

Characteristics of Adolescent Problems and Problem-Solving Methods of School Heads in the Era of Disruption

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ABSTRACT

The objective research is: (1) identification of the characteristics of problem-masalah teenagers in the era of disruption; and (2) identify the characteristics of problem-solving measures for adolescent problems and the disruption desired by the school. Descriptive quantitative approach is used in research. This research was conducted with a survey technique. The sampling technique used purposive random sampling. The samples of this study were 3 principals and 45 teachers. The results of this study: (1) characteristics masalah teenagers in the era of disruption in the use of social media and consumer behavior are at a fairly high category, while the inability to behave assertively problems, and addiction to online games that are in the low category, and the tendency of juvenile delinquency is on the very low category; and (2) the character ability of principals in solving the problems of teenagers in the era of disruption: (a) the ability to identify the principal problems at the high category; (b) the ability to develop alternatives is in a very high category; (c) the ability of analysis and decide on an alternative, at the high category; (4) the ability to implement decisions is in the high category; and (5) evaluation ability is in the high category.

Keywords: teen issues, problem solving, the principal, the era of disruption

1. INTRODUCTION

The development of science and technology brings changes in almost all aspects of human life. Indonesia is dealing with the era of the development of Massive Open Online Courses (MOOCs) which are said to bulldoze whatever is in front of it (avalanche) (Baturay, 2015; Dhakidae, 2017) in the era of the 21st century. The phenomenon of widespread disruption, ranging from administration, economics, law, politics, city planning, construction, healthy services, education, business competition, and also social relations (Kasali, 2017). Disruption education has become a social phenomenon in the global era. As explained, the social phenomenon related to disruption education continues to occur in the 21st century.

There are four aspects related to disruption education (Selwyn, 2013). First, the concerns of the students (Generation Neo Millennials) the direct generation so born into the world, creating "generation gap", with the previous generation. Second, parents (Hyper-Demanding), namely an increase in the number of "middle class", which causes increased needs, including for needs in education so as to increase. Third, technology (disruptive technologies), namely the development of technology that is very fast so that it fundamentally changes the learning method / method. Fourth, the ability (irrelevant skills) acquired at

school (memorization, multi-choice) "does not match" the required skills (creative, innovative).

This social reality reinforces the challenges of education development in Indonesia. On the other hand, dehumanization in education continues to occur in the era of globalization which causes a crisis of national character to become a social phenomenon that continues to occur in the lives of Indonesian people (Dwiningrum, 2018). Likewise, the devaluation of education becomes a social fact in the life of the world community that is difficult to avoid.

It cannot be denied that technology, either directly or indirectly, has a positive and negative impact (Garcia et al., 2019; Wankel, 2009). The positive impacts of technology include the increasingly sophisticated means of communication and information, the easier it is to gain knowledge and insights, and it is more practical in various ways. However, it cannot be denied that technology also has a negative impact. These negative impacts include erratic communication, waning direct communication, weakening of the interpersonal closeness of students, and loss of mutual help (Setiawan, 2017; Wijaya et al., 2016). Based on previous research studies, it was found that the problems faced by adolescents in the era of disruption in Indonesia are: (1) the assertive behavior and trends of juvenile delinquency; (2) addiction to online games; (3) excessive use of social media; and (4) consumptive

behavior (Cahyaning & Cahyono, 2015; Sriyanto et al., 2014; Syahran, 2015; Wijaya et al., 2015).

Behavior is influenced by what is inside or what has been learned by the self-concerned. The era of disruption has changed the social patterns of teenagers who tend to be influenced by social media (Lupton, 2014). The general characteristic that each social media has is the openness of dialogue between users (Nasrullah, 2015). Dependence on social media causes the level of peer solidarity to decline and prioritizes virtual life. The development of adolescence is a period of transition or transition from childhood to adulthood (Purwanto, 2011; Yusuf & Nur Ihsan, 2013).

The period where individuals in the process of growth (especially physical growth) have reached maturity, they no longer want to be treated as children, but they have not reached full maturity and have not entered the stage of adult development. During this period there were changes in psychological, social and intellectual terms. Leaders of Educational Institutions, in this case the principal must have the ability to solve problems faced by students, even be able to turn challenges into opportunities (Al-Jaradat & Zaid-Alkilani, 2015; Hung et al., 2014; Malone, 2013; Saidun et al., 2015). Based on this description, the objectives of this study include: (1) identifying the characteristics of adolescent problems in the era of disruption; and (2) identify the characteristics of problem-solving steps for the disruption era adolescents desired by schools.

2. METHODS

This research was conducted in three Islamic-Based Junior High Schools in Malang Raya (Batu City, Malang City, and Malang Regency), East Java, Indonesia. Descriptive quantitative approach is used in research. This research was conducted using a survey technique, where the researcher collected information from respondents by providing a list of written questions or a questionnaire. The research data collection instrument used a closed questionnaire, a questionnaire was developed based on the theory underlying the research variables (Creswell, 2014; Saunders et al., 2016; Wiyono, 2007). Prior to data collection, the instrument was tested for validity and reliability, with a trial sample of 2 principals and 28 teachers. The level of validity of the instrument statement items used the Pearson product moment correlation technique using SPSS 24.0 program tools. The criteria for statement items are declared valid if the significance value is < 0.05 (Santoso, 2010).

Based on the results of the validity test, of the 36 instrument statements of adolescent problems in the disruption era, it was stated that five items were invalid, namely items number 8, 9, 11, 12, and 14, then item number 8 was returned because it was still needed to represent Research indicators and revision of statements are carried out. Based on the results of the validity test, of the 31 items of statement of the principal problem-solving model instrument in the era of disruption it was stated that

one item was invalid, namely item number 31, then a reliability test was carried out by excluding invalid items. The reliability test was carried out using Cronbach's alpha with the help of the SPSS 24.0 program, where the instrument was declared reliable if the Cronbach's alpha value was > 0.600 (Arikunto, 2010). In detail, the Cronbach's alpha value for each variable: (1) the problems of adolescent disruption era = 0.972; and (2) the principal problem-solving model in the era of disruption = 0.948.

The population of this research is the head of school and the teacher. The sampling technique used purposive random sampling. While random sampling to capture 1 principal and 15 teachers from each school. Based on the use of the sampling technique, the samples in this study were 3 principals and 45 teachers. Data analysis used descriptive analysis, by calculating the frequency and percentage for each section using the help of the SPSS 24.0 program. Descriptive analysis was carried out because it was used to analyze the characteristics of adolescent problems and the method of solving problems of principals in the era of disruption.

3. RESULT AND DISCUSSION

Descriptive analysis was carried out to determine the characteristics of adolescent problems in the era of disruption and the method of solving the problems of school principals in the era of disruption.

3.1 Characteristics of Youth Problems in the Era of Disruption

Characteristics of adolescent problems in the era of disruption include the inability to behave assertively; Juvenile delinquency tendency; Online game addiction; Excessive use of social media; and consumptive behavior. Descriptive results of the characteristics of adolescent problems in the era of disruption as a whole for all indicators are shown in Table 1.

Based on Table 1, The problem of adolescents in the first era of disruption is the inability of adolescents to behave assertively, with a low category level. Assertive behavior is the ability that a person has to be able to say firmly, openly, as is, honestly, not afraid, and not anxious about what he thinks and feels but still maintains and respects the rights and feelings of others. This variable is measured using a scale of assertive behavior. Assertive behavior has 5 aspects (Alberti & Emmons, 2017; Miasari, 2012), namely: (1) acting according to their own wishes; (2) is able to express honest feelings and comfortable; (3) able to defend themselves; (4) able to express opinions; and (5) not neglecting the rights of others.

Based on Table 1, the problem of adolescents in the second era of disruption is the tendency of juvenile delinquency. According to Jensen (Sarwono, 2010) juvenile delinquency is divided into four types, namely: (1) delinquency that causes physical victims to others, for example fights, brawls, rape, and murder; (2) delinquency

resulting in material casualties, namely destruction of theft, pickpocketing and extortion; (3) delinquency that does not cause victim to other people’s sides, namely prostitution and drug abuse; and (4) delinquency against status, namely truancy, running away from home and denying orders from parents. Based on the research results, the tendency of juvenile delinquency at junior high school is in the very low category.

Table 1 Characteristics of Youth Problems in the Era of Disruption

Variable	Interval	Category	Freq	%	Note
Inability to behave assertively	26 - 30	Very high	1	2%	Low
	21 - 25	High	3	6%	
	16 - 20	Medium	12	25%	
	11 - 15	Low	24	50%	
	6 - 10	Very low	8	17%	
The tendency of juvenile delinquency	36 - 42	Very high	0	0%	Very low
	29 - 35	High	0	0%	
	22 - 28	Medium	4	8%	
	15 - 21	Low	21	44%	
	8 - 14	Very low	23	48%	
Addicted to online games	31 - 36	Very high	1	2%	Low
	25 - 30	High	1	2%	
	19-24	Medium	15	31%	
	13 - 18	Low	21	44%	
	7 - 12	Very low	10	21%	
Excessive use of social media	36 - 42	Very high	1	2%	High enough
	29 - 35	High	14	29%	
	22 - 28	Medium	20	42%	
	15 - 21	Low	10	21%	
	8 - 14	Very low	3	6%	
Consumptive behaviour	15 - 17	Very high	1	2%	High enough
	12 - 14	High	5	10%	
	9 - 11	Medium	19	40%	
	6 - 8	Low	17	35%	
	3 - 5	Very low	6	13%	
N = 48					

Furthermore, the problem of adolescents in the third disruption era is addiction to online games. The aspect of a person addicted to online games is actually almost the same as other types of addiction, but online game addiction is classified as a psychological addiction and not a physical addiction. At least aspects of online game addiction, namely (Chen & Chang, 2008): (1) compulsion (the urge to do continuously), which is a strong impulse or pressure that comes from within oneself to do something continuously, and an internal urge to play online games constantly; (2) withdrawal, is an attempt to withdraw or shy away from something case, someone who is addicted

to online games was not able to withdraw or shy away from matters pertaining to online gaming; (3) tolerance, in this case is defined as the attitude of accepting our state of being when we do something, usually this tolerance is related to the amount of time used or spent doing something, in this case playing online games, most teenagers are addicted to game players. satisfied; (4) mood modification (running away from problems or unpleasant feelings), high involvement when using the internet, where feelings of pleasure and calmness (such as relieving stress) when the addictive behavior occurs (Griffiths, 2005); and (6) interpersonal and health-related problems, which are problems related to the interaction of adolescents with other people and those related to health.

Teens who are addicted to online games tend to ignore how interpersonal relationships they have because they only focus on online games. Likewise, with health problems, online game addicts pay less attention to health problems such as insufficient sleep, not maintaining body hygiene and irregular eating patterns. Based on the research results, the tendency of online game addiction at junior high school is in the low category. The problem of adolescents in the fourth era of disruption is addicted to excessive use of social media. M Problem teens in use are naan excessive social media is in the category is quite high.

Addicted to social media to someone having six indicators interconnected 6 indicators, namely: (1) salience, this happens when the use of social media becomes an activity that dominates an individual’s mind even though he is not currently accessing social media, individuals tend to think about previous social media activities and anticipate the next social media usage session; (2) individual mood modification, immediately get satisfaction when using social media; (3) tolerance, the use of social media has increased progressively, the need to use social media with an increasing allocation of time to pursue satisfaction so that online activities on social media exceed the planned time; (4) withdrawal, individuals feel uneasy if the media has not opened a social and al; (5) conflict, a conflict that arises from himself regarding the amount of time he has spent using social media as well as conflicts that occur between individuals and other people as a result of their behavior on social media; and (6) relapse, individuals have tried and failed to control to reduce or stop using social media (Kuss & Griffiths, 2011).

The fifth problem is adolescents in the era of disruption, namely consumptive behavior. Consumptive behavior is a conscious act without planning and there is no basic consideration from the buyer, it is only a fulfillment of desires driven by individual social interactions (Aprilia, 2014). Consumptive behavior is more influenced by lust that is solely for satisfying pleasure and is more concerned with desires than needs.

There are three aspects in consumptive behavior, namely: (1) impulsive buying, impulsive buyers are purchases that are based on an individual impulse that appears suddenly; (2) irrational purchases, irrational purchases are purchases made because of a need but also

because of prestige so that they can be said to be modern or fashionable, consumptive behavior is a buying behavior that is no longer based on rational considerations, because of their existence. a desire that has reached a level that is no longer rational; and (3) extravagant or excessive purchases, extravagant or excessive purchases are purchases of a product that consumers excessively make (Aprilia, 2014; Setiadi, 2010). Based on Table 1, it is known that the characteristics of adolescent consumptive behavior in the disruptive era are in the high enough category.

3.2 Problem Solving Method in the Era of

Disruption

After calculating the pretest post test results, there is an improvement in the development and management capabilities of digital learning media for teachers. The results of the calculation are as follows. Characteristics of the Principal's Ability in solving adolescent problems in the era of disruption include problem identification; alternative development; analyze and decide on alternatives; implements decision; and evaluation. Results descriptive characteristic ability principal in solving the problems of teenagers in the era of disruption as a whole for all the indicators are shown in Table 2.

Table 2 Characteristics of Principals' Ability in Solving Youth Problems in the Era of Disruption

Variable	Interval	Category	Freq	%	Note
Identification of problems	68 - 80	Very High	22	46%	High
	55 - 67	High	23	48%	
	42 - 54	Medium	3	6%	
	29 - 41	Low	0	0%	
	16 - 28	Very low	0	0%	
Alternative Development	21 - 25	Very High	24	50%	Very high
	17-20	High	22	46%	
	13-16	Medium	2	4%	
	9 - 12	Low	0	0%	
	5 - 8	Very low	0	0%	
Analyze and Decide on Alternatives	15 - 17	Very high	9	19%	High
	12 - 14	High	28	58%	
	9 - 11	Medium	11	23 %	
	6 - 8	Low	0	0%	
	3 - 5	Very low	0	0%	
Decision Implementation	15 - 17	Very High	13	27%	High
	12 - 14	High	30	63%	
	9 - 11	Medium	5	10%	
	6 - 8	Low	0	0%	
	3 - 5	Very low	0	0%	
Evaluation	15 - 17	Very high	9	19%	High
	12 - 14	High	33	68 %	
	9 - 11	Medium	6	13%	
	6 - 8	Low	0	0%	
	3 - 5	Very Low	0	0%	
N = 48					

Based on Table 2, the characteristics of the principal's ability to solve adolescent problems in the era of disruption, the first is problem identification. The ability to identify problems of principals can be seen from indicators of goal setting, problem formulation, knowledge of adolescent problems, and the ability to set priorities. The principal's ability to identify problems is in the high category. Characteristics of the principal's ability in solving adolescent problems in the era of disruption, the second is the development of alternatives. The ability to develop alternative principals can be seen from the indicators of collecting relevant facts and data, the use of information technology assistance, determining success criteria, involving members (school members) in developing alternatives, and developing several alternative decisions. The principal's ability in developing alternatives is in the very high category.

Characteristics of the principal's ability in solving adolescent problems in the era of disruption, the third is analysis and deciding alternatives. The ability to analyze and decide on alternative principals can be seen from the indicators of being able to determine alternative selection methods, being able to analyze the feasibility of alternatives, and being able to determine alternatives. The principal's ability to analyze and decide on alternatives is in the high category. The characteristics of the principal's ability in solving adolescent problems in the era of disruption, the fourth is the implementation of decisions.

The ability to implement decisions by school principals can be seen from the indicators of preparation of implementation schedules, division of implementation tasks, and implementation of decisions made. The principal's ability in implementing decisions is in the high category. The characteristics of the principal's ability in solving adolescent problems in the era of disruption, the fifth is evaluation. The evaluation ability of school principals can be seen from the indicators of assessing the results obtained as a result of decisions taken and follow-up assessments. The principal's ability in evaluation is in the high category.

The problem-solving model is an important aspect to be built in the 21st century education era. This is associated with the demands of education in the 21st century which emphasizes readiness to face the industrial revolution 4.0 (Fisk, 2017). The phenomenon of disruption is inevitable in the era of the 21st century, especially for education. Disruption is an innovation that will replace the entire old system with new ways. Disruption replaces old, all-physical technology with digital technology that will produce something completely new, more efficient, more useful (Kasali, 2017). In this context, self-disruption is more important.

Currently, society is increasingly dynamic in facing the impact of the dynamics of the 4.0 industrial revolution which is still taking place in social life which requires responsive skills and a high proactive attitude. By understanding the stages in revolution 4.0, the world of education is getting tougher, because Indonesia is currently

still moving from education 2.0 to education 3.0 and is still facing problems in progressing to education 4.0 (Dwiningrum, 2018). Therefore, the ability to solve problems in the era of disruption is needed, especially in terms of solving problems faced by adolescents in the era of disruption like today. The problem is how the world of education is able to respond to accelerated changes, while the education process in schools is still not considered responsive to change.

Disruptive phenomena that occur in all aspects of social life should be addressed proactively, so that the disruption that occurs does not cause social problems, but becomes a denominator of social change towards a better quality of life. The problem-solving model approach is an interesting alternative to consider in managing education in an era of disruption. The following is the problem-solving cycle described by Chia (2019): (1) define the problem; (2) structure before data; (3) prioritize issues and plan; (4) analyze to derive findings; (5) synthesize findings into insights; and (6) propose solutions.

While the decision-making process according to Siagian (Makawimbang, 2012) there are seven steps that need to be taken in an effort to solve the problem, namely: (1) knowing the nature of the problem at hand, we are looking for what problems actually occur and which need attention to be solved; (2) collect relevant facts and data; (3) processing facts from said data, processing these facts into information which is then used as a basis for decision making; (4) determine several possible alternatives; (5) Choosing a solution from alternatives that have been processed carefully; (6) Deciding what action to take; and (7) Assessing the results obtained as a result of the decisions that have been taken. The point of this stage is to evaluate the decisions taken. Is the decision carried out in accordance with problem solving?

4. CONCLUSION

Based on the results and discussion, it can be concluded, the characteristics of adolescent problems in the era of disruption in excessive use of social media and consumptive behavior are in the high enough category, while the problem of inability to behave assertively and online game addiction is in the low category, and the tendency of juvenile delinquency is at very low category. The characteristics of the principal's ability in solving adolescent problems in the era of disruption: (1) identification of the principal's problems seen from the indicators of goal setting, problem formulation, knowledge of adolescent problems, and the ability to set priorities are in the high category; (2) development of alternatives seen from the indicators of collecting relevant facts and data, using information technology assistance, determining success criteria, involving members (school members) in developing alternatives, and developing several alternative decisions are in the very high category; (3) analysis and deciding alternatives, seen from the indicators being able to determine alternative selection methods, being able to analyze the feasibility of alternatives, and being able to

determine alternatives to be in the high category; (4) implementation of decisions seen from indicators of preparation of implementation schedules, division of implementation tasks, and implementation of decisions made are in the high category; and (5) evaluation, seen from the indicators of assessment of the results obtained as a result of decisions taken and follow-up assessments are in the high category.

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