

PREVENTION OF DELINQUENT BEHAVIOR IN THE PHENOMENON OF JUVENILE DELINQUENCY IN JUNIOR HIGH SCHOOLS

Agung Iranda¹, Jelpa Periantalo², Annisa Dianesti³, Hanna Widya Gultom⁴, Muhammad Ilham⁵

Departement of Psychology, Faculty of Medicine and Health Sciences, Universitas Jambi, Jambi, Indonesia

Corresponding author email: agungiranda@unja.ac.id

ABSTRACT

Juvenile delinquency is social phenomenon that has negative impact in individuals, family, and society. Statistic data of BPS highlights increased trend in juvenile delinquency. This article aims for assessing school efforts dealing with juvenile delinquency, and understanding the causes and behavior patterns juvenile delinquency in school. Among programs that prevent juvenile delinquency such as pretest on knowledge of juvenile delinquency, video plays on juvenile delinquency, issues delivering, focus group discussion and icebreaking, and post test. The purpose of community service is for developing effective strategies to prevent juvenile delinquency, to create condusive and positive environment, and to support the impact of student.

Keywords: Deliquency behavior, children, student

ABSTRAK

Kenakalan remaja atau juvenile delinquency adalah fenomena sosial yang berdampak negatif terhadap individu, keluarga, dan masyarakat. Data statistik dari Badan Pusat Statistik (BPS) menunjukkan tren peningkatan kenakalan remaja. Artikel ini bertujuan untuk menilai tindakan yang dilakukan oleh pihak sekolah atau masyarakat sekolah dalam mengatasi perilaku kenakalan remaja, serta memahami penyebab dan pola perilaku kenakalan remaja yang sering terjadi di Lingkungan Sekolah X. Kegiatan yang dilakukan untuk pencegahan perilaku delinkuen di SMPN 6 Muaro Jambi diantaranya yaitu pretest mengenai pengetahuan perilaku delinkuen, penayangan video tentang kenakalan remaja, Pemberian materi, focus group discussion dan icebreaking, dan post test. Dengan hasil pegabdian kepada masyarakat ini, diharapkan dapat mengembangkan strategi efektif untuk mencegah perilaku delinkuen di Lingkungan Sekolah X, menciptakan lingkungan yang aman, positif, dan mendukung bagi perkembangan siswa.

Kata kunci: Perilaku delinkuen, kenakalan remaja, siswa

INTRODUCTION

Juvenile delinquency is a complex global social phenomenon that poses adverse effects on individuals, families, and society. Statistical data from the Central Statistics Bureau (BPS) indicates a rising trend in juvenile delinquency, underscoring the urgency of preventive and remedial efforts. This study aimed to explore the social conditions of students in relation to their peers, teachers, and parents within the environment of School X; assess the efforts undertaken by the school or school community in addressing delinquent behavior; and identify the underlying causes and recurring patterns of juvenile delinquency commonly observed within the environment of School X. The findings of this study are expected to contribute to the development of effective strategies for preventing delinquent behavior within the school environment, ultimately fostering a safe, positive, and supportive environment for students' holistic development.

Statistical data from the Central Statistics Bureau (BPS) indicates a rising trend in juvenile delinquency over the years. From 2018 to 2021, the number of juvenile delinquency and criminal acts involving adolescents steadily rose. In 2021, the number of individuals under the age of 18 involved in such incidents reached 6,325, reflecting a 10.7% increase compared to 2018 (BPS, 2021). This data illustrates that juvenile delinquency is a significant issue that requires immediate attention.

According to Kartono, a prominent sociologist, juvenile delinquency represents a form of social pathology arising from social neglect. It leads to the emergence of deviant behaviors that may harm both the individuals themselves and those around them.¹ Etymologically, the term "juvenile delinquency" originates from Latin and refers to deviant behavior occurring during adolescence. From the perspectives of psychologists, as articulated by Sudarsono, juvenile delinquency is defined as deviant behavior that violates religious, legal, and social norms. Such behavior encompasses a broad spectrum of actions, ranging from breaches of school discipline to more severe criminal offenses.²

Based on interviews conducted with 15 students at Junior High School X in Jambi City, it was revealed that juvenile delinquency manifests in various behaviors such as physical altercations, delinquent conduct, extortion, smoking, pornography addiction, gaming addiction, and group brawls. These behaviors can escalate into delinquent acts. Delinquent behavior refers to violations, assaults, infractions, or relatively



minor crimes that contravene legal statutes, particularly committed by young individuals who have not yet reached legal adulthood. These issues represent serious challenges within the adolescent population.³ Children and adolescents involved in delinquent behavior often experience difficulties related to impulse control, emotional regulation, and self-identity. The urgency of addressing delinquent behavior cannot be overlooked, as it poses significant negative consequences not only for the individuals involved but also for their families and the broader school environment.⁴

Given the various negative impacts resulting from delinquent behavior associated with the phenomenon of juvenile delinquency, it is imperative to implement serious preventive measures. Delinquent behavior among students can hinder adolescent development—physically, psychologically, and socially—and disrupt their learning process. Preventive efforts aim not only to protect other students from engaging in similar behaviors but also to mitigate the broader consequences of existing delinquent conduct. This prevention initiative adopts a social psychology approach and involves collaboration with key stakeholders, such as school teachers, to ensure the sustainability of the program.

This community engagement program also aligns with efforts to enhance Key Performance Indicator (KPI) 5—namely, the application of academic output of lecturers for the benefit of society, through the discipline of psychology—and KPI 6, which emphasizes collaboration with partner institutions. The community program focuses on several key areas: delinquent behavior and character education, counseling and rehabilitation of addictive behaviors, and efforts to improve school performance and objectivity.

The primary objective of this community service initiative is to prevent delinquent behavior associated with juvenile delinquency in the School X environment. The activities will center on preventive strategies targeting adolescents at Junior High School X. Delinquent behavior refers to deviant actions commonly committed by adolescents. At Junior High School X, these include fighting, delinquent conduct, extortion, smoking, pornography addiction, gaming addiction, and group brawls. Therefore, students received counseling and character development training, alongside education on the consequences of delinquent behavior. In addition, this initiative involved collaboration with teachers, who assisted the monitoring of the program and ensured its continuity to reinforce students' character development.

METHODS

The design of activities implemented in this community service program is presented in the table below.

No	Activity Stage	Method	Description Activities
1	Pre-test	Question Development	Question Development: developing questions to be used for the pre-test in the delinquent behavior prevention program.
		Written Test	Objective: Measuring Students' Initial Knowledge of Delinquent Behavior.
2	Video Screening	Educational Video	showing a video containing a story about forms of delinquent behavior, such as not completing assignments and skipping classes
3	Providing materials	Material Development.	Material Development: Developing the materials to be used in the delinquent behavior prevention program within the environment of School X.
		Logistical Preparation	Logistical Preparation: Providing all the necessary resources for the implementation of the program
4	Ice breaking	Group Activities	Conducting enjoyable group activities to foster camaraderie and reinforce the declaration of delinquent behavior prevention within the environment of School X.
5	Post-test	Question Development	Question Development: Developing the questions to be used for the post-test in the delinquent behavior prevention program.



No	Activity Stage	Method	Description Activities
		Written Test	Objective: To measure changes in students' knowledge and attitudes after participating in the program.

RESULTS AND DISCUSSION

The Community Service program was conducted through Five Agendas, as explained by the researchers below.

Pretest Activity

The pretest activity was designed as an initial step to assess the participants' baseline knowledge before the main activities commenced. Prior to starting the session, all participants were provided with a printed pretest sheet containing five brief questions. These questions were formulated to gauge how well participants understood the material that would be discussed.

Before answering, participants were given instructions on how to fill out their identity details and how to respond to the questions on the pretest sheet. This was essential to avoid errors in filling out the form and to facilitate data collection later. The allocated time for completing the pretest was 5 minutes.

To ensure participants' comfort while completing the pretest, the team provided pens and allowed participants to choose the seating arrangement that was most comfortable for them. Some participants chose to sit on the floor, while others opted for chairs. Members of the community service team, including both lecturers and students, circulated the room to ensure that all participants could complete the pretest properly and to offer assistance if anyone had questions or difficulties.

Video Screening Activity

The video screening activity within this community service program took place in a calm manner. Two laptops were strategically placed at the front of the room to ensure that all participants could clearly view the video. Similar to the pretest session, participants were given the freedom to sit in the positions they found most comfortable. The 3-minute video, which focused on juvenile delinquency, aimed to raise awareness and understanding among participants about the negative impacts of such behavior. During the screening, the room remained quiet, and the participants appeared to be deeply focused on every scene presented.

After the video concluded, one of the community service team members opened the floor for a discussion to explore participants' understanding. With a warm tone, the team member invited participants to share their impressions and messages from the video. One participant then spoke up, saying, "From the video, I saw many scenes where high school students weren't doing their assignments and skipping school. Those scenes made me realize that such actions not only harm oneself but also affect those around us, because in the video, the male student influenced the female student to skip school too." This participant's response sparked others to share their opinions as well.

Material Delivery Activity

The material delivery session was conducted in a classroom at Junior High School 6 of Muaro Jambi. This session focused on the prevention of delinquent behavior among adolescents, which is a significant issue within the Junior High School student community. The participants in this activity consisted of female students seated in the front rows, followed by male students in the middle rows. This educational session was facilitated by an educator, who served as the speaker to deliver the material.

The content presented included discussions on identifying delinquent behavior within the student environment, the causes of delinquent behavior among students, the impact of delinquent behavior on both victims and perpetrators, ways to address delinquent behavior in the students' surroundings, and the efforts that schools can take to address delinquent behavior problems among students.

Through clear and interactive explanations from an expert, the participants were encouraged to listen and understand the material being presented. Participants remained orderly in their seats and focused on the speaker's presentation. Most participants observed the material being delivered, took notes on important points raised by the speaker, and provided responses to the stimuli presented by the speaker. This activity is expected to equip participants with the knowledge to be more wise in socializing within the school environment and to avoid actions that could harm themselves or those around them.

Ice breaking and Focus Group Discussion

The ice-breaking activity applied in this community service program involved motoric movements that symbolized a rejection of delinquent behavior. This activity was performed while standing in place, moving the limbs according to the instructions provided through a song. The rejection of delinquency was subtly



incorporated into each movement during the ice-breaking session. For example, one of the movements involved raising both hands with open palms, representing the rejection of delinquent behavior. Another movement was to raise the hands as if in prayer, symbolizing a request for protection from delinquent actions.

This activity, which aimed to stretch the body after watching the video on juvenile delinquency and before starting the material presentation, was intended to help participants become more energized and focused on receiving the material. Each participant followed the movements instructed during the ice-breaking session, and their enthusiasm for this brief refreshing activity was evident. This helped to increase their interest in participating in the current activity and in the subsequent ones.

Post Test

The post-test was conducted after the material delivery session and the ice-breaking activity. This session aimed to assess the participants' understanding of the material presented by the speaker. The post-test was administered in writing within the same classroom where the material session took place, and all participants who had attended the material session were present. Participants were asked to sit in their respective seats in an orderly manner.

The facilitation team distributed the test sheets to the participants. The post-test consisted of two sheets: one with questions similar to the pre-test sheet and another with a knowledge evaluation sheet measured using a rating scale. The post-test included questions related to key topics such as the definition of delinquency, its causes, the impacts on adolescents, and the prevention methods that had been previously discussed by the speaker.

Participants filled out the test by reading the questions and writing down their answers. Occasionally, participants briefly discussed the questions with the person seated next to them to ensure their answers were correct. The facilitation team also moved around the room to ensure that participants could complete the post-test properly, providing ample time for each participant to finish the questions.

This post-test session concluded the series of activities, with the expectation that participants would not only understand the material theoretically but also reflect on the new knowledge they gained and apply it in their daily lives as adolescents

Discussion

Prevention of delinquent behavior can be approached from various perspectives, including psychology, biology, social factors, family, and cognitive aspects. Prevention can also be achieved through religious and spiritual approaches.⁵ Such religious approaches may include practices like prayer and fasting to address juvenile delinquency.⁶ Additionally, delinquent behavior can be prevented through the involvement of schools, particularly through extracurricular activities and student guidance programs⁷. Other studies have also found that the concept of self-identity in adolescents, particularly when exploring positive activities, can help prevent delinquent behavior⁸. Further factors that support addressing delinquent behavior include strengthening family functions and the role of parents through effective communication and maintaining a good relationship between parents and children, where parents serve as role models for their children.⁹

Several other factors in preventing delinquent behavior can stem from both internal and external aspects of the individual in the prevention of delinquent behavior itself.¹⁰ Additionally, other research indicates that the absence of self-control and individual adjustment plays a significant role in delinquent behavior.¹¹ It has also been found that several factors influence the formation of delinquent behavior in adolescents, such as the role of teachers and parents in supervising their children to prevent involvement in juvenile delinquency.¹² Furthermore, the need for strong bonds and relationships between adolescents, their parents, and teachers is crucial; the stronger the bond and relationship, the better the adolescent's behavior tends to be.¹³

Based on several studies regarding the prevention of delinquent behavior and the factors that influence and encourage the formation of delinquent behavior, the community service we have conducted becomes crucial and should be continuously pursued. The activities, such as psycho-education on delinquent behavior prevention to increase their knowledge about juvenile delinquency, video screenings to prevent delinquent behavior, and focus group discussions related to delinquent behavior, are expected to reduce the intensity of delinquent behavior in schools.

From the community service we have carried out to prevent and address delinquent behavior, it is necessary for us to continue to explore the knowledge of teachers regarding delinquent behavior occurring among students. Additionally, the application of classroom practices that accommodate students who face juvenile delinquency issues, or even legal cases, is crucial to ensure they receive equal and inclusive education, albeit in ways that are tailored to meet their specific needs¹⁴. Furthermore, it is crucial to consider the importance of an integrative approach that involves various stakeholders, combining not only psychological approaches but also sociology, criminology, and educational policy. With an integrative approach, we can create effective programs to reduce delinquent behavior.



CONCLUSION

The community service program at one of the schools in Muaro Jambi, has been carried out in accordance with the activity's theme, which is related to delinquent behavior within the phenomenon of juvenile delinquency among junior high school students. This program was also conducted according to the planned activities, which included a pretest on delinquent behavior knowledge, video screening about juvenile delinquency, material delivery, focus group discussions, ice-breaking activities, and a post-test.

It is hoped that this community service program will not be a one-time event, but can also be implemented by the secondary school where the service took place, or by other schools that require actions related to the prevention of delinquent behavior in the phenomenon of juvenile delinquency among middle school students. Furthermore, schools should also consider organizing ongoing activities related to the prevention of juvenile delinquency and the understanding of delinquent behavior occurring among students.

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