



# Adolescent Delinquency Handling System in School/Madrasah Guidance and Counselling Teacher Perspective Ponorogo District

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## ABSTRACT

Delinquency behaviour starts from that adolescence is a period of transition or transition from childhood to adulthood (early teens: 12-15 years, middle teens: 16-18 years, and late teens: 19-21 years). At this time the individual experiences various changes, namely biological, cognitive and social. Adolescent psychosocial development depends on family, peer and school contexts that produce identity, independence, friendship, sexuality, and achievement. This study aims to create a juvenile e-delinquency handling system in school/madrasah in Ponorogo District. The method of analysis used the analysis of the results of the seminar on delinquency behaviour tendencies in adolescents from the perspective of guidance and counselling teachers, FGD I on potential data and delinquency problems, FGD II on analysis of potential data and delinquency problems, and FGD III on finalizing the analysis of potential data. and delinquency problems as well as a concept map of the flow system for handling juvenile delinquency behaviour in schools/madrasahs from the perspective of counselling teachers in Ponorogo Regency. The results of this study are (1) juvenile delinquency behaviour tendencies in schools/madrasahs illustrate the need for comprehensive handling with a guidance and counselling approach, (2) potential data and delinquency problems are classified into mild, moderate, severe, and potential delinquency. delinquency, (3) analysing mild, moderate, severe delinquency behaviour and the potential for juvenile delinquency by taking into account the level of education (SMP/MTs and SMA/SMK/MA) and the developmental tasks of each level, operational definitions of delinquency behaviour, and general solutions and solutions. operational, and (4) a system for handling juvenile delinquency behaviour in schools/madrasah from the perspective of guidance and counselling teachers by paying attention to the psychosocial development of adolescents in the context of family, peers and school which results in identity, independence, friendship, sexuality, and achievement.

**Keywords:** *Handling System; Adolescent Delinquency; Guidance and Counselling Teachers*

## 1. INTRODUCTION

Adolescence is a period of transition or change from childhood to adulthood. The age range of adolescents according to Steinberg, L., [1] is between the ages of 12-21 years by age classification; 1) early adolescence (12-15 years), at this time individuals begin to leave their role as children and try to develop themselves as unique individuals, 2) middle adolescence (16-18 years), this period is marked by the development of strong thinking skills. new, 3) late adolescence (19-21 years), a period marked by final preparation to enter adult roles.

The transition or fundamental changes experienced by adolescents are biological, cognitive, and social transitions or changes. Biological transitions or changes in the form of physical appearance; changes in the body, face and changes in how adolescents feel about themselves, physical changes as well; changing adolescent relationships with parents, siblings, peers. Transition or cognitive changes in the form of changes in the ability to think that is more complex and abstract. The impact of this change is the mindset and behaviour [2], [3], [4].

Transition or social change in the form of a person no longer a child, but also not yet fully called an adult;

However, with the changes, there are consequences for adolescents to enter into new roles and be involved with new activities, so that adolescents must also make changes in interpersonal relationships and with their environment (family, school, peers, society, and even the world of information technology) as developed by Bronfenbrenner [5] are microsystems, mesosystems, ecosystems, macrosystems and chronosystems.

Adolescent psychosocial development in the context of family, school and peers' form's identity, independence, friendship, sexuality, and achievement. Identity, there are various kinds of changes that cause teenagers to ask about themselves, because physically they are already similar to adults, but psychologically they are not fully considered adults. Independence is an important component in the process of adolescent development, namely the struggle of adolescents to determine themselves as independent individuals, able to govern and regulate themselves [3].

Delinquency behaviour is experienced by all teenagers, both entering the junior high school education level (MTs/SMP) or high school education level (MA/SMA/SMK) and even higher education levels. Delinquency behaviour starts from that adolescence is a period of transition or transition from childhood to adulthood (early adolescence: 12-15 years, middle adolescence: 16-18 years, and late adolescence: 19-21 years) [1, p. 87]. At this time the individual experiences various changes, namely biological, cognitive and social. Adolescent psychosocial development depends on family, peer and school contexts that produce identity, independence, friendship, sexuality, and achievement.

Guidance and counselling in schools is important in order to assist the development of adolescents. Adolescent development programs become an important point of policy making for Guidance and Counselling Teachers in dealing with the tendency of juvenile delinquency behaviour in schools/madrasahs. The tendency of juvenile delinquency behaviour in schools/madrasahs parses mild, moderate, and severe delinquency behaviour [4].

Guidance and Counselling Teachers have guidance and counselling administration, general solutions and operational solutions in dealing with juvenile delinquency behaviour tendencies in schools/madrasahs. Development of a questionnaire as an assessment tool, namely a tool for mapping the condition of students' delinquency behaviour from the perspective of Guidance and Counselling Teachers, whether mild, moderate, severe delinquency and potential delinquency, as well as indicators and items of delinquency in the perspective of Guidance and Counselling Teachers [6].

## 2. THEORETICAL FOUNDATION

### 2.1. *Adolescent Delinquency Theory*

#### 2.1.1. Definition of Adolescent Delinquency

Adolescents commonly referred to as juveniles are derived from the Latin juveniles, which means children, young people, the characteristics of youth, the characteristics of the adolescent period, while delinquent comes from the Latin "delinquere" which means neglected, ignored, which is then expanded to mean being evil, naughty, anti-social, criminal, breaking the rules, making noise, disturbing, terrorizing, ungodly and so on.

Sarwono [7] reveals juvenile delinquency as behaviour that deviates from the norms of criminal law, while Fuhrmann (in [7] states that juvenile delinquency is an act of young people that can damage and annoy both themselves and themselves or others. John W. Santrock [8, p. 68] also adds juvenile delinquency as a collection of various behaviours, from socially unacceptable to criminal.

#### 2.1.2. Forms and Aspects of Adolescent Delinquency

According to Kartini Kartono [9, p. 109], the forms of juvenile delinquency behaviour are divided into four, namely:

##### 1) Isolated delinquency

This group is the largest number of juvenile delinquents. In general, they do not suffer psychological damage. Their naughty behaviour is driven by the following factors, namely the desire to imitate and want to conform with the gang, most of them come from transitional urban areas, have a criminal subculture.

##### 2) Neurotic delinquency

This type of juvenile delinquent suffers from serious mental disorders, including anxiety, feeling always insecure, feeling guilty, sinful and so on. Behavioural characteristics stem from deep psychological causes, their criminal behaviour is an expression of an unresolved inner conflict.

##### 3) Psychopathic delinquency

These psychopathic delinquencies are few in number, but from a public interest and security perspective, they are the most dangerous criminals. Characteristics of their behaviour comes from and grew up in a family environment that is extreme, brutal, unable to realize the meaning of guilt, sin, or transgression, the forms of crime are multiple, most of them also suffer from neurological disorders.

#### 4) Moral defect delinquency

Defect means damaged, incomplete, wrong, injured, defective, lacking. The delinquency of the moral defect has the following characteristics: always performs anti-social actions, even though there is no deviation in him, but there is a dysfunction in his intelligence. The weakness of this type of delinquent youth is that they are not able to recognize and understand their evil behaviour, nor are they able to control and regulate it.

#### 2.1.3. Factors Affecting Adolescent Delinquency Tendency

The factors of juvenile delinquency according to John W. Santrock [8], are described in more detail as follows, namely identity, self-control, age, gender, expectations of education and values in schools, the family process, the influence of peers, socio-economic class, and the quality of the environment around the place of residence.

Based on the above opinion, it can be concluded that the factors that most play a role in causing the tendency of juvenile delinquency are family factors that are less harmonious and environmental factors, especially unfavorable peers. At this time, adolescents begin to move away from home and towards their peers, so that the interests, values, and norms instilled by the group determine the behaviour of adolescents more than the values and norms that exist in the family and society.

### 2.2. Guidance and Counselling

Guidance and counselling are assistance services for students, both individually and in groups, to be able to be independent and develop optimally, in the fields of personal life development, social life, learning abilities, and career planning, through various types of services and support activities, based on applicable norms.

Minister of Education Regulation No.22/2006 concerning Content Standards, Guidance and Counselling Services is placed as ... (c) self-development material, which must be "prepared" by counselors to students. Self-development aims to provide opportunities for counsees to develop and express themselves according to their needs, talents, and interests. Self-development activities are carried out through counselling services relating to personal problems, social life, learning and career development of the counselee.

Among the goals of Guidance and Counselling [10] is that the counselee can overcome the obstacles and difficulties encountered in the study, adjustment to the educational, community and work environment. The functions of Guidance and Counselling are understanding, facilitation, adjustment, distribution, adaptation, prevention, improvement, healing, maintenance, and development. The components of the Guidance and Counselling program are basic guidance

services, responsive services, individual planning and system support.

### 3. METHOD

This research was conducted using several approaches. In more detail, the approach used is a qualitative descriptive approach with form, function and meaning, according to the needs when building an application system that can be used end masse.

The scope of this research includes all BK teachers in Ponorogo, which includes 22 sub-districts. However, in accordance with the method, a purposive sample is used, the BK teachers who are used as objects of research as data sources are those who are categorized as key informants and other informants appointed by considering the existing BK teacher variants.

The types of data in this research are two types of data, namely primary and secondary data sources. Primary data sources are informants, while secondary data sources are various discussions that have been carried out previously including books and documents related to handling delinquency behaviour in Ponorogo.

The method of analysis and presentation of data in the form of a juvenile delinquency management system in schools/madrasas with a guidance and counselling perspective in Ponorogo Regency was studied through (1) a national seminar on behavioural tendencies of juvenile delinquency from a guidance and counselling perspective in Ponorogo Regency, (2) filling out the identification form for juvenile delinquency problems. at school, and (3) focus group discussion (FGD) with 20 BK teachers from schools/madrasas in Ponorogo Regency, FGD I on data on the potential and problems of juvenile delinquency, FGD II on analysing data on potential and problems of juvenile delinquency, and FGD III on the flow of the juvenile delinquency management system from the perspective of counselling guidance in schools/madrasahs in Ponorogo Regency.

### 4. RESULT AND DISCUSSION

The results of the discussion of the research on adolescent delinquency treatment systems in schools/madrasahs from the results of the discussion of the research on adolescent delinquency treatment systems in schools/madrasahs from the perspective of guidance and counselling teachers in Ponorogo Regency are:

#### 4.1. Juvenile delinquency behaviour in schools/madrasahs

As a result of the seminar conducted with the title: "Tendency of juvenile delinquency behaviour The perspective of Guidance and Counselling in Schools/Madrasah describes that the tendency of juvenile

delinquency behaviour in schools/madrasas in Ponorogo Regency is according to the age range of adolescents; early adolescence (12-15 years), middle adolescence (16-18 years) and late adolescence (19-21 years).

Adolescence is a period of transition from childhood to adulthood, with three transitional forms, namely biological transitions, cognitive transitions, and social transitions. The effect of these three transitions when meeting with the social environment (friends, community, parents) and even the IT world, will determine self-identity, independence, friendship, sexuality and achievement.

There are four forms of delinquency behaviour, namely isolated delinquency, neurotic delinquency, psychopathic delinquency, and moral delinquency. The factors that influence delinquency are identity, adolescents are less able to understand their identity, social ties affect self-control, age, lack of motivation, peer influence (imitation theory), low socioeconomic, and environmental quality.

The factors that cause juvenile delinquency in madrasas are biological factors, sociological factors, weak self-control, and externally is a broken home, the influence of relationships and the environment is not good, while the way to overcome juvenile delinquency is to strengthen self-control, strengthen faith, listen to lectures, and Islamic studies, prevent teenagers from being addicted to narcotics, and avoid trafficking, thus the role of the Ministry of Religion is to overcome juvenile delinquency with continuous guidance, counselling, and coaching.

The role of guidance and counselling in dealing with juvenile delinquency in schools/madrasah) uses three treatments, namely basic services, individualization and planning, and responsiveness. Technical treatment is to collect data from parents and students themselves, invite students to be open, and focus on the causes, then invite parents and conduct group counselling to find out how to solve their own problems.

The follow-up steps in general are the first interview, collecting individual data, the second interview, after the complete data is then executed (providing counselling and so on), the third stage is cooperating with other figures such as the example above, namely the religious teacher, and the fourth stage, observing behaviour whether it already exists. changes in the individual.

#### ***4.2. Data on potential and behavioural problems for juvenile delinquency in schools/madrasahs***

Data on potential and behavioural problems for juvenile delinquency in schools/madrasahs, namely: first, mild delinquency behaviour includes truancy behaviour, getting into fights, leaving the house without saying goodbye, violating public rules at school/madrasah and so on.

Second, moderate delinquency behaviour includes bullying behaviour or seizing other people's property by force, accessing and storing pornographic content (images, audio or video), chatting leading to adult conversations (sexting), addiction to online games, engaging in or doing illegal racing, fighting, and speaking and behaving rudely to teachers or employees.

Third, severe delinquency behaviour includes the behaviour of carrying sharp weapons to school, addiction to alcohol, involvement in gambling, consuming drugs including taking pills, bullying that leads to criminal acts.

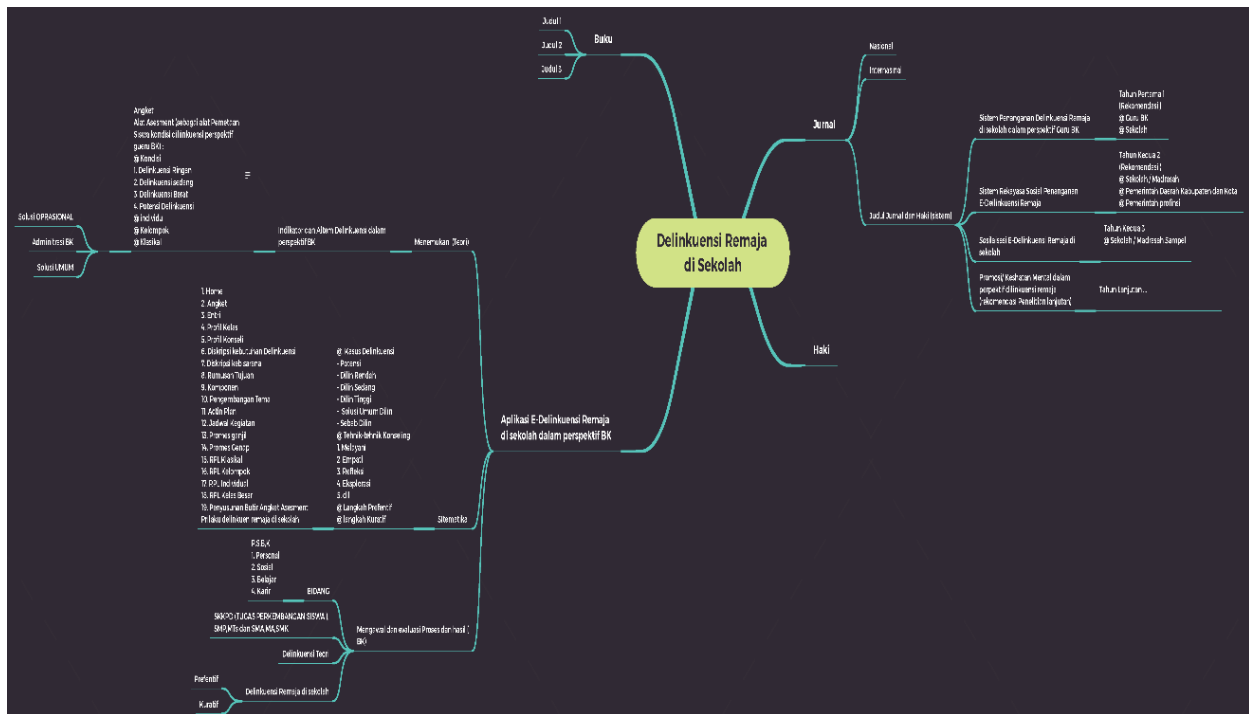
Fourth, the potential for juvenile delinquency includes the behaviour of drug couriers, online prostitution, online bookies, hackers, and cybercrime.

#### ***4.3. Analysis of data on potential and behavioural problems of juvenile delinquency in schools/madrasahs.***

Analysis of data on potential and behavioural problems of juvenile delinquency in schools/madrasahs, namely analysing mild, moderate, severe delinquency behaviour and potential juvenile delinquency by taking into account the level of education (SMP/MTs and SMA/SMK/MA) and their respective developmental tasks. each level, operational definitions of delinquency behaviour, and general solutions and operational solutions.

Operational solutions develop counselling techniques, namely serving, empathy, reflection, exploration and so on, and steps for handling juvenile delinquency in schools/madrasahs, namely preventive, curative, conservative and developmental. As for the assistance strategy from the basic service component, namely classical and group guidance, and the responsive service component.

Finalize the analysis of potential data and delinquency behaviour problems, as well as the flow of the juvenile delinquency behaviour system in schools/madrasahs with the guidance and counselling perspective of Ponorogo Regency by making a concept map in the process of handling delinquency, which is preceded by the need for analysis on primary data and data. -Secondary data as shown in Figure 1.



**Figure 1** Flow of Adolescent Delinquency Management System in Schools/Madrasah Perspective of Guidance and Counselling in Ponorogo Regency.

The picture above shows that the system for handling juvenile delinquency in schools/madrasahs with a guidance and counselling perspective in Ponorogo Regency is as follows:

- a. Delinquency behaviour is experienced by all adolescents, at this time individuals experience various changes, namely biological, cognitive and social. Adolescent psychosocial development depends on family, peer and school contexts that produce identity, independence, friendship, sexuality, and achievement.
- b. Guidance and counselling in schools is important in order to assist the development of adolescents through policy-making Guidance and Counselling Teachers in dealing with the tendency of juvenile delinquency behaviour in schools/madrasahs. The tendency of juvenile delinquency behaviour in schools/madrasahs parses mild, moderate, and severe delinquency behaviour.
- c. Guidance and Counselling Teachers have guidance and counselling administration, general solutions and operational solutions in dealing with juvenile delinquency behaviour tendencies in schools/madrasahs. The development of a questionnaire as an assessment tool is a tool for mapping the condition of students' delinquency behaviour from the perspective of the Guidance and Counselling Teacher, whether it is mild, moderate, severe delinquency and potential delinquency, as well as indicators and items of delinquency in the perspective of BK teachers.
- d. The application of e-delinquency in schools/madrasahs for BK teachers or the so-called juvenile e-

- e. Overseeing the evaluation of the process and results of guidance and counselling that describes the areas of service (personal, social, learning, and career), service components (basic services, responsive services, individualization and planning services, and system support), student development tasks in SMP, MTs, SMA, SMK, MA (SKKPD), theoretical delinquency, and juvenile delinquency in preventive, curative, and developmental schools/madrasahs.

### 5. CONCLUSION

The system for handling juvenile delinquency behaviour tendencies in schools/madrasahs from the perspective of guidance and counselling teachers in Ponorogo Regency is in the form of:

1. Administration of guidance and counselling, general solutions and operational solutions in dealing with juvenile delinquency behaviour tendencies in schools/madrasahs.
2. Application of e-delinquency in schools/madrasah for BK teachers or the so-called juvenile e-

- delinquency handling system for BK teachers in Ponorogo Regency.
3. Supervise, evaluate the process and results of guidance and counselling that describes the service areas (personal, social, learning, and career), service components (basic services, responsive services, individualization and planning services, and system support), through curative preventive programs, preservation, and developmental (mental development).
  4. The outputs of this treatment system are a book on juvenile delinquency profiles in schools/madrasahs from the perspective of guidance and counselling teachers in Ponorogo Regency, a guide book for handling juvenile delinquency programs in schools/madrasahs with a guidance and counselling teacher's perspective in Ponorogo Regency, and a guidebook for the handling system of juvenile e-delinquency. for guidance and counselling teachers in Ponorogo Regency.

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