



# Implementation of Character Education through Handling Students Problems with A Scientific-Based Legal Approach Strategy at SMPN 9 Kendari

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## ABSTRACT

*This work is motivated by the presence of various student behaviors enjoyed by the teacher every day, even in the classroom even when the learning process is ongoing. There are still many male students who like to disturb female students, going in and out of class, and finally manifesting in an ineffective learning process, even fights occur, students are found who take things that are not their right, suck Fox glue, abuse so that this behavior is classified into problem students. With problems; (1) What is the strategy of a scientific-based legal approach in handling problematic students in the implementation of character education at SMP Negeri 9 Kendari; (2) How are the positive attitudes and behaviors of SMP Negeri 9 Kendari students changing in their daily lives through a scientific-based legal approach strategy in dealing with problematic students. The purpose of this work is to find out: (1) Knowing the strategy of a scientific-based legal approach in handling problematic students in the implementation of character education at SMP Negeri 9 Kendari; (2) Knowing the strategy of a scientific-based legal approach to students with problems so that they can increase positive attitude and behavior changes in everyday life. The results of this study are (1) Handling problematic students through a scientific-based legal approach strategy in learning all subjects can increase the percentage of attendance by 96.87%, which previously when still sitting in Class VIII Semester 2 the percentage of attendance only reached 64%. (2) it is proven that before the implementation of handling problematic students through a scientific-based legal approach strategy, student violations are very high, this is because students still do not understand in depth the impact of bad behavior, they do not even know the legal basis or sanctions if someone does something that can harm others, including the rules at school. The results of the recapitulation of student discipline violations, after the application of handling problematic students through a scientific-based legal approach strategy, it was proven that there was a significant increase in students' attitudes towards the application of discipline at school, students were diligent in coming to school on time so they could attend the morning apple, all already dressed in uniform according to the time of day that has been set by the school, it is rare for students to be late for class, really maintain the cleanliness of the school environment so that it is no longer seen that there are students throwing trash in any place, assignments or homework given by subject teachers have done at home or in groups. Handling problematic students through a scientific-based legal approach strategy is a real effort made by SMP Negeri 9 Kendari to create a creative, innovative, and fun learning atmosphere so that student learning outcomes can increase.*

**Keywords:** Character, Law, Scientific

## I. INTRODUCTION

The school is an institution that functions to carry out the educational process. Education does not only mean transferring knowledge and subject matter to students, broader than that, educational activities also include changing student behavior in a better direction so that it can be useful for the family and community environment. The world of our education today faces various problems and needs our attention. One of these problems is the decline in the manners of social life and moral ethics in the practice of school life which results in a number of negative excesses that are very disturbing to the community. These excesses include the increasing prevalence of deviations from various norms of religious and social life which are manifested in the form of lack of respect for parents, teachers and school employees and the surrounding community, lack of discipline towards time and not heeding existing regulations in schools, lack of maintaining beauty and beauty. environmental hygiene, use of illegal drugs, and fights between students.

Various student behaviors are enjoyed by the teacher every day even in the classroom even when the learning process is ongoing. There are still many male students who like to annoy female students, going in and out of class, and finally manifesting in an ineffective learning process, even fights and brawls occur. Student behavior like this is classified as student delinquency. The student delinquency in question is behavior carried out by teenagers by ignoring social values that apply at school and in society. Juvenile delinquency includes all behaviors that deviate from legal norms carried out by adolescents, this behavior can harm themselves and those around them (Sumiati: 2009).

At school, it may well be students who are troubled and pointing - kan various symptoms of deviant behavior, which range from mild to berat. Salah category of the factors that cause is the students come from families with diverse backgrounds so that interactions often have a blockage, even not infrequently of them bring rude behavior as a habit in their household.

Various forms of guidance have been sought by teachers in education that affect the process of individual development with assistance efforts so that there is a development in the main aspects of personality which as a whole results in a change in the individual himself.

This problem was found in SMP Negeri 9 Kendari . The condition of the problem illustrates that the lack of approaches or strategies for handling students who are problematic at school has an impact on decreasing character values such as behavioral values and attitudes as well as the faith and piety of students at school.

To minimize and get rid of the obstacles of students who have the problems mentioned above, the authors make efforts or strategies to overcome them *continuously* and programmed through a scientific-based legal approach strategy in increasing changes in attitudes and behavior in everyday life so that the learning process goes well, faith and piety. At school, it can be cultivated for the sake of the personal integrity of the nation's children, and produce students who are firm in their faith and excel in mastering technology.

## II. LITERATURE REVIEW

### A. Scientific values and child problems.

The program developed is oriented to the capacity and school climate at SMPN 9 Kendari and is unique in nature based on a leadership management pattern . This is done to improve the character education of students in carrying out their duties or obligations in supporting the learning process activities in schools that are better and superior compared to other schools or equivalent schools.

According to Dorothy (2008: 97) , that p emecahan problem is a problem of adults and children at the same problem. K eg iatan using s i stem the basis of five steps that can be remembered by young h , a description of the activity program of school development approach model in the form of a legal approach based s aintifik these simple biodegradable has been done, so the plan goes programs are *continue* . The five-step system that has been developed by Dorothy (2008:99) is as follows.

One: *What's the problem?*

Two: *What do we do?*

Three: *What do we try first?*

Four: *How do we know that it worked?*

Five: *What do we do next?*

This is the value s aintifik . The scientific values in question are not just filling out instruments , but students can actually observe reported cases at the police station, ask questions about the incident process, collect information on the case, process data at four agencies, know the sanctions in the Criminal Code and communicate to fellow students.

### B. Teen

Based on the analysis above, it was found that students as teenagers who have a lot of free time have a greater chance of committing delinquency or deviant behavior. Likewise, from families with low levels of social functioning, it is likely that their children will commit delinquency at a more severe level. On the other hand, for families with a high level of social functioning , the possibility of their children committing delinquency is very small, especially for special delinquency.

Gunarsa (2004) defines the juvenile delinquency in teenagers who have more self concept negati f compared with teens who do not bermasalah. Remaja who grew up in a less harmonious and have a greater tendency to be a teenager naughty than adolescents who grew up in a harmonious and keluarga have a positive self-concept.

Hurlock (2010) states , juvenile delinquency is an act of law violation committed by a teenager, where the action can make a person or teenager who does it go to prison.

## III . RESEARCH METHODS

The concept of this research is descriptive of the approach model taken by the principal as a form of implementation of school management which is a scientific-based legal approach strategy. The meaning of strategy is the method used in doing something. According to Apriani Fitri (2004: 63) that strategy is a way that someone does to get the results that have been set. According to Harli Dawi (2008:84), that strategy is an effort made by someone to achieve predetermined goals. So strategy is a technique, method, method, and approach used in carrying out activities to achieve something desired / aspired.

Basically the approach that can be taken to handle student cases is a scientific legal approach. In addition, teachers must also be able to involve students who are somewhat "prone" to such delinquency in positive school activities so as to narrow the space for delinquency.

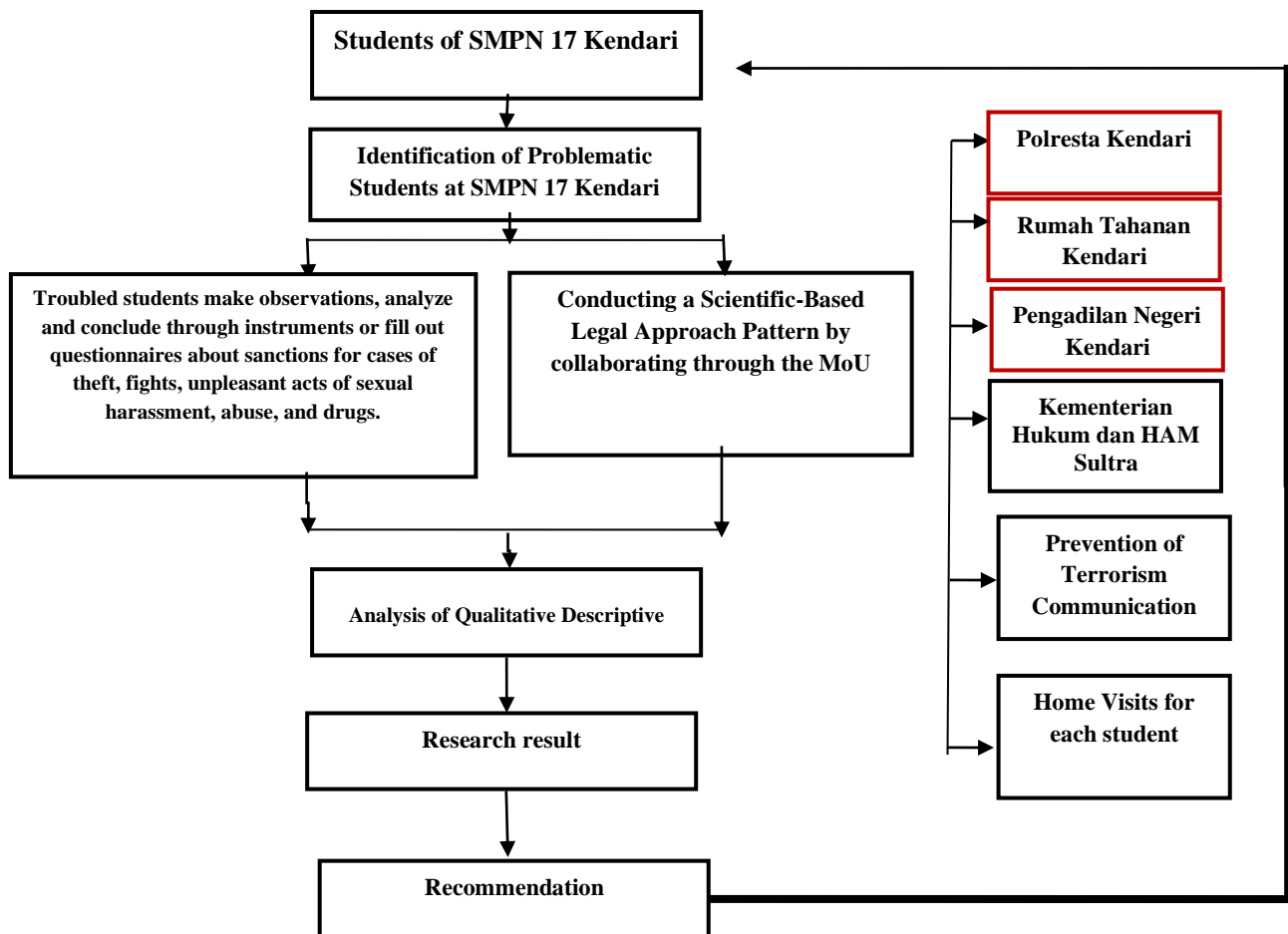
This research was carried out in four places, namely at SMPN 9 Kendari, the Kendari City Police Office, the Kendari District Court Office and at the Class II Detention Center in Kendari City. This research was conducted from November to December 2019, for 2 months it is hoped that data can be obtained accurately and fairly representatively to answer problems and achieve research objectives.

Realizing SMPN 9 Kendari as a school of character and local excellence, a scientific-based legal approach program is needed. The method used in this work includes a case study method, which describes the findings in a qualitative way. The findings and the results of the analysis of the character mapping of students at SMPN 9 Kendari, from Class VIII who advanced to Class IX, found 36 students with a large number of violation data, and were in the high category. The data of 36 students are included in the category of vulnerable students who conduct studies at the police station (POLRES Kendari) to observe, view, analyze and discuss reported cases, such as drug cases, theft cases, sexual harassment cases, abuse cases, cases unpleasant acts, and cases of fighting. The day after visiting the police station (Polres Kendari) then proceed to visit the second institution, namely the Class IIA Kendari Detention Center, to see and identify the prisoners and inmates who will be tried. The next visit was at the Kendari Class IIA District Court office, with the aim of seeing and hearing the results of the trial decisions of the suspects who would later serve as defendants in accordance with the actions that ensnared him in the articles of the Criminal Code, the Law in the Republic of Indonesia. These activities are structured and scheduled.

**D. Problem Solving Model Design Model**

The steps that must be taken by school leaders in minimizing and overcoming obstacles to students who have the problems mentioned above, the authors make efforts or strategies for dealing with them continuously and programmed through a scientific-based legal approach strategy by collaborating through a Memorandum of Understanding (MoU) with the police (Polres Kendari), Class IIA Kendari State Detention Center, Kendari District Court, Ministry of Law and Human Rights of Southeast Sulawesi Province, Communication Forum for Terrorism Prevention, and home visits for each student. Of the five institutions, there are three institutions that are used as objects of visits for studies for students, two agencies carry out socialization at schools and home visits for each student with the activity steps as shown in the chart below.

**Figure 1 Details Step of method Problem Solving**



## E. Preparation Stage

At this stage, the author conveys the tools and materials to be prepared, divides students into groups, determines the schedule of activities. Students are divided into six groups consisting of six people in one group. Each group handles one case which is guided by one teacher. The following are the names of groups and cases handled.

1. Group I is a group that handles theft cases, consisting of six students and guided by 1 teacher.
2. Group II is a group that handles fighting cases, which consists of six students and is guided by 1 teacher
3. Group III is a group that handles cases of unpleasant acts, consisting of six students and guided by 1 teacher.
4. Group IV is a group that handles cases of Sexual Harassment, consisting of six students and guided by 1 teacher.
5. Group V is a group that handles cases of Persecution, consisting of six students and guided by 1 teacher.
6. Group VI is a group that handles drug cases, consisting of 6 students and guided by 1 teacher.

## F. Implementation Stage

This implementation was carried out for two weeks of visits and four months of observation. What was observed was recording how the development of changes in attitudes of 36 students. Before conducting an assessment and tracing of cases and prisoners in the three agencies, the author first conveys the scenario or outline that will be carried out in the three agencies. The process of activities carried out are:

### 1. Kendari City Resort Police Office (Polres)

- a. Students were divided into six groups with six heterogeneous study group members in each group.
- b. A total of 36 students and 6 accompanying teachers headed to the Kendari City Resort Police office,  $\pm$  9 km from the school, which was located on Jalan D.I. Panjaitan No.1 Kendari City. Students brought questionnaires to study the process of handling reported cases in accordance with the assigned tasks of each group.
- c. Each group observes the reported case at the Police station to fill out a questionnaire, by: asking the process of the incident, collecting information on the case, processing the data, knowing the legal sanctions, and communicating with other students.
- d. The whole group headed to the Cell Room to watch the people who were caught and put in prison. From the entire series of scientific-based instrument filling processes above, 90 minutes was given.
- e. After 90 minutes, all groups gathered in the Polresta Hall to discuss and conclude their findings by presenting them in front of each group in turn. This activity was guided by six teachers.
- f. After each group concluded the results of their discussion, then the Police (Kapolres) gave directions on the problems that existed at the Kendari Police, while delivering punishments for violators contained in the articles of the Criminal Code.
- g. Back to SMPN 9 Kendari, to make preparations for the Class IIA Kendari State Detention Center.

### 2. Kendari Class IIA State Detention Center Kantor

- a. All 36 students and 6 accompanying teachers went to the second institution, namely the Kendari Class IIA Detention Center, with a distance of  $\pm$  5 km from the school, located at Jalan Letjend R. Suprpto No. 112 Punggolaka Village, Puuwatu District, Kendari City. .
- b. For the sake of the orderliness of this activity, all students gathered in the Hall of the Detention Center to listen to directions from the companion and Head of the Class IIA Kendari Detention Center, and to listen to the scenario of the activities to be carried out.
- c. Each group filled out a questionnaire by asking the competent chief officer at the Kendari City Class IIA Detention Center with a time of 60 minutes.
- d. All groups witnessed, observed, and documented the occupants of the detention house.
- e. All students gathered in the Class IIA Kendari Detention House Hall to receive a religious lecture from Ustadz Jahadah, S.Ag., M.Pd.I.

### 3. Kendari District Court Office

- a. All 36 students and 6 accompanying teachers went to the third institution, namely the Kendari District Court Office,  $\pm$  8 km from the school, which is located at Jalan Mayjend Soetoyo No. 37 West Kendari Village, West Kendari District, Kendari City.
- b. All students attended the trial to witness the results of decisions for law violators who had gone through the judicial process at the Kendari District Court office. The presence of 36 students only attended every decision that had been tried many times, with the aim of hearing, recording the decisions of the Board of Judges for violators: Theft, Fights, Unpleasant Acts, Sexual Harassment, Persecution, and Drug cases..
- c. After the results were read out, the students witnessed the suspect who had become a prisoner who was herded into a prisoner's car which was then taken to the Correctional Institution.
- d. Students visit the Kendari District Court Detention Cell Room to see people currently serving their sentences.

### 4. Southeast Sulawesi Ministry of Law and Human Rights Regional Office

All 36 students and 6 accompanying teachers received material from the Instructor of the Office of the Ministry of Law and Human Rights to promote awareness and legal compliance among students. The methods used in this activity are lectures, discussions, and questions and answers. This activity was conducted at SMPN 9 Kendari.

### 5. Terrorist Prevention Communication Forum

All 36 students and 6 accompanying teachers received material presentations on:

- a. Socialization of radical ideas in Indonesia.
- b. Socialization and efforts to protect the public against acts of terrorism.

The methods used in this activity are lectures, discussions, and questions and answers. This activity was carried out at SMPN 9 Kendari.

## 6. Student's Home Visit

Periodically, the school visits each student's home to meet with both parents with the aim of equating perceptions and jointly providing motivation to learn for students in fostering students towards a better direction. At this meeting, the school conveyed the results of the evaluation of the learning process at school and the problems or violations that are often committed by their children. This meeting was greatly responded by both parents and jointly made a commitment so that their children were obedient and obedient to the school rules and regulations that apply in the surrounding community.

The implementation of activities at the end of Semester I of the 2019/2020 Academic Year can be seen in the following table. Table 1 Activities of Semester I Academic Year 2019/2020

No.	Description of activities	Implementation Schedule	Place of execution
1.	Coordination with 6 Agencies	date . 9 s . d . 11 October 2019	Kendari Resort Police Office; Kendari Class IIA State Detention Center; Kendari District Court Office; Kendari Class IIA Penitentiary; Regional Office of the Ministry of Law and Human Rights of the Province of Southeast Sulawesi; Southeast Sulawesi Province Terrorist Prevention Communication Forum .
2.	MoU signing	date . 12 s . d . 14 Oct.2019	Kendari Resort Police Office; Kendari Class IIA State Detention Center; Kendari District Court Office; Kendari Class IIA Penitentiary; Regional Office of the Ministry of Justice and Human Rights Pro vince Sultra; Southeast Sulawesi Province Terrorist Prevention Communication Forum
3.	Case Studies reported at the Kendari Police	date . 17 Oct 2019	Visit at the Kendari Resort Police Office (Polres)
4.	Study to see convicts in Class IIA Kendari State Detention Center	date . 19 Oct 2019	Kendari Class IIA State Detention Center
5.	Study to attend the trial decision at the Kendari District Court	date . 20 s . d . 30 Oct 2019	Kendari District Court
6.	Visits at the Correctional Institution	date . 2 Nov 2019	Kendari Penitentiary.
7.	Socialization to students about awareness and obedience to the law among students.  Socialization to students about Child Protection.  Discussions, questions and answers about legal counseling to students	date 4 s . d . 6 Nov 2019	In the Classroom of SMPN 9 Kendari
	Provide socialization to students about the dangers of terrorism  Provide socialization to students about radical ideas in Indonesia. Discussion and Q&A	the 13th s . d . 14 Nov 2019	In the Classroom of SMPN 9 Kendari



9.	Islamic Boarding School in the Holy month of Ramadan: Religious lectures, group discussions, Tadarrus Al-Qur'an, Sunnah and obligatory prayers in congregation.	date 15 s . d . 22 Nov 2019	Classroom, Hall Room, and Mushollah of SMPN 9 Kendari
10	Observations of 36 students from the aspects: Attitude and Behavior Concern for the rules or regulations in schools which include: <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Activity in PBM</li> <li>• Punctuality at school</li> <li>• Concern for school uniforms</li> <li>• Concern for the cleanliness of the school environment</li> <li>• Concern for homework assignments for all subjects</li> <li>• Manners and Rules of School Social Life</li> </ul>	4 months (Date . 11 NOF 2019 s . D . 30 February 2020 )	The environment of SMPN 9 Kendari and in the family environment of each student.
11	Home visits of each student <ul style="list-style-type: none"> <li>• Committed to parents in dealing with student problems</li> <li>• Observation of student success in terms of attitudes and behavior</li> <li>• Observation of students' daily activities at home.</li> </ul>	Month of March (week tops s . D . A week to two )	in each student's home.
11.	<b>Activity Result Completion</b>		

### G. Instrument Data

The source of the data obtained comes from competent informants who have relevance to the cases of problems that exist in the four agencies. The instrument was developed by the school in accordance with the aims and objectives of this work. -Student violations that have been committed at SMPN 9 Kendari in tracing the cases reported at the Polresta. The data is processed in a descriptive manner.

This work is best practice so that the research design is general in nature, flexible to develop and what will appear in the research process in which there is an effort to describe, record, analyze, and interpret the conditions that are currently happening. As a work procedure that produces descriptive data in the form of written or oral words from reported cases that can be observed. and trying to compile works that only describe the characteristics of existing symptoms.

## IV. RESULTS AND DISCUSSION

The results obtained after conducting a study on the three visit targets in a scientific-based legal approach as well as providing socialization from the Legal and Human Rights Regional Office and socialization from the Terrorist Prevention Communication Forum are as follows.

### 1. Behavioral Aspects of School Attendance Discipline

Based on the presentation of the calculation results, as evidenced by the attendance or attendance data for 4 months which states that handling problematic students through a scientific-based legal approach strategy in learning all subjects can increase the frequency of student attendance. Student attendance has increased in percentage, which is 96.87%. Previously, when he was still in Class VIII Semester 2, his attendance percentage only reached 64%.

Discipline enforcement at SMPN 9 Kendari is not only related to issues surrounding attendance or absence, tardiness or non-lateness. It refers more to the establishment of an environment in which there are shared rules that are respected. Anyone who violates must dare to take responsibility for their actions. Every violation of the public interest in schools must be rewarded with educational penalties so that students are able to understand that the value of discipline is not valuable for the sake of the discipline itself, but for the sake of another, broader goal, namely for the stability and peace of living together.

For four months, the overall discipline behavior of Class IX.1 SMPN 9 Kendari students in participating in the learning process has increased. This fact proves that there is an increase in student discipline behavior after being given treatment in the form of implementing visits in a scientific-based legal approach and providing socialization

from the Regional Office of Law and Human Rights as well as socialization from the Terrorist Prevention Communication Forum. This data can be seen in the following table.

Table 2. Recapitulation of Class VIII Student Absenteeism. Prior to the Implementation of Character Education through Handling Problematic Students with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari for 6 months (January to June 2019)

No	Code Name	Number of Absenteeism (negligible)						Total
		Jan.	Feb.	March	April	May	June.	
1	A RL	5	2	4	3	2	5	23
2	AI- F	2	3	1	3	2	6	17
3	A DD	3	5	2	2	4	3	19
4	AYM	2	4	1	2	2	5	16
5	DMN	2	3	4	3	-	4	16
6	EMK	1	2	3	-	4	2	12
7	FES	2	3	6	2	-	3	16
8	IAN	2	5	2	2	4	2	17
9	IAK	1	3	2	3	2	4	15
10	MFS	3	2	4	3	2	2	16
11	MRP	1	4	4	3	-	2	14
12	MDQ	4	-	3	3	1	2	13
13	MSY	4	2	1	3	-	4	14
14	MSA	1	3	4	2	3	1	14
15	PNM	2	4	3	1	4	2	16
16	PAD	1	2	2	3	3	2	13
17	RAW	-	1	2	3	5	4	15
18	RAM	2	1	4	3	2	4	16
19	RMR	1	3	1	4	3	2	14
20	RSE	1	2	5	3	2	3	16
21	SEP	4	2	4	2	1	6	19
22	YNM	3	2	1	3	6	5	20
23	IYP	2	2	4	3	3	3	17
24	RRAS	1	2	2	3	1	2	11
25	ONE	3	6	1	4	1	3	18
26	ANJ	2	3	5	3	2	3	18
27	APP	3	4	2	2	5	5	21
28	STV	3	2	3	3	3	4	18
29	AZL	2	6	3	1	5	3	20
30	RSF	6	4	3	2	2	5	22
31	DLN	3	5	4	2	3	2	19
32	A DN	2	3	2	4	4	4	19
33	CORD	2	4	4	2	5	2	19
34	T HO	5	4	4	3	-	2	18
35	ERL	2	3	1	3	4	3	16
36	PTR	5	2	1	3	5	4	18

Data Source: Class Attendance and absentee recapitulation records from the homeroom teacher

From the data above in the second semester of the 2018/2019 Academic Year from January to d. June 2019 (124 effective study days), before the application of the scientific-based legal approach, showed that all 36 students were very vulnerable in terms of attendance, some students did not come to school because they were afraid, embarrassed, threatened, and so on. The influence of the environment is very heavy on students to attend school diligently. Every night, his friends always invite him to stay up late, hang out, play games, and others.

Table 3. Recapitulation of Class IX.1 Student Absenteeism after the Implementation of Handling Problem Students Through a Scientific-Based Legal Approach Strategy for 4 Months (September to December 2019)

No	Code Name	Number of Absenteeism (negligible)				Total
		Sept	Oct	Nof	Des	
1	A RL	1	2	2	-	5
2	AI- F	1	-	1	-	1
3	A DD	-	1	-	2	3
4	AYM	-	1	-	-	1
5	DMN	-	-	-	-	0
6	EMK	-	2	-	-	2
7	FES	-	-	-	-	0
8	IAN	2	-	1	-	3
9	IAK	-	-	-	-	0
10	MFS	-	-	1	-	1
11	MRP	-	-	-	-	0
12	MDQ	-	1	2	-	3
13	MSY	1	-	-	-	1
14	MSA	-	-	-	-	0
15	PNM	-	-	-	-	0
16	PAD	-	-	1	-	1
17	RAW	1	-	1	-	2

18	RAM	-	2	-	-	2
19	RMR	-	-	1	-	1
20	RSE	-	-	-	-	0
21	SEP	1	-	-	1	2
22	YNM	2	-	1	-	3
23	IYP	1	-	-	-	1
24	RRAS	-	-	-	-	0
25	ONE	1	-	-	-	1
26	ANJ	2	-	1	-	3
27	APP	1	-	-	1	2
28	STV	1	-	-	1	2
29	AZL	2	-	1	-	3
30	RSF	1	-	2	1	4
31	DLN	-	1	-	-	1
32	A DN	1	-	-	1	2
33	CORD	1	-	2	1	4
34	T HO	1	-	-	-	1
35	ERL	-	1	-	-	1
36	PTR	1	-	-	-	1

Data Sources: Attendance class and records absent recapitulation of class trustees

From the above data, after adoption of the Implementation of Character Education Through Handling Student Problems with Strategic Approach Law -Based Scientific SMPN 9 Kendari from September - December 2019 (93 effective learning days), indicating that all 36 students have been diligent in coming to this school, meaning that students' concern for education is very good, especially in participating in the Teaching and Learning Process, some students do not come to school because of illness and permission.

## 2. Violations Types Aspects of School Rules

Based on data from the recapitulation of violations rules for the learners, as illustrated in Table 4 below, it is evident that before implementation of Character Education Through Students Handling Problems with Legal Approach Strategy Based Scientific SMP Negeri 9 Kendari, a violation very high student. Pelanggaran it caused, students still do not understand in depth the impact of bad behavior, they do not even know the legal basis or sanctions if someone does something that can harm others, including school rules.

Recapitulation violations of discipline learners, after Implementation Implementation of Character Education Through Handling Student Problems with Strategic Approach Law -Based Scientific SMP Negeri 9 Kendari, as illustrated in Table 4 below, it is evident that there is a significant increase of students to the application of rules in At school, students have been diligent in arriving at school on time so they can attend the morning apple, all are dressed in uniform according to the time of day set by the school, it is rare for students to be late for class, very much maintain the cleanliness of the school environment so that there are no more students who throw garbage in any place, assignments or homework given by subject teachers have been done at home or done in groups.

The willingness of students to do good, grows from their own conscience, is very aware of the things that are learned even to the point of seeing firsthand the activities carried out by the school, namely studies in four institutions.

Data on the types of violations of discipline in schools before and after the implementation of Character Education Implementation Through Handling Problem Students with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari, can be seen in the following table:

Table 4. Results of Student Violations Recapitulation after Implementation of Character Education Through Handling Problematic Students with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari for 4 months (September, October, November and December 2019)

No	Student Code	Types of Violations Violated						Number of Violations
		Did not attend the Morning Call (late)	skipping	Non-Uniform Clothes	Late for class	Throwing any trash	Don't make PR	
1	A RL	35	21	7	28	1	21	113
2	A1- F	24	5	3	16	1	14	63
3	A DD	27	-	1	14	-	15	57
4	AYM	25	-	2	18	-	21	66
5	DMN	34	8	1	23	1	24	91
6	EMK	31	12	1	14	2	18	78
7	FES	26	5	3	11	-	16	61
8	IAN	28	16	5	17	1	9	76
9	IAK	11	2	4	13	-	14	44
10	MFS	15	4	2	21	-	12	54
11	MRP	35	8	6	15	-	5	69
12	MDQ	24	7	7	13	-	8	59
13	MSY	27	9	4	21	-	15	76
14	MSA	43	3	3	25	2	7	83



15	PNM	21	5	4	22	-	15	67
16	PAD	25	8	12	24	-	23	92
17	RAW	11	4	1	16	-	34	66
18	RAM	9	-	4	8	2	18	41
19	RMR	23	2	3	12	-	21	61
20	RSE	21	1	1	15	1	-	39
21	SEP	26	1	5	9	-	24	65
22	YNM	31	5	3	24	1	-	64
23	IYP	22	1	6	16	-	17	55
24	RRAS	20	-	2	16	-	14	52
25	ONE	21	7	5	15	1	15	64
26	ANJ	13	5	4	11	-	13	46
27	APP	12	3	6	6	2	17	46
28	STV	16	-	2	9	-	13	40
29	AZL	19	-	6	14	1	-	40
30	RSF	14	1	3	10	1	6	35
31	DLN	14	1	5	15	1	-	36
32	A DN	18	1	5	18	-	24	66
33	CORD	26	-	5	24	2	-	57
34	T HO	22	3	6	21	-	17	69
35	ERL	23	5	2	16	-	21	77
36	PTR	27	7	5	18	1	15	73
TOTAL		819	158	144	588	52	506	2.267
%								

Source Data: Notes daily picket, ab sensi students, guardians record classes , the data in the Journal Class , and BK teacher reports

Table 5. Results of Student Violations Recapitulation after Implementation of Character Education Through Handling Troubled Students with Legal Approach Strategies ;Scientific-Based at SMP Negeri 9 Kendari 4 months ( September, October, November and December, 2019)

No	Student's name	Types of Violations Violated						Number of Violations
		Did not attend the Morning Call (late)	skipping	Non-Uniform Clothes	Late for class	Throwing any trash	Don't make PR	
1	A RL	11	2	0	4	0	2	19
2	Al- F	6	0	1	0	0	1	8
3	A DD	2	0	1	0	0	1	4
4	AYM	7	0	0	2	0	3	12
5	DMN	2	0	1	1	0	4	8
6	EMK	3	0	0	0	0	2	5
7	FES	3	0	2	0	0	0	5
8	IAN	4	0	1	0	0	0	5
9	IAK	1	0	0	0	0	2	3
10	MFS	1	0	0	0	0	3	4
11	MRP	8	0	0	2	0	0	10
12	MDQ	2	0	0	1	0	2	5
13	MSY	1	0	1	0	0	1	3
14	MSA	2	0	1	0	0	1	4
15	PNM	3	0	0	2	0	3	8
16	PAD	2	0	1	1	0	2	6
17	RAW	3	0	0	0	0	6	9
18	RAM	3	0	2	0	0	0	5
19	RMR	0	0	1	0	0	1	2
20	RSE	0	0	0	0	0	2	2
21	SEP	3	0	0	2	0	5	10
22	YNM	2	0	0	1	0	0	3
23	IYP	1	0	0	1	0	2	4
24	RRAS	0	0	1	0	0	4	5
25	ONE	2	0	1	0	0	1	4
26	ANJ	0	0	0	2	0	3	5
27	APP	2	0	1	1	0	4	8
28	STV	3	0	0	0	0	2	5
29	AZL	1	0	2	2	0	0	5
30	RSF	2	0	1	2	0	5	10
31	DLN	2	0	2	0	0	2	6
32	A DN	3	0	0	2	0	5	10
33	CORD	2	0	0	1	0	0	3
34	T HO	1	0	0	1	0	2	4
35	ERL	3	0	1	0	0	4	8
36	PTR	2	0	1	0	0	1	4
TOTAL								

Data Source : Notes daily picket, attendance students, guardians record classes, the data in the Journal of classes and counseling guidance teacher reports

### 3. Aspects of Learning Process and Nature Classroom

After the authors identified vulnerable students, and collected them in one class, namely Class IX.1 whose homeroom teacher is the principal, then all Class IX students no longer appeared to show symptoms of vulnerability, both in the learning process given by the teacher. as well as other academic and curricular activities. The impact of this separation of students is as follows:

#### a. The Learning Process Activities in the Classroom are Effective, and Fun

The learning process in the classroom takes place effectively, and is fun, the activeness of students raises mental/intellectual involvement, especially intellectual-emotional involvement in study groups. Examples of mental involvement are listening to lectures, discussing, observing, solving problems, and so on. Emotional involvement can take the form of appreciation of feelings, values, attitudes, strengthening motivation, and so on in the development of the affective domain. Likewise, physical involvement in various direct actions with specific and immediate feedback in the formation/development of the psychomotor domain. All of this is well developed so that the learning objectives are well achieved.

#### b. Loss of commotion

An educator when teaching in the classroom, of course, often encounters obstacles. One of the obstacles that are often encountered are students who are noisy, going in and out, always disturbing their friends, they don't pay attention to what is explained by the teacher in front. They are busy alone. Usually they talk to friends who are on the right and left. Usually they also play a game. With the separation of students who are always noisy in accordance with the results of identification of vulnerable students, the learning process is currently going well, no more noise, the delivery of knowledge to students is also very good, teachers also feel calm and concentrated on the PAIKEM learning model, teachers are easy develop skills-building strategies and techniques that not only enable students to surpass previous levels of achievement, but also enhance their personal interactions with others. Easily integrated with the 2013 Curriculum taught at SMPN 9 Kendari, learning skills and life skills can give students enthusiasm for learning.

These findings are in line with the statement of De Porter (1999:109), namely the sharpness that drives them to become quantum learners and quantum communicators. Furthermore, it is said that students can display a zest for life, teachers easily build relationships with various students, always associate any information with students' life experiences and care for students. Prioritizing interaction in the learning environment, paying attention to the quality of interaction between students, students and teachers, and students and the curriculum.

### 4. Aspects of Student's Home Visit

The findings prove that before making home visits and providing treatment visits in various agencies, many students are lazy, ignorant, do not study, lack respect for parents, often leave the house, play plastation, and act according to their wishes without parental control. they.

After a visit and together with parents in fostering children towards a better direction, it proves that the association of students at home and in the community no longer shows symptoms of vulnerability. They are proper and obedient to their respective parents. Obedient to worship, respect for fellow human beings in the surrounding community. Most of these students are active in social activities, for example participating in environmental cleaning, cleaning houses of worship, and forming study groups at home..

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

From the explanation above regarding the handling of problematic students through the implementation of character education through the handling of problematic students with a scientific-based legal approach strategy at SMP Negeri 9 Kendari , the following conclusions can be drawn .

1. School principals as leaders, have a responsibility to move, push s ource d aya m anusia and especially the teachers so that they participate and perform their duties as expected to achieve the goals and objectives of school education in general.
2. The application of handling problem students through the Implementation of Character Education with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari is a strategy to bring students in developing and fostering mindsets and characters in changing normal life behavior so that faith and piety in schools can be entrenched for the sake of personal integrity. the nation's children, and produce students who are disciplined, achievers, steadfast in their faith and excel in mastering technology.
3. The application of handling problem students through the Implementation of Character Education with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari can increase positive attitude and behavior changes in everyday life.
4. Handling problematic students through the Implementation of Character Education with a Scientific-Based Legal Approach Strategy at SMP Negeri 9 Kendari can create a creative, innovative , and fun learning atmosphere so that student learning outcomes can increase.

### B. Suggestion

1. There are many other strategies to improve student discipline achievement with character in a school. Therefore, it is hoped that fellow principals will also use strategies that may be more appropriate.
2. Efforts to improve student discipline achievement need to be continuously pursued because leadership is the spearhead of education, as an important factor in determining student learning success.
3. Efforts that can be made to improve student discipline include first, teachers are advised to be empathetic, teachers are skilled at effective communication, teachers are advised to show wrong behavior so as to help students to overcome them.
4. The heaviness of the principal's task at school certainly demands attention from various parties so that they can also be creative and innovative without any other disturbances. Therefore, improving the welfare of teachers needs to get the attention of all parties and especially the government.

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### *Appendix 1. Photo of Reception from POLRES*



Figures.1 and 2. The Police received a visit from the students of SMPN 17 Kendari who will study the reported cases at the Kendari POLRES  
(Photo date . 17 October 2019 )





Picture. 3 and 4 . Students learn about *theft* cases *and fights* , articles in the Criminal Code and punishments for violators of cases of theft and fighting.  
(Photo on 17 October 2019 )



Picture. 5 and 6 . Students are watching the decision of the trial case Drugs at the Kendari District Court.  
(Photo on 20 October 2019 )



Figures 1 and 2. Students are conducting interviews and observing the convicts at the Kendari Class IIA Detention Center  
(Photo on 2 November 2019 )