which meaningful learning takes place. Giordano (2007) concurs and suggests that teachers (and teacher candidates) need to be involved in creating and planning constructivist activities and projects that promote higher-order thinking (HOT) and/or Critical Thinking Skills. This sharing of ideas through collaboration and contextual inquiry-based experiences can lead to the successful construction of lessons and artifacts for their classroom. Tondeur, Forkosh-Baruch, Prestridge, Albion, and Edirisnghe (2016) state "Teacher inquiry leading to development of projects that are sensitive to local context can be effective for promoting teachers' professional learning at the same time as enhancing learning in the classroom" (p. 116).

In addition, Koehler and Mishra (2005) tell us that sharing of ideas, collaborating with other professionals, and learning by design will increase a teacher's motivation to use technology in their classroom.

Motivation and Beliefs

Motivation and personal beliefs about how technology is used in the classroom is a factor in teachers' adoption of technology. A study by Giordano (2007) found that the design of the PD experience affects teachers' beliefs and experiences when integrating technology into classroom lessons. Teachers believe the ability and/or opportunity to share knowledge with one another supports their own use of technology. Similarly, Howard, Chan, and Caputi (2015) claim a factor influencing the use of technology in the classroom is affected by a teacher's belief or preconceived notions about how technology should be used. They claim for successful integration to occur, teacher beliefs should be matched with their content areas and emphasize student-learning outcomes.

Kanaya, Light, and Culp (2005) agree and further suggest that teachers need to be able to use what they have learned regarding technology integration with their students. Kennedy (1999) also found a need to support the student learning process by designing a curriculum that includes technology. He found that PD activities can be effective if the depth coverage is promoted over the breadth of instruction and that professional development also needs to be consistent, over time, and sustained. Additionally, the diverse skill levels of PD participants should be a consideration.

The technology skill levels of teachers may vary in a PD activity from novice user to expert. When presenting or organizing a PD activity be aware that novice users may get frustrated because the pace of the workshop may be too fast. They may become overwhelmed resulting in a negative PD experience. Adversely, expert users may quickly become bored and feel they are wasting time waiting for the novices to learn new skills or concepts. To avoid this situation, it is best to pair up novice users with experts. In this pairing, the novice users will have assistance in learning the new technology skills and the experts may feel they are contributing to the professional development activity.

Conclusion/Recommendations

Successful PD for K-12 educators involving technology integration should be incorporated into a contextual learning experience. The PD needs to be both skills-based and more importantly, contextually based within the teacher's classroom environment. Providing context for learning technology offers a real-world learning experience. Teachers need to explore new and innovative technology relevant to their own classrooms. The PD experience needs to encourage teachers to share new knowledge and skills with their colleagues.

Professional development leaders should create a PLC with teachers from the technology workshop or program. Developing a working PLC means providing follow-up activities and resources online. Online resources should include workshop handouts and systematic directions of all activities. In addition, facilitators should provide online opportunities for teachers to share ideas and support one another. This can be accomplished by creating a free or simple blog or wiki where teachers can share and post ideas. Finally, provide a post-survey in order to direct future activities. The survey should allow participants to describe what worked well, what did not, and suggest changes and directions for future workshops. The following is a list of PD guidelines:

- Provide a pre-survey of teachers' needs, wants, and expertise levels.
- Providing realistic learning environments. Match the learning environment at the school. Don't create unrealistic expectations in a PD that teachers cannot try out in their own classroom.
- Informal information gathering at the start of the PD activities. Find out what the teachers are interested in learning.
- Do not be afraid to deviate from the PD plan if teachers want to go in a different direction.
- Provide written and online resources for all activities.
- Experts versus Novices, blending/benefiting both groups at the same time.
- Provides hands-on activities with real-world practical classroom
- At regular intervals poll participants and get informal feedback on the direction of the PD
- Provide a post-survey for future activities:
- Provide follow-up activities and resources online.
- Start and finish on time.

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Research Article

School well-being, school climate, and growth mindset: regression analysis on elementary school students

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Abstract

School well-being is important for primary students. However, many students do not feel well-being while at school. Compared to junior high school students, elementary school students have better school well-being. Even though, efforts to improve well-being in elementary school students are rarely carried out. The aim of the study was to examine the impact between school well-being, school climate, and growth mindset. The research method used is a quantitative method using multiple regression analysis. Data collection used three scales, School Well-Being scale ($\alpha=0.689$), Comprehensive School Climate Inventory (CSCI) ($\alpha=0.766$), and the Implicit Theories of Intelligence Scale for Children ($\alpha=0.703$). The participants consisted of 254 students of grade five public elementary schools in Center Java, Indonesia. The results showed the effect of school climate on school well-being (22.5%), but there was no effect of growth mindset on school well-being (0.3%). However, simultaneously school climate and growth mindset have an influence on school well-being (22.5%). The results confirm previous research regarding the impact between school climate and school well-being. Additionally, this research expands on the results in the literature by emphasizing how growth mindset doesn't impact to school well-being. It can be concluded, school climate is the main variable that can affect school well-being. Therefore, the school climate that has been owned must be maintained. In addition, it is necessary to make rules stating that teachers are asked to give praise when students get achievements in order to get used to having a growth mindset.

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Introduction

Education undeniably plays an important role in developing human resources (Karima & Ramadhani, 2017). However, the quality of education in Indonesia is concerning (Supriadi, 2016). Educational inequality is one of the problems that still need to be fixed. Many schools located in rural areas still experience an unequal distribution of facilities. Inadequate infrastructure, low quality of educators, and disparities in facilities compared to schools in urban areas are some evidence of the low quality of education in Indonesia (Umatin et al., 2021). In fact, an uneven distribution of education facilities also occurs at the elementary school level. Elementary school is the lowest level of formal education in Indonesia (Masitah & Setiawan, 2017).

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Elementary school students are in the age group of 6 to 13 years old, which represents the later stage of childhood and the transition into adolescence (Hurlock, 1980). Additionally, elementary school is the educational level with the longest period (Caner YAM, 2022). Since children spend most of their time at school, their development and learning experiences greatly depend on the support of their teachers and peers (Santrock, 2019). As a result, schools can influence all aspects of students' lives especially their cognitive development, socioemotional and behavioral. So, school is the right place to develop students' well-being through the school's programs (Palikara et al., 2021).

School well-being on primary school

Students with good well-being and in a supportive environment are more likely to enjoy their school activities, have a high motivation, and display a keen interest in learning. This can be observed through students' academic achievement (Papalia et al., 2007). Consequently, school has a significant influence on students' lives, making it crucial to improve their well-being as students (Prabawa & Kumalasari, 2020). Moreover, in primary school, well-being is very necessary because elementary school is basic education which can influence subsequent education (Moliner et al., 2021). The research by A. I. Konu & Lintonen, (2006) discovered that elementary school students have a better school well-being compared to high school students. Gierczyk et al (2022) also state that younger student feel more satisfied than older student. However, not much effort has been made to improve students' school well-being, especially in Indonesia (Thoybah & Aulia, 2020). Thus, it is necessary to pay more attention to the school well-being of elementary school students.

School well-being theory developed based on a theory that had been previously developed by Allardt. Welfare refers to the state in which individuals can fulfill their basic needs. These needs are divided into three categories, namely *having*, *loving*, and *being* (Allardt, 1976). Then Konu & Rimpelä (2002) expanded upon this framework by introducing another category, *health*. School well-being is defined as the subjective evaluation of students' basic needs in relation to their school environment. This evaluation comprises four aspects: *having*, *loving*, *being*, and *health*. It is stated that if students possess good school well-being, they will feel comfortable, happy, valued, and prosperous, resulting in a positive perception of their school. Consequently, they will be able to learn effectively and make significant contributions to their school

The *having* aspect refers to students' evaluation of the physical and the learning environment, and also to the services provided. The *loving* aspect refers to students' relationship with the school residents and their guardians. The *being* aspect refers to the state in which school can assist students in becoming valuable members of society. The last aspect, *health*, refers to the condition of students being free from any form of physical and mental illnesses, assessed based on their subjective emotions (Konu & Rimpelä, 2002).

Well-being is a variable that is quite difficult to measure because of its dynamics, especially in children. A person's well-being can change and tends not to be permanent. Not only school life can influence students' well-being but life at home such as parents and friends can influence students' well-being (Moliner et al., 2021). Based on several existing literature, there are various things that can make children feel well-being, including family, school, peers or a community (Gierczyk et al., 2022).

School climate and growth mindset on school well-being in primary student

Previous research has shown that school well-being is affected by both external and internal factors. External factors include teacher communication (Sari, 2021), peer relations (Wijayanti & Sulistiobudi, 2018), a supportive classroom atmosphere and school climate (Cocorada & Orzea, 2017; Hoferichter et al., 2021; Lombardi et al., 2019). School climate has been proven to influence school well-being. Cohen et al., (2009) explained that school climate is the subjective evaluation of an individual to the quality and the characteristics of school life, comprising the aspects of norms, values, and expectations that collectively contribute to creating a sense of physical, emotional, and social safety. As a result, school climate can be revealed by understanding students' subjective perceptions regarding their school.

School climate consists of four dimensions: safety, teaching and learning, relationships, and environmental-structural. The safety dimension implies the feeling of security, which can be measured physically, such as the absence of crimes and violence, the existence of disaster response regulations, and the presence of clear policies for student rule violations. The dimension of teaching and learning pertains to several indicators, such as teaching quality, social, emotional, and ethical learning, professional development, and leadership. The relationships dimension refers to the existence of good interpersonal relationships between the school residents. The environmental-structural dimension signifies that the school has a conducive environment that can support the sustainability of learning activities (Cohen et al., 2009).

Changes in school climate for the better can shape students' mindsets (Yu et al., 2022). Moreover, mindset can make well-being students' (Zeeb et al., 2020). In line with Saidah et al., (2021) state that a better growth mindset can influence school well-being. While, mindset is one of the internal factors that can influence school well-being. Mindset is individuals' view of their ability and intelligence which affects their assessment of something. This view indicates the basic quality of students in educational context (Wahidah & Royanto, 2019). Mindset as a cognitive process that can influence an individual's interpretation of the information they perceive. Mindset is defined as the power of belief to influence human behaviour (Nenkov, 2012). Mindset can be divided into two: fixed mindset and growth mindset (Dweck & Yeager, 2019).

Fixed mindset is an individual's belief regarding the qualities of themselves that includes cognitive and ability aspects, which tend to be fixed, rigid, and unchangeable. Growth mindset, on the other hand, refers to an individual's belief that their quality is changeable if they put in the effort (Dweck, 2006). Whether students want to learn depends on whether they believe that they can learn: those who believe that abilities improve with practice (growth mindset) tend to show higher motivation than those who believe that abilities are unchangeable (fixed mindset) (Dweck, 2000). Based on research that has been conducted, a growth mindset is important for elementary school students, especially so that students can obtain good learning results (Chen & Liu, 2023).

In this current study, the participant was primary school students. It was difficult for them to evaluate things within themselves such as well-being and mindset at their age. Chen & Liu, (2023) state that this stage (senior primary school) already understood the concept mindset than the younger students. Other than that, this stage has clearly evaluate whether they have growth or fixed mindset (Dweck, 2017). Also in this stage, they begin to be able to think abstractly (van Oers, 2012). Abstract thinking centers on ideas, symbols and intangible things. Children who are starting to think abstractly are able to think more complexly compared to the previous phase, such as combining several memories, evaluating things and creating new things (Nihayah, 2021). Having abstract thinking can support students to be able to assess well the life they experience at school. The formation of judgments can be influenced by a growth mindset or having a growth mindset (Dweck & Yeager, 2019).

Problem Study

School well-being is something essential for elementary students. However, many students do not experience a sense of well-being during their time at school. Meanwhile, efforts to improve elementary school students' well-being are still lacking. Research by (Hoferichter et al., 2021) discovered that school climate can enhance the well-being of students at school. Besides school climate, another factor that can also influence school well-being is growth mindset. Through the research conducted by Wahidah & Royanto (2019) it was affirmed that a growth mindset can improve school well-being.

It is true that some schools in Indonesia have an uncondusive school climate. Nevertheless, students are still able to achieve satisfactory learning outcomes (Salma, 2013). Based on this fact, it is assumed that there is another factor that can affect students' well-being in school. Growth mindset is suspected to be the one that can enhance students' school well-being. Wahidah & Royanto (2019) asserted that this kind of mindset can influence students in evaluating their school more positively even though in the same condition.

In conclusion, school climate and growth mindset can enhance students' school well-being. Thus, this research aims to investigate whether school climate and growth mindset have a collective influence on school well-being. Based on the research background and the literature review, three hypotheses are obtained:

H₁: School climate has an effect on elementary school students' well-being in Central Java, Indonesia

H₂: Growth mindset has an effect on elementary school students' well-being in Central Java, Indonesia

H₃: School climate and growth mindset have a collective effect on elementary school students' well-being in Central Java, Indonesia.

Method

Study Design

This study utilized a cross-sectional design. The sample was recruited from 5th grade students, and data was collected in 2022 using three scales.

Participant

This research population is fifth graders of public elementary schools in 2022 in Central Java, Indonesia. Based on the data from the Ministry of Education and Culture, the number of fifth graders in Central Java, Indonesia is 776 students. The sampling technique employed in this study was simple random sampling which refers to Krecjic and Morgan's table with a 95% confidence interval. The selection of the participants was based on the fact that in the later stage of childhood, children begin to develop abstract thinking abilities (van Oers, 2012). Fifth graders or children in their later phase of childhood can be observed whether they possess a growth mindset or a fixed mindset (Dweck, 2017). The exclusion of the sixth graders in this study, despite also falling into this category, was because they were preoccupied with a great number of learning assignments that must be accomplished.

Table 1. Demographic data

Variables		f	%
Gender	Male	132	51.2%
	Female	126	48.8%
Age	11 years old	241	93.4%
	12 years old	17	6.6%
School	SD N 1 Purbalingga Lor	35	13.6%
	SD N 2 Purbalingga Lor	21	8.1%
	SD N 1 Purbalingga Wetan	55	21.3%
	SD N 1 Purbalingga Kidul	45	17.4%
	SD N 2 Kedung Menjangan	23	8.9%
	SD N 1 Kembaran Kulon	13	5%
	SD N 2 Kembaran Kulon	17	6.6%
	SD N 2 Wirasana	17	6.6%
	SD N 1 Bojong	20	7.8%
	SD N 1 Toyareja	12	4.7%
Total		258	100%

Based on the table 1, the participants of this research are dominated by 11-year-old students (93.4%) and are primarily male (51.2%). Most participants are from SD N 1 Purbalingga Wetan (21.3%).

Data Collection Instruments

All the instruments utilized in this study are explained in each section of the variables. Questions concerning participants' demography such as age, gender, and school affiliation are included in the biographical data. Three

measurement tools used had been modified to suit the characteristics of the participants. Before distributing the questionnaire, a tryout test involving 50 students was conducted.

School Well-Being Measurement Tool

The school well-being measurement tool used in this study was developed by A. I. Konu & Lintonen, (2006) which comprises 22 different items. Following the Likert scale model, 4 degrees of options were provided in the questionnaire. For items that represent favor, the point ranges from 4 to 1; 4 points if the respondents strongly agree (SA), 3 points if they agree (A), 2 if they disagree (D), and 1 if they strongly disagree (SD), whereas unfavorable items are assessed oppositely. The reliability of the items was tested with Cronbach's alpha, resulting in a score of 0.689 ($p > 0.6$). The school well-being measurement tool validity test shows that 13 items had to be removed. However, the researchers agreed to keep 2 items after some deliberation. Examples of the items are as follows: *"My school is safe, following the course at my school feels peaceful, and the students get along well."*

School Climate Measurement Tool

The measurement tool utilized in this research is School Climate Questionnaire (SCQ) developed by Cohen et al (2009) which comprises 22 different items. Following the Likert scale model, 4 degrees of options were provided in the questionnaire. For items that represent favor, the point ranges from 4 to 1; 4 points if the respondents strongly agree (SA), 3 points if they agree (A), 2 if they disagree (D), and 1 if they strongly disagree (SD), whereas unfavorable items were assessed in the opposite manner. The reliability of the items were tested with Cronbach's alpha, resulting in a score of 0.766 ($p > 0.6$). The school climate measurement tool validity test shows that 11 items had to be removed. However, the researchers agreed to keep 2 items after some deliberation. Examples of the items are as follows: *"I feel safe at school, the teacher chides me when I make mistakes, and the teacher suggests that I think creatively and independently when I am having a hard time."*

Growth Mindset Measurement Tool

The growth mindset measurement tool used in this research was proposed by Dweck (2000) which consists of 6 items. The answer choices followed Likert scale model with 4 different degrees of options. Items number 1-3 have 4 options that range from 4 to 1 point. 4 points means the respondents strongly agree (SA), 3 points means agree (A), 2 points means disagree (D), and 1 point means strongly disagree (SD). The options available for items 4-6 are different in which they range from 1-4. 1 for strongly agree (SA), 2 for agree (A), 3 for disagree (D), and 4 for strongly disagree (SD). The reliability test using Cronbach's alpha shows the score of 0.703 ($p > 0.6$). Based on the validity test of the growth mindset measurement tool, the researchers concluded that all items are usable. Examples of the items are as follows: *"I cannot change my intelligence, my ability and my intelligence do not change easily and tend to remain static."*

Data Analysis

This research employed a quantitative method and multiple linear regression technique. The data obtained were analyzed statistically using SPSS (Statistical Product and Service Solution) program version 25. To obtain the model ideal for multiple linear regression, the researchers conducted a test to verify the assumptions of multicollinearity and normality.

Process

Before beginning the process of collecting data, the researchers had acquired informed consent from teachers and students' guardians. The teachers were requested to inform the students' guardians that their consent is needed for the students to be able to fill out the questionnaire. This step is crucial considering that the participants are still minors. The entire procedure of collecting data was under direct instruction of the researchers, with the aid of the teachers, and was completed over the course of 16 days from 07.00 - 11.00 to prevent the students from giving biased responses out of exhaustion.

Results

In this section, researchers will present data on findings that have been made.

Descriptive Statistics

Table 2. Categorization of school well-being variable

Category	Score Range	f	%
Very Low	$X \leq 30.08$	21	8.1%
Low	$30.08 < X \leq 33.60$	58	22.5%
Average	$33.60 < X \leq 37.12$	103	39.9%
High	$37.12 < X \leq 40.64$	56	21.7%
Very High	$40.64 < X$	20	7.8%
Total		258	100%

Table 3. Categorization of school climate variable

Category	Score Range	f	%
Very Low	$X \leq 36.1$	20	7.8%
Low	$36.01 < X \leq 40.03$	70	27.1%
Average	$40.03 < X \leq 44.05$	94	36.4%
High	$44.05 < X \leq 48.08$	64	24.8%
Very High	$48.08 < X$	20	3.9%
Total		258	100%

Table 4. Categorization of growth mindset variable

Category	Score Range	f	%
Very Low	$X \leq 11.74$	15	5,8%
Low	$11.74 < X \leq 14.63$	52	20.2%
Average	$14.63 < X \leq 17.51$	114	44.2%
High	$17.51 < X \leq 20.4$	56	21.7%
Very High	$20.40 < X$	21	8.1%
Total		258	100%

The data was separated into 5 categories: very low, low, average, high, and very high. The distribution was based on the calculation of the score (X), mean, and standard deviation (Azwar, 2018). The participants are 258 students with

ages ranging from 11 to 12 years old ($M = 35,36$; $SD = 3,52$) for the well-being measurement tool, ($M = 42,04$; $SD = 4,02$) for the school climate measurement tool, and ($M = 16,07$; $SD = 2,88$) for the growth mindset measurement tool. From the table above, we can conclude that students' scores on school well-being, school climate, and growth mindset are in the average range. Which mean they have good school well-being, school climate, and growth mindset.

Table 5. Result of Correlation Test

Category	Gender	Age	School	Sch WB	Sch Climate	Growth Mindset
Gender	1					
Age	-0.134	1				
School	-0.124	-0.021	1			
Sch WB	0.023	-0.014	0.060	1		
Sch Climate	0.057	0.040	0.055	0.475	1	
Growth Mindset	-0.048	0.004	0.044	0.059	0.094	1

*The bolded number indicates a significant correlation ** $p < 0.05$

Furthermore, the researchers conducted correlation test in order to explore the data and see the relationship between existing demographic aspects such as gender, age, and school towards the three variables: school well-being, school climate, and growth mindset. The results of the test indicate that demographic aspects have no impact on the variables. Additionally, there is a correlation between school climate and school well-being, while growth mindset is not correlated with school well-being.

Table 6. Multicollinearity test result

Variable	Tolerance	VIF	Result
School Climate	0.991	1.009	No multicollinearity
Growth Mindset	0.991	1.009	No multicollinearity

The normality test was done using the Monte Carlo method. The test results in a score of 0.808 ($p > 0.05$). The multicollinearity test has a function to diagnose the absence of correlation between independent variables. The principle used was $tolerance > 0.10$ and $VIF < 10.00$ (Ghozali, 2013). The results show that the data is distributed normally and there is no presence of multicollinearity.

The influence of school climate and growth mindset towards school well-being

Table 7. Hypothesis 1,2, and 3 Test Result

Variable X	p	t	R ²
School Climate	0.000	8,548	0.225
Growth Mindset	0.798	0.941	0.003
School Climate and Growth Mindset	0.000	37.102	0.225

A t-test was carried out to determine whether school climate had an impact on school well-being and growth mindset had an impact on school well-being. The results of the tests indicate that there is a relationship between school climate and school well-being ($R^2=0.225$; $p < 0.05$). Than the test result indicates that there is no correlation between

growth mindset and school well-being ($R^2 = 0.003$; $p > 0.05$). F-test was carried out to find if the two independent variables may have a simultaneous effect on school well-being. The result reveals that these factors combined have an impact on school well-being ($R^2 = 0.225$; $p < 0.05$).

Discussion and Conclusion

This study aims the effect of school climate and growth mindset toward school well-being. A very large number of students report levels at least average school climate, growth mindset, and school well-being. But the examine that have been carried out don't support our assumptions. In contrast to the propose hypothesis 2, either alone or in conjunction with school climate, growth mindset has no effect on school well-being. But the study's result prove that hypothesis one is accept there is a significant effect of school climate on school well-being.

This is also in line with research conducted by Cocorada & Orzea (2017) which also researched students in urban areas that school climate can influence school well-being. In our study, school climate is directly associated with school well-being, confirming other study that Lombardi et al (2019) do, that say school climate can affect about students' feelings about their school and can ultimately influence their well-being. Undoubtedly, school climate affects student most. The role of school climate concentrates not only on the physical environment or facility offered by the school, but also covers the psychological and social condition of the students. It incorporates several other aspects, such as students' relationships with other students or their teacher, their contentment, their achievements, and how they may actualize themselves to accomplish their primary objectives (Thapa et al., 2013).

In this research, school climate is an external factor which is viewed to be more impactful to children's behavior. These external factors can be in the form of persuasion, guidance, and validation from their friends in determining a choice. It is not surprising that children still lack self-concept at that age. In addition, habits that are imprinted from a young age tend to persist into adulthood. So, that external factors are much more influential in the childhood phase (Hurlock, 1980). In this phase, children are more capable to see reality in a more simple way (Santrock, 2019). Children can therefore more easily discern what is happening to them through situations that are apparent than through situations that are not.

This finding differs from previously published research by Sari (2021) and Wahidah & Royanto (2019) which shows the influence of growth mindset on high school students. This difference could occur because influenced by the differences in the developmental stages of elementary and high school students. If we look at the participants in this research, they are primary school students. Who are better able to make concrete assessments. This case actually can answer why hypothesis 2 can be rejected. Children's more capable see a real think than an abstract even though, they actually already have abstract thought. This process may be quite confusing for them because it enters a new phase, they shifting from concrete operational thinking to formal operational thinking phase where they are likely to start obtaining the ability to think abstractly (Santrock, 2019).

According to the categorization table, subjects are indicated to have possessed growth mindset, but the hypothesis test clarified that growth mindset carries zero effect on school well-being. Growth mindset or one's personal factor has not become a basis for school well-being evaluation. Therefore, schools must play a role in helping children embrace a growth mindset. One of the methods they may do is to implement a rule requiring teachers to provide students with support in the form of appreciation and encouragement whenever they create progress or accomplish something, no matter how small.

The conclusion is based on the test conducted, the two independent variables may simultaneously have an impact on school well-being, therefore confirming the previously mentioned third hypothesis. As seen in the table 7, school climate is the sole variable affecting school well-being. School climate is an external factor, as such, participants are seen to be more capable of making realistic and concrete judgments. Therefore, students may have an assessment garnered from their social environment. This is explained by Santrock (2019)S, that children's thinking capability is highly affected by parents. Hurlock (1980)added that social environments such as teachers, friends, and even neighbors can

play a part in shaping children's assessment. Another theory stated that in middle childhood age, children are capable of abstract thinking (van Oers, 2012). Therefore, there are theoretical differences concerning when children are able to carry out abstract thinking. Based on the results of the test, it can be concluded that students of that age are not capable enough to assess their own school well-being.

Limitation and Recommendations

Based on the findings above, researchers suggest that schools should maintain their school climate. In addition, the teacher could encourage students to acting on their growth mindset. Teachers can growth students' mindset in many ways like training (Zeeb et al., 2020). Besides that, teacher's own growth mindset can influence students' growth mindset (Yeager et al., 2022). It is important not only to foster the growth mindset of students, but also to continue to strive for the growth mindset of teachers.

The researchers understand and acknowledge that this study has potential limitations. One limitation that presents in this study is in the research process, where the face validity test was done only towards students from one school. As such, this finding may not be representative of other schools. Moreover, the techniques employed to analyze the growth mindset variables to see a possible different impact on school well-being were not variative. Furthermore, selecting subjects from urban and rural areas should be considered to have a more representative result and to see a possible different outcome. Nevertheless, based on the hypothesis test and the principle used ($p < 0.05$), it can be concluded that school climate and growth mindset do have an impact on school well-being.

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Research Article

Examining of the perception of juvenile inmates youth correctional center towards parenting styles

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Abstract

This study aims to see the parenting style perceived by juvenile inmates at Class I Tangerang Youth Correctional Center. The research method used is quantitative description along with a total of 100 juvenile, males and females aged 14-19 inmates as participants and non-probability sampling with the purposive sampling method are employed classified into five (5) categories based on age, gender, place of residence, parental status, and parental presence. This research employs Baumrind's theory-based Parental Authority Questionnaire (PAQ) as a measurement tool. From the research conducted by researchers, it was found that inmates perceive that the authoritative parenting style in the mother's parenting style has the most value compared to other parenting patterns because they think that the mother is a figure who is easy to trust, nurturing, caring and always loves her child wherever and whenever the child needs her. The results obtained from this research show that inmates who perceive that they are raised with an authoritative type in their mother's parenting style have the highest score, namely 36% and 41% of inmates who are raised with a permissive type in their father's parenting style, while inmates who perceive they are raised with a combination of authoritative types. and permissive parenting style of the mother has the lowest value, namely 1% and 27% of inmates who are raised with an authoritarian type in the parenting style of father. However, despite these values being the most dominant among other parenting styles, the z-score results show that there are still some lower values within the dominant score. Juvenile inmates are expected to subjectively perceive their parenting styles based on their comparison between their mothers and fathers. The next suggestion is to add other variables that have continuity with the topic of aggressiveness in adolescents, such as; variables of self-concept, emotional intelligence, conformity, or self-esteem. The advice for inmates is to face problems more calmly to control emotions so that they can find a good solution; for the Special Children's Development Institute (LPKA) in Tangerang to provide face to face coaching for inmates in more detail regarding the cases experienced; and for parents not to give punishments that are too harsh and even involve physical violence against teenagers.

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Introduction

Youth Correctional Center (LPKA) is a facility or place where children serve prison sentences (Criminal Justice Reform Institute, 2016). The Youth Correctional Center is obliged to educate, train and supervise children by

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statutory regulations. In Indonesia, many children violate the law. This is supported by data obtained from the Database System, totalling $\pm 2,689$ juvenile inmates (*anak didik masyarakatan*) from Class I and II Youth Correctional Centers throughout Indonesia, while the data to be searched involved 116 juveniles inmates in the Tangerang Class I Youth Correctional Center (Corrections Database System, 2020).

Widely known there is a significant increase in juvenile delinquency and various negative behaviors carried out by some juveniles. Some of them view these acts of delinquency as insignificant, while others take pride in them (Unayah and Sabarisman, 2015). According to Pratiwi and Hastuti (2017), stages of juvenile delinquency include common forms of misbehavior such as truancy, misuse of school fees, and running away from home without permission. Criminal acts such as student brawls, damaging others' property (public transportation, jewelry, and bags), disrespecting others, carrying sharp weapons, consuming alcoholic beverages, and using drugs and narcotics are cited as reasons why teenagers face legal proceedings (Pratiwi and Hastuti, 2017).

The increase in juvenile crime is visible in online media (social networks), television and newspapers. Upon closer examination, juvenile delinquency is primarily caused by family and societal factors. Families can be the source of juvenile crime, such as parental offenses, parental emotions, parental rejection, household conditions (divorce, rebellion, etc.), intermarriage with strangers, and children receiving insufficient attention and love from their parents (Firdaus, 2019).

Psychologist Aully Grashinta from Pancasila University (UP) states that teenagers, in their quest for self-discovery, often act impulsively, displaying reckless behavior without much forethought. Such short-term thinking means that their actions are primarily driven by emotions, and teenage misbehavior sometimes ignores future consequences (Setyawan, 2017).

Parenting styles are designed to educate and guide children so that they can adapt and be accepted by their environment (Silitonga, Yulastri, and Artanti, 2014). The family is the child's first environment and has a direct influence on their activities. A child's psychological development is heavily influenced by the example set by their parents from the beginning. The parenting style chosen by parents will determine children's behavior in the future. In general, parenting is how parents properly treat, guide, and educate their children, and care for them in their daily lives, desiring their success (Fitriyani, 2015). There are three parenting styles: authoritarian, democratic, and permissive (Baumrind in Papalia, Olds, Feldman, 2007).

Previous research on the perceived parenting styles of parents supports this research. Veryski and Desiningrum's (2017) research reveals that a child's behavior is influenced by the parents' parenting style since the family plays a significant role in a child's development and interactions with those in their environment. According to Muhamad Sodikin (2016) in his study conducted at the Class II A Narcotics Penitentiary in Cipinang, East Jakarta, there is an influence of parenting style on drug abuse in adolescents based on a simple linear regression test with a significance value of 0.044 and an alpha of 0.05. Since the significance value is smaller than alpha, there is a correlation between parenting (X) on drug abuse (Y) and permissive parenting which causes a juvenile to become a drug abuser.

The results of Yunita Febriani's research (2021) on the influence of parenting styles on juvenile aggression in the Class I Makassar Correctional Center fell into the moderate category. The analysis results conclude that the permissive parenting style affects juvenile aggression in that correctional center with a contribution of 28.15%. The more permissive the parenting style is, the more aggressive the juvenile is. Additionally, the authoritative parenting style influences juvenile aggression in the Class I Makassar Correctional Centre with a contribution of 21.3%. The more authoritative the parenting style is, the more aggressive the juvenile is. The authoritarian parenting style also affects juvenile aggression with a contribution of 3.9%. The more authoritarian the parenting style is, the more aggressive the juvenile is. According to Santrock (2015), this indicates that parents have a significant impact on a child's personal and social development.

Based on these phenomena, the researcher will further focus on studying how juvenile inmates in the Class I Tangerang Youth Correctional Centre (LPKA) perceive parenting styles.

Literature Review

Perception is a process in the brain that directs and interprets sensory input into meaning (King, 2014). In general terms, perception is the process of interpreting information through the five senses (Sarwono as cited in Listyana & Hartono, 2015). Through this process, individuals gain knowledge and understanding of an observed object or event.

Several factors influence perception (Sarwono as cited in Listyana & Hartono, 2015), including attention, an individual's mental readiness to receive stimuli, needs, values, and personal models absorbed by each individual.

Parenting style is the way parents raise and educate their children by meeting their needs, protecting them, nurturing them, and influencing their behavior in daily life (Baumrind as cited in Papalia, Olds, and Feldman R, 2007). Baumrind (Santrock, 2015) suggests that parents should not punish or alienate their children but should adjust rules according to family norms and be friendly with their children.

According to Baumrind (in Papalia, Olds, Feldman, 2007), parenting styles can be categorized into three types: Authoritative (democratic) parenting style, which combines respect for the child as an individual with efforts to instill social values. Permissive (indulgent) parenting style, which emphasizes self-expression and self-regulation. They do not demand much and allow children to supervise their activities as much as possible. Authoritarian (dictatorial) parenting style, which prioritizes control and obedience.

Adolescents are very vulnerable to various negative behaviors in groups or together. They obey the norms or rules that exist in their group which are very strong and usually contradict the applicable laws in order for them to be considered powerful. In fact, adolescents who are still unable to overcome ongoing conflicts will have an impact on the difficulty of controlling emotions and result in negative feelings that lead to frustration which is a trigger for acts of aggression. Arosen, Wilson, Akert (2014) revealed that aggressiveness as a form of behavior intended to injure someone (physically or verbally) or damage property. Acts of aggression in adolescents include fights, brawls, berating each other, killing, and other forms of aggression. Some of these acts of aggression can lead to the legal realm and make them enter juvenile prison or commonly referred to as the Special Child Development Institute 18 (LPKA) Class I, in addition to acts of aggression in adolescents related to the Special Development Institute for Children 18 (LPKA) Class I, in addition to acts of aggression in adolescents related to their parents through supervision, The experience of adolescents, and also the way parents provide affection or punishment for their children's acts of aggression. It all depends on the parenting style applied by the parents.

According to Fitriyani (2015), parenting is a way for parents to treat their children well, guide, educate, and nurture their children in everyday life by wanting their children to be successful in living their lives. As for according to Baumrind (in Papalia, Olds, Feldman, 2007) the various parenting styles are divided into three types, namely; *Authoritative, Permissive, and Authoritarian*. This dominant tendency will make children perceive the parenting style felt in the family. According to King (2014), perception is a process that exists in the brain to direct and interpret a perception into a meaning. In assessing the perception of parenting in adolescents as perpetrators of aggressiveness at the Class I Special Child Development Institute (LPKA) Tangerang, it can be assessed directly by filling out a questionnaire regarding parenting applied by father and mother in order to find out the comparison.

Method

Research Model

In this study, the variable of interest is the perception of juvenile inmates towards parenting styles. To achieve results in line with the research objectives, accurate data processing techniques are required. The data obtained from questionnaire distribution will be analyzed using a descriptive method. According to Riadi (2016) descriptive statistics is a method related to collecting data so that it provides accurate information. The sampling technique employed in

this research utilizes Non-probability Sampling with the Purposive Sampling method. This means that subjects or samples are selected based on objectives identified from the population deemed most suitable for the research subjects (Gravetter & Forzano, 2012).

Participants

Participants in the study are individuals who serve as the sample. In this research the sample consists of juvenile inmates in Youth Correctional Center Class I Tangerang, males and females aged 14-19, with a total of 100 participants classified into five (5) categories based on age, gender, place of residence, parental status, and parental presence.

Data Collection Tools

According to Baumrind's theory (in Papalia, Olds, Feldman, 2007), there are three types of parenting styles: Authoritarian, Authoritative, and Permissive. This research employs Baumrind's theory-based Parental Authority Questionnaire (PAQ) as a measurement tool, which was developed by Buri in 1989 and adapted by Geovina Yanita in 2018. This measurement tool divides parenting into 3 (three) indicators, namely: authoritarian, authoritative and permissive. This measuring instrument contains 30 items and each type of parenting style consists of 10 items. This measurement scale uses a Likert scale consisting of 4 (four) gradations of answer choices from Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). Respondents are asked to answer statements that they feel can represent themselves. The favorable score calculation carried out on this instrument is for categories SS=4, S=3, TS=2, STS= 1. As for items classified as unfavorable items, the scores given are SS=1, S=2, TS=4, STS=4. This parenting measurement scale consists of 2 sections with 28 items each for mothers and 27 items for fathers. Data on parenting variables were obtained by distributing a parenting scale measuring instrument from the number of items 28 items divided into 27 items of favorable statements and 1 item of unfavorable statements, while for the parenting scale measuring instrument of the number of items of 27 items which were divided into 26 items of favorable statements and 1 item of unfavorable statements.

Data Analysis

Based on the validity test of maternal parenting styles, there are 28 valid statements and two (2) invalid statements. In the validity test of paternal parenting styles, there are 27 valid statements and three (3) invalid statements because the Corrected Item-Total Correlation value is less than 0.2 (Abdulwahab, 2017).

The results of the reliability test for maternal parenting styles yielded a Cronbach's Alpha value of 0.943. Based on this result, the maternal parenting styles variable has met the reliability criteria, which is a score >0.6 . Therefore, the measurement tool can be considered suitable for use in the study. The reliability test for paternal parenting styles resulted in a Cronbach's Alpha value of 0.918. Based on this result, the paternal parenting styles variable has met the reliability criteria, which is a score >0.6 . Therefore, the measurement tool can be considered adequate for use in the study.

Based on the analysis of the data that has been done, it can be seen from the cross tabulation of the type of care with sex, the type of parenting of male and female adolescents in LPKA class I Tangerang is the most authoritative in caring for mothers and Permissive in caring for fathers, while the most authoritarian and Permissive in the care of the mother and authoritarian care in the father and when viewed from the age range, most are at the age of 17 years.

Ethic

Aggressive behavior is something that is learned rather than a behavior inherent in individuals from birth. This aggressive behavior is acquired from the social environment, such as interactions with family, interactions with peers, and mass media through modeling. One of the factors influencing adolescent aggressive behavior is parenting style because it plays a crucial role in shaping a child's personality. The importance of both parents' roles in providing positive support in adolescent emotional development is emphasized. If there is a failure or delay in building emotions, the child may become aggressive.

Parenting styles that apply rules inconsistently and parents who tend to be perfectionists (expecting perfection from their children) can also contribute to aggressive behavior in children. The authoritative parenting style encourages independence in children while still setting limits and control over their actions. Verbal give-and-take is allowed, and parents are warm and affectionate toward their children. Authoritative parents show pleasure and support in response to constructive behavior by their children. Children with authoritative parents are often cheerful, self-controlled, independent, and achievement-oriented. They tend to maintain friendly relationships with peers, collaborate with adults, and cope well with stress.

Based on this research, the researcher found that a father who is more caring and firm in parenting, as well as enforcing discipline rules for cultivating good behavior in adolescents, enables the adolescent to understand the existence of social norms and laws in society. Moreover, this approach helps the child to adhere to social norms wherever they are.

Results

This study included validity tests, reliability tests, participant profile analysis, descriptive statistics, frequency analysis for each perception of parenting styles, and crosstabulation.

Table 1. Descriptive statistics

	Perceived maternal parenting style	Perceived paternal parenting style
N	Valid	100
	Missing	0
Mean	87,04	84,79
Median	87,00	84,50
Std. Deviation	17,9353	14,94319
Variance	321,675	233,299
Range	59,00	49,00
Minimum	51,00	56,00
Maximum	110,00	105,00

Based on the table above, the score for the variable "maternal parenting style perception" has a mean of 87,04, a median of 87,00, a standard deviation of 17,9353, a variance of 321,675, a range of 59,00, a minimum of 51,00, and a maximum of 110,00. The variable "paternal parenting style perception" has a mean of 84,79, a median of 84,50, a standard deviation of 14,94319, a variance of 233,299, a range of 49,00, a minimum of 56,00, and a maximum of 105,00.

Table 2. Result of perceived maternal parenting style

Perceived maternal parenting style	f	%
Authoritarian	30	30%
Authoritative	36	36%
Permissive	22	22%
Authoritarian & Permissive	11	11%
Authoritative & Permissive	1	1%
Total	100	100%

The table above shows that participants with the perceived authoritative parenting style are the most dominant in number, totaling 36 participants (36%), while participants with the perceived authoritative and permissive parenting style have the lowest percentage, which is 1 participants (1%).

Table 3. Result of perceived paternal parenting style

Perceived paternal parenting style	f	%
Authoritarian	27	27%
Authoritative	32	32%
Permissive	41	41%
Total	100	100%

The table above shows that participants with the perceived permissive parenting style are the most dominant in number, totaling 41 participants (41%), while participants with the perceived authoritarian parenting style are the least, totaling 27 participants (27%).

Table 4. Cross-tabulation of gender to maternal parenting

			Gender		Total
			M	F	
Maternal's parenting	Authoritarian	Count	29	1	30
		% within Gender	30.9%	16.7%	30.0%
	Authoritarian & Permissive	Count	10	1	11
		% within Gender	10.6%	16.7%	11.0%
	Authoritative	Count	33	3	36
		% within Gender	35.1%	50.0%	36.0%
	Authoritative & Permissive	Count	1	0	1
		% within Gender	1.1%	0.0%	1.0%
	Permissive	Count	21	1	22
		% within Gender	22.3%	16.7%	22.0%
	Total	Count	94	6	100
		% within Gender	100.0%	100.0%	100.0%

Based on the table above, it shows that participants perceive the most authoritative parenting styles, namely from 36 participants who are male, around 33 participants and 3 female participants, while the least is a combination of *authoritative* and *permissive* parenting, namely only 1 participant who is male while women do not exist.

Table 5. Cross-tabulation of gender to paternal parenting

			Gender		Total
			M	F	
Paternal's Parenting	Authoritarian	Count	25	2	27
		% within Gender	26.6%	33.3%	27.0%
	Authoritative	Count	31	1	32
		% within Gender	33.0%	16.7%	32.0%
	Permissive	Count	38	3	41
		% within Gender	40.4%	50.0%	41.0%
Total	Count	94	6	100	
	% within Gender	100.0%	100.0%	100.0%	

Based on the table above, it shows that the most common is the Permissive parenting style, namely from 41 male participants, around 38 participants and 3 female participants, while the lowest is the Authoritarian parenting style, namely from 27 participants who are male. 25 and 2 participants were female.

Table 6. Cross-tabulation of age to maternal parenting

		Age						Total	
		14	15	16	17	18	19		
Maternal's Parenting	Authoritarian	Count	0	3	3	14	8	2	30
		% within Age	0.0%	60.0%	16.7%	35.9%	30.8%	20.0%	30.0%
	Authoritarian & Permissive	Count	0	1	1	4	4	1	11
		% within Age	0.0%	20.0%	5.6%	10.3%	15.4%	10.0%	11.0%
	Authoritative	Count	1	1	13	13	4	4	36
		% within Age	50.0%	20.0%	72.2%	33.3%	15.4%	40.0%	36.0%
	Authoritative & Permissive	Count	0	0	0	0	1	0	1
		% within Age	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	1.0%
	Permissive	Count	1	0	1	8	9	3	22
		% within Age	50.0%	0.0%	5.6%	20.5%	34.6%	30.0%	22.0%
Total	Count	2	5	18	39	26	10	100	
	% within Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Based on the table above, it shows that the participants who perceive the most authoritarian parenting styles and in the 17 year age category are 14 participants, while the least are the authoritative and permissive parenting styles in the 18 year age category, which is 1 participant.

Table 7. Cross-tabulation of age to paternal parenting

		Age						Total	
		14	15	16	17	18	19		
Paternal's Parenting	Authoritarian	Count	0	0	6	14	6	1	27
		% within Age	0.0%	0.0%	33.3%	35.9%	23.1%	10.0%	27.0%
	Authoritative	Count	2	1	6	14	7	2	32
		% within Age	100.0%	20.0%	33.3%	35.9%	26.9%	20.0%	32.0%
	Permissive	Count	0	4	6	11	13	7	41
		% within Age	0.0%	80.0%	33.3%	28.2%	50.0%	70.0%	41.0%
Total	Count	2	5	18	39	26	10	100	
	% within Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Based on the table above, it shows that there are 14 participants who perceive the authoritarian parenting style the most and in the 17 year old age category, while the fewest are the authoritarian parenting style in the 14 and 15 year old category and the permissive parenting style at the age of 14 years no participants.

Discussion

Based on the research conducted, we conclude that juvenile inmates who perceive themselves as being raised by authoritative mothers and permissive fathers are the most dominant compared to other perceived parenting styles. Referring to the z-score results, some of these dominant values are still relatively low in number, but higher than other perceived parenting styles.

During the data collection from juvenile inmates at Class I Tangerang Youth Correctional Center, many of them perceived that their mothers provided love and positive guidance, while their fathers allowed them to do what they wanted but without positive guidance regarding their development or surroundings. According to King (2014), perception is a process in the brain that directs and interprets a view into meaning.

This statement is consistent with previous research on perception of parenting styles, which stated that a child's behavior is influenced by the parents' parenting styles since the family plays a significant role in a child's development and interaction with people in their environment. Furthermore, a child's attitude reflects the treatment they receive at

home (Hurlock as cited in Veryski and Desiningrum, 2017). These results are possible since from their parents, children have experienced parenting which reflects the interaction between parents and their children.

In this study, it was found that juvenile inmates perceived the authoritative parenting style by their mothers as the most dominant compared to other parenting styles. This might be because they believe that their mothers encourage them to be more independent and confident. However, they are also expected to take responsibility for their actions, in line with what Baumrind states (in Papalia, Olds, Feldman, 2007) that the authoritative parenting style encourages children to be independent while still setting boundaries and control over their actions.

The permissive parenting style is the most dominant compared to other parenting styles, because fathers may set a poor example. Besides providing for their families and giving moral guidance to kids, fathers should also have a responsibility in raising them (Santrock as cited in Purnama and Wahyuni, 2017).

According to the researcher, the authoritative parenting style will have an impact on children's personalities, making them more confident, independent, and responsible for their actions (Santrock, 2015). If raised with an authoritarian parenting style, a child may feel restricted due to the numerous demands from parents and a lack of freedom to explore the outside world. If raised with a permissive parenting style, a child may have difficulty controlling their behavior, be a dominating individual outside the home, be disobedient to elders, and show less respect for others.

Conclusion

Based on the research, we can conclude that parental parenting styles have a significant impact on the perception of juvenile inmates who consider themselves to have been raised with an authoritative parenting style by their mothers and a permissive parenting style by their fathers. The child's perception of parenting styles has the greatest value compared to the perception of others about parenting styles. In this regard, juvenile inmates' perceptions of the authoritative parenting style can shape their personalities, particularly by promoting independence and self-confidence, but they are also expected to take responsibility for their actions. The lack of harmony between the paternal and maternal parenting styles can lead to deviant behaviour in children, such as theft, murder, rape, and more, which can harm society.

Recommendations

Based on the research results, we recommend further research on parenting styles for troubled children, such as those from dysfunctional families, delinquent children, and other neglected children. There should be family empowerment activities through education conducted by schools and community units to provide social guidance on good parenting skills for parents. To prevent children from being negatively affected by their environment, schools and community units should also implement active mentoring programs and activities so that children can develop their hidden talents.

It is recommended that future research evenly sample the number and distribution of each juvenile inmate at Class I Tangerang Youth Correctional Center. Juvenile inmates should be able to subjectively perceive the parenting styles of their fathers and mothers and Class I Tangerang Youth Correctional Center should provide detailed face-to-face counseling or mentoring for juvenile inmates based on their specific cases.

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