

## Identifying School Programs and Peer Roles in Juvenile Delinquency through a Mixed Method Approach

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**Abstrak:** Kenakalan remaja adalah sesuatu yang melanggar norma dan aturan yang berlaku di daerah setempat. Biasanya, kenakalan disebabkan oleh teman sebaya dan kurangnya perhatian orang tua. Penelitian ini bertujuan untuk meninjau pengetahuan siswa dan pengaruh teman sebaya dalam melakukan kenakalan remaja. Kemudian, penelitian ini juga bertujuan untuk mengetahui strategi dan program sekolah dalam mengatasi kenakalan remaja. Melalui pendekatan penjelasan metode campuran, penelitian ini diharapkan untuk mengembangkan strategi komprehensif dalam mengatasi kenakalan remaja. Pada fase pertama, penelitian ini menggunakan metode kuantitatif dengan mendistribusikan kuesioner kepada 85 siswa sebagai responden yang kemudian dianalisis menggunakan Smart-PLS dengan teknik Persamaan Struktural-Partial-Partial Square (SEM-PLS). Fase kedua, kualitatif melakukan wawancara dengan kepala sekolah, perwakilan guru kelas dan guru bimbingan konseling untuk mendapatkan jawaban tentang strategi sekolah dalam mengatasi kenakalan remaja. Data kualitatif kemudian dianalisis secara tematis dengan menyusun ke bagian program, sub-program, dan deskripsi. Akibatnya, dalam pengujian langsung, ada 2 hipotesis yang diterima: kompetensi pembangunan karakter melawan perilaku kenakalan dan perilaku kenakalan. Namun, kenakalan sebaya tidak memiliki hubungan yang positif dan signifikan dengan perilaku kenakalan. Pengujian tidak langsung memberikan temuan bahwa kenakalan sebaya gagal memediasi hubungan antara kompetensi pembangunan karakter dan perilaku kenakalan. Selain itu, berdasarkan wawancara yang dilakukan, program sekolah bertujuan untuk mengatasi kenakalan remaja. Program ini melibatkan internal dan berkolaborasi dengan institusi eksternal seperti KPAI, Bhabinkamtibmas, dan alumni yang telah mencapai kesuksesan. Kemudian, sekolah juga memberikan konseling tentang pengasuhan anak dengan melibatkan orang tua sebagai peserta. Dengan demikian, sekolah telah mengambil pendekatan holistik dan kolaboratif dalam berurusan dengan kenakalan remaja. Namun, pengaruh teman sebaya yang kuat dan kurangnya komitmen individu dapat mengurangi efektivitasnya

**Kata Kunci:** kejahatan; masa remaja; pelanggaran sosial, pembangunan karakter

**Abstract:** Juvenile delinquency is something that violates the norms and rules that apply in the local area. Usually, the delinquency is caused by peers and lack of parental attention. This study aims to review students' knowledge and the influence of peers in committing juvenile delinquency. Then, this study also aims to find out the strategies and school programs in overcoming juvenile delinquency. Through a mix method



*explanatory approach, this research is expected to develop a comprehensive strategy in overcoming juvenile delinquency. In the first phase, this research uses quantitative methods by distributing questionnaires to 85 students as respondents which are then analyzed using SMART-PLS with structural equation model-partial least square (SEM-PLS) techniques. The second, qualitative phase conducted interviews with school principals, representatives of class teachers and counseling guidance teachers to get answers about school strategies in overcoming adolescent delinquency. Qualitative data was then analyzed thematically by compiling into program sections, sub-programs and descriptions. As a result, in direct testing, there are 2 accepted hypotheses: character-building competency against peer delinquency and delinquency behavior. However, peer delinquency does not have a positive and significant relationship with delinquency behavior. Indirect testing provided the finding that peer delinquency failed to mediate the relationship between character-building competency and delinquency behavior. Furthermore, based on the interviews conducted, a school program aims to overcome adolescent delinquency. The program involves internal and collaborates with external institutions such as KPAI, bhabinkamtibmas, and alumni who have achieved success. Then, the school also provides counseling on parenting by involving parents as participants. Thus, the school has taken a holistic and collaborative approach in dealing with juvenile delinquency. However, strong peer influence and lack of individual commitment may reduce its effectiveness*

***Keywords: delinquency; adolescence; social offense, character building***

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## **Introduction**

Adolescents often go through a transition period as they reach sexual maturity. This tendency can lead students to commit juvenile delinquency. Singh (2023) states that delinquency in adolescents is usually between 10 and 17 years of age, which is synonymous with behavior or activities that violate the norms of applicable rules. Then, Astini et al. (2023) stated that juvenile delinquency can occur due to broken homes such as skipping school, clubbing, and motorcycle gangs. This issue is closely linked to the impact of COVID-19, which hurts juvenile delinquency. Social restrictions have led to increased levels of depression among adolescents (Buchanan et al., 2020; Li et al., 2023). According to data from Racine et al. (2021), one in four young people worldwide experienced symptoms of depression during COVID-19. Additionally, data from Linda et al. (2022) reported a 59% increase in depression rates among adolescents aged 12-17 years due to COVID-19. Then, high media exposure, during covid 19, can increase delinquency rates in adolescents 15 - 17 years (Al-Karbi & Mai, 2018; Chakrabarty, 2021). Thus, covid 19 has an impact on juvenile delinquency.

Delinquency is a serious social problem faced by adolescents. Delinquency in adolescents is not infrequent and often causes them to deal with law enforcement (Ochoa & Roberts, 2021). Delinquency factors in adolescents are divided into 2, namely internal and external. In internal factors, it is an identity crisis that is influenced by students' biological and sociological conditions. External factors are influenced by the surrounding environment, followed by a lack of parental attention, which positively influences the development of learners. In addition, lack of parental attention and inappropriate use of social media are major factors in juvenile delinquency (Al-hussari & Hamood, 2022; Oematan et al., 2022; Oyafunke-Omoniyi, 2022). Forms of juvenile delinquency consist of social deviance, violation of applicable rules or norms, skipping school hours to sexual harassment (Astini et al., 2023; Dong, 2023; Lakušić et al., 2022). Furthermore, Mlay & Mpeta (2023) and Rai & Dubey (2023) mentioned that boys aged 10 to 17 years are more likely to commit juvenile delinquency. A negative play environment that is not appropriate for their age is a factor of juvenile delinquency. This is the driving factor of juvenile delinquency. However, can be handled juvenile delinquency by implementing character education in students.

Active collaboration between parents and schools reduces juvenile delinquency (Ochoa & Roberts, 2021; Taufiq et al., 2021). Implementing character education at school through teaching and learning activities, extracurricular activities, and school organizations can also reduce the impact of juvenile delinquency (Anisah et al., 2019; Mezi & Dewantara, 2020). More profoundly, the role of counseling guidance teachers is needed to overcome adolescent delinquency. Mumtahanah (2015) argues that services such as home visits and individual and group counseling are curative efforts that can be carry out through school programs. Referring to Saadah et al. (2022) explains that the role of educational institutions is essential in preventing delinquency in adolescents. Then, Putri et al. (2023) stated that counseling teachers try to overcome juvenile delinquency by identifying problems, giving warnings accompanied by punishment, and cooperating with teachers. In addition, there is also the role of peers through generation planning (GenRe) ambassadors, which is a forum for overcoming juvenile delinquency through peers. Putra et al. (2023) mention that the role of GenRe can overcome juvenile delinquency through socialization and counseling about the dangers of

juvenile delinquency. Thus, the combination of educational approaches, the role of counseling teachers, collaboration with parents, and peer involvement reflects a holistic approach that is increasingly relevant in overcoming juvenile delinquency.

As a form of mitigation against juvenile delinquency, several researchers discuss juvenile delinquency. A humanitarian and needs-centered approach to minors can mitigate juvenile delinquency (Moutsopoulou & Mallouchou, 2022). Meanwhile, Taussig et al. (2021) explained that there is also a 30-week Fostering Healthy Futures program that can reduce delinquency. Meanwhile, Milyukov & Nikulenko (2023) the most important thing in overcoming juvenile delinquency is guidance from parents, schools, and a positive environment. Then, the implementation of educational policies with a focus on character values and moral development can also reduce delinquency in adolescents (Ishak, 2022). Therefore, the role that starts from the family to educational institutions is the most important thing in reducing juvenile delinquency. However, challenges must be resolved in overcoming juvenile delinquency. The lack of knowledge of adolescents due to lack of training and the lack of supporting facilities, can be a challenging factor for teachers (Ademi, 2023; Mantey & Dzeter, 2018). Then juvenile delinquency is also caused by divorce, weak parenting, socio-economic, and psychological problems (Chauhan et al., 2022; Oyafunke-Omoniyi, 2022). Thus, concluded that family plays an important role in shaping character in adolescents. Although character education can be a solution, implementing it still has some obstacles. Learning habits during the Covid-19 period, which led to the use of smartphones in students, became a serious obstacle to character building at this time. Thus, referring to this, it is necessary to have a strategy in overcoming juvenile delinquency through student character building

## Method

This research was conducted at SMP Negeri 11 Malang from August to September in 2024. The school was chosen based on observations that showed there was still mild to severe juvenile delinquency. The research approach used is a mix method with a convergent design. According to Warfa (2016), a mixed method with convergent design has 2 different techniques: quantitative as the main phase and qualitative as the second phase to get in-depth study results. The flow of this research is shown in Figure 1

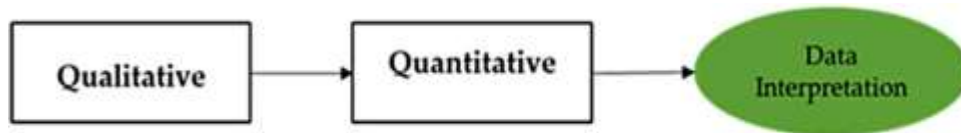


Figure 1: Research flow Explanatory mixed method research flowSource: Warfa (2016)

The criteria for respondents used in this study were students in grades 8 (272 students) and 9 (284 students). Therefore, respondents were selected using purposive random sampling with participants from grades 8 and 9 only being able to fill out the research questionnaire. Thus, 556 students became the population in this study. The selection of respondents was based on the program implemented by the school for the last 2 years. In the quantitative phase, the sample was determined using the slovin formula with a 10% margin of error as follows:

$$\begin{aligned}
 \text{Number of samples (n)} &: 556 / (1 + (0.010 \times 556)) \\
 &: 556 / (1 + (5.5600000000000005)) \\
 &: 556 / (1 + 5.5600000000000005) \\
 &: 556 / 6.5600000000000005 \\
 &: 84.76
 \end{aligned}$$

Based on the calculations using the slovin formula, 84.76 was obtained, rounded up to 85 respondents. Thus, at least 85 respondents filled out this research questionnaire. A quantitative approach with a questionnaire as a tool to collect data was distributed using a Likert scale of 1 (strongly disagree) to 4 (strongly agree). Data was collected by distributing questionnaires offline and through Google Forms. Then, after the questionnaire is fulfilled, statistical tests are carried out using SMART-PLS with the Structural Equation Model-Partial Least Square (SEM-PLS) approach. All constructs used in the study will go through validity and reliability tests carried out through the outer model test. Furthermore, if the outer model test has been fulfilled, an inner model test is carried out to determine the relationship between each variable.

In the qualitative phase, interviews were conducted using the focus group discussion technique with the school principal, vice principal for student affairs, and counseling guidance teachers as informants. The focus group discussion results will then be used to deepen the findings of the quantitative research results. The interviews' results were then analyzed thematically by dividing based on the programs and sub-programs designed by the school

## Result and Discussion

### Quantitative Phase Results

The results of distributing quantitative data using questionnaires to students, obtained 87 respondents with various characteristics. As many as 38% of respondents have gender and 62% with female gender. Then at the eighth grade level 47% of respondents and ninth grade as much as 53%. Then, most respondents are 14 years old, with a percentage of 53%, and the rest are 13 years old (30%) and more than 14 years old (16%). A complete presentation of the distribution of respondent characteristics is contained in the table below.

Table 1. Characteristics of respondents

CHARACTERISTICS		FREQUENCY
GENDER TYPE	MALES	33 (38%)
	WOMEN	54 (62%)
GRADE	EIGHTH	41 (47%)
	NINTH	46 (53%)
AGE (years old)	12	1 (1%)
	13	26 (30%)
	14	46 (53%)
	MORE THAN 14	14 (16%)
TOTAL		87 (100%)

Before conducting hypothesis testing, it is necessary to test the validity and reliability of the constructs used. This test aims to assess the feasibility of the constructs used. The assessment is carried out by looking at the value of outer loadings, Cronbach alpha (CA), composite reliability (CR), and average variance extracted (AVE). Referring to Wong (2018), the loading value must be higher than  $> 0.7$ ,  $CA > 0.7$ ,  $CR > 0.6$  and  $AVE > 0.5$ . The complete results of testing the outer model are in the table below.

Table 2. Outer model assessment

ITEM	LOADINGS	CA	CR	AVE	DECISION
CBC.1	0.838	0.902	0.932	0.776	VALID DAN RELIABEL
CBC.2	0.953				
CBC.3	0.913				
CBC.4	0.811				
PD.1	0.807	0.856	0.900	0.693	VALID DAN RELIABEL
PD.2	0.874				
PD.3	0.801				
PD.4	0.846				
DB.2	0.890	0.832	0.889	0.668	VALID DAN RELIABEL
DB.4	0.841				
DB.5	0.723				
DB.6	0.806				

The presentation in table 2 is an outer model test with the results of the loading factor value on the CBC variable having the lowest value on CBC.4 (0.811) and CBC.1 (0.838). In addition, the CBC variable has a CA value of 0.902 CR with a value of 0.932 and an AVE of 0.776. Then, the PD variable has a loading factor with the lowest value on items PD.3 (0.801) and PD.1 (0.807). Finally, the DB variable has a factor loading value with the smallest results on items DB.5 (0.723) and DB.6 (0.806). Thus, all constructs used have exceeded the predetermined threshold limit so that the next test, namely the inner model, can be carried out. The inner model test is carried out to determine the relationship in the relationship between each variable. Referring to Wong (2018) a hypothesis is

accepted if it has a t value of more than 1.96. Meanwhile, the hypothesis is rejected if the value is less than 1.96. The complete test results are in the following table.

Table 3. Inner model assessment

HIPOTESIS	O	T VALUE	DECISION
H1: CBC (X1) → DB (Y)	-0.351	3.118**	ACCEPT
H2: CBC (X1) → PD (Z)	0.289	2.356**	ACCEPT
H3: PD (Z) → DB (Y)	0.072	0.334*	REJECT
H4: CBC (X1) → PD (Z) → DB (Y)	0.021	0.310*	REJECT

**Note:**

character-building competency (CBC); delinquency behaviour (DB); peer delinquency (PD);

\*\* (significant); \* (not significant)

Direct hypothesis testing in the table above concludes that CBC on DB has a t-value of 0.002 and CBC on PD has a t-value of 0.019. Thus, H1 and H2 are accepted with the assumption that there is a positive and significant relationship. However, the PD to DB relationship has a t-value of 0.334 because H3 was rejected. Furthermore, in indirect hypothesis testing, there are results that PD does not successfully provide mediation for the relationship between CBC and DB with a t-value of 0.310 with an assumption of less than 1.96 so that H4 is rejected. Thus, in direct testing, there are two accepted hypotheses and one hypothesis; in indirect testing, there is one rejected hypothesis.

We analyze the independent and dependent variables to evaluate the structural model using PLS. The R-square values are observed in this test and then multiplied by 100%. The results in Table 4 show that the R-square value for DB is ( $0.128 * 100\% = 12.8\%$ ) and for PD, the R-square value is ( $0.083 * 100\% = 8.3\%$ ). The adjusted R-square value for the DB variable is ( $0.107 * 100\% = 10.7\%$ ), and for the PD variable, it is ( $0.072 * 100\% = 7.2\%$ ). This indicates that CBC effectively contributes 12.8% to the R-square for DB, with an adjusted R-square value of 10.7%, which is classified as very low. Similarly, the CBC and DB variables together contribute an R-square of 12.8% and an adjusted R-square of 7.2%, which is also classified as very low.

Table 4. Value of r square

Variabel	R Square	R Square Adjusted
DB (Y)	0.128	0.107
PD (Z)	0.083	0.072

## Qualitative Phase Results

Semi-structured interviews were conducted with the principal, counseling teacher, and two classroom teachers to obtain more in-depth answers. The questions in the interview were about the programs implemented by the school to reduce juvenile delinquency from the perspective of the principal, counseling teacher and class teacher. Then, a thematic analysis was conducted by identifying several themes such as discipline programs, character-building programs, collaboration with parents, and partnership programs using other parties. Programs, sub-programs, and program descriptions are presented in Table 5.

Table 5. Thematic analysis results

Program	Sub Program	Description
Discipline and Order Program	School Code of Conduct	Strict discipline rules are implemented, including enforcing punctual attendance and prohibiting the possession of banned items.
	Routine Raids	Unannounced raids to ensure students do not carry items that violate the rules.
	Surveillance through CCTV	Monitoring student activities through CCTV cameras in the school area.



	Educational Sanctions	Providing sanctions such as suspension with a compassionate approach so students learn from mistakes without causing trauma.
	Coaching Through Personal Approach	Teachers provide direct and personal coaching to problem students to understand and address the causes of negative behavior.
Religious and Moral Habituation Program	Religious Habituation	Routine activities include dhuha prayers together, <i>tausiyah</i> , and <i>Dzuhur</i> and Asr prayers in the congregation at school.
	Imtaq Literacy	A faith-based literacy habit to instill moral and religious values.
	Morning Ceremony and Literacy	Briefing on discipline and literacy every morning to build student discipline and knowledge.
	Clean Friday and Sports Activities	Friday cleanup and sports activities together to improve physical health and discipline.
Collaboration Program with Parents	Coordination Group	We are establishing a communication group between the school and parents to monitor student behavior.
	Open Consultation	Facilitate consultations for parents who need information or assistance regarding their child.
	Parenting	The parenting program aims to enhance parents' understanding of their role in educating their children, and it includes sessions with expert speakers.
Partnership Program	Collaboration with External Agencies	We are collaborating with organizations like KPAI to address more severe delinquency cases.
	Socialization with External Resource Persons	Invite community leaders, Bhabinkamtibmas, or outstanding alums to provide motivation and good examples to students.

## Discussion

Statistical testing reveals that character-building competency positively and significantly influences delinquent behavior. Staying in the classroom during class hours and asking for permission from the teacher before leaving can help students reduce the risk of becoming involved in juvenile delinquency. This indicates that these learners are honest and consistently follow school rules. Additionally, learners who speak politely to others can reduce juvenile delinquent behavior. Moreover, the belief among learners that foul language is inappropriate in the school environment further supports positive behavior. Then, the lack of behavior that leads to delinquency in adolescents, such as cheating, truancy, and speaking foul language, can prevent learners from committing delinquency. This research also provides findings if learners treat all their friends fairly, without discriminating. This is very important in preventing juvenile delinquency. The role of social skills possessed by students, such as honesty and fair treatment of friends, has an impact on avoiding delinquency in adolescents (Khotimah & Setyawan, 2020; Supriyadi & Solekhati, 2023). Thus, the character building provided by schools has an impact on reducing the risk of delinquency in adolescents. This is in line with the findings of Yunere et al. (2022) and Haru (2022), which states that character-building in schools will reduce adolescent delinquency risk, such as using foul language and other deviant activities.

The test results state that character-building competency positively and significantly affects peer delinquency. The role of schools in character building is the main capital students possess in resisting negative influences from peers. This is in line with the expression of Lilawati (2024) and Azis et al. (2024) that a positive peer environment plays an important role in building learners' character so that they are able to resist the influence of deviance. Meanwhile, negative peer experiences such as behaviors such as violence, smoking, and alcohol use can hinder learners' moral development which will ultimately impact ethical reasoning (Basuki et al., 2024; Herd & Kim-Spoon, 2021; Zulfiqar, 2020). Character development programs provided by schools can empower learners to make decisions that resist negative peer influence. For example, learners may refuse invitations from peers to violate school rules, such as engaging in vandalism or damaging school facilities. Then, always upholding honesty is also an example that they have good character. Zakaria et al. (2022)

explain that peer pressure is a significant factor in juvenile delinquency. However, the refusal to commit juvenile delinquency indicates high social skills in students (Bryan et al., 1989). Wolfe et al. (2012) also conveyed the same thing, who state that students who refuse invitations to commit delinquency tend to choose to make friends with those who positively influence them. Thus, the environment of learners who support the development of positive character will reduce the risk of the role of peers in delinquency.

This study also found that peer delinquency did not have a positive and significant relationship with delinquency behavior. This is due to peer pressure to commit offenses at school. Although there are learners' characters, the lack of commitment to maintain these characters can encourage learners to commit delinquency. Meanwhile, the use of foul language in the school environment which is still often normalized by students also gets a negative role. In line with this research, Rizal (2023) provides an opinion if the lack of commitment in maintaining character can encourage students to commit juvenile delinquency. Prajapati & Singh (2015) and Kurniawan et al. (2024) argue that the lack of commitment in character is caused by internet use, socio-economic status, and parental negligence. This is then confirmed by the opinion of Shinta et al. (2021) which states that a lack of commitment in character building activities can cause the risk of juvenile delinquency. However, the opinions of Kurniaty et al. (2023) and Slotkin et al. (2023) refute the findings in this study which states that learners by having the courage to refuse the invitation of friends who are not good, will lead to more social skills so that they can sharpen their character. Thus, learners need to be committed to refusing to commit offenses from peers.

Then, the finding that peer delinquency fails to mediate the relationship between character-building competency and delinquency behavior. Lack of commitment in students to implementing character-building values can reduce deviant behavior. Thomas & Mccuddy (2020) highlight that peers have a stronger influence on juvenile delinquency that leads to criminality. Peers pressure learners to engage in juvenile delinquency so that they are accepted in the group. This shows that the role of schools is still not maximized to prevent delinquency due to peers. Yeng & Mohamad (2023) emphasized that peer pressure greatly influences juvenile delinquency. Furthermore, the opinion of Nyarko et al. (2019) confirms that peers put pressure on students to be accepted in their groups or gangs. Furthermore, Nurwahyudin et al. (2024) mentioned that peers can foster friendship, making it easier for adolescents to engage in delinquent activities to gain acceptance in their group. Thus it can be interpreted that strong peers can reduce the role of character building competencies in reducing delinquency.

Through the interview results, it was found that the programs created by the school can build the character of students. Giving educational sanctions and through a personal approach to problematic students are effective steps teachers take in overcoming delinquency in adolescents. This is supported by the findings of Putri et al. (2023) states that counseling efforts by giving warnings, and personal punishment guidance are effective in dealing with juvenile delinquency. Sefcik et al. (2020) also believed that centrally managed sanctions for those who do not solve it are an effective step in reducing adolescent delinquency. Meanwhile, religious programs carried out by schools are a preventive measure taken by schools to prevent deviant behavior in students. The program consists of congregational dzuhur and asr prayers, imtaq literacy, and recitation of asmaul husna every Tuesday and Thursday. Nono & Sintasari (2022) argue that religious programs such as dzuhur prayers are preventive measures to overcome adolescent delinquency. Zamani & Al Baqi (2019) also provide an opinion if guidance through religious activities is effective in reducing the tendency of juvenile delinquency. Thus, this confirms the importance of a diverse approach using a combination of disciplinary and religious measures in shaping students' character

## **Conclusion**

This study shows that character-building competence has a positive and significant effect in reducing juvenile delinquent behavior. Although peer pressure plays a role, students' commitment to maintaining character is more decisive in preventing delinquency. School programs, such as educational sanctions and religious activities, have proven effective in shaping character and reducing deviant behavior. A holistic approach combining character building, social control, and spiritual programs is needed to minimize delinquency risk and create more moral and disciplined students. Thus, character education is essential in lowering deviant behavior, but strong peer influence and lack of individual commitment can reduce its effectiveness

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