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Building Teacher Resilience to Face Juvenile Delinquency

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Abstract—**The development of technology and information has an increasingly complicated problem of juvenile delinquency. Juvenile delinquency at this time is not a simple problem, if left unchecked, this problem can lead to criminal acts. In educational institutions, juvenile delinquency often impacts the effectiveness of the learning process, not only students who feel disturbed but also disturb the teachers. Teachers feel bored, depressed and even stressed on the behavior of their students. Teacher resilience refers to the ability of the teacher to rise from the problems faced, especially in the learning process. This article aims to explain how important teacher resilience and how to build teacher resilience to deal with juvenile delinquency. This study uses a qualitative approach, the type of research is literature research. Data sources are obtained through several articles, journals and books. Through several sources, researchers attempt to explain in-depth understanding by combining resilience theory with social problems. The results of this study show that teacher's resilience in dealing with juvenile delinquency is needed, because by having good resilience the teacher will be easier to solve problems and support the learning process to be more effective. Teacher resilience can be built through internal or external factors from teachers. This research contribution is aimed at teachers, principals and policy makers in education to pay more attention to the phenomenon of juvenile delinquency and prevention efforts.**

Keywords: building, teacher resilience, juvenile delinquency

I. INTRODUCTION

The era of globalization is an era where global awareness is growing, and that the world is an environment that is built as a unified whole. The era of globalization refers to the rapid development of technology, communication, transportation, information that makes the distant parts of the world reach quickly [14]. The rapid changes that occur in the era of globalization on the one hand can bring progress to people's lives, but on the other hand give rise to unrest in society that has an impact on the entire fabric of people's lives [24]. This is certainly a serious problem, because the more corrupt the morale of a nation, the more the image is attached to the nation [17]. The development of technology and information also seems to have an impact on the increasingly diverse behavior of juvenile delinquency. The problem of juvenile delinquency is becoming increasingly complex. This problem can occur to anyone, anywhere and anytime. The unpreparedness of adolescents in facing a new era has finally led to various polemics in the community.

Many problems of juvenile delinquency such as narcotics use, free sex, brawl, abortion, rape and even murder indicate that the Indonesian generation is currently experiencing a moral crisis that is quite alarming. The main mission of educational institutions to educate and develop the potential of students does not work easily. There are many obstacles experienced by schools to realize the noble goals mandated by the state. One of the problems that is a lot of concern for many education experts is the problem of juvenile delinquency. The problem of juvenile delinquency is part of the problem of school institutions, because most juvenile delinquents are active as students in school institutions. Current juvenile delinquency problems do not only occur outside of school, but also often occur in school environments. Educational institutions whose essence as the main media in developing the morality of teenagers seems to be unable to go according to what is expected by the state, especially parents.

The role of the teacher in education is very important. Teachers are a key element in the education system, especially in schools. This is caused because the teacher is a central point in the renewal and improvement of the quality of education, in other words one of the important requirements for the realization of quality education is if the implementation is carried out by educators whose professionalism is reliable. The high and low quality of student learning outcomes depends a lot on the teacher's teaching ability. If the teacher has good teaching skills, it will have an impact on improving the teaching and learning climate as well. Connell distinguishes seven roles of a teacher, namely: 1) educator (nurturer); 2) model; 3) instructor and mentor; 4) learner; 5) communicator to the local community; 6) worker administration; and 7) loyalty to the institution

Teacher carries on a heavy task in education, they are required to develop the intellectual capacity and morality of students. Even so, teachers often experience difficulties in dealing with students' negative behavior. Therefore, teacher resilience is needed to deal with juvenile delinquency problems. The role of the teacher is believed to have a significant impact on students. By having good resilience, the teacher is expected to be able to not be trapped in the problems that are being faced and able to strive to prevent various forms of juvenile delinquency. But this is certainly not easy, often the teacher is provoked by the negative behavior of his students. As a result, the problems carried out by students will affect the effectiveness of the teacher in the learning process. Therefore, the resilience of teachers in dealing with various student problems is needed. A resilient teacher will be more active, creative and innovative in dealing with juvenile delinquency in the global era.

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II. LITERATURE REVIEW

A. Teacher Resilience

The term resilience was first used in ecology, where resilience refers to the ability of ecosystems to bounce back after major shocks [1]. Reivich and Shatte, states that resilience is the ability to overcome and adapt to severe events or major problems that occur in life [23]. Individuals try to survive in a state of stress, and even deal with the trauma difficulties experienced in their lives. Furthermore, Al Siebert explained that resilience is the ability to cope well with changes in life at a high level, maintain health under stressful conditions, rise from adversity, overcome adversity, change the way of life when the old way is no longer suitable with the conditions existing, and face problems without violence [26].

Helton and Smith explained that resilience is a person's ability to survive, rise and adjust to difficult conditions. Resilience can be understood as a personal quality that allows a person to develop during difficulties he faces [4]. Kuiper added that the concept of resilience refers to the part of positive psychology that directs individuals to redefine the quality of life and directs them to a positive lifestyle so that individuals are more resilient in the face of stress and trauma [9]. Resilience can also be a measure of a person's ability to cope with stress, which can be a target for healing anxiety, depression, and stress reactions [4]. According to Patterson and Kelleher, resilience is a basic construction that provides the power to help school leader rise and develop from difficulties [22]. School leaders are not only intended for leaders or principals. The effect of teacher resilience is also very large, because with the ability to survive it will bring change to the school environment and even have an impact on students, which will not be possible without the influence of the teacher [2]. From the above definitions, it can be concluded that teacher resilience is a personal quality in the form of a teacher's ability to overcome the problems that befall him and allow the teacher to be able to develop during the difficulties he faces.

Resilience is divided into three dimensions; 1) the dimension of interpretation, this dimension emphasizes how individuals will interpret the problems they face. Interpretation is an important factor in predicting the level of individual resilience in the face of difficulties. Because the interpretation of individuals will form a viewpoint of all individuals both in life in general and specifically related to the difficulties they face. Therefore, it can be said that the interpretation is an illustration of the level of optimism or pessimism of individuals in looking at life; 2) The dimension of resilience capacity, resilience capacity is determined by the accumulation of individual life experiences, in other words, it can be explained that the capacity of individual self is elastic, follows the development of individual life experiences. The three sources of resilience include; personal value, personal efficiency and personal energy; 3) The dimension of action or action, the individual will change the capacity of resilience into a force to deal with problems. Individual response in dealing with problems is based on the values he believes and is consistent to make changes, and acts in accordance with the energy capacity possessed. In other words, the dimension of action is an individual's direct action in overcoming the crisis faced [22].

Patterson and Kelleher further stated that there are four phases of resilience that may come in individual lives: 1) Deteriorating, is the phase when difficulty arises. Generally, individuals will experience a deteriorating condition which is also the initial phase of resilience; 2) Adaptability, this phase is a transition phase where individuals begin to get used to the difficult situations they face; 3) Recovering, in this phase individuals are in the status quo, neutral; 4) Growing, the final phase of resilience where individuals grow to be stronger than lessons taken from experiences faced when there are difficulties. With the difficulties that arise, individuals learn how to deal with and overcome these problems [22]. Howard and Jhonson review that stress on teachers can arise from a bad work environment and does not support the teaching and learning process such as the lack of infrastructure and social environment [7]. To overcome this problem the teacher must have the ability to deal with the problems at hand. The ability of teachers to survive stress can also be called resilience. To deal with unpleasant conditions or problems like that individuals are expected to have resilience, resilience is considered as a basic force in all positive characters in building one's emotional and psychological strength, without resilience there will be no courage, perseverance, no rationality, no there is insight [16].

B. Resilience Aspect

Reivich K. & Shatte A. describes seven aspects of resilience, these aspects are emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and achievement (reaching out) [23]. The explanation is as follows: 1) Emotional regulation, defined as the ability to remain calm in stressful conditions. Resilient individuals use a series of skills that have been developed to help control emotions, attention and behaviour. Regulatory ability is important for establishing interpersonal relationships, success working and maintaining physical health. Not every emotion must be repaired or controlled, the right emotional expression is part of resilience; 2) Impulse control is closely related to emotional regulation. Individuals with strong impulse control tend to have high emotional regulation, while individuals with low emotional control tend to accept impulsive beliefs, namely a situation as truth and act on that basis. This condition often has negative consequences that can inhibit resilience; 3) Optimism, resilient individuals are optimistic individuals. They believe that things can change for the better. They have hope for the future and believe that they can control the direction of their lives compared to people who are pessimistic, optimistic individuals are more physically fit, more productive at work and more accomplished in sports. This is a fact pointed out by hundreds of well-controlled studies; 4) Causal analysis, the ability to analyse problems is a term used to refer to the ability of individuals to accurately identify the causes of their problems. If someone is unable to accurately estimate the cause of the problem, the individual will make the same mistake; 5) Empathy, empathy describes how well a person can read instructions from others related to the person's emotional condition. Some individuals can interpret other people's non-verbal behaviours, such as facial expressions, tone of voice, body

language and determine what the person thinks and worries. Inability in this case will have an impact on business success and show non-resilient behaviour; 6) Self-efficacy, self-efficacy describes a person's belief that he can solve the problems he experiences in one's belief in his ability to achieve success. In a work environment, someone who has confidence in himself to solve problems, then he appears as a leader; 7) Achievement (reaching out), achievement describes an individual's ability to achieve success. In this case it is related to the courage of someone to try to overcome the problem, because the problem is considered a challenge not a threat.

C. Juvenile Delinquency

Adolescence is a transition from childhood to adulthood [31]. Adolescence is a period of development of a dependent attitude towards a parent towards independence, sexual interest, self-reflection, and attention to aesthetic values and moral issues [30]. In American culture, the teenage period is seen as a time of storm and stress. Adolescence generally takes place between the ages of 12 and 21 years. This period can be divided into three parts; early adolescence 12-15 years, middle adolescence between the ages of 15-18 years, late adolescents 18-21 years [12]. According to Hall, adolescence is a time when a child is 12-25 years old [25]. Sarwono states that the definition of adolescents for Indonesian society is to use the age limit of 11-24 years and not yet married [25]. According to Havighurst the characteristics of adolescence include: 1) adolescence as an important period; 2) adolescence as a transitional period; 3) adolescence as a period of change; 4) adolescence as a troubled age: 5) adolescent mass as a period of identities search; 6) adolescence as an age that causes fear; 7) adolescence as a realistic period; 8) adolescence as a process towards adulthood [31].

Juvenile delinquency can be interpreted as social pathological symptoms in adolescents caused by a form of social neglect. As a result, they develop a form of deviant behaviour [20]. Santrock describes juvenile delinquency as a collection of various behaviours, from behaviours that cannot be socially accepted to criminal acts [19]. Adolescence is a transition from children to adulthood. This transition period often faces the individual concerned to a confusing situation, on the one hand is still a child, but on the other hand he must behave like an adult. Situations that cause conflict like this, often cause strange, awkward and uncontrolled behaviours that can become delinquency [25]. According to Warsito, juvenile delinquency is a violation of the limits of the concept of value and norms of reasonableness that apply in society, which means it can deviate, contradict, even damage norms [28]. Gunarsa added that juvenile delinquency often occurs in adolescents who have more negative self-concept compared to adolescents who have no problems. Teenagers who are raised in families are less harmonious and have a positive self-concept. Mulyadi defines juvenile delinquency is a desire to try everything that sometimes causes mistakes that cause anxiety in the environment and family. Sarwono revealed juvenile delinquency as behaviour that deviates from criminal law norms [25]. While Fuhrmann mentions that juvenile delinquency is an act of young people who can damage and disturb, both themselves and others. Santrock

adds juvenile delinquency as a collection of various behaviours that cannot be accepted by the social environment [19]

Jensen says that there are four aspects of juvenile delinquency: 1) behaviour that violates the law. Like violating traffic signs, stealing, robbing, raping and many other behaviours that violate other laws; 2) behaviour that endangers others and themselves. Like speeding on the road, breaking through traffic signs, smoking, drugs and so on; 3) behaviour that causes material casualties. Such as stealing, embarrassing, damaging school facilities and other public facilities and others; 4) behaviour that causes physical harm. Like brawls between schools and or fighting with schoolmates and so on [25].

Some of the factors that cause juvenile delinquency are: 1) children get less attention, affection and education guidance for parents, especially father guidance, because their fathers and mothers are busy taking care of their own problems and inner conflicts; 2) physical needs and the psychic of teenagers who are not fulfilled, the desires and hopes of the children cannot be satisfactorily channelled, or they do not get compensation good character [20]. Meanwhile, according to Willis juvenile delinquency is caused by four factors, namely: factors that are in the child himself, factors that come from the family environment, factors that come from the community environment, and finally the factors that come from the school [29]. In general, juvenile delinquency behaviour can be identified through two factors, internal factors and external factors. Internal factors include the individual psychic dimension or within the child itself, namely, the weakness of self-defence in adolescents themselves because they are still affected by the invitation of friends that lead to deviant behaviours.

While external factors refer to social conditions around them. family, peers and the communities where they live. In another explanation, Fatimah and Umuri describe several factors that cause juvenile delinquency; factors from within the child itself, their tendency to deviate and weak self-defence [5]. Family factors, low parental attention to children, low parental income and family harmony. Factors of society, low religious activities and low limits of social norms created by the community itself. The last is the education factor, the limited number of teachers and the low supervision of teachers and the limitations of school facilities.

Dadan et al through the results of their research found several effects caused by juvenile delinquency behaviour; 1) the impact on the teenager himself. The effects of delinquency committed by teenagers will have an impact on themselves and are very detrimental to both physical and mental; 2) for families, with a variety of irregularities committed by children the family will automatically feel embarrassed and disappointed at what their children have done; 3) for the community, because it is known that they often do bad habits, the community will feel threatened by their behaviour. In other words, bad behaviours carried out are feared to affect other children [13].

III. RESEARCH METHODS

This study uses a qualitative approach, emphasizing its analysis on the process of comparative inference and on the analysis of the dynamics of the phenomenon observed using scientific logic [15]. This type of research is a type of literature research. Data sources obtained through several national and international journals. Strategies and research steps taken include: 1) explore general ideas about research themes; 2) search for information that supports research topics; 3) emphasize the focus of research and organize materials used in research, find and find reading material (articles, journals, books, documents has been published, manuscripts, etc.) which support research. Data collection techniques by searching for previous research journals related to the research theme. Data processing techniques using descriptive methods, this method is used to describe or describe the data that has been collected, so that researchers will not see that something is indeed the case [21].

IV. DISCUSSION

A. Urgency of Teacher Resilience

Education is a process of changing the attitude and behaviour of a person or group to mature, shape and train a person or group for the better. Education is also the learning process and cultural values possessed by a community group. Schools are one of the formal educations created by a country to create communities and individuals who have quality and improve every potential that exists within individuals to become better citizens of the community so that they are useful for the individual and for others in the future. The problem of juvenile delinquency today cannot be considered trivial, because it is felt by many parties, especially for parents and educational institutions. This problem can occur anywhere, both in developed and developing countries. In connection with the problem of juvenile delinquency, the Indonesian people began to feel the anxiety, especially those who live in big cities. Lately this problem tends to be a national problem which is felt more difficult to avoid, overcome and repaired again. Therefore, if it is not taken seriously, it can lead to the future generation of young people experiencing a lot of moral degradation.

This condition is certainly very troubling for education practitioners. The noble mission of educational institutions to develop the intellectual and morality of their students collides with the reality that exists in the field. This certainly requires educational institutions to be better prepared to deal with the possibilities of juvenile delinquency problems involving their students. Because if not, these conditions will continue and disrupt the sustainability of the educational institution itself. One effort to deal with problems of juvenile delinquency is to strengthen school resilience. School resilience refers to teacher resilience [18]. Through optimizing teacher resilience, it is hoped that later problems caused by students do not interfere with the learning process. The teacher will continue to carry out the teaching and learning process and can also make a humanistic approach to both juvenile delinquency perpetrators and victims.

The problem of juvenile delinquency is part of the teacher's responsibility. This problem does not only occur outside the school environment but also occurs inside of school. Conditions like this are not uncommon to make teachers desperate and even experience stress. Stress on the teacher can then result in isolation and reduced teacher attention to his students and affect many aspects of the teaching profession [2]. He also added that the teacher's ability to survive is influenced by resilience strategies. Resilience strategy is several ways used by teachers to maintain their resilience in maintaining tasks in school. Resilience is very important to individuals, certain situations when unavoidable, someone who has resilience can overcome various problems of life in their way [23]; [25]. They will be able to make decisions in difficult conditions quickly. The existence of resilience will turn the problem into a challenge, failure becomes success, powerlessness becomes strength. Various studies have shown that resilience is the key to success in work and life satisfaction. Resilience will affect the appearance of a person at school, at work, including influencing physical and mental health, and the quality of his personal relationship with others [23].

Several studies have been conducted to find out why certain individuals have high resilience than other individuals when facing difficulties. In his research, Garmezy has identified several protective factors within individuals, in families, and in the communities where they are located [11]. More specifically, individuals who have relatively high self-esteem, positive social orientation, warm family cohesiveness, and additional support from other people outside their community, tend to be more able to overcome difficulties more effectively than individuals who do not get it during the period child or adult. In line with this, Holaday revealed that resilience is influenced by internal and external factors such as cognitive skills, psychological sources, and social support [6]. Resilience that is owned by an individual influences the performance of the individual both in the school environment and work environment. In addition, it will influence the health of the individual physically and mentally and determine the success of the individual in relating and interacting with their environment. These are the basic factors of achieving happiness and success in one's life [23].

B. Building Teacher Resilience

Connor and Davidson explain that the resilience of an individual is formed by five factors; personal competence, confidence in instincts [4]:

First, personal competence, high standards, and the persistence of someone who is resilient will always give their best effort to get their goals. He also will not be easily discouraged, not easily give up in the process of getting his goal. Resilient people also positively view the challenges before them, not as something frightening but as a challenge that deserves to be taken. Thus, the person will be able to overcome and develop during the problems he faces.

Second, confidence in instincts, tolerance for negative effects, and the strengthening effect of stress. Resilient people will not hesitate to make decisions

according to their instincts, even though the decision is not a popular or difficult decision. He will also be able to tolerate the negative effects of stress or the problems he is facing, such as feelings of discomfort, fatigue of mind, etc. in his own way. In line with this, to support his efforts to tolerate the negative effects, he will see the humorous side of the problem, not just the negative side. So, that person will form a positive mindset towards stress or problems, that stress and problems are a source of strength to develop better, not as things that reduce their abilities.

Third, positive acceptance of change and close relationship with others. Resilient people are not rigid in facing changes or problems that come. He will adjust himself to such an extent that whatever happens, does not degrade his performance. Resilient people also tend to have a close and safe relationship with others, which keeps them functioning properly during the problems they are facing, such as with close friends, parents, or partners. Fourth, control. Resilient people have control of themselves. He knows what to do, knows his purpose well, and knows where to ask for help when facing a problem and Fifth, spiritual influences. Believing in the power of God, and that everything happens for a reason, is also one of the factors that make up resilience in individuals.

Connor and Davidson in their research, also concluded that there are several characteristics that indicate resilient individuals, namely: (1) seeing change or stress as a challenge or opportunity; (2) have a commitment; (3) having recognition of self-limitation as self-control; (4) have the support of others; (5) having a close and safe relationship with others; (6) have personal and collective goals; (7) have confidence; (8) utilizing the strengthening effects of stress; (9) (taking lessons from) past success (to solve problems); (10) realistic feelings of control / when having choices; (11) has a sense of humour; (12) using an action-oriented approach; (13) have patience; (14) have a tolerance for negative influences; (15) can adjust to change; (16) has optimism; and (17) have confidence [4].

In order to overcome the conditions of adversity and develop resilience, it depends on empowering three factors in a person. Grotberg reveals three sources of resilience (three sources of resilience) namely I have (I have), I am (I am) and I can (I can). I have (I Have) is a source of resilience related to the meaning of the amount of support provided by the environment of Sosaol towards him. This I have source has several qualities that contribute to the formation of resilience, namely: 1) Relations that are based on full trust; 2) Structure and regulations at home; 3) Role models; 4) Encouragement for autonomy (autonomy); 5) Access to health, education, security and welfare services. I am (I am) a source of resilience that is related to personal strength that is owned, consisting of personal feelings, attitudes and beliefs. Some personal qualities that affect I am are: 1) Loved and liked by many people; 2) Love, empathy and care for others; 3) Proud of yourself; 4) Responsible for his own behaviour and accept the consequences; 5) Confident, optimistic and hopeful.

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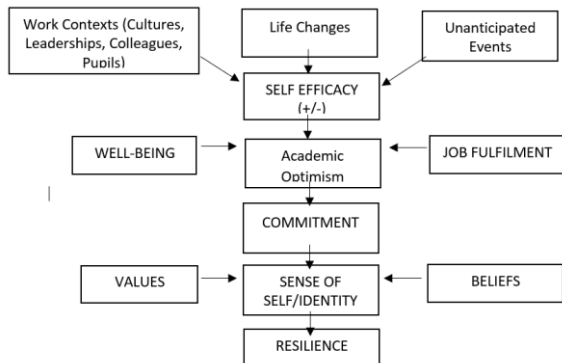
Internal factors, namely the internal ability of individuals to increase resilience include: 1) Providing opportunities for ourselves to serve others; 2) Using life skills by making good decisions, assertive attitudes, controlling impulses and solving problems; 3) Like to get along and be able to be friends of positive relationships; 4) Have a sense of humor; 5) Believe in the ability to influence the environment around it; 6) Awareness and freedom; 7) Have a positive view of someone in the future; 8) Flexible attitude; 9) Have spiritual and trust with high strength; 10) Can understand when studying; 11) Having motivation in life; 12) Have a good view of competence with someone; 13) Having valuable feelings and trust in him.

External factors are the ability outside one's self, such as family, school, community and peers, it can develop resilience when they have these external factors. Some external factors that influence include: 1) Value and encouragement of education; 2) Develop bonds of friendship; 3) Using high warmth and reducing the style of criticism in interacting; 4) Establish and implement clear limits; 5) Fostering supportive relationships by giving lots of attention to adults; 6) Develop serving others; 7) Providing roads (facilities) as a resource for meeting on the basics of household needs, work, health and recreation; 8) Express high and realistic expectations for success; 9) Encouragement to regulate his ideals and authority; 10) Encourage the development of prosocial values and life skills; 11) Complementing leadership, making decisions and other opportunities for meaningful participation; l2) Appreciate unique talents or abilities in each individual.

Petterson and Kelleher explained that there are seven key strengths used by teachers in maintaining their resilience, namely a positive attitude in facing difficulties, focusing on core values, being flexible in the effort to achieve goals, daring to take real steps in facing difficulties, creating conditions and a supportive environment, maintaining high expectations and expectations for teachers, students, parents, and developing participatory attitudes and responsibilities. According to Day and Gu that resilient teachers are not only those who survive, resilient teacher are activist professionals who strive to make a difference in intellectual cultural and social environments which provide them with opportunities and support which cause them to feel that their potential for further improvement in regularly challenged by themselves and others and that their contributions to individuals' learning and achievement and to the collective learning and

achievement enterprise of the school are recognized and valued [18].

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FIG. 1 CONTEXT OF WORK (CULTURE, PRINCIPALS, STUDENTS)

Based on the picture above, we can know that the context of work (culture, principals, students), changes in life and unexpected events affect self-efficacy which then affects the commitment of a teacher. A teacher's commitment holds a big influence in determining self-identity which ultimately affects teacher's resilience.

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