

COUNSELING TEACHER'S EFFORTS IN OVERCOMING JUVENILE DELINQUENCY AT MAS AINUL YAQIN BATAGAK

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Abstract

This research is motivated by the rise of juvenile delinquency among high school students in a school in the Sungai Pua sub-district. A case of students was found truant, smoking, violating school rules, and getting into fights between students. High school students are in the phase of adolescence which is a transition from childhood to adulthood. This period is referred to as a period of searching for self-identity and emotional changes that are still unstable. This is a serious problem and needs to be followed up. In this case, not only parents, but the role of the guidance counselor as a school counselor is also very necessary. The purpose of this study was to determine the efforts of counselors in overcoming juvenile delinquency. The method used in this research is descriptive qualitative. The results of the study show that the efforts of counseling teachers in dealing with juvenile delinquency, namely problem identification, giving warning and punishment guidance, home visits, calling parents, and working together with teachers.

Keywords: *Effort, Teacher, Mischief*

1. Introduction

Adolescence is a period called puberty. During puberty, adolescents usually want to try everything new in their lives, there are various kinds of emotional turmoil, and many problems arise in family, friends, themselves, and their social environment. Teenagers are still unstable and do not fully understand the consequences of their actions, so in the eyes of parents, teenagers become unruly and naughty. This adolescent period is a turbulent period, a time when individuals are searching for their identity. If at this stage adolescents do not know their own identity, then adolescents begin to try new things, such as smoking. Juvenile delinquency is an act that violates the norms, rules, or laws in a society committed during adolescence or the transition from childhood to adulthood. Juvenile delinquency in the study of social problems can be categorized into deviant behavior. From the perspective of deviant behavior, social problems occur because there are deviations in behavior from various social rules or prevailing social values and norms.

From a legal perspective, delinquency is a violation of the law that cannot yet be subject to criminal law due to its age. Deviant behavior in students is generally a "failure of the self-control system (Poerwanti, 2002: 135-136). because delinquency arises at the school level and the most biased integration is felt between teachers and students. This problem often occurs in the form of difficulties in dealing with lessons at school, both orally, in writing, and in completing assignments. Students who have problems at school generally complain that they have no interest in lessons and are indifferent, learning achievement decreases and then unwanted attitudes and behaviors such as skipping class, violating rules, defying teachers, fighting, and so on appear.

Overcoming juvenile delinquency requires the cooperation of all parties, namely family, school, community, government agencies, and the juvenile himself. The role of schools is very important in preventing juvenile delinquency by guiding students. The role of counseling teachers is not only limited to helping students solve the problems they are facing but also helping to overcome delinquency in students because students are individuals who develop towards adulthood. So the Guidance and counseling teacher is expected to be able to overcome the delinquency committed by students at school which certainly disrupts the running of the education process. Student delinquency refers to behavior in the form of deviation or violation of applicable norms

2. Method

In this study, researchers used a type of field research, namely collecting data directly from the research location. The approach in this research is descriptive qualitative research, this approach is a research approach where the data collected is in the form of words, pictures, and not numbers. These data can be obtained through interviews, field notes, photos, videos, tapes, personal documentation, notes, memos, and other documentation (Moleong, 2005: 4).

Data sources in this research are categorized into 2 groups, namely: primary and secondary data sources. Primary data sources are data that come from the original or first data source (Umi, 2008: 98). Primary data used in the study include, counseling teachers, and students in a school in the Sungaipua sub-district. While secondary data sources are data sources that do not directly provide data to data collectors (Sugiyono, 2008: 402). Secondary data used in this study include stakeholders in the school environment, including the principal, homeroom teacher, subject teacher, and student. The data collection method is done by interview and observation.

3. Results and Discussion

Results

Based on the results of observations made by researchers on 4 April 2023, several students were seen arriving late, smoking in the school canteen, and driving recklessly. After conducting an interview on 5 April 2023 with the guidance and counseling teacher at the school, it was revealed that the BK teacher had given a warning to the student, the guidance and counseling teacher said that the limit of warnings to be given was 3 times, if it had reached 3 warnings then individual counseling would be carried out.

Previously, the guidance and counseling teacher had identified problems to get more information about problem students and find solutions to student problems. For example, for students who often skip school, guidance and counseling teachers explain to students the consequences of the behavior they are showing now will affect the student's plans.

The next stage of the guidance and counseling will call the parents, if the parents do not come, the guidance and counseling teacher will make a home visit. In this case, the counselling teacher and parents are both looking for the right solution to the problems experienced by students by mutual agreement.

Furthermore, guidance and counseling teachers collaborate with other subject teachers who have special hours and longer face-to-face with students in class. This is due to the limited class hours of bk teachers in the classroom. So that with the cooperation of bk teachers with subject teachers, it can make it easier for bk teachers to monitor the behaviour of problematic students and help achieve the desired target changes in students.

Based on the results of interviews with subject teachers who teach in class, it is said that cooperation between subject teachers and bk teachers is in the form of providing information on problematic students and changes made by students in class that are not monitored by bk teachers. Furthermore, the bk teacher can plan follow-up actions that can be given to these problematic students.

Discussion

Definition of juvenile delinquency

Juvenile delinquency is often called juvenile delinquency, which is young people who are caused by social neglect, so they carry out deviant forms of behavior. Juvenile comes from the Latin juveniles which means children, young people, characteristic features of youth that have a distinctive nature in adolescence. Whereas Delinquent comes from the Latin "delinquent" which means neglected, ignoring which means it can be expanded into rule breakers, troublemakers, being evil, and others (Kartini Kartono, 2014: 6-7).

Delinquents are usually committed by young people under the age of 22. Social and cultural influences play a very large role in the formation of deviant behavior in adolescents. The highest number of crimes committed by children aged 15-19 years. Social crimes are usually committed by children in their teens to early adulthood. Robberies and robberies are usually committed between the ages of 17-30 years.

Juvenile delinquency is behavior that deviates from habits that can violate the law. Jensen (1985) argues that the origin of juvenile delinquency can be classified into sociogenic theories, namely theories that try to find the source of the causes of juvenile delinquency in environmental and family factors. These sociogenic theories include the Broken Home theory and child abuse theory.

Juvenile Delinquency which etymologically means Juvenile as a child and Delinquency means child crime or bad child. The paradigm of juvenile delinquency is broader in scope and deeper in content. Juvenile delinquency includes acts that often cause unrest in the community, school, and family environment.

The Cause of Juvenile Delinquency

The behavior of teenagers who are still in the stage of self-discovery often disturbs the peace of others. Minor delinquencies that disturb the peace of the neighborhood such as often going out at night and spending time just for fun such as drinking alcohol, using illegal drugs, fighting, gambling, and others will harm themselves, their families, and other people around them. There are many factors behind the occurrence of juvenile delinquency. These factors can be categorized into internal and external factors. The following is a brief explanation:

a. Internal Factors

a) Identity crisis

Biological and sociological changes in adolescents allow for two forms of integration. First, the formation of a feeling of consistency in life. Second, the achievement of role identity. Juvenile delinquency occurs because adolescents fail to achieve the second integration period.

b) Weak self-control

Adolescents who cannot learn and distinguish between acceptable and unacceptable behavior will be drawn into delinquent behavior. Likewise, those who already know the difference between the two behaviors, but cannot develop self-control to behave by their knowledge.

b. External Factors

a) Lack of attention from parents, and lack of affection

The family is the smallest social unit that provides the primary foundation for child development. Meanwhile, the neighborhood and school also provide nuances to the child's development. Therefore, the good and bad of the family structure and the surrounding community have a good or bad influence on the growth of the child's personality.

b) Lack of understanding of religion

In family life, the lack of religious guidance is also one of the factors for juvenile delinquency. In moral development, religion has a very important role because the moral values that come from religion remain unchanged due to changes in time and place.

c) Influence from the neighborhood

The influence of Western culture and association with peers often influence him to try and eventually fall into it. The environment is the factor that most influences the behavior and character of adolescents. If he lives and develops in a bad environment, his morals will be like that. Conversely, if he is in a good environment, he will be good too.

d) Place of education

The place of education, in this case, more specifically in the form of educational institutions or schools. Juvenile delinquency often occurs when children are at school and empty lesson hours. Not long ago we have even seen in the media the violence between students that occurred in their schools. This is proof that schools are also responsible for the delinquency and moral decadence that occurs in this country.

Dr. Kartini Kartono also argues that the factors that cause juvenile delinquency include:

1. Children lack attention, affection, and educational guidance from parents, especially the father's guidance because the father and mother are each busy taking care of their problems and inner conflicts.
2. The physical and psychological needs of adolescent children are not met, and the desires and hopes of children cannot be channeled satisfactorily, or do not get compensation.
3. Children never get the physical and mental exercise necessary for a normal life, they are not familiarised with good discipline and self-control.

The consequences of juvenile delinquency

The consequences caused by juvenile delinquency include:

a) For the teenager himself

The consequences of delinquency committed by adolescents will have an impact on themselves and are very detrimental both physically and mentally, although the act can provide pleasure it is all just a pleasure but it is all only a momentary pleasure. The impact on the physical is the frequent attack of various diseases due to an irregular lifestyle. While the impact on the mentality is that the juvenile delinquency will lead him to a soft mentality, unstable thinking, and his personality will continue to deviate from the moral aspect which will eventually violate ethical and aesthetic rules. And it will continue as long as the teenager does not have someone to guide and direct.

b) For the family

Children are the successors of the family and can later become the backbone of the family if their parents are no longer able to work. If adolescents as children in the family behave defiantly from religious teachings, it will result in disharmony in the family and a break in communication between parents and children. Of course, this is very bad because it can cause teenagers to often go out at night and rarely come home and spend time with their friends to have fun by drinking alcohol or taking drugs. In the end, the family will feel embarrassed and disappointed by what the teenager has done. Even though all of this is done by teenagers just to vent their disappointment with what is happening in their family.

c) For the community environment

When adolescents make mistakes in community life, the impact will be bad for themselves and their families. The community will assume that teenagers are the type of people who often make trouble, get drunk, or disturb the peace of the community. They are considered to be morally corrupt members of society, and the public's view of the teenager's attitude will be bad. To change everything to normal again requires a long time and a heart full of sincerity (Dadan Sumara, et al. 2017: 247-249).

Solutions to Juvenile Delinquency

From the various factors and problems that occur among today's adolescents as mentioned above, there are certainly some appropriate solutions in fostering and improving today's adolescents. Juvenile delinquency in any form has negative consequences both for the general public and for the teenagers themselves. Countermeasures against juvenile delinquency can be divided into:

a. Preventive Action

Efforts to prevent the emergence of juvenile delinquency, in general, can be done in the following ways:

- 1) Knowing and knowing the general characteristics and characteristics of adolescents
- 2) Knowing the difficulties generally experienced by teenagers. These difficulties usually cause an outlet in the form of delinquency.

Adolescent development efforts can be carried out through:

- 1) Strengthening the mental attitude of adolescents so that they can solve the problems they face.
- 2) Providing education not only in the addition of knowledge and skills but mental and personal education through teaching religion, character, and ethics.
- 3) Providing facilities and creating an optimal atmosphere for proper personal development.

- 4) Providing general advice in the hope that it will be useful.
- 5) Strengthening motivation or encouragement for good behavior and stimulating good social relationships.
- 6) Organising discussion groups by providing opportunities to express the views and opinions of adolescents and providing positive direction.

As mentioned above, the family also plays a role in shaping a teenager's personality. So to start improving, we must start with ourselves and our families. Start improving from the simplest attitudes such as always telling the truth even in jokes, reading prayers every time you do small things, providing good religious guidance to children, and many more things that can be done by families. It is not easy to do and build a good family, but it can all be done with slow and patient guidance.

With directed coaching efforts, teenagers will develop themselves well so that a harmonious self-balance between the ratio aspect and the emotional aspect will be achieved. A healthy mind will direct teenagers to appropriate, polite, and responsible actions needed in solving their respective difficulties or problems.

b. Repressive Action

Efforts to crack down on violations of social and moral norms can be carried out by imposing penalties on every act of violation. With the strict sanctions on the perpetrators of juvenile delinquency, it is hoped that later the perpetrator will be "deterred" and not do anything deviant again. Therefore, follow-up must be enforced through direct punishment or punishment for those who commit criminality indiscriminately.

In the school environment, it is the principal who is authorized to carry out punishment for violations of school rules. In some cases, teachers also have the right to act. However, severe punishments such as suspension or expulsion from school are authorized by the principal. Teachers and counseling staff are in charge of submitting data on violations and possible violations and consequences. In general, repressive measures are given in the form of giving verbal or written warnings to students and parents, conducting special supervision by the principal and a team of teachers or supervisors, and prohibiting school for a while (suspension) or permanently depending on the type of violation of school rules.

c. Curative and Rehabilitation Measures

This action is taken after other preventive measures have been implemented and it is deemed necessary to change the behavior of the juvenile offender by providing education again. Education is repeated through specialized coaching which is often handled by a specialized institution or individual who is an expert in this field.

Efforts of the Counselling Teacher in Overcoming Student Delinquency

Efforts are someone's efforts to do something, in this context the efforts made by researchers are efforts made by school counseling guidance teachers in overcoming student delinquency, namely by:

a. Problem identification

The counselor uses his ability and knowledge that is more than the client's to provide information or find a way out about things or problems that the client does not yet know. For

example, telling about the consequences of deviant behavior, telling about the possibilities of continuing school, about effective learning methods, sexuality, and so on. By gaining this additional knowledge, it is hoped that the client can solve the problem in the future.

b. Giving guidance warnings and punishments

Guidance is the process of assisting a person or group of people continuously and systematically by the mentor teacher so that the individual or group of individuals becomes an independent person. In dealing with a problem, the first step that must be taken is to provide guidance or admonition to the person with the problem, this is done because the person who made the mistake may have factors that encourage him to commit an offense or mistake that can harm others, especially himself. Therefore, guidance and direction are very appropriate to be given to people like this, to solve the problems they are facing.

c. Home Visits

To handle and overcome adolescent problems, sometimes therapy is carried out at the same time for all or some family members (father, mother, and children). Usually, this is done if it is considered that the problems faced by adolescents are closely related to the behavior or approach taken by parents or other family members at home towards the adolescent or student in question.

d. Calling the parents

Calling the parents of the students concerned to fulfill the invitation from the school to inform (parents) about the incident committed by their child.

e. Cooperation of teachers

To achieve maximum results in an effort, of course, we need people who can help us achieve the desired target or what is called cooperation. As said by Syamsu Yusuf, "Cooperation is an attitude of willingness to cooperate with groups". Cooperation will make it easier for us to complete a job because we have shortcomings and weaknesses that must be helped through cooperation with others.

4. Conclusion

The many cases of juvenile delinquency that have occurred recently are a slap in the face to every element of society. Juvenile delinquency is one behavioral deviation in adolescents. As is known, adolescence is a period of searching for self-identity and a period of transition from childhood to adulthood. In this case, adolescents often experience unstable emotional change that it is often difficult for adolescents to control themselves and be influenced by the environment where they live or the school environment.

At this time, adolescents often want to get attention from people around them. So that the lack of attention from the intended person makes adolescents behavioral deviations as a form of protest against their desires. Therefore, school counselors at school have a very important role in making efforts to overcome juvenile delinquency that has already deviated from developmental tasks during adolescence. Guidance and counseling teacher must help adolescents in the search for self-identity and help adolescents to solve the problems they experience. Based on the results of the research that has been conducted, the researcher recommends further research on the role of counseling teachers in providing sex education to adolescents.

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