

Analysis of Deviant Behavior in Elementary School Children at SD Negeri Doplang 04 Adipala

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ABSTRACT

Deviant behavior among elementary school students has recently become increasingly prevalent, particularly in the form of negative deviations. Given the rise of negative deviant behavior in elementary schools, research on this issue is necessary. This study, conducted at SD Negeri Doplang 04 Adipala, aims to identify the influencing factors, the forms of negative deviant behavior, and the efforts made to prevent and address such behaviors among elementary school-aged children. This research employs a qualitative descriptive method with a case study design to provide an in-depth description of the findings. The results show that the factors influencing negative deviant behavior include habits, peer associations, environmental influences, lack of awareness of existing rules, rapid changes in norms, and unclear regulations, which can lead children to lose their sense of guidance and seek self-expression through deviant actions. Forms of negative deviant behavior at school include vandalizing school facilities, cheating, extorting money from peers, not doing homework, climbing over fences, leaving school without permission, neglecting cleaning duties, littering, and truancy. The follow-up efforts taken include restitution approaches, persuasive actions, positive reinforcement, and collaboration with parents.

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1. INTRODUCTION

Deviant behavior occurring in elementary schools has become an important issue that needs to be studied. Ilham ¹ explains that behaviors frequently exhibited by students, which involve violating school rules and regulations, are referred to as deviant behaviors. Essentially, the elementary school age is a stage where children possess a high level of curiosity. Kurnia ² states that the characteristics of elementary school students, generally aged between 7 and 12 years, include a growing curiosity expressed through investigating, experimenting, and exploring things they find interesting.

Additionally, students at this age are capable of understanding how to combine different groups of objects of varying levels, and they are able to think systematically about tangible objects and concrete events. Based on

¹ Muhammad Idris Jafar and Mifta Madaniah, "Perilaku Menyimpang Yang 'Sering' Dilakukan Oleh Siswa Kelas Tinggi Sdn 15 Jolle Tahun Ajaran 2022/2023," *Journal of Educational and Language Research* 2, no. 10 (2023): 1153–58.

² Jafar and Madaniah.

the explanation above, it is clear that negative deviant behavior in elementary schools requires special attention and handling. The elementary school years are a crucial period for the formation and development of children's character, as well as a time when their curiosity is at its peak.

Without proper supervision or intervention, deviant actions may lead to the development of negative character traits. Therefore, this research is important to analyze the causal factors, forms of deviant behavior, and effective prevention and intervention efforts, with the hope of supporting the development of positive character in students.

2. RESEARCH METHOD

Sugiyono³ states that this research is a qualitative study with a descriptive approach, using a case study design. Bogdan and Taylor⁴ define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This type of research is descriptive qualitative. Descriptive qualitative research aims to investigate the state, condition, or other aspects of a phenomenon. Meanwhile, Arikunto⁵ states that this research method can be chosen because it allows for the description of the forms and causal factors of conflicts involving the main characters.

Based on the above explanation, it is expected that this research method will be able to answer the research questions posed in this study. The research that has been conducted reflects the actual conditions and situations. Data collection techniques were carried out in accordance with the methods applied in the study. The techniques used for data collection included observation, interviews, and documentation. First, the researcher selected the interview technique, as it was considered capable of gathering a large amount of accurate data. According to John W. Creswell⁶ observation is a method of data collection conducted by directly observing and seeing the phenomena as they occur.

Meanwhile, Nasarudin⁷ states that observation is the most commonly used data collection technique in research and is considered the most effective way to obtain a large amount of information. Second, the researcher used the interview method. An interview is a data collection method that involves direct interaction between the researcher and participants. Conducting interviews allows for more detailed and in-depth data to be gathered regarding the research subject. Today, interviews can be conducted either online or offline. Third, the researcher employed documentation.

In this study, documentation consisted of archival records of counseling guidance sessions conducted by classroom teachers. Through these three data collection techniques, the researcher obtained data that could describe the deviant behaviors found at SD N Doplang 04 Adipala.

3. RESULTS AND DISCUSSIONS

3.1 Factors Causing Deviant Behavior

According to Emile Durkheim⁸ the rapid dynamics of social change and the imbalance and inconsistency among norms within a society can lead to a condition known as anomie. Explains that anomie is a condition in society where social norms are no longer effectively used to regulate individual behavior, resulting in confusion when determining life goals. Meanwhile, according to Robert Merton⁹ social phenomena that form within a society influence individuals to participate in them, as explained in his strain theory. Merton further states that deviant behavior among children or adolescents arises from the inability to achieve societal goals, which is then expressed through various forms of behavior.

This strain emerges due to an imbalance between the means and the goals in fulfilling desires. Based on the expert opinions above regarding the theory of deviance, it can be concluded that rapid changes in social dynamics, inconsistencies in rules, imbalances between means and goals, as well as societal phenomena can create tension and confusion, particularly among children and adolescents. Based on the results of the research, the

³ Muhammad Ade Masyhuri, "Studi Kualitatif Tentang Dampak Positif Dan Negatif Dalam Penyusunan Laporan Keuangan Pada UD Sumber Makmur" 25, no. 1 (2025): 258–63, <https://doi.org/10.33087/jiubj.v25i1.6067>.

⁴ Katharina Woli Namang and Desideratio Primus Naitili, "Analisis Puisi " Dalam Diriku " Karya Sapardi Djoko Damono Melalui Pendekatan Struktural" 3, no. 1 (2025): 141–55.

⁵ Namang and Naitili.

⁶ M Nafisatur, "Metode Pengumpulan Data Penelitian," *Metode Pengumpulan Data Penelitian* 3, no. 5 (2024): 5423–43.

⁷ Nafisatur.

⁸ Jhonathan Roganda Sitorus, "Analisis Perilaku Agresif Kolektif Dalam Tawuran Pelajar Di Kabupaten Bandung Berdasarkan Perspektif Teori Anomie Emile Durkheim" 4, no. 2 (2025): 1283–90.

⁹ Amry Nur Rakhman and Romi Mesra, "Pengaruh Lingkungan Keluarga Terhadap Kenakalan Remaja Pada Anak Usia 15-18 Tahun Di Desa Sengon" 1, no. 3 (2024): 89–97.

factors causing deviant behavior include habits.¹⁰ explain that a habit can be defined as a tendency to act over time in the same manner.

In this context, deviant behavior is seen as a habit that is considered normal and is almost routinely carried out. Such deviant behaviors are commonly found in actions like neglecting classroom cleaning duties, littering, and doing homework at school instead of at home. Peer association also serves as a contributing factor to deviant behavior. Most children tend to follow what their peers do, especially when actions are carried out collectively. The research found that several children dared to engage in deviant acts because they were done together, rather than individually.

This means that the deviant behavior becomes normalized and is perceived as acceptable because it is practiced by many children. The social interactions that children engage in will have an impact on themselves. Not only within the school environment but also at home and in society, children participate in social interactions. These interactions also influence their deviant behaviors.¹¹ states that the family environment significantly affects a child's personality. A child's character development is greatly influenced by parenting style, emotional support, communication, and family stability.

Children can grow to be confident, resilient, and capable of facing life's challenges well if their family environment is positive. On the other hand, a negative family environment can hinder personality development. Uncontrolled peer interactions in society also influence character formation. For example, mistakes made without supervision and considered normal will also be seen as ordinary by the child.¹² explains that children begin to build self-understanding based on social control, social rules, and how to interact with their social environment. In other words, if a child interacts and encounters good and constructive rules, the child will understand what is good and what is bad for themselves.

Among the various factors contributing to deviant behavior, one factor is particularly complex, meaning it requires further intervention to address it effectively. This factor is the lack of awareness of the applicable rules. The norms that have been established in society, the family, and schools are often unknown to children. Rapid technological advancement, peer associations, limited information, and low literacy levels contribute to this lack of awareness regarding rules.¹³ states that one of the causes of children's deviant behavior related to the social environment is the lack of special attention from the community in demonstrating correct behavior according to cultural norms. As a result, children become confused about which behaviors to model, and they are unable to internalize cultural norms to understand what is appropriate and inappropriate.

3.2 Forms of Deviant Behavior

Based on the research conducted at SDN Doplang 04 Adipala, data was obtained regarding the forms of deviant behavior encountered. Here are some of the deviant behaviors found, including cheating, a behavior almost seen in every class. This is done consciously and is considered a normal act by the children. The behavior occurs when students face difficulties in answering questions, and spontaneously, they will cheat from their peers. From the explanation above, it can be concluded that cheating becomes the primary choice as an alternative when facing challenges in answering questions.

In addition to cheating, another deviant behavior found was vandalism, such as scribbling on desks, chairs, walls, and schoolbooks. This often occurs during lessons and breaks. In the inventory books, some scribbles were found to be responses to others, meaning one scribble was sometimes a retaliation for a previous one. Another form of deviant behavior found in the classroom was climbing over the wall through the window. Another form of deviant behavior is neglecting cleaning duties (piket) and littering. The cleaning duties, which should be carried out according to the established schedule, are often violated and only performed by a few students.

This is reinforced by the frequent reports from the members of the cleaning duty who inform the teacher about their peers not fulfilling their responsibilities. Regarding littering, at SDN Doplang 04 Adipala, several trash bins have been provided in each classroom. However, based on observation, various types of litter, caused by the students, are still found, such as snack wrappers, torn paper, used toys, and beverage containers left in inappropriate places. A more concerning case occurred when some students were confirmed to skip school and demand money forcibly.

Although this case was rarely encountered, it became a special concern for the teachers at the school. Recently, before the research was conducted, information was obtained from the class teacher that some students

¹⁰ Enik Nurkholidah and Herwinda Putri Daniswari, "Studi Deskriptif Kebiasaan Belajar Dan Lingkungan Belajar Pada Siswa Berprestasi Kelas 2 SMP" 6, no. 1 (2025): 24–32.

¹¹ "Pediaqu : Jurnal Pendidikan Sosial Dan Humaniora" 4, no. 1 (2025): 390–94.

¹² Naufal Alif Asyhab, "Peran Orang Tua Dalam Mendidik Anak Di Era Milenial," *UIN Raden Mas Said Surakarta* 3 (2023): 68–78, <https://doi.org/10.58540/sambarapkm.v3i1.711>.

¹³ Jafar and Madaniah, "Perilaku Menyimpang Yang 'Sering' Dilakukan Oleh Siswa Kelas Tinggi Sdn 15 Jolle Tahun Ajaran 2022/2023."

had skipped school to play online games. Another case involved forcibly demanding money, which was done by older students towards their younger peers. This case became a significant concern for the teacher at that time because it happened almost every day for a month, without any reports from students to the teacher. The case was uncovered when one of the parents reported the incident to the teacher, and the teacher responded quickly to follow up on the matter.

From the explanation above, it can be concluded that the forms of deviant behavior at SDN Doplang 04 are as follows: vandalizing school property, cheating, extorting money from peers, not doing homework, climbing over walls, leaving school without permission, neglecting cleaning duties, littering, and truancy.

3.3 Efforts to Prevent and Address Deviant Behavior

Deviant behavior that occurs is not left unaddressed. Several efforts have been made to prevent and handle deviant behavior. Based on the research findings, there are efforts undertaken by the educational institution to address this issue. Here are some of the efforts made:

1. First, through a restitution approach, this approach involves asking the student who has engaged in deviant behavior to repair the damage caused. Afterward, communication is established through a question-and-answer session to discuss the consequences and cause-and-effect relationships of the behavior. The final step is to confirm and conclude the cause-and-effect relationships so that the offender will better understand and realize the consequences of their actions.
2. Second, through persuasive actions carried out by the class teacher and the school principal. Through guidance during ceremonies, reinforcement in the classroom, and dialogue during interactions, it is hoped that students will develop awareness of the importance of adhering to the rules in place. Additionally, students are informed about the school programs, one of which is the child-friendly school initiative, which includes points about rules that must be followed by students, as well as the formation of the TPPPK team (Team for Prevention and Handling of Violence).
3. Third, there is positive reinforcement and collaboration with parents. Through this activity, it is expected that the school's programs or rules can also be monitored at home by parents, creating communication that is mutually supportive and constructive. The synergy between positive reinforcement at school and support from parents is believed to strengthen positive behavior and minimize deviant behavior.

4. CONCLUSIONS

Based on the research conducted at SD Negeri Doplang 04 Adipala, deviant behavior among students is influenced by various factors, including: recurring habits, peer influence, the social environment both at school and at home, and students' lack of awareness of the rules in place. The most commonly found forms of deviance include: vandalizing school property, cheating, extorting money from peers, not doing homework, climbing over walls, leaving school without permission, neglecting cleaning duties, littering, and truancy.

To prevent and address these behaviors, the school implements several strategies, including: a restitution approach that requires students to repair the damage and understand the consequences; persuasive actions through guidance, dialogue, and socialization of rules—including the formation of the TPPPK (Team for Prevention and Handling of Child Violence); as well as positive reinforcement combined with collaboration with parents. The synergy between school programs and parental supervision is expected to strengthen students' positive behavior while minimizing the occurrence of deviance.

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