The Role Of Islamic Character Education In Preventing The Formation Of Motorcycle Gangs Among Students At Bina Taruna 1 Vocational School Medan

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Abstract: The formation of motorcycle gangs among students has become an alarming phenomenon in various regions, including Medan. This phenomenon can lead to criminal acts, violence, and other deviant behaviors that disrupt public order and jeopardize the students' future. Schools, as educational institutions, play a significant role in preventing the formation of motorcycle gangs among students. This research aims to identify and analyze the role schools play in preventing the formation of motorcycle gangs among students, with a case study at SMK Bina Taruna 1 Medan.

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The methodology used in this study is a qualitative approach with a case study method. Data were obtained through in-depth interviews with teachers, school principals, and students, as well as observations of the policies and programs implemented by the school concerning the prevention of motorcycle gangs. Additionally, secondary data such as school documents and police reports were analyzed to support the research findings. The research results show that SMK Bina Taruna 1 Medan has undertaken various preventive efforts to prevent the formation of motorcycle gangs among students. These include character development programs, positive extracurricular activities, strict supervision of student behavior, and collaboration with the police and parents. The conclusion of this study is that schools have an important role in preventing the formation of motorcycle gangs through educational approaches, supervision, and partnerships with relevant stakeholders. However, more integrated and sustainable efforts are still needed to ensure more effective and long-term results.

Keywords: motorcycle gangs, prevention, islamic character education, students, SMK Bina Taruna 1 Medan.

INTRODUCTION

The formation of motorcycle gangs among students is an increasingly concerning phenomenon in Indonesia, particularly in large cities like Medan. This phenomenon not only creates public order disturbances but also threatens the future of the younger generation. Motorcycle gangs, which often start as friendship groups based on a shared interest in motorcycles, can evolve into groups involved in illegal activities such as street racing, violence, and drug abuse.[1] This also often develops into groups engaging in negative activities, such as violence, drug abuse, and other criminal acts. This condition illustrates how motorcycle gangs can become a destructive environment for students who should be in the process of positive character formation through formal education. This

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[1] Sukardi, "Pembentukan Geng Motor di Kalangan Pelajar," dalam *Journal of Criminal Behavior Studies*, (Jakarta: PT Rineka Cipta, 2018), h. 45-46.

phenomenon not only damages the morals and future of the students involved but also creates fear and anxiety in the wider community.

In the context of education, schools play a very important role in shaping the character and behavior of students. Schools are one of the social institutions responsible for shaping the personality and behavior of students. Therefore, schools have a moral responsibility to prevent students from falling into deviant behaviors, including involvement in motorcycle gangs. However, in reality, the role of schools is often considered less than optimal in addressing this issue. The role of schools in shaping students' character and behavior is crucial, especially in preventing their involvement in deviant activities.[2] According to Tilaar (2004), schools are not only institutions for transferring knowledge but also places for instilling moral and social values in students. Schools are expected to be environments that support the development of students' positive potential, including building awareness of the importance of behaving in accordance with societal norms. However, this role often does not function optimally, especially in schools located in environments prone to negative external influences.[3]

Previous research by Widiastuti (2020) shows that a lack of supervision and attention from schools can be one of the main factors driving students to join motorcycle gangs. In addition, an unconducive school environment, such as the presence of bullying or the lack of positive activities involving students, also triggers the formation of motorcycle gangs among students.[4] The phenomenon of motorcycle gangs among students, particularly at SMK Bina Taruna 1 Medan, is a clear example of the challenges faced by educational institutions in fulfilling their preventive function against deviant behaviors. Some previous studies have shown that students' involvement in motorcycle gangs is often triggered by several internal and external factors, such as lack of supervision from the school,

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[2] Suryadi, "Peran Sekolah dalam Pembentukan Kepribadian," dalam *Educational Development Jurnal*, (Bandung: Pustaka Utama, 2017), h. 78.

[3] Tilaar, *Manajemen Pendidikan Nasional*, (Jakarta: Rineka Cipta, 2004), h. 154-155.

[4] Widiastuti, "Dampak Kurangnya Pengawasan Sekolah," dalam *Journal of Youth Behavior Research*, (Yogyakarta: Universitas Gadjah Mada Press, 2020), h. 91-92.

weak communication between teachers and students, and a lack of positive activities involving students.[5]

At SMK Bina Taruna 1 Medan, this is a clear example of the challenges faced by educational institutions in fulfilling their preventive function against deviant behaviors. This indicates the need for active roles from schools to prevent the formation of motorcycle gangs among students. In this regard, the roles of teachers, curriculum, and school policies become crucial. According to the social control theory proposed by Hirschi (1969), strict control and supervision by educational institutions can reduce students' tendencies to engage in negative activities.

This study aims to examine the role of schools in instilling Islamic character education to prevent the formation of motorcycle gangs among students, with a focus on a case study at SMK Bina Taruna 1 Medan. The significance of this research lies in its effort to provide concrete recommendations for schools in creating a safer and more conducive environment for students. By understanding the roles and strategies that schools can employ, it is hoped that the results of this study can contribute to reducing the phenomenon of motorcycle gangs among students and improving the quality of education and character formation of students in Indonesia.

THEORETICAL BASIS
1. Social Control Theory:

The social control theory, introduced by Travis Hirschi (1969), is one of the main theories relevant to this research context. This theory focuses on how individuals' bonds with social institutions, such as family, school, and society, can prevent deviant behavior. According to Hirschi, there are four main elements that determine the strength of social control over individuals, namely:[6]

a. Attachment: Refers to the extent to which individuals have emotional bonds with others or institutions, such as family, friends, and teachers.

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[5] Rahmawati, *Fenomena Geng Motor di Kalangan Pelajar: Studi Kasus di Medan*, (Medan: Universitas Sumatera Utara Press, 2019), hlm. 67-68.

[6] Hirschi, *Causes of Delinquency*, (Berkeley: University of California Press, 1969), h. 34.

Strong attachment can reduce the likelihood of individuals engaging in deviant behavior.

b. Commitment: Refers to the level of individuals' involvement in conventional activities, such as education or work. The greater one's commitment to these activities, the less likely they are to engage in deviant behavior.

c. Involvement: Relates to the extent to which individuals are involved in lawful and productive activities. The busier an individual is with positive activities, the less time is left for them to engage in negative activities.

d. Belief: Refers to individuals' belief in the moral values and laws prevailing in society. If an individual has a strong belief in social norms, they will tend to avoid deviant behavior.

Based on the basic elements of social control theory, the specific mechanisms of attachment, commitment, involvement, and belief operate in the context of gang formation. For example, strong bonds with teachers or active participation in positive extracurricular activities such as sports and arts can help students build a healthy social identity. This has a strong influence on students' decision-making processes, as students who feel recognized and valued by the school environment are more likely to avoid the risk of joining gangs, which often conflict with school norms. Meanwhile, the mechanism of commitment to education and other productive activities can also function as an internal control, encouraging students to focus on their long-term goals rather than seeking validation from groups like gangs. In the context of involvement, schools that offer a variety of engaging activities can reduce the likelihood of students engaging in risky behavior. Belief in school rules and values also reinforces students' moral responsibility to their community, making them more likely to avoid actions that could damage their reputation.

In addition to social control theory, it is important to consider the interaction of this theory with other theories of deviant behavior, such as differential association theory and labeling theory. Differential association theory suggests that individuals are more likely to engage in deviant behavior when they frequently interact with people involved in such behavior. In the context of

gangs, students who associate more often with gang members are more likely to engage in similar activities. However, social control theory can complement this analysis by showing how strong bonds with teachers or positive peers can prevent negative associations. Furthermore, labeling theory can exacerbate the effects of weak social control. If a student has already been labeled as "troublesome" or "delinquent," this can reinforce their negative identity and motivate them to engage further in deviant behavior, such as joining a gang. Therefore, schools must avoid negative labeling and instead create an environment that supports the growth of positive student identities.

2. Deviant Behavior Theory:

Deviant behavior theory (deviance) is also an important foundation for understanding students' involvement in motorcycle gangs. One relevant deviant behavior theory is the differential association theory proposed by Edwin H. Sutherland (1947). According to this theory, deviant behavior is learned through social interaction with others. Individuals who frequently interact with groups that have deviant values will tend to internalize those values and engage in deviant behavior.[7]

In the context of motorcycle gangs, differential association theory explains that students who frequently associate with peers involved in gang activities are more likely to be influenced and join in the same activities. Therefore, one strategy schools can employ is to minimize students' interaction with groups that hold deviant values and strengthen students' interaction with positive environments.

Moreover, labeling theory, developed by Howard Becker (1963), is also relevant. This theory posits that individuals tend to internalize the labels society assigns to them, and their behavior will align with those labels. If a student is labeled as "troublesome" or a "troublemaker," they may tend to behave according to that label. Therefore, it is important for schools to avoid giving students negative labels and, instead, provide support and opportunities for students to improve themselves and develop their positive potential.

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[7] Sutherland, Edwin H., *Principles of Criminology*, (Philadelphia: Lippincott, 1947), h. 125.

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3. Islamic Character Education Theory:

Character education is one approach that schools can use to prevent deviant behavior, including involvement in motorcycle gangs. Character education is an effort to develop moral, ethical, and social values in students so that they can act correctly and responsibly in their daily lives.[8]

According to Lickona, character education must include three main elements:

a. Moral Knowing: Understanding moral and ethical values, such as honesty, responsibility, and respect. Students need to be taught to understand why these values are important and how to apply them in daily life.

b. Moral Feeling: Developing feelings and attitudes that support moral behavior, such as empathy, compassion, and the desire to do good. Schools must create an environment that supports the development of moral feelings, for example, through counseling programs or social activities involving students.

c. Moral Action: The ability to act according to the moral values that have been learned and internalized. This includes the ability to make the right decisions, resist temptations to do wrong, and consistently act according to moral values.

Islamic character education is an effort to build and develop moral values in students in accordance with Islamic teachings. Character education in Islam emphasizes the cultivation of good morals, piety, and obedience to Allah SWT, as well as maintaining good relationships with fellow human beings and nature. The primary goal of this education is to shape individuals who are not only intellectually capable but also possess noble character and virtuous behavior. According to Zakiah Daradjat, Islamic character education addresses the affective and spiritual aspects of an individual by fostering awareness of responsibility toward God, oneself, and society through the instillation of faith and moral values. Furthermore, this character education must be continuous and begin early in life, whether in the family, school, or community, to develop individuals who

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[8] Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, (New York: Bantam Books, 1991), h. 89-90.

are morally upright and socially and religiously responsible.[9] In its implementation, Islamic character education is rooted in the Qur'an and Hadith as the primary sources of Islamic teachings. This education aims to produce individuals with high moral integrity, as mentioned in the Qur'an, 'And indeed, you are of a great moral character' (QS. Al-Qalam: 4), which serves as the foundation for the formation of noble character in Islamic teachings.[10] The Prophet's Hadith also emphasizes the importance of good character as a manifestation of perfect faith: 'The most complete of the believers in faith are those with the best character' (HR. Tirmidhi).[11]

This approach aligns with the principle that humans must maintain good relationships with Allah SWT, fellow humans, and nature. Islamic values in preventing deviant behavior include:

a. Noble Character and Piety

In Islam, good morality (akhlaq) is one of the main pillars of character building. As mentioned in QS. Al-Qalam: 4, "And indeed, you are of great moral character," good morality is a foundation that can prevent a person from deviant behavior. Through instilling values such as honesty, responsibility, and compassion, students are encouraged to always act in accordance with religious teachings, avoiding negative actions such as violence, bullying, or gang formation.

b. Social Responsibility

Islamic teachings emphasize the importance of maintaining social harmony and respecting the rights of others. The Prophet Muhammad SAW said, "The best of people are those who are most beneficial to others." This value of social responsibility can be strengthened through activities that involve students in community service, cooperation, and social work. Through these activities, students are taught to have empathy and care for others, making them more likely to stay away from deviant behavior that harms the community.

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[9] Zakiah Daradjat, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 1992), h. 27.
[10] Al-Qur'an, Surah Al-Qalam, Ayat 4.
[11] Hadits Riwayat Tirmidzi.

c. Faith and Worship

Islamic education always emphasizes the importance of faith and regular worship as a way to maintain a vertical relationship with Allah SWT. Through prayer, fasting, and remembrance (dhikr), students are encouraged to internalize the values of patience, perseverance, and submission to Allah's rules. With strong faith, individuals are less likely to be influenced by negative behavior that contradicts religious teachings.

d. Etiquette (Adab) in Interactions

Islam teaches good etiquette in interacting with others, such as speaking kindly, maintaining manners, and showing mutual respect. Instilling the value of adab can reduce students' tendencies to engage in aggressive or destructive behavior. In the school context, this practice of adab can be taught through the relationships between students, teachers, and peers, creating a harmonious and respectful environment.

The integration of Islamic values into the curriculum and extracurricular activities includes:

a. Islamic Values-Based Curriculum

Islamic character education values can be directly integrated into the school curriculum through lessons on religion and morality. Learning materials that focus on instilling morality, social responsibility, and piety should be taught consistently. The teaching of the Qur'an and Hadith, especially those related to ethics and morality, can be a major focus in building strong character in students.

b. Character-Building Extracurricular Activities

In addition to the curriculum, Islamic values can also be implemented in positive extracurricular activities, such as study groups, Islamic-based scouting, or religious social activities. These extracurricular activities can teach cooperation, leadership, and responsibility while remaining grounded in Islamic values. Students' involvement in activities promoting goodness will reduce their chances of engaging in deviant activities like joining gangs.

c. Fostering Noble Morals in Daily Activities

Schools should also encourage the practice of noble morals through daily activities. For example, the practice of greetings, congregational prayers, and reading prayers before lessons can build a solid Islamic character. These practices not only instill piety but also build awareness of the importance of maintaining ethics in social interactions.

d. Character Education Through Role Models

Teachers and school staff play a role as role models in Islamic character education. Their attitudes and behavior become models followed by students. Mentoring or religious guidance programs led by teachers can help students better understand and internalize Islamic values deeply. This can also assist students in making good decisions, steering them away from negative behaviors like gang formation.

By integrating Islamic values into the curriculum and extracurricular activities, schools can function as social agents that reinforce students' positive character. These values not only shape individuals of noble character but also prevent them from engaging in deviant behaviors that harm themselves and society.Effective character education can help students develop a strong sense of morality and ethics, which in turn will prevent them from engaging in deviant behaviors such as joining gangs. Schools must integrate character education into the curriculum and extracurricular activities while ensuring that all teaching staff support and practice the moral values being taught.

4. Social Interaction Theory:

Social interaction theory, proposed by George Herbert Mead and Herbert Blumer, emphasizes the importance of interpersonal interaction in shaping identity and behavior. According to this theory, one's self-identity and behavior are shaped through interaction with others, especially in a social environment like school. Schools, therefore, have the potential to shape students' identities and behaviors through positive interactions with teachers, peers, and the broader school environment.

This theory suggests that schools need to ensure that interactions between students and teachers, as well as among students, are based on respect, mutual understanding, and positive encouragement. Islamic

character education can use this approach to create a conducive environment where students feel appreciated and supported, which can reduce the likelihood of their involvement in deviant activities like motorcycle gangs

RESEARCH METHODS

(1) ResearchApproach

This study employs a qualitative approach, aiming to deeply understand social phenomena from the participants' perspectives. This approach is suitable for exploring the social dynamics and interactions within the school environment that play a role in preventing the formation of motorcycle gangs. Through this approach, the researcher can delve into the experiences, perceptions, and views of various stakeholders in the school, such as teachers, students, and school staff.

(2) Research Design

The research design used is a case study, which focuses on an in-depth exploration of a particular phenomenon within a specific context—SMK Bina Taruna 1 Medan. This case study allows the researcher to examine various aspects related to the role of the school in instilling islamic character education, including policies, programs, and strategies implemented to prevent the formation of motorcycle gangs.

(3) Research Subjects

The research subjects include:

  a. Teachers and School Staff: Teachers and staff were chosen as research subjects because they play a direct role in the education and guidance of students and in the implementation of school policies aimed at preventing deviantbehavior.

  b. Students: Students from various grade levels at SMK Bina Taruna 1 Medan will be research subjects to explore their perceptions and experiences regarding the school's efforts to prevent their involvement in motorcycle gangs.

(4) Data Collection Methods

To obtain comprehensive data, this research employs several data collection methods as follows:

a. In-depth Interviews: In-depth interviews will be conducted with teachers, students, and school staff. These interviews aim to explore their views, experiences, and perceptions regarding the school's role in preventing the formation of motorcycle gangs. The interviews will be semi-structured, allowing for flexibility in exploring topics while still focusing on the core research issues.

b. Participant Observation: The researcher will conduct participant observations in the school environment to directly observe interactions between teachers and students and how school policies and programs are applied in daily school life. This observation will help the researcher understand the social and cultural context in the school that may influence the formation or prevention of motorcycle gangs.

c. Document Study: The researcher will collect and analyze related documents, such as school policies, extracurricular programs, student disciplinary records, and school activity reports. This document study will provide insight into the formal policies applied by the school in its efforts to prevent deviant behavior.

(5) Data Collection Instruments

The main instrument in this qualitative research is the researcher, who acts as the data collector through interviews, observation, and document analysis. Additional instruments to be used include:

a. Interview Guide: A semi-structured interview guide will be used to ensure that key topics relevant to the research are covered during the interviews, while still providing space for respondents to freely express their views and experiences.

b. Field Notes: The researcher will record observations and personal reflections during the data collection process to aid in data analysis and interpretation.

c. Visual Documentation: Where relevant, the researcher may use visual documentation, such as photographs or videos, to document situations or activities in the school related to the research.

(6) Data Triangulation

Data triangulation is a technique to enhance research validity by combining various data collection methods. In the context of this study, triangulation can involve a combination of in-depth interviews, participant observation, and document studies.

(a) In-Depth Interviews: In-depth interviews will provide insights into the personal views and experiences of research subjects, such as teachers, school staff, and students. This approach is useful for exploring their perceptions of the strategies implemented by schools to prevent gang formation.

(b) Participant Observation: By observing direct interactions between students and teachers in the school environment, researchers can capture social dynamics and policy implementations that may not be revealed through interviews alone. This observation allows researchers to see firsthand how Islamic character values are integrated into daily school life.

(c) Document Study: Analyzing formal documents such as school policies, extracurricular programs, and student disciplinary records can provide a more objective picture of the official steps schools take to prevent deviant behavior. These documents can be used to verify information obtained from interviews and observations.

(7) Data Analysis Techniques

The data obtained from interviews, observations, and document studies will be thematically analyzed. This process involves identifying key themes emerging from the data and interpreting how these themes relate to the school's role in preventing the formation of motorcycle gangs.

RESULT AND DISCUSSION

The discussion in this study is written based on efforts that can be further analyzed through relevant theories, such as social control theory, character education theory, and social interaction theory.

(1) Implementation of Social Control Theory

Hirschi (1969), in his social control theory, explains that strong social bonds can prevent deviant behavior. The application of disciplinary policies and strict supervision at SMK Bina Taruna 1 Medan aligns with the elements of "attachment" and "commitment" in this theory. By strengthening the bonds between students and the school through strict supervision programs and consistent discipline, the school is able to reduce the likelihood of students becoming involved in motorcycle gangs. Moreover, student involvement in positive extracurricular activities increases their "involvement" in lawful activities, thus reducing their chances of engaging in deviant behavior.

(2) Effectiveness of Islamic Character Education

Character education implemented at SMK Bina Taruna 1 Medan shows that teaching moral and ethical values has a significant impact on shaping student behavior. Lickona (1991) emphasizes that effective character education must include moral knowledge, moral feeling, and moral action. The character education program at this school has successfully integrated these three components, as evidenced by students' more positive attitudes and their avoidance of potentially destructive activities. In line with Zakiah Daradjat's (1992) theory, Islamic character education is a form of education that addresses the affective and spiritual aspects of an individual, focusing on building awareness of one's responsibility to God, oneself, and society through the instillation of faith and moral values.

(3) Importance of Social Support through Counseling Services

Counseling services provided by the school support the social interaction theory, which emphasizes the importance of interpersonal relationships in shaping identity and behavior. Through positive interactions with counselors, students receive emotional support and guidance that helps them cope with social pressures and avoid deviant behavior. This demonstrates that social support-based interventions can be an effective strategy in preventing the formation of motorcycle gangs among students.

(4) The Role of the School Environment as a Preventive Factor

A safe, disciplined, and supportive school environment plays a key role in preventing student involvement in motorcycle gangs. Strict supervision

and well-structured programs create an environment where deviant behavior can be identified and addressed quickly. Moreover, by promoting healthy interactions between students and staff, the school fosters strong social bonds that help prevent the formation of negative groups, such as motorcycle gangs.

Based on the findings of this research, the researcher has conducted a series of in-depth interviews, participant observations, and document analyses at SMK Bina Taruna 1 Medan to explore the school's role in preventing the formation of motorcycle gangs among students. The research findings indicate that the school has implemented several key strategies to prevent this deviant behavior.

(1) Implementation of Strict Discipline and Supervision Programs

Based on interviews with teachers and school staff, it was found that SMK Bina Taruna 1 Medan has strict discipline policies that are consistently applied. Any violations committed by students, such as involvement in motorcycle gang activities, are followed by firm sanctions. Additionally, the school applies a strict supervision system, both inside and outside the school environment, to monitor student behavior. This supervision system involves school monitors, teachers, and security personnel who actively observe and report suspicious behavior.

(2) Student Involvement in Extracurricular Activities

Observations revealed that the school offers a variety of extracurricular activities aimed at diverting students' attention from potentially negative activities, such as motorcycle gangs. These activities include sports, arts, student organizations, and social programs. Student participation in these activities has proven effective in building a sense of camaraderie and strengthening positive social bonds, thereby reducing their inclination to join motorcycle gangs.

(3) Character and Moral Education Programs

The school actively organizes character education programs integrated into the curriculum. These programs include the teaching of moral, ethical, and social responsibility values. Based on interviews with students, many

stated that these programs help them understand the consequences of deviant behavior and the importance of maintaining personal and school reputation. Teachers also reported that students who actively participate in character education programs tend to have more positive attitudes and avoid potentially harmful activities.

(4) Counseling and Guidance Support

The school provides counseling services aimed at helping students cope with personal and social problems they may face. Based on interviews with school counselors, many students access these services to discuss issues related to peer pressure or family conflicts that could trigger their involvement in motorcycle gangs. Counselors work closely with teachers and parents to provide comprehensive guidance and support for students' positive development.

In some areas, prevention strategies often focus more on legal approaches and rule enforcement, such as cooperation with the police and imposing strict sanctions on students involved in gang activities. While the character-based approach at SMK Bina Taruna 1 is more preventive, other schools may prioritize a repressive approach, emphasizing law enforcement outside the school environment. In some regions, schools also utilize community-based intervention programs, where local community groups collaborate with schools to provide a safe environment for students.

SMK Bina Taruna 1 faces challenges in terms of limited resources, such as a lack of educators with special training in religion-based character management and insufficient facilities to support more varied extracurricular activities. Additionally, external environmental factors, such as peer pressure and social circles outside of school, remain significant challenges in keeping students from joining gangs. In other areas, challenges in enforcing rules and a lack of close cooperation between schools and law enforcement or external parties are often obstacles. Some schools also struggle to maintain long-term character-building programs due to a lack of support from local governments and parents. Schools in more remote areas or with limited budgets often do not have access to comprehensive prevention programs.

CONCLUSION

Overall, the results of this study indicate that the role of schools in instilling Islamic character education is highly significant in preventing the formation of motorcycle gangs among students. SMK Bina Taruna 1 Medan has implemented various effective strategies, including strict supervision, character education, involvement in positive activities, and counseling support. These strategies contribute to creating a school environment that supports positive student development and prevents deviant behavior. These findings provide important insights for other schools in their efforts to prevent the formation of motorcycle gangs and to strengthen the role of education in shaping responsible and moral young generations.

Based on the theoretical framework of Islamic character education and empirical findings, schools need to strengthen the implementation of religious values in all aspects of teaching and learning activities. Policy recommendations include special training for teachers in implementing Islamic character education more effectively and integratively, not only through religious lessons but also through extracurricular activities. This character education should focus on values of discipline, responsibility, and empathy, which are important in preventing students from getting involved in negative activities such as gangs. Schools need to establish closer cooperation with the police, religious organizations, and local community leaders to strengthen preventive efforts. Additionally, restorative approaches such as counseling and mediation for students at risk of joining gangs can be effective policies to provide alternative solutions without repressive punishment.

Future research in this field will provide broader insights into more holistic approaches to preventing deviant behavior among students, such as the effectiveness of community-based initiatives in preventing gang formation. This research can examine how local communities, such as religious leaders, social institutions, and youth organizations, can actively contribute to creating a positive and safe environment for students.

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