



The Role of Guidance and Counseling Teachers in Addressing Juvenile Delinquency: A Literature Review

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Abstract

Juvenile delinquency is an increasingly worrying phenomenon in various countries, including Indonesia. This study aims to explore the role of Guidance and Counseling (BK) Teachers in overcoming juvenile delinquency through a literature review method. This study analyzes prevention strategies, reactive approaches, and curative efforts carried out by BK teachers to deal with deviant behavior committed by adolescents. The results of the study indicate that BK teachers have a key role in preventing and overcoming juvenile delinquency through various approaches, including providing information, group guidance, mediation, home visits, and individual and group counseling. However, the implementation of these strategies often faces internal, external, and institutional obstacles, such as students' lack of confidence to open up, minimal parental attention, and limited school resources. This study emphasizes the importance of a collaborative approach involving teachers, parents, and the community in dealing with juvenile delinquency in a comprehensive and sustainable manner.

Keywords: Juvenile delinquency, guidance and counseling teacher, prevention, counseling, intervention.

1. Introduction

Juvenile delinquency is a phenomenon that is increasingly concerning in various countries, including Indonesia. Adolescents who are in the transition period from children to adults often face various pressures, both from the family environment, school, and society. The inability to manage this pressure can trigger deviant behavior known as juvenile delinquency. This problem includes various forms of behavior, such as brawls, drug hacking, to minor criminal acts.

The impact of juvenile delinquency is not only felt by the individuals involved, but also by the surrounding environment (Arifin et al., 2024). This deviant behavior can damage the school's reputation, create a sense of insecurity in society, and hinder the development of adolescent character. Therefore, appropriate intervention is needed to help adolescents face these challenges.

Schools play an important role in shaping adolescent character (Berson and Oreg, 2016). As a place to learn and develop, schools have a responsibility to create an environment that is conducive to student growth. One of the key elements in this effort is the Guidance and Counseling Teacher, who has the task of providing emotional, social, and academic support to students.

Guidance and counseling teachers have a crucial role in helping students overcome various personal, social, and academic problems and develop their potential optimally. By having the appropriate competencies, guidance and counseling teachers can provide services that are more effective and relevant to students' needs, so as to improve students' overall welfare and achievement (Aqra & AS, 2024).

Juvenile delinquency can be influenced by various factors, such as family conflict, peer pressure, and lack of adult supervision (Nisar et al., 2015). In addition, adolescents' lack of understanding of the negative impacts of deviant behavior is also a significant factor. In this context, guidance counselors have an important role to help students understand the consequences of their actions.

Although the role of guidance counselors is very important, they often face various challenges in carrying out their duties. Lack of support from the school, limited time, and minimal parental participation are some of the main obstacles. This makes the role of guidance counselors in dealing with juvenile delinquency increasingly complex.

To overcome juvenile delinquency effectively, a collaborative approach is needed that involves various parties, including guidance counselors, parents, and the community. With good cooperation, efforts to prevent and handle juvenile delinquency can be carried out more comprehensively and sustainably.

This study aims to provide a more in-depth picture of the role of guidance counselors in dealing with juvenile delinquency. In addition, this study will also identify effective strategies based on existing literature, as well as examine the obstacles faced in their implementation.

2. Literature Review

Siska and Alhakim (2022) argue that Juvenile delinquency is a collection of various adolescent behaviors that are unacceptable in society which are usually criminal acts. There are 2 forms of juvenile delinquency, namely delinquency committed at school and outside school, juvenile delinquency at school in the form of truancy, collecting walls, brawls, and so on, while juvenile delinquency outside school usually in the form of smoking, free sex, lying racing, getting drunk, taking drugs, stealing, killing and other detrimental behavior.

Sarwanto (2023) states that juvenile delinquency can be caused by several factors, which can be divided into two factors, namely internal factors (internal elements) and external factors (external factors). Internal factors include identity crises and weak self-control. Including external factors, namely lack of attention from parents, lack of affection, lack of understanding of religion, and the influence of the surrounding environment and educational institutions. Several of these factors will cause juvenile delinquency and have an impact on the surrounding environment.

Tarey & Singh (2024) in their research stated that juvenile delinquency has a significant impact on individuals, families, and communities, with socio-economic factors playing a significant role in shaping adolescent behavior. Poverty increases family and community pressures, leading adolescents to engage in criminal activities to survive. Dysfunctional family systems, including parental neglect and lack of supervision, further exacerbate the risk of delinquency. Findings show a significant correlation between low family income, parental education level, and delinquent behavior. Lack of awareness and implementation of government policies in addressing socio-economic disparities also contribute to high levels of delinquency.

From the results of Latif's research (2024) it was found that there were several forms of student behavior such as being in class, being late to class, often making noise, cheating, being lazy to do assignments, making fun of friends, intimidating, damaging school property, playing truant, violating school rules and so on towards teachers. The role of teachers in dealing with student delinquency is that teachers become examples and teachers become guides by giving advice to students. The latest thing in this study is that when teachers try to teach, teachers prefer to use a more introspective approach, where students are given the opportunity to reflect and be responsible for their actions, compared to a more external and punitive approach.

3. Research method

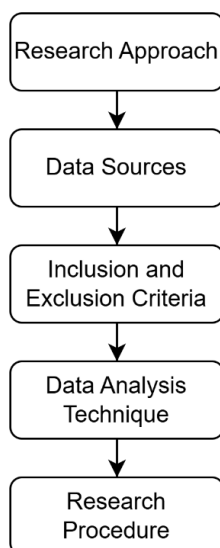


Figure 1: Research flow diagram

The following is an explanation of the steps of the method in this study:

3.1. Research Approach

This study was conducted using a literature review method. This method was chosen because it allows researchers to explore and analyze various relevant studies related to the role of Guidance and Counseling (BK) Teachers in overcoming juvenile delinquency. The literature review provides a holistic picture of this issue, and helps identify

patterns, findings, and gaps in previous research. The focus of the study is on a thematic approach to understand the role of BK Teachers in depth.

3.2. Data Sources

The data sources used in this study include academic journal articles, scientific books, and related research reports. Journal articles are prioritized because they are often the results of empirical research that provides the latest and relevant data. Scientific books are an additional source for obtaining a strong theoretical framework. In addition, previous research reports are used to complement the analysis and provide a broader context. All literature taken comes from publications published between 2015 and 2023 to ensure the accuracy and relevance of the data to current conditions.

3.3. Inclusion and Exclusion Criteria

The inclusion criteria in this study were literature that explicitly discussed the role of BK teachers in dealing with juvenile delinquency. Literature that was relevant to the focus of the study was prioritized to provide results that were in accordance with the objectives of the study. Conversely, literature that was not relevant or could not be fully accessed was excluded from the analysis. This selection process was carried out carefully to ensure that only quality and reliable sources were used.

3.4. Data Analysis Technique

Data analysis was carried out using a thematic analysis approach. This technique aims to identify the main themes that emerge from the selected literature. In the context of this study, the main themes analyzed include the preventive role of BK teachers, counseling strategies applied, and obstacles faced in carrying out their duties. By using thematic analysis, this study not only provides a description of the issue, but also explores the relationship between the themes found to provide a deeper understanding.

3.5. Research Procedure

The research procedure began by collecting literature that met the inclusion and exclusion criteria. After that, the selected literature was reviewed in depth to find information relevant to the role of BK teachers in dealing with juvenile delinquency. The information is then grouped based on key themes, such as preventive roles, counseling strategies, and barriers faced. The final stage of this procedure is to systematically organize the findings to provide a comprehensive and in-depth understanding of the research topic.

4. Results and Discussion

4.1. The role of guidance and counseling teachers in overcoming juvenile delinquency

The role of guidance and counseling teachers is very important and useful in overcoming student delinquency, because it is one of the duties of a teacher. Guidance and counseling teachers in handling cases like this have several steps in collecting information. Guidance and counseling teachers should work together with homeroom teachers, parents, and classmates because they are sources of information that can be obtained, after that provide services and conduct individual counseling for the good of students in the future. Many factors ranging from internal to external factors make children commit delinquency which in the future can harm themselves and even others. Behavior that deviates from criminal law norms carried out by adolescents is a problem that often occurs in adolescents both in the family, school, and community environments. If not handled properly, juvenile delinquency can turn into criminal behavior and can lead the adolescent to prison.

From the research results of Putri et al., (2023) school counselors have a very important role in making efforts to overcome juvenile delinquency that has deviated from developmental tasks during adolescence. Guidance and counseling teachers help adolescents in finding their identity and help adolescents in solving the problems they experience. Based on the results of the research that has been conducted, the researcher recommends further research on the role of guidance and counseling teachers in providing sex education to adolescents.

There are several actions that can be taken in an effort to overcome juvenile delinquency related to the function and purpose of guidance and counseling through preventive, repressive and curative efforts. Preventive efforts that can be done through the BK program in schools, including: Providing Information, Group Guidance and Mediation Services. Repressive efforts that can be done through the BK program in schools, including: Home Visit and Individual and Group Counseling. Curative efforts that can be done through the BK program in schools, including Case Conferences and Case Transfers.

Preventive efforts within the BK program at schools include providing information, group guidance, and mediation services. Repressive measures involve home visits as well as individual and group counseling sessions. Meanwhile,

curative efforts encompass case conferences and case referrals. BK teachers play a crucial role tailored to the specific needs of students, aligning with the primary goals of guidance and counseling: assisting students in resolving their issues to prevent delinquent behavior.

4.2. Effective Strategies in Addressing Juvenile Delinquency

Addressing juvenile delinquency requires various structured and comprehensive strategies, utilizing the role of Guidance and Counseling (BK) teachers in schools. This strategy includes three main approaches:

- a) **Preventive Approach**
BK teachers play a role in preventing potential deviant behavior through various efforts. This includes providing information related to the risks of juvenile delinquency, organizing group guidance services, and mediating to resolve conflicts between students. Educational programs that are carried out periodically aim to increase student awareness of the negative impacts of juvenile delinquency and the importance of self-control. This activity is designed so that students can understand and identify correct behavior in accordance with moral and social values.
- b) **Reactive Approach**
When deviant behavior has occurred, BK teachers take reactive steps through home visits to explore the problems faced by students, both in terms of family and environment. Teachers also provide individual counseling designed to help students analyze the roots of their problems and find solutions. Group counseling is also carried out to build empathy and solidarity between students who face similar problems.
- c) **Curative Approach**
For more complex cases, the BK teacher can hold a case conference involving related parties such as parents, homeroom teachers, and other counselors. If necessary, the case can be transferred to a more competent institution such as a psychologist, social institution, or law enforcement. This step is taken to provide a more comprehensive solution that is in accordance with the needs of the student.

4.3. Obstacles in Overcoming Juvenile Delinquency

Although the strategy has been designed in such a way, its implementation in the field often faces various obstacles that are internal and external.

- a) **Internal Obstacles**
Internal obstacles come from the students themselves, such as a lack of confidence to open up to the BK teacher. Many students are afraid of being judged or worried that their problems will spread widely. In addition, weak self-control in adolescents, who often experience identity conflicts, makes them more vulnerable to engaging in deviant behavior (Sarwanto, 2023).
- b) **External Obstacles**
External obstacles include a lack of attention and affection from parents, which is often caused by busy work or a lack of understanding of the child's emotional needs. A dysfunctional family environment, such as conflict between parents or lack of supervision, also contributes to negative student behavior. Other factors include the influence of the social environment, such as peer pressure that encourages deviant behavior, and lack of support from the surrounding community and educational institutions (Tarey and Singh, 2024).
- c) **Institutional Barriers**
At the school level, limited resources are a major challenge. The number of guidance and counseling teachers that is not comparable to the number of students results in a lack of optimal attention for each individual. The lack of training and professional development for guidance and counseling teachers also hinders them from developing new, more effective approaches. In addition, the lack of supporting facilities such as adequate counseling rooms or an effective case reporting system further complicates the handling of student problems (Putri et al., 2023).

4.4. Recommendations

Based on the results of the literature analysis, several recommendations that can be given to improve the role of BK Teachers in overcoming juvenile delinquency are as follows:

- a) **Improving BK Teacher Competence**
BK Teachers need to be given ongoing training in the fields of counseling, mediation techniques, and conflict management. This is important to increase effectiveness in dealing with various forms of juvenile delinquency, especially complex ones.
- b) **Collaboration with Parents and Communities**
Programs involving parents and communities must be designed to create an environment that supports students' moral and social development. This collaboration can strengthen the preventive and curative strategies implemented by BK Teachers.
- c) **Strengthening School Institutional Support**

Schools must provide adequate resources, such as appropriate counseling rooms, counseling aids, and special time allocations for BK Teachers. School policies must also fully support the implementation of guidance and counseling programs.

d) Increasing Student Awareness

Character education programs and social skills training need to be included in the curriculum to increase students' awareness of the impacts of juvenile delinquency and provide them with positive behavioral alternatives.

e) Further Research

Further research is needed to develop more innovative counseling approaches that are appropriate to the needs of students in the digital age, as well as to understand new factors that influence juvenile delinquency.

5. Conclusion

Based on the literature review conducted, it can be concluded that the role of Guidance and Counseling (BK) Teachers is very important in overcoming juvenile delinquency. The strategies used include three main approaches:

a) Preventive Approach

BK teachers play a role in preventing deviant behavior by providing information, group guidance, and conflict mediation. Continuous education programs aim to increase student awareness of the negative impacts of juvenile delinquency.

b) Reactive Approach

When deviant behavior occurs, BK teachers conduct home visits and individual or group counseling to help students analyze the root of the problem and find solutions.

c) Curative Approach

For complex cases, BK teachers hold case conferences involving various parties and, if necessary, refer to more competent institutions.

The implementation of this strategy faces various obstacles, both internal (such as lack of student self-confidence), external (lack of parental attention and environmental influences), and institutional (limited school resources). To overcome juvenile delinquency effectively, a collaborative approach involving BK teachers, parents, and the community is needed. Further research is needed to develop more comprehensive and innovative strategies in dealing with this problem.

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