

Management of Handling Deviant Student Behavior Through Innovation of the Gerbat (Inner Movement) Program: A Study at Srandol Wetan 2 Public Elementary School, Semarang City

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ABSTRACT

Objective: The purpose of this study is to describe and analyze the planning, organization, implementation, and evaluation of the management of student deviant behavior through the Gerbat (Inner Movement) program innovation at Srandol Wetan 2 Public Elementary School, Semarang City. **Method:** The research approach used was qualitative. This type of research is phenomenological. The qualitative research design consists of three stages: orientation, focused exploration, and data analysis. Data collection techniques included interviews, observation, and documentation. This study used source triangulation. Data analysis with three steps: data reduction, data presentation, and drawing conclusions. **Results:** The results of the study indicate that: 1) Planning is carried out by forming a team, identifying deviant behavior, conducting direct observation of student case records and SOPs integrating spiritual, emotional, and psychological approaches. 2) Organization is carried out by considering personality competencies, concern for students, and experienced teachers. Then forming the Inner Movement Team, school organizational structure and holding training and workshops. 3) Implementation is carried out by implementing the Heart Movement (spiritual) by habituating religious values, praying together, self-reflection, and strengthening moral values. The Emotional Movement (emotional) by habituating empathy, positive communication between teachers and students. The Mind Movement (psychological) with a dialogical approach, simple counseling by teachers and BK teachers. 4) Supervision is carried out by daily and weekly monitoring of changes in student behavior. Follow-up is carried out by improving coaching strategies, adjusting SOPs, mentoring students, and training teachers. **Novelty:** This research is novel in its approach, namely the application of deviant behavior management through the Gerakan Batin program, which is based on the internalization of spiritual and moral values.

INTRODUCTION

Education is a form of social interaction that occurs between educators and students through a network of human relationships manifested in the learning process (Kholifah S., 2019) From a humanistic perspective, education is not only oriented towards the transfer of knowledge but also emphasizes the preservation of human existence so that individuals become more humane, cultured, and fully developed (Suhifatullah, 2024). However, the reality of education in schools today tends towards pragmatism and materialism, thus providing little space for the internalization of moral and spiritual values in students. This condition impacts weak character formation, especially in the face of the influence of a hedonistic global culture, which can ultimately erode national identity.

In this context, strengthening the management of character education in schools is crucial as a systematic effort to instill moral and social values. Without proper management, the educational process will struggle to stem the various forms of deviant behavior that are beginning to emerge even at the elementary school level level

(Suhifatullah, 2024). Deviant behavior itself is an action that goes against social norms, moral values, laws, and religious teachings prevailing in society (Alang, 2019) Therefore, the integration of intellectual development and character building is crucial so that education produces not only academically intelligent individuals but also individuals with strong personalities and morals. Furthermore, psychological factors also play a role, such as mood changes after smoking, the stress-relieving effects of smoking, and personality characteristics. Not to be missed, there are also biological factors that influence (Harefa, 2023).

Deviant behavior among minors today is highly diverse. Deviant behavior involving the law is more prevalent than ordinary delinquency. Currently, parental and community supervision of children in conflict with the law is often questioned. Children who commit crimes/violations are certain to exhibit deviant behavior that exceeds the limits, both within the family and in their community (Tahir, 2019). One such behavior is delinquency. Delinquency in children is defined as a form of behavior that does not conform to prevailing societal norms.

Behavior that does not conform to norms is considered a social defect, and society then considers this defect as an abnormality, thus labeling their behavior as delinquent. Generally, delinquency, or delinquency, is a product of a defective mental and emotional constitution. It is the mental and emotional state of young people that is immature (unstable) and damaged (defective) as a result of environmental conditioning (Arifin, 2021). Behavioral deviations experienced by elementary school-aged children include (1) playing truant from school, (2) being lazy to study, and (3) being stubborn (Harefa, 2023). (Sofiana, 2019) stated in her research results that forms of behavior of elementary school-aged children can be seen from attitudes of defiance, aggression, arguing/fighting, teasing, competition, cooperation, domineering behavior, selfishness and sympathy. (Yuniati, 2019) in their research stated that the tendency for students' deviant behavior can be minimized after being given group counseling services by implementing behavioral counseling with positive reinforcement techniques.

Preventing and addressing deviant behavior among students requires a holistic and integrated approach. Preventive efforts must begin within the family environment by providing strong moral education, followed by the role of schools in creating a positive and supportive educational climate. Furthermore, effective oversight by authorities and community empowerment are crucial to creating a safe and conducive environment for adolescent development. Addressing deviant behavior must be comprehensive, encompassing psychological, educational, and legal approaches. Counseling and guidance programs, increasing positive extracurricular activities, and fair and firm law enforcement are some strategies that can be implemented. Collaboration between schools, families, and the community is key to creating a moral and high-achieving young generation. Addressing these issues requires effective school management and an appropriate coaching approach to help students with deviant behavior improve. The principal plays a crucial role in implementing character education in schools, particularly in coordinating, mobilizing, and aligning all available educational resources to implement character education (Kamaruddin, 2019).

The role of teachers as service providers actively participates in fostering student behavior and development. A teacher's role extends beyond professional values, including humanitarian and community responsibilities, as well as information providers, academic administrators, motivators, learning activity guides, and assessors

of academic and social achievement. Shaping student character within the school environment is the responsibility of guidance and counseling teachers, which includes their role in fostering self-development, prevention, and recovery (Marsheila, 2025).

Preliminary data collected by the Ngesrep Community Health Center in Banyumanik District, Semarang City, in May 2025 showed that 38% of students were victims of verbal bullying, such as insults and profanity. Furthermore, 25% were victims of physical bullying, such as being pushed. More than 22% were victims of psychological bullying, such as teasing, and 14% were victims of sexual bullying, such as being shown pornographic images by their peers.

As demonstrated by previous empirical data showing a 38% bullying rate, deviant behavior is very common in elementary schools in Banyumanik district. This indicates a significant gap between ideal behavior management theory and the reality on the ground. Given this situation, school principals need to implement strategies to address the problem of student deviant behavior. Principals can implement the GERBAT (Inner Movement) program in schools. The GERBAT program has advantages over conventional management models because it is designed integratively to reach the root of the problem in each dimension. The Heart Movement (spiritual) approach is particularly relevant in responding to verbal and sexual bullying by instilling moral values, shame, and self-awareness based on religious values. Meanwhile, the Emotional Movement (emotional) is key in overcoming physical and psychological bullying by training empathy, emotional control, and the ability to understand the feelings of others, which have often been weaknesses in conventional disciplinary approaches. Meanwhile, the Mind Movement (psychological) provides a space for deeper intervention through dialogue, reflection, and counseling, so that students not only stop the behavior but also understand the cause and effect and are able to develop healthier mindsets. Therefore, in the context of the high rate of bullying in Banyumanik District, the GERBAT program is not only relevant but also more adaptive and comprehensive in addressing the complexity of the problem of deviant behavior in elementary schools.

Srondol Wetan 2 Public Elementary School is a public school that has undergone various transformations and become the primary choice for the community in the Banyumanik district. Located at Jalan Karangrejo Raya No. 10, Srondol Wetan 2 has 12 classrooms, a library, and excellent facilities for five full-day learning sessions. Srondol Wetan 2 holds an A-grade accreditation, strengthening its reputation as a quality educational institution at the elementary level. Srondol Wetan 2 Public Elementary School has been recognized as a model school for various important programs.

RESEARCH METHOD

The research approach used in this study is qualitative with a phenomenological design to explore the management of student deviant behavior through the GERBAT (Inner Movement) Program at Srondol Wetan 2 Public Elementary School, Semarang City. The study was conducted from September 2025 until sufficient and accurate data were obtained. The qualitative phenomenological approach was chosen because it enables researchers to understand participants' experiences, perceptions, and interactions related to the implementation of behavioral management in the school environment.

Data collection techniques included interviews, observations, and documentation. To improve the rigor of the study, interviews were conducted using a semi-structured interview protocol containing guiding questions related to planning, organizing,

implementation, supervision, and students' behavioral changes through the GERBAT Program. The interview protocol also allowed flexibility for participants to explain their experiences in greater depth. Informants in this study included the principal, teachers, guidance counselors, and students. Each interview lasted approximately 30–60 minutes and was conducted repeatedly when further clarification was needed.

Observation activities were conducted through a focused exploration stage over approximately three months during school activities, including classroom learning, character-building activities, and implementation of the Heart Movement, Emotional Movement, and Mind Movement programs. During this stage, researchers observed teacher-student interactions, student behavior, and the implementation of school policies related to behavioral management. Documentation data included school regulations, student behavior records, counseling reports, photos of activities, and program implementation documents.

To ensure data validity, this study employed triangulation techniques, namely source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from principals, teachers, counselors, and students, while technique triangulation compared interview results with observations and documentation. The data analysis technique used an interactive model consisting of data condensation, data presentation, and conclusion drawing or verification.

RESULTS AND DISCUSSION

Results

1. Management Planning for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

The research findings on the management planning for handling student deviant behavior through the Gerbat (Inner Movement) program innovation at Spondol Wetan 2 Public Elementary School, Semarang City will be presented in the following diagram:

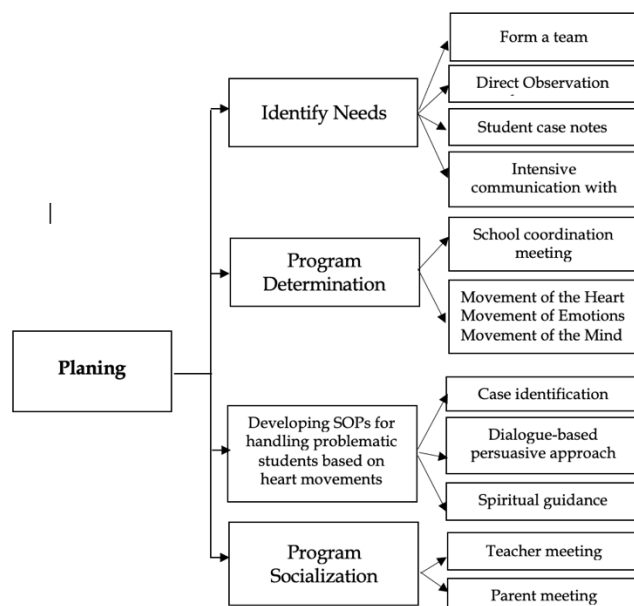


Figure 1. Management Planning for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation

2. Organizing and Managing Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

The findings of this research on organizing and managing student deviant behavior through the Gerbat (Inner Movement) program innovation at Spondol Wetan 2 Public Elementary School, Semarang City will be presented in the following diagram:

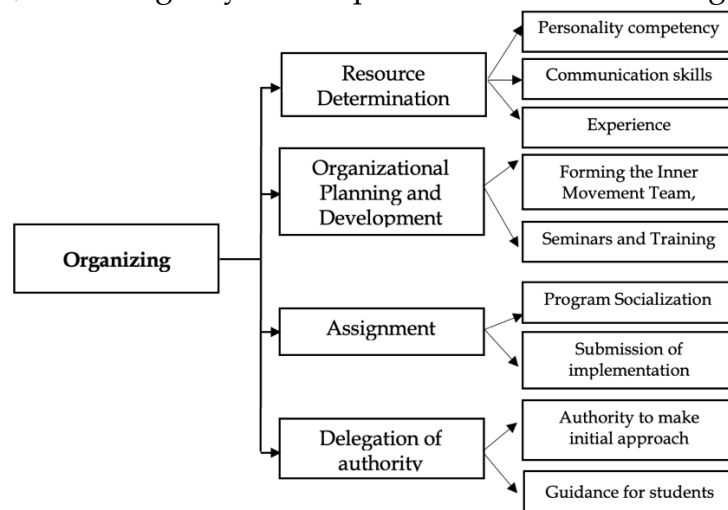


Figure 2. Organizational Management for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation

3. Implementation of Management for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

The research findings on the implementation of management for handling student deviant behavior through the Gerbat (Inner Movement) program innovation at Spondol Wetan 2 Public Elementary School, Semarang City will be presented in the following diagram:

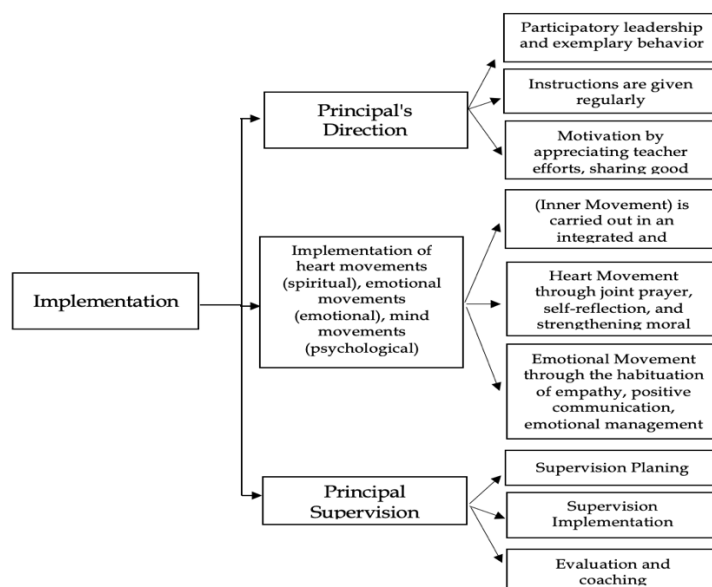


Figure 3. Implementation of Management for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation

4. Supervision and Management of Student Deviant Behavior through the Gerbat (Inner Movement) Program Innovation at Srongol Wetan 2 Public Elementary School, Semarang City

The research findings on the supervision and management of student deviant behavior through the Gerbat (Inner Movement) program innovation at Srongol Wetan 2 Public Elementary School, Semarang City will be presented in the following diagram:

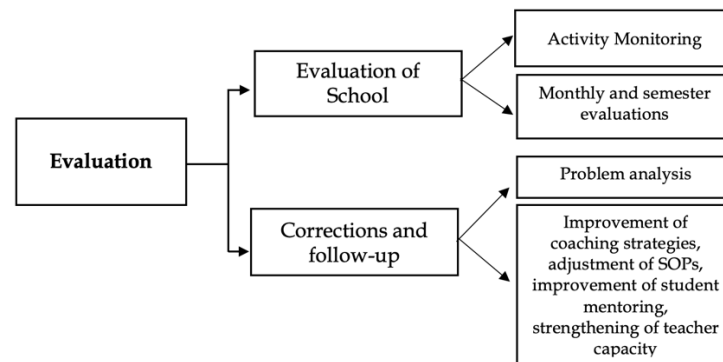


Figure 4. Supervision of Student Deviant Behavior Management Through the Gerbat (Inner Movement) Program Innovation

Discussion

1. Management Planning for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Srongol Wetan 2 Public Elementary School, Semarang City

Planning is the process of determining and utilizing resources in an integrated manner, expected to support activities and efforts that will be implemented efficiently and effectively to achieve goals (Morissan, 2018). Planning is carried out as a strategic step to create a safe, conducive, and character-based school environment. Therefore, the GERBAT Program is designed as a management innovation that emphasizes strengthening students' inner awareness and character values.

The GERBAT (Inner Movement) program planning is not merely an incidental activity, but rather an integral part of school management, integrated with the school's vision, mission, and culture. Therefore, GERBAT Program planning needs to be based on comprehensive and measurable objectives, so that each designed activity can support the development of students' complete character. In line with this, the objectives of the Inner Movement Program are formulated based on a holistic character education framework that integrates students' spiritual, emotional, and psychological dimensions.

The objectives of the Gerakan Batin program according to (Zunita, 2022) are based on a holistic character education framework, with the integration of spiritual, emotional, and psychological dimensions: to shape the character of students who are noble and responsible, reduce and prevent deviant behavior in the elementary school environment. This planning is motivated by the need for schools to handle various forms of deviant student behavior systematically and sustainably, not only through a disciplinary approach, but also through humanistic and educational guidance. The GERBAT Program planning is directed at a holistic approach that includes heart movements (spiritual), emotional movements (emotional), and mind movements (psychological), so that handling deviant behavior is not reactive, but preventive and oriented towards positive behavioral changes in students.

Existing data indicates that the principal's activities begin with the planning stage, which involves all teachers coordinating to discuss the activities and programs being implemented. The initial steps taken by the principal in this planning stage are identifying needs, establishing programs, developing standard operating procedures (SOPs) for handling problem students based on spiritual, emotional, and psychological factors, and program socialization.

In the initial planning stage, the principal identifies needs by forming teams for each school activity and then identifying forms of student deviant behavior through several structured and ongoing methods. First, direct observations are conducted by class and subject teachers. Second, the school utilizes student case records maintained by the homeroom teacher and guidance counselor. Third, intensive communication with parents is conducted to obtain information on student behavior within the family environment.

Based on the identification of student needs and behavioral issues, the principal and the school management team then developed more operational follow-up planning steps. Furthermore, the principal established the Inner Movement Program as the school's flagship program through a coordination meeting involving teachers and relevant stakeholders. This program was established based on the need for a holistic and humanistic approach to behavior management, not solely focused on punishment, but on developing students' overall character. The selected program encompasses spiritual aspects through the Heart Movement, emotional aspects through the Emotional Movement, and psychological aspects through the Mind Movement, which are expected to be able to address various student behavioral issues according to the characteristics of elementary school students.

After establishing the Inner Movement Program through a school coordination meeting, the principal proceeded to the planning stage by formulating operational policies to ensure the program's implementation is directed and consistent. At this stage, the principal, along with the school development team, agreed on the need to develop Standard Operating Procedures (SOPs) to guide the implementation of student misconduct management. As a follow-up to this policy, the SOPs were systematically developed, integrating spiritual, emotional, and psychological approaches. The SOPs encompassed case identification, a dialogue-based persuasive approach, spiritual guidance through the instillation of religious values, positive emotional reinforcement, and light psychological counseling.

After the Inner Movement Program SOPs were developed, the principal continued the planning stage by developing implementation strategies to ensure the entire school community understood and was able to carry out the established procedures. A crucial step in this stage was comprehensive and ongoing program outreach. This outreach was conducted through various forums and media to effectively convey the program's message. Socialization activities are carried out through teacher meetings, parent meetings, school ceremonies, and the integration of Gerakan Batin values into daily learning and habituation activities. In addition, the school utilizes character posters, student pocketbooks, morning reflection activities, and educational videos as socialization media.

The above research findings support research by (Kisda, 2024), which showed that schools have planned efforts to address juvenile delinquency by implementing guidance programs involving various strategies and approaches aimed at creating a safe learning

environment. Furthermore, research by (Ansari, 2024) showed that teachers' strategic planning for addressing disruptive student behavior utilizes several approaches, namely behavioristic, cognitive, and humanistic approaches. Planning serves as a guideline for the principal in providing direction to achieve clear and easily understood goals and objectives for all teachers. According to (Sagala, 2019), planning can be defined as the process of formulating various decisions to be implemented in the future to achieve predetermined goals. Planning for handling student deviant behavior through the innovative Gerbat (Inner Movement) program at Spondol Wetan 2 Elementary School, Semarang City, has been carried out with a comprehensive approach, starting from needs analysis, program determination, preparation of SOPs with a spiritual, emotional, and psychological approach, budgeting, to program socialization.

Based on the findings of this study, several significant deviations from previously published practices in handling student deviant behavior were identified. While previous research generally emphasized separate approaches, such as behaviorist, cognitive, or partially humanistic, the GERBAT Program integrates all three dimensions simultaneously within a holistic framework encompassing spiritual, emotional, and psychological aspects. Furthermore, in previous practices, handling deviant behavior tended to be reactive and focused on imposing sanctions after violations occurred, whereas the findings at Spondol Wetan 2 Public Elementary School indicate a shift toward a preventative approach through instilling values and inner awareness in students from the outset. Another deviation is seen in the planning process, which is not solely based on top-down policies but prioritizes the active participation of teachers and parents and the use of real student data as a basis for decision-making. Furthermore, the existence of Standard Operating Procedures (SOPs) that explicitly integrate spiritual, emotional, and psychological approaches is also a key differentiator, as school SOPs generally only emphasize administrative and disciplinary aspects. Thus, the novelty of the GERBAT Program lies in its ability to combine a multidimensional approach, based on contextual data, and oriented towards internalization of values, thus producing a more comprehensive and sustainable management model for handling deviant behavior compared to previous conventional approaches.

The findings of this study indicate a uniqueness in the planning of the GERBAT Program at Spondol Wetan 2 Public Elementary School, which lies not only in the integration of spiritual, emotional, and psychological dimensions, but also in the principal's participatory leadership pattern that is able to mobilize the entire school community collectively. Another uniqueness is seen in the use of real-life student case-based data collected systematically through observations, homeroom teacher notes, and communication with parents as the main basis for designing the program. This shows that the planning is not normative or simply following general policies, but rather contextual and responsive to the real needs of students. Furthermore, the strengthening of inner values through a structured approach in SOPs is a characteristic that distinguishes this program from conventional disciplinary approaches, because it emphasizes students' internal awareness rather than solely external control. Thus, the planning of the GERBAT Program at this school can be understood as a form of innovative character education management based on the school's social reality, collaboration between stakeholders, and an orientation towards long-term behavioral change.

2. Organizing and Managing Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

Organization is a crucial activity in the management activities carried out by the principal. The principal can organize directly to determine the capabilities of the school's teaching resources. According to (Sarwoedi, 2025), organizing is the activity of dividing tasks, responsibilities, and authority among a group of people to achieve established goals. The organization for handling student deviant behavior through the Gerbat (Inner Movement) program innovation at Spondol Wetan 2 Elementary School in Semarang City was implemented to ensure that all programs for handling student deviant behavior were implemented effectively, efficiently, and sustainably.

The organization carried out by the school requires a process for determining good human resources. Teacher resource selection is conducted by analyzing human resource needs based on the program for handling student deviant behavior through the innovative Gerbat (Inner Movement) program. The principal considers teachers' personality competencies, concern for students, and interpersonal communication skills. Teachers selected are those who have an emotional connection with students, are able to act as role models, and have a strong commitment to character development. Furthermore, the school also considers teachers' experience in dealing with problem students, openness to innovation, and willingness to work collaboratively.

Following the human resource determination process, organizational development is necessary. The purpose of organizational development is to encourage and improve the quality of the organization or school. Organizational development is necessary to improve school management and develop the competencies of principals and teachers. Organizational development activities are carried out by establishing an Inner Movement Team, establishing a school organizational structure, and conducting training and workshops on handling student deviant behavior through the innovative Gerbat (Inner Movement) program. This program is integrated into the school's organizational structure through specific assignments to the vice principal for student affairs, guidance counselors, and homeroom teachers.

After the human resource determination and organizational development process, assignments are also carried out to teachers. Work assignments are made when the principal has identified and placed teachers and other staff in positions appropriate to their respective abilities. The division of tasks in the Inner Movement Program is clear and proportional. The principal acts as the policy director, decision-maker, and primary supervisor of program implementation. Understanding of each party's duties is fostered through program socialization, coordination meetings, and the dissemination of program implementation guidelines. Each appointed personnel is given a written assignment letter. The principal not only assigns assignments but also facilitates technical training/mentoring, monitors and evaluates, and provides feedback on task implementation.

The principal then delegates authority to teachers. This delegation of authority is carried out in a planned and responsible manner. The principal delegates technical implementation authority to the Gerakan Batin (Batin Movement) team, specifically the vice principal for student affairs and the guidance and counseling teacher. Teachers are authorized to conduct initial approaches, mentoring, and coaching students in accordance with established SOPs.

The above research findings reinforce research conducted by (Kisda, 2024), which shows that schools have organized themselves by forming teams, establishing a school organizational structure, and conducting training and workshops to address juvenile delinquency. This program involves various strategies and approaches aimed at creating a safe learning environment. The findings of this study reveal that the organization of the Inner Movement Program at Spondol Wetan 2 Public Elementary School is unique in its role distribution pattern, which is not only structural but also based on the emotional relationship between teachers and students. Teacher placement is not solely based on formal positions, but rather on psychological closeness and the ability to build trust with students. This indicates a more human-centered organizational approach, where the effectiveness of handling deviant behavior is determined by the quality of interpersonal relationships, not just by a rigid system. Furthermore, the existence of the Inner Movement Team integrated into the school structure reflects adaptive institutional innovation, as this team serves as a link between formal policies and training practices in the field. The delegation of authority accompanied by mentoring and evaluation also demonstrates that the principal acts not only as a controller, but as a facilitator who empowers teachers. Thus, the organization at this school emphasizes not only work efficiency but also builds a collaborative and caring culture that serves as a primary foundation for sustainable student character development.

3. Implementation of Management for Handling Student Deviant Behavior Through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

Implementation is a crucial activity in the management carried out by the principal. The principal can conduct supervision through direct observation to identify weaknesses and strengths in the implementation of activities at school. Implementation is a mandatory activity carried out by the principal. According to (Setianingsih, 2025), implementation is an effort to mobilize group members so that they desire and strive to achieve the goals of the organization and its members. The implementation of this program involves the entire school community through the instillation of environmentally friendly behavior, strengthening environment-based learning, managing green infrastructure, and building partnership networks with various parties. The implementation of student deviant behavior management through the innovative Gerbat (Inner Movement) program, conducted by the principal, involves three stages: principal direction and motivation, implementation of spiritual movement, emotional movement, psychological movement, and principal supervision.

The principal's direction and motivation are implemented using a participatory leadership approach and role model. Guidance is delivered regularly through teacher meetings, reflection forums, and informal discussions, emphasizing that the Inner Movement Program is not merely an additional program but part of the school's mission to shape the holistic character of students. I also encourage teachers to view every student's deviant behavior as an opportunity for development, not simply a violation. Motivation is provided through appreciating teacher efforts, sharing good practices, and creating a supportive work environment.

Following the briefing and motivation, the program continued with the implementation of student deviant behavior management through the innovative Gerbat (Inner Movement) program at Spondol Wetan 2 Public Elementary School in Semarang

City. The program has been integrated and sustained throughout all school activities. The Heart Movement (spiritual) is implemented through activities that foster religious values, such as group prayer, self-reflection, and strengthening moral values in every lesson. The Emotional Movement (emotional) is implemented through the development of empathy, positive communication between teachers and students, and activities that train emotional management, such as sharing feelings and group work. Meanwhile, the Mind Movement (psychological) is implemented through a dialogic approach, simple counseling by teachers and guidance counselors, and reflective activities that help students understand the impact of their behavior and learn to make better decisions.

The principal also supervises the program through direct observation, reviewing activity documentation, and reflective dialogue with teachers. Supervision not only assesses administrative aspects but also examines the interaction between teachers and students in implementing the Inner Movement approach. Supervision is conducted periodically, both on a scheduled and incidental basis, according to field needs. Supervision results are followed up through discussions with teachers, improvements to coaching strategies, and strengthening teacher capacity through further training or mentoring.

Research by (Darmiany, 2022) indicates that teachers and parents understand and are able to identify academic issues that arise in students before they become major problems. Furthermore, research by (Ansari, 2024) shows that teachers' strategies for addressing disruptive student behavior utilize several approaches, namely behavioristic, cognitive, and humanistic approaches.

The implementation of student deviant behavior management through the innovative Gerbat (Inner Movement) program at Spondol Wetan 2 Public Elementary School in Semarang City is running well and reflects participatory, sustainable, and integrated principles. The findings of this study indicate that the implementation of the Inner Movement Program at Spondol Wetan 2 Public Elementary School has unique characteristics in the form of integrating character values into daily school practices, not just formal programmed activities. This uniqueness is evident in how teachers consistently internalize the Heart, Emotion, and Mind Movement approach in direct interactions with students in and outside the classroom. This reflects that the program implementation does not stop at the level of instruction, but has become a living school culture (living values). Furthermore, the principal's supervisory approach is reflective and dialogical, thus encouraging teachers to continue learning and adapting coaching strategies according to the dynamics of student behavior. This condition indicates a transformation of the teacher's role from merely a teacher to an active and responsive character mentor. Thus, the implementation of the Inner Movement Program at this school not only functions as a mechanism for handling deviant behavior, but also as a process of establishing an educational ecosystem that is humanistic, adaptive, and oriented towards the continuous development of student personality.

4. Supervision and Management of Student Deviant Behavior through the Gerbat (Inner Movement) Program Innovation at Spondol Wetan 2 Public Elementary School, Semarang City

Supervision is necessary to assess the extent to which results are achieved in the implementation of school activities, both academic and non-academic. The purpose of supervision is positive and constructive, aiming to improve and reduce wasted time,

money, materials, and energy at school. According to (Usman, 2019), supervision is the process of monitoring, assessing, and reporting plans on the achievement of established goals, leading to corrective actions for further improvement.

Supervision (monitoring and evaluation) in the management of student deviant behavior management through the Gerbat (Inner Movement) program innovation is a crucial process to ensure that all planned and implemented programs for handling student deviant behavior through the Gerbat (Inner Movement) program innovation are aligned with the objectives and success indicators. Supervision at Sronдол Wetan 2 Public Elementary School, Semarang City, is conducted periodically, participatory, and data-driven to maintain the quality of implementation of student deviant behavior management through the Gerbat (Inner Movement) program innovation and ensure continuous improvement.

Evaluation of the management of student deviant behavior through the innovative Gerbat (Inner Movement) program includes evaluating activities by monitoring activities, providing direction, assistance, and guidance to teachers, and coordinating changes in student behavior through daily and weekly monitoring by homeroom teachers and guidance counselors. Monthly and semester evaluations are then conducted through Inner Movement Team meetings to discuss student progress, activity effectiveness, and any challenges encountered. The success of the Inner Movement Program includes a decrease in the number of violations of rules, a decrease in reports of deviant behavior, and an increase in student attendance and discipline. Furthermore, changes in student attitudes and behaviors include increased empathy, emotional control, responsibility, and more positive social interactions between students and teachers, as well as between students.

Corrective and follow-up actions for handling student deviant behavior through the innovative Gerbat (Inner Movement) program involve analyzing the root causes of the problems through team discussions and reflections with relevant teachers. Corrective measures include improving coaching strategies, adjusting standard operating procedures (SOPs), increasing the intensity of student mentoring, and strengthening teacher capacity through further training. The school is also open to input from teachers and parents to improve the program to ensure it remains relevant to students' needs.

The above research findings reinforce those of (Ansari, 2024) which showed that program implementation oversight includes both internal and external supervision. Internal supervision involves the principal, who supervises directly and indirectly. Furthermore, research by (Maulida, 2024) indicates that monitoring and evaluation are carried out by the principal, who is responsible for overseeing each activity.

Evaluation activities focus on the planning, organization, and implementation of student deviant behavior management through the innovative Gerbat (Inner Movement) program. The findings of this study indicate that the monitoring of the Inner Movement Program at Sronдол Wetan 2 Public Elementary School is unique in its use of an evaluation approach that is not only oriented towards final results, but also the process of continuous student behavior change. This uniqueness is evident in the multi-layered monitoring system (daily, weekly, and semester) that allows the school to detect changes in student behavior earlier and more responsively. Furthermore, monitoring is carried out in a participatory manner involving teachers, principals, and parents, thus creating a broader social control ecosystem that is not limited to the school environment alone. The reflective approach applied in each evaluation also shows that monitoring is not

judgmental, but rather a means of collective learning for teachers to improve the effectiveness of coaching strategies.

The findings of this study are consistent with previous research emphasizing behavioristic, cognitive, and humanistic approaches in handling student deviant behavior. Studies by (Ansari, 2024) showed that disruptive behavior management generally applies these approaches separately through reinforcement, counseling, and emotional guidance. Similarly, the GERBAT (Inner Movement) Program also applies guidance, reflection, and behavioral reinforcement. However, this study differs because it integrates spiritual, emotional, and psychological dimensions simultaneously within one holistic management system. This indicates that student deviant behavior is addressed not only through discipline but also through character and self-awareness development.

Compared to previous studies that focused more on corrective or punitive actions after violations occurred, the GERBAT Program emphasizes preventive efforts through moral values, emotional control, and self-reflection activities. This approach aligns with humanistic educational theory, which emphasizes internal awareness rather than external punishment. In addition, the participatory management involving principals, teachers, counselors, and parents differs from earlier top-down disciplinary models. The program is also based on real student behavioral data collected from observations, counseling records, and communication with parents, making the approach more contextual and responsive to students' needs.

Furthermore, the supervision system in this study not only measures disciplinary outcomes, such as reduced violations, but also evaluates continuous behavioral changes, including empathy, responsibility, and positive social interaction. Unlike conventional supervision that tends to be administrative, monitoring in the GERBAT Program is reflective and developmental through mentoring and collaborative evaluation. Therefore, this study offers a more comprehensive and sustainable model for managing student deviant behavior through integrated character education and participatory school management.

CONCLUSION

The management of student deviant behavior through the Inner Movement Program not only runs as a series of planning, organizing, implementing, supervising, and following up, but also reflects a holistic and integrated character development model. The fundamental finding of this study lies in the school's success in shifting its behavioral management approach from a reactive and disciplinary one to a preventive, humanistic approach based on students' internal awareness. The integration of the Heart Movement (spiritual), the Emotional Movement (emotional), and the Mind Movement (psychological) shows that changing student behavior is not enough through rules and sanctions, but requires coaching that touches the deepest dimensions of the individual. In addition, the success of this program is also supported by the participatory leadership of the principal, a collaborative culture among teachers, and a continuous and reflective monitoring system. Furthermore, the school's ability to build a character education ecosystem that is comprehensive, contextual, and oriented towards long-term behavioral change, not just short-term compliance with rules.

The implications of this research indicate that the success of character education management depends heavily on the synergy between thorough planning, teacher

competence, and consistency in program implementation and evaluation. An approach model that integrates spiritual, emotional, and psychological aspects can be used as an alternative strategy for addressing student deviant behavior in elementary schools. Furthermore, this research provides practical contributions to schools in designing more systematic and sustainable character development policies and programs. However, this study has several limitations. First, the study was conducted in only one school, so the results cannot be broadly generalized to other school contexts with different characteristics. Second, the qualitative approach used relies heavily on the subjectivity of informants and researchers, despite triangulation to minimize bias. Third, the limited timeframe for the study meant that long-term observations of changes in student behavior were not possible.

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