



The Effectiveness of the Social Reconstruction Learning Model with Character Education Content for the Deviant Behavior



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Abstract

This study aims at analyzing the tendency of deviant behavior found among the secondary school students studying in the tourism areas in Denpasar. The problem has been analyzed using the social reconstruction learning model with some character education. It applied the quasi-experiment method with the factorial 2x2 design and involved 80 students. It demonstrates an analysis of variance (ANOVA) of two lines. The study shows that there is the effect of the model towards the deviant behavioral interaction. The model is believed to be effective in growing the students 'self-awareness' with all of uniqueness and personalities which include building the concept of objectiveness, self-actualization, self-creativity, as well as understanding the various aspects of social lives.

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1. Introduction

The ideal education for Indonesia according to the Indonesian Government Regulation No.20/2003 on the national education system is the one that is capable of building strong nation characters and prestigious civilization. This is in accordance with the goal of education for life; actively develop the ones 'capacity for spiritual and religious strength, self-control, personality, nobility, practical skills that are necessary for themselves, societies, and the country. Based on that all components of the education system should build and support an integrated network in order to reach the goal. An ideal education is always anticipatory and predatory. It looks at the future and helps the young generation to have better, quality, and meaningful lives. However,

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critically reflected, Buchori (2001: 67), suggests that the ideal education system that is supposed to develop the Indonesian national characters has lost its moment. Buchori noted that since the 1960s, the system has been going nowhere and losing its pride and culture. This can be seen, among others, in the reduction of the young generation spirit of patriotism. The national education system, as it is reflected in the national curriculum system, is no more than a machine which is giving up its remote controller to the bureaucrats. The schools are given no space and merely serve the higher officers whose decisions are often impractical.

The concept of social reconstruction plays a significant role in real life. Within the concept, there are ways of solving social problems. In the curriculum, the implication can be enlarging or deepening that it continues to be discussed. In this study, the discussion is focused on the implication of the social reconstruction model towards the development of students' characters. The model regards education as a collective, inseparable, interactional, and cooperation activity, which is built between students and teachers, students and students, the surrounding people, and also with other learning resources.

The research aims at describing the tendency of the secondary school students' deviant behavior when related to the social reconstruction learning model with character education content and the interaction of the students with tourists.

2. Research Methods

The study involved 80 students of secondary schools found around the tourist areas in Denpasar. It was using quasi-experiment method with a factorial design 2×2 (Dantes, 2012: 97) by applying two instruments, namely, the instrument for measuring the deviant behavior tendency and the instrument for social interaction. The analysis has been made using expertise test, a questionnaire on the deviant behavior tendency with the construct validity of 0,775 and reliability coefficient of 0,949. Whereas the questionnaire for the social interaction with tourists has the construct validity of 0,775 and reliability coefficient of 0,955. The F-test was used to test the homogeneity of the tendency between the sub-population of the social reconstruction with character education and conventional model for learning. The test was in the significance level of $\alpha = 0,05$ by comparing F_{hitung} and F_{tabel} . The hypothesis was tested using SPSS 16.00. The analysis procedure with two variants was used to test: (1) the means of deficiency for the tendency of the deviant behavior found in the group made with the factor of the learning model (A). (2) to test the effect of the model interaction factor (A) and the social interaction with tourists (B) towards the tendency of misbehaviors and (3) the difference in means of deficiency of the tendency for the deviant behavior in two different sample groups that are built by learning the learning model factor. (A) and the factor of social interaction with tourists (B).

3. Results and Analysis

In general, this research aims at understanding the influence of a learning model and social interaction with tourists towards deviant behavior. The research shows the variable of the learning model (A), and the interaction with tourists (B) affect significantly the deviant behaviorism (Y). Based on the hypothesis test, the four proposed hypothesis succeed in rejecting the zero hypothesis. The following is the further detailed explanation.

3.1 The differences between the students' deviant behaviorism when given the Social Reconstruction Model with Character Education and given Conventional Learning Model

The research reveals that the distribution of the means for the tendency of the students' deviant behavior, when given the social reconstruction model with character education content, was 73,200 and the deficiency standard was 2,946 as found in the chart below.

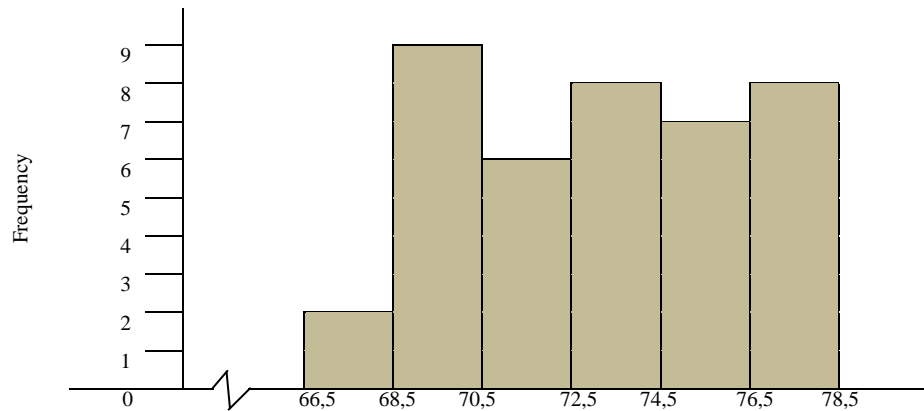


Chart 01: The Histogram for the Score of the Tendency of the Students' Deviant behavior when given the Learning Social Reconstruction Model with Character Education

Whereas the means of the score for the tendency of the students' deviant behavior with conventional learning model was 71,950 and the deficiency standard was 3,789. The chart below shows it.

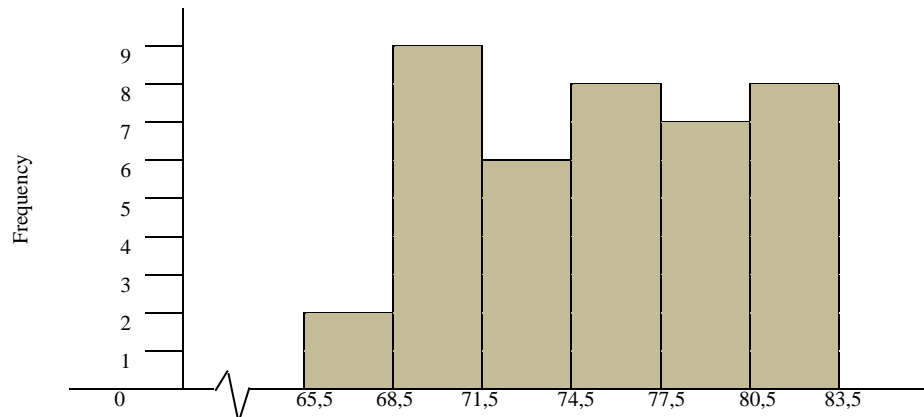


Chart 02: The Histogram Score for the Tendency of the Student's Deviant behaviorism with the Conventional Learning Model

This study suggests that the hypothesis test is acceptable. The comparison shows that the means in the deviant behaviorism of the students given the social reconstruction model is lower than the other. The success in rejecting the zero hypothesis lies on the better model of the learning. The concept plays important role in the social life. It includes problem-solving that provides a better living as Vygotsky (Arends, 2008:47) suggests. Vygotsky believes that social interaction can trigger new ideas and improve intellectual capacities (Darmiyati & Suyanto, 2008: 6). The concept emphasizes the essence of humanity as also taught by Ki Hajar Dewantara, the Indonesian education maestro, who said that education is to make human realize his (her) humanity. According to Lasmawan (2010: 310), the model of social reconstruction with character education content has been rooted in the constructivist theory of Vygotsky, who emphasizes social surrounding and interaction. The theory claims that learning takes place when students work on the tasks that are within their reach as they are in the zone of proximal development. This is in accordance with R.Pranata, et al (*e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Program Studi Pendidikan Dasar: Volume 3 Tahun 2013*) who stressed that learning is an interaction between students, students and teachers, and students to their surroundings. Based on that, a teacher plays an important role as a facilitator whose selection of teaching materials will affect the learning process and outcome, yet the traditional teaching does not provide such an interaction. The social reconstruction model with character education is an alternative lesson planning. It improves the social senses of the students as it allows them to use their consciousness when they interpret any problems they keep in their subconsciousness. The five

technics as proposed by Jumsai (2003: 39) and applied in the model would be persuasive to the students' minds and behaviors that are needed for responding to their environments.

The description here shows that the learning model of social reconstruction with character education content is better to apply to the students' learning when compared with the conventional model. The model engages all students' senses in learning and reduces the tendency of deviant behavior.

3.2 The Influences of the Interaction between the Learning Model and Social Interaction with Tourists towards the Tendency for Deviant Behavior

Based on the analysis using Two-path variants, the value of $F_{ABhitung} = 39,594$ with $p = 0,000$ ($p < 0,05$). Therefore, $F_{ABhitung}$ significant. This concludes that there is influence from the interaction between the learning model and the social interaction with the tourists towards the tendency for the deviant behavior among the students.

The hypothesis test also indicates the interaction. It is visualized into a graphic as below.

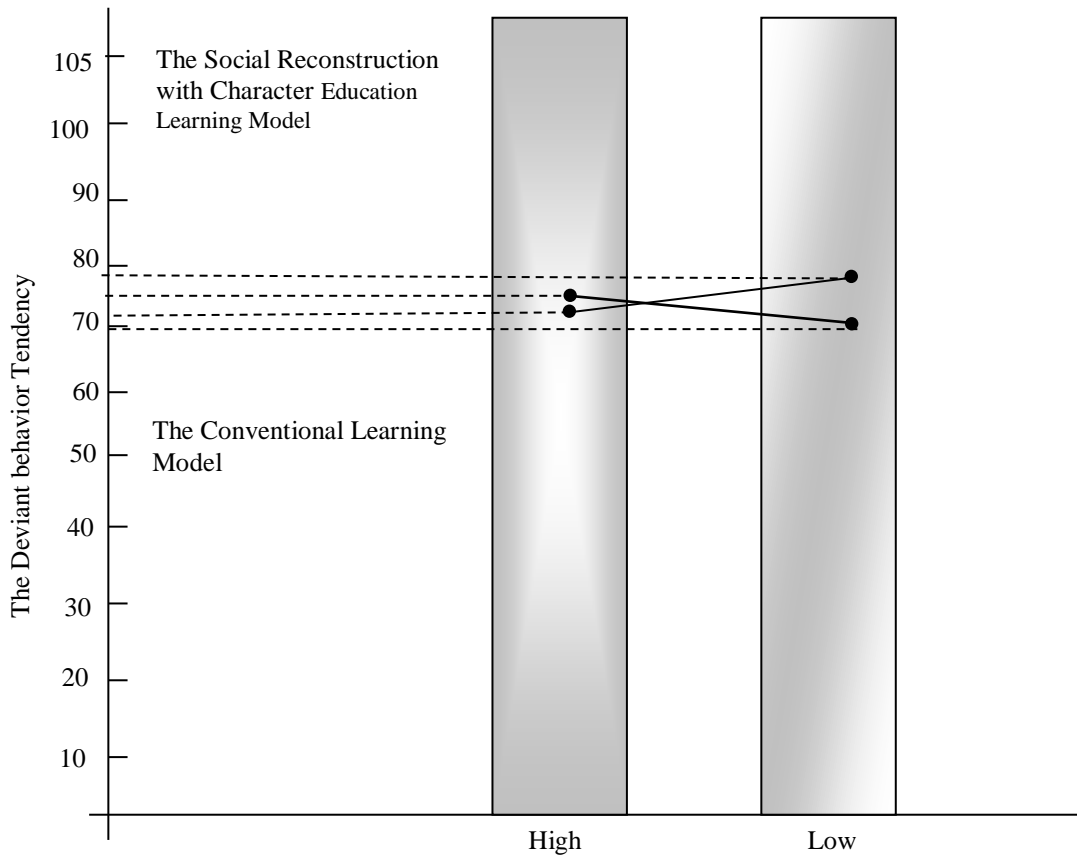


Chart 03: The Influence of the Interaction between the Learning Model of Social Interaction with Tourists towards the Tendency for Deviant Behavior

The graphic shows a configuration of the means for the tendency of the deviant behavior for every social interaction with the tourists. The hypothesis testing shows the influence of the dependency between the models towards the deviant behavior. The finding informs that the data supports the hypothesis. The conclusion is strengthened with the score means which shows the interdependency. Therefore, the test reveals different simple effect for both groups.

The tourists visiting Bali must bring their own values and life patterns. When the local young people interact with them, there is an interaction between each life patters. In the tourist areas in which the status and the interests are attached, the values and the patterns of the behaviors tend to follow the tourist's values and patterns.

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According to de Kadt (1979: 217), the tendency is called demonstrative effect, i.e. change in social value, behavior, and attitudes for tourists' visits to the areas, because of the interaction and tendency to follow the foreign culture. The effect of the interaction can be seen in the way the local people dress, speak, and acts.

The foreign culture-imitation includes some lifestyles, such as nightlife, alcoholic drinks, public kissing, as well as playing reggae and blues music. According to the focal point of view, the imitation is the negative effect of the interaction between the local people and tourists. Gradually, the change of the local behavior due to imitating the tourists' lifestyles is thought to be able to degrade the local culture. However, others see it as a kind of modernization that supports the growth of tourism itself (Tashadi, 2014: 46). It is also known that some tourists bring problems, such drugs, ecstasy, free sex, especially the hedonist tourists.

The imitation then develops into internalization among the young people. Wuryati, et al (<http://journal.unnes.ac.id/sju/index.php/jess/article/view/733>) emphasize that the imitation causes the tendency towards the deviant behavior that in turn also affects the parents and the society. The tourist facilities, such as discotheques, karaoke, and other nightlife entertainments have been attracting the young people. The generation becomes aggressive and turns into violence, especially when they begin to over consume alcoholic drinks. There have been those who died too soon as they committed crimes. Oktaviyanti et al (<http://dx.doi.org/10.22146/jnp.6693>) emphasized the growth of the tourism industry as the positive impact of the tourists' visits and interaction. However, they also admitted that the interaction had caused cultural and social behavior changes, such as materialism, views about sex, values of arts, etc. This is in accordance with the study of Brian C. Kelly, et al (*Journal Deviant Behavior Volume 38, 2017 - Issue 9, Pages 941-956*) which states that the social interaction can intensify social deviant behavior.

Based on the description and the visualization of the effect, it is obvious that there is the tendency towards the interaction. On average, the tendency is lower in those receiving the social construction model than those who did not. Meanwhile, the average scores for the deviant behavior tendency among the students with low social interaction with tourists who receive the social reconstruction learning model and character education content are higher when compared with those who have the conventional model.

3.3 The Difference in the Deviant Behavior Tendency of the Students with High Social Interaction with Tourists between Those Receiving the Social Reconstruction Learning Model with Character Education and Receiving Conventional Model

The third hypothesis says "among the students with high social interaction with tourists there is the different tendency of deviant behavior, i.e. between those receiving social reconstruction learning model and the ones receiving conventional learning model". The statistics are as below.

$$\begin{aligned} H_0 & : \mu_{A_1B_1} = \mu_{A_2B_1} \\ H_1 & : \mu_{A_1B_1} \neq \mu_{A_2B_1} \end{aligned}$$

Based on the research, the distribution of the frequency for the means of the scores of the students with high social interaction and the tendency for the deviant behavior when given the social reconstruction learning model is 72,85p and the deficiency standard is 2,996. Thus, it is classified as low as it falls under the ideal score as it can be seen in the graph below.

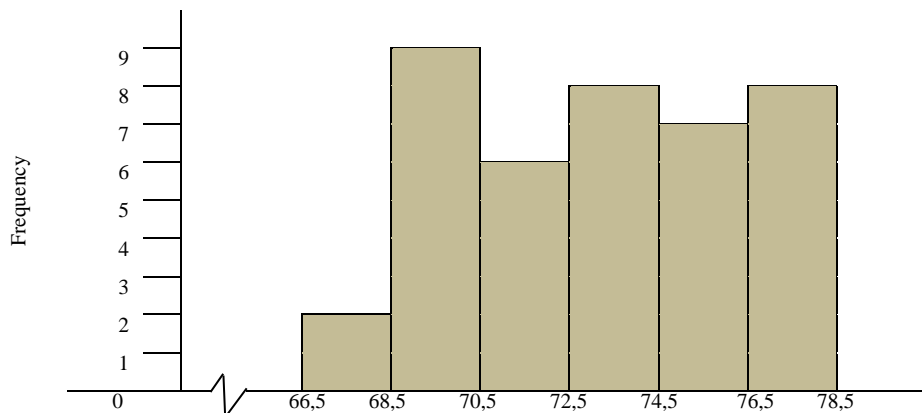


Chart 04: Histogram of the Score for the Tendency of the Deviant behavior of the Students Given the Social Reconstruction Learning Model with Character Education and High Frequency of Interaction with Tourists

Meanwhile, the tendency of the deviant behavior among the students receiving conventional learning model with high-frequency interaction with tourists is 78,150 and its standard deficiency is 1,755. Thus, the tendency for the deviant behavior among the students is low, falling within the interval 76 to 101 from the ideal score as the histogram below shows.

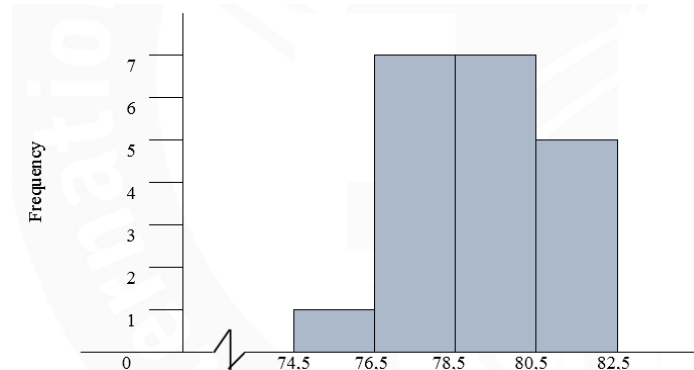


Chart 05: Histogram Score of the Tendency for Deviant behavior among the Students Receiving Conventional Learning Model and with High Social Interaction with Tourists.

The research confirms that the social reconstruction learning model with character education content could improve the student's personalities and competencies as the students are the subjects of education, something that has been ignored these days (Lasmawan, 2010: 59). The model is also hoped to be able to return the climate of the classrooms, to exercise the students' social sensitiveness, and their motivation in studying, therefore, their understanding becomes better and the education, in general, becomes more meaningful.

The model could also grow the students' self-awareness with all of the uniqueness and wholeness, just like the development of selfless, objectiveness, creativity, and the awareness about the values of social diversities (Lasmawan, 2009: 56). High level of interaction with tourists may affect the pattern of the social life, i.e. internalization of some values, imitation, identification, sympathy, and suggestiveness. The interaction should be related to the ability of self-controlling. The ability in setting aside the impulsiveness, as studied by Chae Mamayek, et al (*Journal Deviant Behavior Volume 38, 2017 - Issue 9 Pages 895-916*), has become really relevant to the development of the more conventional students' self-awareness.

Based on the hypothesis test and the theory, it is concluded that with the students having high social interaction with tourists, the tendency for deviant behavior, among those with learning model of social interaction

and character education content, is lower when compared with those receiving conventional learning model. This conclusion is also supported by the means scores.

3.4 The Different Tendency of Deviant Behavior among the Students Receiving Social Reconstruction Learning Model with Character Education and the Conventional One, among the Students with Low Tourist Interaction

The fourth hypothesis says “Among the students with low tourists interaction, there is a different tendency of deviant behavior, i.e. between the ones receiving social reconstruction learning model and those receiving conventional one”. Statistically, it is formulated as below.

$$H_0 : \mu_{A_1B_2} = \mu_{A_2B_2}$$

$$H_1 : \mu_{A_1B_2} \neq \mu_{A_2B_2}$$

The means for the tendency of deviant behavior among the students receiving the social reconstruction learning model with some character education content and having low tourist interaction is 73,550 and the deficiency standard is 2,928. This suggests that the tendency is very low, as it is under 76 from the ideal score as found in the following graph.

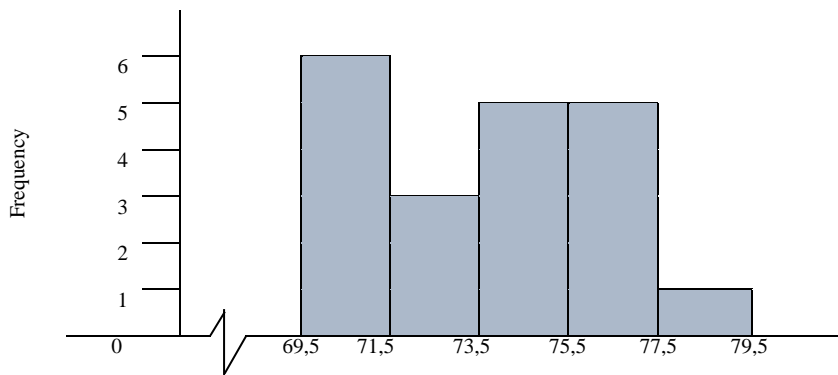


Chart 06: Histogram Score of the Tendency for Deviant Behavior among the Students Given Social Reconstruction Learning Model with Character Education and Having Low Social Interaction with Tourists

The means of the tendency for deviant behavior among the students given conventional learning model and low interaction with tourists is 71,750 and the standard deficiency is 2,197. Thus, the tendency is very low as it is under 76 or below the ideal score. The histogram below shows this.

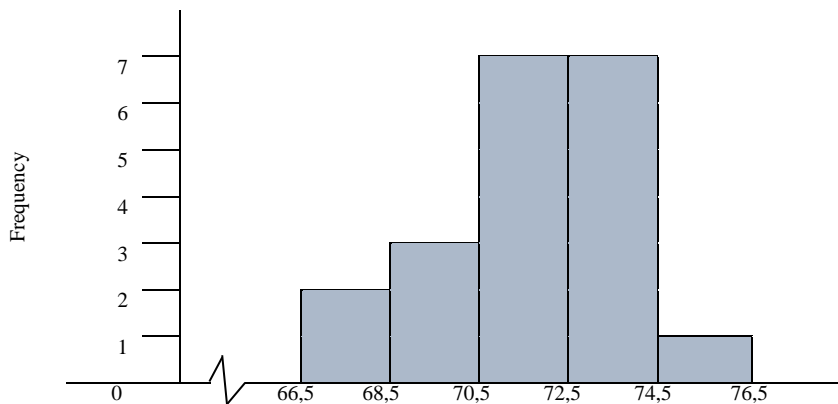


Chart 07: The Histogram Score for the Tendency of Deviant Behavior among the Students Given Conventional Learning Model and Having Low Social Interaction with Tourists

The hypothesis test suggests that there is the difference in the tendency for the student's deviant behavior, between those receiving social reconstruction learning model and character education, and those receiving the conventional model, among the students with low interaction with tourists. Seen from the means, among the students having low tourist interaction, the tendency of deviant behavior is higher with the students receiving social reconstruction learning model than with the ones receiving the conventional model.

Low interaction with tourists could affect the life of the society in general, in terms of the internalization of values, imitating, suggestiveness, identification, sympathy with others.

Some teaching for proper behaviors found within the social reconstruction learning model should become a filter for the influence of tourist interaction that may affect the students' behaviors. The *social setting* as proposed by Vygotsky could be reconstructed through the practice of silent sitting, which is an effective means for affirming the subconscious mind and values of humanity as they are required in the study of civics education.

The social reconstruction model with character education invites students to be actively engaged in the process of education. The contextual and constructivist climate is the soul for its model, with which the students find what they study to be related to their life. This is going to help them understand things in the classes more easily as well as straightly practice all in the societies. Thus, the social reconstruction model could optimize the student's memories through the contextualization. Based on the hypothesis and theory testing, it concludes that among the students having low social interaction with tourists, those who received the social reconstruction learning model, have higher tendency to misbehave than those who received conventional learning model.

This conclusion is supported by the means showing that among the students with low tourist interaction, the tendency for deviant behavior of those receiving social reconstruction learning model is higher than those receiving conventional model.

4. Conclusion

Based on the hypothesis testing with two paths-variant analysis it is concluded that there is some effect of interaction between the learning model and social interaction with tourists to the tendency for deviant behavior among students. With the students who have a high frequency of interaction, and receiving social reconstruction learning model, the tendency is lower when compared to those receiving conventional learning model. And among the students having low tourist interaction, the tendency for deviant behavior among those receiving conventional learning model is higher when compared to those receiving social reconstruction with character education model.

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