

ANALYSIS OF THE FACTORS CAUSING OF JUVENILE DELINQUENCY AND IMPLICATIONS ON COUNSELING SERVICES

Senia Pradirga Lasambauw^{1✉}, Nurussakinah Daulay²

^{(1) (2)}Islamic Education Counseling Guidance, Faculty of Tarbiyah and Teacher Training State Islamic University Of Nort

DOI: 10.29313/tjpi.v12i1.11919

Abstract

This study aims to find out about the Analysis of the Causal Factors of Delinquency and Their Implications for Counseling Guidance Services for Mts Al-jam'iyatul Wasliyah Teimbung. The research method used is descriptive qualitative, namely a description of what happened in the field. The research subjects were counseling teachers, homeroom teachers, and several students of Mts Al-jam'iyatul Wasliyah Teimbung, through survey techniques. The instruments used in this study were documentation, interviews, and observations. Interviews were conducted with counseling teachers and homeroom teachers and observations were made by observing the condition of the school environment and the existence of the school. Data analysis techniques are carried out by collecting data, grouping data, analyzing data, and interpreting data which will be concluded as research results. The conclusion of this study is that the Analysis of the Causal Factors of Juvenile Delinquency and Their Implications for Guidance Counseling Services at Mts Al-jam'iyatul Wasliyah Teimbung is in a fairly good category.

Keywords: Analysis; Student Delinquency; Mentorship Service.

Copyright (c) 2023 Senia Pradirga Lasambauw, Nurussakinah Daulay.

✉ Corresponding author :

Email Address : Senialasambouw2001@gmail.com

Received April 09, 2023. Accepted May 15, 2023. Published May 23, 2023.

INTRODUCTION

Adolescence is a period of transition from childhood to adulthood. This period also has its own challenges, where adolescents are considered to be more established than in the previous period, namely when they were children, but on the one hand, adolescents are considered not to be fully responsible (Dulay, 2020). According to Santrock (2013), youth is the stage where individuals aged 11-18 years experience unstable emotions, where the soul is full of stress and emotional turmoil. At the age of adolescents, individuals pay more attention to their emotions and are able to increase their ability to deal with their emotions, adolescents are also more able to show their emotions to others (Ragita & Fardana N, 2021)

Adolescence has a high curiosity but is considered not mature enough to be considered an adult and experience low self-control. In this regard. This condition can be seen in the behavior of adolescents in doing things that are not in accordance with religious norms, customs, and rules that apply in society, for example, such as promiscuity, associating with the opposite sex without any restrictions, bullying, violating school rules and so on (Anwar et al., 2019) This uncontrolled juvenile behavior is considered juvenile delinquency, which is a major problem that can hinder the formation of adolescent qualities. (Annisah & 'Afifah, 2022)

Juvenile delinquency is an act and behavior that violates the norms of criminal law and violations of decency, order, and norms that apply in society, committed by children under the age of 21 (Tjukup I Ketut, 2020). According to Dryfoo (Karlina, 2020), the term juvenile delinquency refers to a wide range, from behavior that is not socially acceptable (for example: Behaving excessively at school) to status violations (such as running away) to criminal acts (for example theft). From several studies and formulations of psychologist Dr. Fuad Hasan and Drs. Bimo Walgito stated that the meaning of juvenile delinquency seems to have shifted regarding the quality of the subject (Purwaningtyas, 2020), namely from the quality of children to teenagers/adolescents. Some of the definitions above regarding juvenile delinquency are acts/crimes/violations committed by teenagers that are against the law, anti-social, anti-moral, and violate religious norms. (Karlina, 2020)

The forms of juvenile delinquency are very diverse, ranging from mild delinquency such as skipping school, skipping class, wearing tight uniforms, saying impolitely, disrespecting older people, smoking, consuming alcohol, singing loudly until late at night, brawls to serious delinquency such as stealing, assault, consuming drugs. Juvenile delinquency is also divided from mild to severe cases. One example is the case of a teenager who raped and committed obscenity (Mutiar Jasmisari, 2021). In addition, during the juvenile delinquency pandemic, the number of cases increased, including drinking parties, wild racing, brawls, and free sex parties. This is influenced by the fact that the space for channeling youth's energy and creativity has decreased during the pandemic (Een et al., 2020)

Related to the increasing prevalence of juvenile delinquency cases, researchers also conducted observations and interviews as initial data at one of the schools in the city of Medan. The results show that some students exhibit maladaptive behavior, such as lack of discipline, often skipping classes, smoking, and often coming to school late. The maladaptive behavior displayed by students has also been proven by several other studies, such as: skipping class and fighting, making noise in class, and bullying friends (Tubagus, et al., 2020). Every transitional period in adolescents contains the possibility of a critical period which is a developmental period of challenges that are usually characterized by a tendency for deviant behavior to emerge (maladaptive responses). Under certain conditions, this deviant behavior will last longer and there is a possibility of developing from deviant behavior such as lying, arguing, and skipping classes, into disruptive behavior, for example damaging, attacking, and several other forms of aggressiveness (Ekowarni, 2016).

Some of these juvenile delinquencies can be anticipated with the help of Guidance and Counseling teachers. The counseling teacher is a party that helps clients in the counseling process (Lubis et al., 2020). Counseling guidance teacher assistance includes providing various guidance and counseling services, namely with services: Orientation Services, Information Services,

Placement and Distribution Services, Content Mastery Services, Individual Counseling Services or Individuals, Group Counseling Services, Group Guidance Services, Consultation Services, Mediation Services (Tarmizi, 2018).

Several previous studies have also emphasized the importance of guidance and counseling services in helping to overcome student problems, including the help of information services (Jannah et al., 2020), the help of expressive therapy techniques (Husna & Karneli, 2021), Group Guidance services with Self Management techniques (Nurhayati et al., 2021), Group Guidance Services using the Discussion technique (Lisdiana, 2013), Group Counseling Services using the Cognitive Restructuring technique (Zulkifli A et al., 2022)

Likewise to research by Juliawan and Susanta (2022), the role of the counseling teacher in tackling juvenile delinquency is: To provide direction and self-awareness of what students have done, so that they understand that these actions do not provide benefits and have a positive impact on them, Directing students to use free time in positive ways by participating in extracurriculars provided by the school, Listening to student complaints and jointly seeking solutions, Collaborating with Islamic religious education teachers in increasing religious activities involving students, The last alternative, giving punishment. Punishment is determined by the students themselves.

Giving priority to students or adolescents who have problems in order to get Guidance and Counseling services as soon as possible so they don't experience prolonged problems that can cause new problems that can disrupt their psychological condition (Anwar et al., 2019). In addition, several actions can be taken in an effort to overcome juvenile delinquency related to the functions and objectives of guidance and counseling through preventive, repressive, and curative efforts. Preventive efforts that can be carried out through the counseling program in schools include: Providing Information, Group Guidance, and Mediation Services. Repressive efforts that can be carried out through the counseling program in schools include Home Visits and Individual and Group Counseling. Curative efforts that can be carried out through the counseling program in schools include Case Conferences and Case Transfers. Counseling guidance teachers play a very special role based on the needs of the students themselves, in accordance with the goals of guidance and counseling, namely helping students in alleviating their problems so as to avoid student delinquency (Saputra, 2020).

Given the importance of adolescents having a noble character in order to avoid maladaptive behavior that leads to juvenile delinquency, this is the main reason for the purpose of this research. Therefore, researchers are trying to explore further the factors that cause juvenile delinquency and what the implications are for guidance and counseling services. It is hoped that this research will become the latest information about the condition of adolescent development, especially the factors that influence it in behaving so that the analysis of this research will later become a guide for future researchers to be able to behave towards the condition of adolescent development.

METHODOLOGY

Researchers used descriptive qualitative research methods. qualitative research method is a research method used to research scientific conditions in which the results emphasize meaning rather than generalization. The use of this method is expected to obtain a deeper understanding and meaning of data about the factors of juvenile delinquency and their implications for guidance and counseling services. Research Locations The research location was at MTs Aljam'iyatul Wasliyah Tembung. This research was conducted because at MTs AI-jam'iyatul Wasliyah Tembung the phenomenon of juvenile delinquency often occurs. Then, Data Sources and Types: Primary Data Primary data is data obtained directly from the field or research site through interviews and observations of research informants. Researchers use primary data to obtain information directly about the factors of juvenile delinquency and their implications for guidance and counseling services. Secondary Data Secondary data sources are indirect sources of providing data to data collectors. The use of secondary data is to strengthen the findings of researchers and complement the information that has been collected through observation and interviews.

Then Data Collection Techniques: An interview is a form of communication between two people, involving someone who wants to obtain information from another person by asking

questions, based on a specific purpose, an interview is carried out with informants, namely counseling teachers in the school. Observation is a complex process, a process composed of various biological and psychological processes. Two of which are important are the processes of observation and memory. Documentation in this study is intended as an effort to strengthen the data that researchers obtained from informants in the field. Informant Selection Techniques Collection techniques or sampling to be used in this study is purposive sampling, namely the technique retrieval of informant data sources by using certain considerations like that person is considered the most understanding of what we expect in research so that it will make it easier for researchers to explore the object to be studied. Data validity in qualitative research is an effort to improve the degree of confidence in the data. Data analysis techniques have four components. The four components are Data collection, Data reduction, Data presentation, and Withdrawal C. Conclusion) (Albani, 2018.)

RESULTS AND DISCUSSION

After conducting research at Madrasah Tsanawiyah Al-jam'iyatul Wasliyah Tembung using interview, observation, and documentation methods, researchers obtained data regarding the causes of juvenile delinquency and their implications for guidance and counseling services. The data will be presented as follows: Inappropriately dressed: From the observations the researchers made at 10:05 a.m., accidentally at that time the researchers saw one of the counseling teachers admonishing students who were not dressed according to the rules in force at the school, the researcher approached the counseling teacher and asked about the dress code at school. She replied that clothes that were considered not in accordance with school regulations, such as skirt cuts that didn't fit, socks that were too short, and wearing a headscarf that didn't cover her chest. Arriving late: From the observations the researcher made on the third day, around 09.25 WIB, the researcher saw a student in the counseling room who was reading the holy verses of the Qur'an, after the student finished reading, the researcher approached and asked why the student reading the Koran in the BK room. It turned out that the student was being punished for being late. Lack of respect for teachers: during Friday prayers at school, the researcher saw a teacher remind two students who were holding trash baskets to go to the mosque immediately. However, after being warned, the student answered with the answer "Yes, ma'am", and the teacher continued his steps, but the researcher saw the students making fun of the movement behind the teacher. Smoking: At around 13:00 WIT when the researcher was passing in front of a rujak trader the researcher saw two students of MtsS al jam'iyatul washliyah tembung seen from their uniforms stopping on the shoulder of the road adjacent to the rujak seller they were smoking. From the results of interviews with counseling teachers, it can be concluded that juvenile delinquency is influenced by many factors, both internal and external to students. For example, a student with the initials RA. RA was recorded as a student who committed a school violation, namely withdrawing during school hours.

“Di sini banyak anak-anak broikein hoimei salah satunya RA, oirang tua RA ketika dipanggil oileih guru BK meinanggapi keinakalan yang dilakukan anaknya meirupakan hal biasa, Itu meinjadi salah satu keindala kami disini”. Said Mrs. Elsa as the BK teacher.

The family is the first and foremost social environment for the growth and development of children. Children will develop optimally if they get good stimulation from the family. Therefore, the right parenting pattern can be used as a means for the moral development of children. The family functions to develop children's morals which are formed socially through accepting, preserving, talking, exchanging, and biophilic (Dwiyanti, 2013)

The role of parents is very important in realizing the school's vision and mission. Because the delinquency committed by students at school is related to the parenting style that is carried out at home.

“Seilama meinjadi guru BK disini beintuk keinakalan siswa yang saya jumpai lainnya seipeirti meiroikoik di lingkungan seikoilah, teirlambat maupun beirkeilahi, Faktair yang meilatarbeilakangi ada yang beirdasarkan peirteimanan atau peingaruh teiman seibaya, kareina lagi masa peincarian jati diri jadi meireika meincari teiman yang seifreikueinsi tanpa meimpeirhatikan baik dan buruknya, kalau kita teilusuri juga

teirkadang ada faktoir dari lingkungan keiluarga kareina disini banyak anak broikein hoimei seibingga kurang peirhatian dan meincari peirhatian di lingkungan seikoilah deingan cara yang salah”.

Peer influence which has a positive effect is needed in the school environment, such as having good cooperation, discussing doing group assignments, and giving feedback to peers, of course. In accordance with the opinion (Nensi, 2020) peers play an important role in the development of a child's personality during the learning process. Peers have a significant impact on the attainment of sustainable values and the development of friendships among peers.

“Adapun untuk meiminimalisir keinakalan reimaja di seikoilah ini layanan BK yang dibeirikan Seisuai deingan keibutuhan, seipeirti layanan individu, layanan bimbingan keiloimpoik ataupun koinseiling keiloimpoik”

Of the several forms of juvenile delinquency that researchers encountered, they were mild in nature, did not violate the law, or were normative. However, delinquency like this must be prevented and overcome as early as possible by the BK teacher, the school, and the family, This form of mild delinquency can lead to even more severe forms of delinquency if it is not prevented or resolved as early as possible. Forms of juvenile delinquency or delinquent: Speeding on the streets disrupts traffic safety and endangers one's own life and that of others. Reckless behavior, brats, and sloppiness disrupt the peace of the surroundings. Fights between gangs, between groups, between schools, between tribes (brawls), so that sometimes it leads to casualties. Skipping school and then wandering the streets, or hiding in secluded places while experimenting with all kinds of wickedness and immoral acts. The crimes of children, adolescents, and adolescents include acts of threatening, intimidating, extorting, stealing, pickpocketing, robbing, mugging, attacking, robbing, mugging, committing acts of murder by slaughtering victims, strangling, poisoning, acts of violence and other violations. Partying while drinking, having free sex, and drunkenness disturb the environment. Rape, sexual aggressiveness, or murder with sexual motives, or motivated by inferior compensatory reactions, demands self-recognition, intense depression, a sense of solitude, emotions of revenge, the disappointment of being rejected by a woman, etc.

Addiction and addiction to drug substances, which are closely related to crime. Homosexuality, anal and oral eroticism, and other sexual disorders in adolescents with sadistic acts. Gambling and other forms of games with stakes, give rise to criminal excesses. The commercialization of sex, abortion by delinquent girls, and murder by teenagers. Radical and extreme actions, by means of violence, kidnapping, and killings committed by children and adolescents. Anti-social behavior is caused by psychiatric disorders in children and adolescents who are psychopathic, and neurotic, and suffer from other mental disorders. Crimes caused by sleeping sickness (encephalitis lethargically), also head injuries with damage to the brain sometimes result in mental damage, so the person concerned is unable to exercise self-control. Deviations in behavior are caused by damage to the character of the child who demands compensation, due to the presence of organs that are inferior (Suryandari, 2020).

In accordance with their roles and functions, the existence of counseling teachers is expected to provide guidance and overcome juvenile delinquency committed by adolescents, especially in schools, to play an active role in overcoming delinquency that occurs among students, to prevent more severe moral damage and can damage the future of students. So that students with problems can develop in a more positive and more profitable direction. While the results of an interview with Elsa's mother as a counseling teacher, she said that the forms of delinquency found at MtsS Al-jam'iyatul washliyah tembung included: fighting, going out in the school environment, then also disciplinary problems (late, skipping), and smoking. Also mentioned are several factors that cause juvenile delinquency, namely: Peer influence, low self-control, and factors from the family environment where some of them are broken home children who lack attention from the family so they seek attention in the wrong way in the school environment, and also some parents of students who always justify their children when they make mistakes.

He also said that in tackling juvenile delinquency, the efforts made by the counseling guidance teacher were by providing advice, guidance and good examples, special directions for students with problems, and providing counseling services as needed, some of the services that are often provided are individual counseling services, collaborating with the school by providing a

special place for them to channel their interests and talents and fill their spare time with extracurricular activities.

These efforts were carried out by the Guidance and Counseling teacher so that the juvenile delinquency that occurred was only limited to mild juvenile delinquency not to cause victims or the law, as well as from some students who violated and received direction or guidance could change for the better, but these efforts can not be said very well to achieve the target. So that it encourages school parties, especially guidance counselors, to work together with parents of students so that they can achieve the planned targets optimally. So it can be said that from this study the analysis of student delinquency factors and their implications for counseling services for Mts Al-Jam'iyatul Washliyah Tembung is good enough

CONCLUSION

Forms of juvenile delinquency at MTs Al-Jam'iyatul Washliyah Tembung are problems that are often found, namely arriving late, skipping or withdrawing, smoking in the school environment, and making noise in class. The causes of juvenile delinquency at MTs Al-Jam'iyatul Washliyah Tembung are the influence of a less harmonious family environment, a home atmosphere that pays less attention to children, peer influence, and low self-control. Efforts made by BK teachers in dealing with juvenile delinquency include: giving advice, and motivation, providing BK services according to student problems, directing students to use their free time with positive activities such as extracurricular activities, giving punishment in the form of activities that can increase faith, separating activities such as home schedule, breaks between boys and girls in order to reduce interaction between girls and boys.

REFERENCES

- Anwar, H. K., Martunis, M., & Fajriani, F. (2019). Analisis Faktor-Faktor Penyebab Terjadinya Pergaulan Bebas Pada Remaja Di Kota Banda Aceh. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 4(2).
- Annisah, A. (2022). Peran Pendidikan Ketarunaan dalam Mengatasi Kenakalan Remaja. *JSSH (Jurnal Sains Sosial dan Humaniora)*, 6(1), 9-22.
- Albani, A. F., & Pratiwi, P. H. (2018). Kawan Sebaya Dan Kenakalan Remaja (Studi Kasus Di SMK Sulaiman Sleman). *E-Societas*, 7(6).
- Daulay, N. (2020). Optimalisasi prefrontal cortex: Solusi permasalahan remaja. Dalam *Dinamika Perkembangan Remaja: Problematika dan Solusi*. Jakarta: Kencana.
- Dwiyanti, R. (2013). Peran Orangtua Dalam Perkembangan Moral Anak (Kajian Teori Kohlberg).
- Ekowarni, E. (2016). Kenakalan remaja: Suatu tinjauan psikologi perkembangan. *Buletin Psikologi*, 1(2), 24-27.
- Een, E., Tagela, U., & Irawan, S. (2020). Jenis-Jenis Kenakalan Remaja Dan Faktor-Faktor Yang Mempengaruhi Di Desa Merak Rejo Kecamatan Bawen Kabupaten Semarang. *Jurnal Bimbingan Dan Konseling Terapan*, 4(1), 30-42
- Husna, U., & Karneli, Y. (2021). Upaya Guru BK dalam Mengatasi Masalah Kenakalan Remaja dengan Teknik Expressive Theraphy. *KONSELING: Jurnal Ilmiah Penelitian dan Penerapannya*, 2(4), 102-109
- Jasmisari, M., & Herdiansah, A. G. (2022). Kenakalan Remaja Di Kalangan Siswa Sekolah Menengah Atas Di Bandung: Studi Pendahuluan. *Aliansi: Jurnal Politik, Keamanan Dan Hubungan Internasional*, 137-145.
- Juliawan, I. W., Susanta, I. W., & Suhardita, K. (2022). Analisis Kenakalan Siswa Dan Implikasinya Terhadap Layanan Bimbingan Konseling. *Jurnal Bimbingan dan Konseling: Kajian dan Aplikasi*, 1(2), 115-123.
- Jannah, S. R., Irhamni, G., & Fauzi, Z. (2020). Peran Guru BK Dengan Layanan Informasi Dalam Mengatasi Kenakalan Remaja Bagi Siswa Kelas X Di SMK Tunas Bangsa. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 6(2), 99-103.

- Karlina, L. (2020). Fenomena Terjadinya Kenakalan Remaja. *Jurnal Edukasi Nonformal*, 1(1), 147-158.
- Lasambouw, P. (2019). *Kompetensi Guru BK Dalam Peningkatan Pelayanan Bimbingan Konseling Di SMK Negeri 1 Dolok Merawan* (Doctoral dissertation, LkiS).
- Lisdiana, E., Giyono, G., & Widiastuti, R. (2013). Penggunaan Layanan Bimbingan Kelompok Teknik Diskusi Untuk Mengurangi Kenakalan Remaja Siswa. *ALIBKIN (Jurnal Bimbingan Konseling)*, 2(2).
- Nensi, M. (2020). Pengaruh teman sebaya terhadap hasil belajar peserta didik di SMP negeri 19 Pontianak. *Jurnal pendidikan dan pembelajaran katulistiwa*, 9.
- Nurhayati, T., Mustika, R. I., & Fatimah, S. (2021). Layanan Bimbingan Kelompok Dengan Teknik Self Management Terhadap Kematangan Karier Pada Siswa SMA. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 4(3), 219-226.
- Purwaningtyas, F. D. (2020). Pengasuhan permissive orang tua dan kenakalan pada remaja. *Jurnal penelitian psikologi*, 11(1), 1-7.
- Ragita, S. P., & Fardana, N. A. (2021). Pengaruh Keterlibatan Ayah Dalam Pengasuhan Terhadap Kematangan Emosi Pada Remaja. *Jurnal Buletin Riset Psikologi dan Kesehatan Mental (BRPKM)*, 1(1).
- Saputra, R., & Komariah, K. (2020). Peran Guru Bk Dalam Mengatasi Kenakalan Siswa. *IJoCE: Indonesian Journal of Counseling and Education*, 1(2), 24-28.
- Saliani, P. (2020). Kenakalan Remaja Di SMP Kristen Bombanon, *Jurnal Inovasi BK*, 2(2), 74-77.
- Suryandari, S. (2020). Pengaruh Pola Asuh Orang Tua Terhadap Kenakalan Remaja. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, 4(1), 23-29.
- Tjukup, I. K., Putra, I. P. R. A., Yustiawan, D. G. P., & Usfunan, J. Z. (2020). Penguatan Karakter Sebagai Upaya Penanggulangan Kenakalan Remaja (Juvenile Delinquency). *Kertha Wicaksana*, 14(1), 29-38.
- Zulkifli, Fauzi, A. & Mulkiyan. (2022). Konseling Kelompok Cognitive Behavior Therapy Dengan Teknik Cognitive Restructuring Dalam Mengatasi Kenakalan Remaja. *Jurnal Media Intelektual Dan Bimbingan Rohani*, 8(2), 1-9.
- Tubagus, S., Jarkawi, J., & Farihal, F. (2020). Upaya Guru Bimbingan Dan Konseling Dalam Mengatasi Perilaku Maladaptif Dengan Layanan Konseling Kelompok. *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, 3(2), 88-96....
- Tarmizi, T. (2018). Bimbingan konseling islami.

