



Social Interventions in Education to Enhance Students' Understanding of Juvenile Delinquency

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Abstract

This study aims to examine the influence of guidance and counselling programs on students' understanding of juvenile delinquency in a vocational high school in Bandung. Juvenile delinquency is a social problem that often arises in schools and can hinder the development of students' character. Guidance and counselling services are expected to act as preventive measures, increasing students' awareness and understanding of deviant behaviour and its negative consequences. This study used a quantitative, one-group pretest-posttest design with 329 students. The research instrument was a questionnaire designed to measure students' understanding of juvenile delinquency before and after receiving guidance and counselling services. Data analysis was carried out using a paired-samples t-test in SPSS version 25. The analysis showed a significant increase in students' understanding after participating in the guidance and counselling program, with a t-value of -39.85 and $p = 0.000$ ($p < 0.05$). These findings prove that the guidance and counselling program is effective in increasing students' awareness and understanding of various forms of juvenile delinquency and their impacts. Therefore, this study recommends strengthening the implementation of guidance and counselling programs as a preventive strategy to address deviant behaviour in schools.

Keywords: guidance and counselling, juvenile delinquency, social intervention

INTRODUCTION

Juvenile delinquency is a serious challenge facing the education system (Isnaini & Fanreza, 2024). According to Hardianti and Nur (2024), juvenile delinquency is a violation committed by adolescents that often involves actions that violate the law and prevailing social norms. The manifestations of this delinquency are very diverse, ranging from minor violations such as truancy, wearing inappropriate uniforms, speaking rudely or impolitely, defying elders, smoking, consuming alcoholic beverages, and singing loudly until late at night (Mahesha et al., 2024). In addition, there are also more serious forms of delinquency, such as

being involved in fights between groups, robbery, and narcotics or drug abuse (Sari & Apritania, 2024).

According to a report from the Central Statistics Agency (BPS), juvenile delinquency data in Indonesia are pretty high (BPS, 2024). In 2023, BPS recorded 584,991 cases of crime committed by juveniles (BPS, 2023). This number increased from 2022, when there were 372,965 cases (BPS, 2022). This data is also supported by the Global Initiative Against Transnational Organized Crime (2023), which reported that Indonesia's crime rate is the second-highest in ASEAN, after Myanmar. According to a report by the Komisi Perlindungan Anak Indonesia (2025), in the past three years (2022-2024), the forms of juvenile delinquency recorded include brawls, drug abuse, sexual abuse, and exploitation.

The emergence of delinquent behaviour in adolescents is caused by various factors, such as inappropriate parenting, minimal parental attention, and negative social influences (Afrita & Yusri, 2022). These factors can lead to an identity crisis or false associations in adolescents (Karlina, 2020). By paying close attention to the causes of this deviant behaviour and designing effective prevention strategies, adolescents' futures can be steered in a more positive direction (Asmara et al., 2023). Given the crucial role of adolescents as the nation's future generation, a strategic approach is needed, including education-based social interventions (Utami & Raharjo, 2021).

Social interventions in education are not only about controlling behaviour but also building adolescents' capacity to become responsible, creative, and productive individuals (Wang, 2024). Social interventions in education involve teachers, counsellors, families, and the community, aiming to create an environment that supports positive adolescent growth and development (Rinaldi, 2023). One school that has implemented education-based social interventions is SMK Swasta X in Bandung City.

Providing social interventions in education is highly relevant in Bandung City, given the diverse characteristics of students who tend to be more dynamic and active (Dewi et al., 2017). The challenging urban environment and exposure to social media and popular culture also contribute to the risk of increasing students' potential involvement in juvenile delinquency (Izza, 2024). Therefore, it is important to evaluate the extent to which social interventions in education (guidance and counselling services) implemented in schools can provide students with an adequate understanding of juvenile delinquency and its impacts, and how these services help students develop healthy and responsible behaviours.

RESEARCH METHODS

Approaches and Types of Research

This study used a quantitative experimental approach with a one-group design; the aim was to compare students' understanding of juvenile delinquency before and after receiving guidance and counselling services (Syahrizal & Jailani, 2023).

Research Subject

The subjects in this study were students in grades X and XI at a private vocational high school in Bandung City. Subject selection used a purposive sampling technique, selecting students who were included in the medium and low categories in understanding juvenile delinquency. From the pre-test on understanding juvenile delinquency administered to all students (891), 329 students met the research criteria.

Research Instruments

This research instrument used a five-point Likert-scale questionnaire with 20 statements. The preparation of the instrument was

based on Kartono's (2014) concept of juvenile delinquency, which includes knowledge of the types of juvenile delinquency, understanding of causal factors, awareness of negative impacts, and prevention strategies. The instrument's validity was assessed through expert judgment by three guidance and counselling lecturers, and its reliability was assessed using Cronbach's Alpha (0.85).

Research Procedures

The research was conducted in several stages: 1) Pre-test, measuring students' initial understanding of juvenile delinquency using a questionnaire before the implementation of the guidance and counselling program. 2) Intervention, implementing the guidance and counselling program for eight meetings (4 weeks), which included: psychoeducation, group counselling, and individual counselling related to juvenile delinquency. 3) Post-test, measuring students' understanding after participating in the guidance and counselling program.

Data Analysis

The research data were analysed using a paired sample t-test. This test aims to determine the difference in the average score of understanding of juvenile delinquency before and after the intervention (Putri et al., 2023). Before the paired-samples t-test analysis, a normality test was performed using the Shapiro–Wilk test. If the data are normally distributed ($p > 0.05$), the analysis can proceed with a paired-samples t-test; if they are not, the nonparametric Wilcoxon signed-rank test should be used as an alternative. All data processing was carried out using SPSS software version 25.

RESEARCH RESULTS

Based on the series of research stages conducted, several findings were obtained, including the following:

Table 1

Normality Test

| | N | Shapiro-Wilk | Sig. (p) |
|----------|----------|---------------------|-----------------|
| Pretest | 329 | 0.067 | 0.078 |
| Posttest | 329 | 0.059 | 0.092 |

Based on the results of the normality test, the significance values (p) for the pretest and posttest data were 0.078 and 0.092, respectively. Both results were greater than 0.05, indicating that the data were normally distributed and thus met the normality assumption for the paired-samples t-test.

Table 2

Paired-Samples T-Test

| | Mean Difference | Std. Deviation | t | Sig. |
|--------------------|------------------------|-----------------------|----------|-------------|
| Pretest - Posttest | -15.53 | 7.12 | -39.85 | 0.000 |

The results of the paired-samples t-test indicated a significant difference in understanding of juvenile delinquency between the pretest and posttest scores ($t = -39.85$, $p = 0.000$). This indicates that the school's guidance and counselling program improved understanding of juvenile delinquency.

Table 3

Descriptive Analysis

| | N | Mean | Std. Deviation | Minimum | Maximum |
|----------|----------|-------------|-----------------------|----------------|----------------|
| Pretest | 329 | 61.32 | 7.56 | 45 | 80 |
| Posttest | 329 | 76.85 | 6.89 | 60 | 90 |

Based on the descriptive analysis, the average score for understanding juvenile delinquency before the guidance and counselling program was 62.45, and after the treatment, it increased to 76.85. These results indicate an increase in students' understanding of juvenile delinquency. The pretest distribution was 7.56, and the posttest distribution was 6.89, indicating relatively consistent variation in scores among students.

DISCUSSION

Based on the descriptive statistics obtained from the pretest and posttest data, a significant increase in the average score was observed. This increase indicates that the intervention successfully improved students' understanding of juvenile delinquency. Furthermore, the standard deviation decreased, indicating that participants' posttest results were more even and consistent. The minimum and maximum score ranges also shifted upwards. These results indicate that almost all participants experienced an increase in understanding.

Furthermore, the results of the paired-samples t-test showed a significant difference in understanding of juvenile delinquency between pretest and posttest scores. The increase in scores from pretest to posttest indicates that the program provided during the implementation period can improve students' understanding. The increase in scores after the intervention indicates that guidance and counselling services play a significant role in fostering students' awareness and understanding. Through this approach, students become more responsive to deviant behaviour, both in and outside of school. These findings align with adolescent development theory, which states that systematic educational interventions can influence changes in individuals' attitudes and understanding of negative behaviour (Aazami et al., 2023).

According to Setyaputri (2021), the success of counseling services depends heavily on the counselor's ability to build a learning process that encourages meaningful self-reflection for students; as applied by the researchers to the students in this study, who not only received information about the forms and impacts of juvenile delinquency but were also encouraged to understand its root causes and psychological and social consequences. This implementation is also in line with Winkel's view (Nasution & Abdillah, 2019) that the primary function of guidance and counselling is to help students understand themselves and

their environment holistically, enabling them to make healthy and responsible decisions.

Juvenile delinquency is a complex phenomenon stemming from internal factors such as identity crises, weak self-control, and external factors such as family, peers, and the media (Prasasti, 2017). Improving students' understanding of juvenile delinquency is an important preventive measure; with a clear understanding, students tend to be better able to recognise situations that have the potential to lead to delinquency and can consciously avoid them (Abella et al., 2024). Guidance and counselling (BK) teachers hold an important responsibility in helping students overcome their academic problems. With group and individual guidance programs, BK teachers can provide more comprehensive information and understanding regarding the roots of students' academic problems, while also guiding students in formulating appropriate strategies to increase self-awareness of deviant behaviours (Sudiansyah et al., 2023).

The guidance and counselling program in this study was designed with a preventive-educational approach. Students were not only given lectures but also involved in group discussions, case studies, and personal reflection. This strategy is effective for building in-depth understanding because it aligns with the humanistic approach to counselling, which emphasises active involvement and client empowerment (Fitriani et al., 2024). The results of this study reinforce previous findings that guidance and counselling services play a crucial role in the development of students' morals and prosocial behaviour (Istiqhfari et al., 2024; Lasambouw & Nurussakinah, 2023).

According to Rosita et al. (2024), guidance and counselling services should be an integral part of the educational process to help students address various developmental challenges, including juvenile delinquency. Therefore, the results of this study demonstrate that the

guidance and counselling services implemented by schools are not merely a response to problems but also a long-term preventative strategy to shape students' character and awareness of deviant behaviour. Therefore, the researchers recommend that other schools incorporate guidance and counselling activities into routine programs with structural support, including guidance and counselling teacher training, the development of materials, and parental involvement in the program.

CONCLUSION

Based on the research results, it can be concluded that guidance and counselling programs can improve students' understanding of juvenile delinquency. The following limitations should be noted: First, the study was conducted in only one location, a private vocational high school in Bandung City, so the findings cannot be generalised to other schools with different characteristics. Second, the quantitative approach, using a questionnaire, tends to be closed and is less able to deeply explore students' subjective views on guidance and counselling services and their understanding of juvenile delinquency. Third, the focus was only on one independent variable, namely guidance and counselling, without considering other factors that may influence students' understanding, such as the role of family, peer influence, or social media. Finally, the short timeframe for data collection did not allow for long-term changes in students' understanding of juvenile delinquency. Therefore, it is important to strengthen the implementation of these services in the school environment, particularly to address issues related to deviant behaviour, as a primary preventive measure against juvenile delinquency. Future research is recommended to include more than one school with diverse student backgrounds, so that the findings can reflect broader conditions and be applicable across various educational contexts. Furthermore, a qualitative or mixed-methods approach is

recommended to more deeply capture students' experiences, perceptions, and subjective meanings of guidance and counselling services, as well as their understanding of juvenile delinquency.

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