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Research Article

# The Role of Guidance and Counseling Teachers in Addressing Juvenile Delinquency in Indonesian Schools

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**ABSTRACT**

Adolescence is widely recognized as a critical developmental stage often associated with vulnerability to deviant behaviors, particularly when social and educational environments fail to provide adequate guidance. This study aims to examine the role of guidance and counseling teachers in addressing juvenile delinquency in Indonesian schools through a comprehensive library research approach. Data were collected and analyzed from scholarly articles, books, reports, and official documents using thematic content analysis to identify types, causes, and consequences of juvenile delinquency, as well as effective counseling interventions. The findings reveal that juvenile delinquency commonly manifests in four categories: acts causing physical harm, material losses, social deviance, and status-related violations, which are strongly influenced by family disharmony, peer pressure, weak self-control, and exposure to negative media. Guidance and counseling teachers play a pivotal role through preventive strategies (information services, group guidance, mediation), repressive measures (home visits, individual and group counseling), and curative approaches (case conferences, case referrals). These interventions not only mitigate immediate behavioral problems but also foster resilience, positive identity development, and academic engagement among students. The study contributes to the literature by emphasizing the underexplored role of school-based counseling in the Indonesian context and highlights its significance in shaping character education and preventing long-term social maladjustment. The findings imply that strengthening the capacity and recognition of school counselors is essential for sustainable educational development and for reducing youth delinquency rates in Indonesia and comparable settings.

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## Introduction

Adolescence is widely acknowledged as a critical developmental stage characterized by rapid biological, cognitive, and socio-emotional changes that significantly shape identity formation and social integration. During this transitional period, adolescents often struggle with balancing personal autonomy and social expectations, which makes them more vulnerable to risk-taking and deviant behaviors (Duell & Steinberg, 2021; Habib et al., 2023; Pfeifer & Berkman, 2018; Steinberg, 2007). Globally, juvenile delinquency has emerged as a persistent concern that threatens both individual well-being and societal stability. Deviant behaviors such as truancy, substance abuse, violence, and engagement in unlawful activities are not only detrimental to

academic achievement but also disrupt the development of moral reasoning and civic responsibility (Bishop et al., 2020; Bugbee et al., 2019; Henry & Thornberry, 2010; Rocque et al., 2017). In many societies, including Indonesia, these challenges are compounded by the increasing influence of media, peer dynamics, and fragile family structures, thereby highlighting the urgency of preventive and corrective interventions in educational settings (OECD, 2021; Sun & Wang, 2023; UNESCO, 2021a).

The phenomenon of juvenile delinquency has been examined from multiple theoretical perspectives. Developmental psychology underscores the role of identity crises and inadequate self-regulation as key predictors of deviant behavior (Atherton, 2020; Billen et al., 2022; Climent-Galarza et al., 2022). Sociological perspectives emphasize the impact of peer influence, socioeconomic status, and exposure to crime-prone environments on adolescents' behavioral choices (Weerman et al., 2018). Meanwhile, educational research highlights how inadequate school engagement, lack of supportive teacher–student relationships, and ineffective guidance mechanisms exacerbate the risk of delinquency (Karababa, 2020; Kim, 2020; Obsuth et al., 2023; Teuscher & Makarova, 2018). These interlinked perspectives suggest that interventions addressing juvenile delinquency must adopt a holistic approach that integrates psychological, social, and educational dimensions.

In the Indonesian context, the prevalence of juvenile delinquency reflects broader social and educational challenges. National surveys and reports have consistently indicated that school-age youth are increasingly involved in activities such as physical violence, drug abuse, online gambling, and cyberbullying, which not only threaten their academic performance but also compromise national goals for character education (Aulya Syifa Sagita, 2023; Efianingrum et al., 2021; Fitri Parman et al., 2023). Indonesian scholars have further documented that factors such as family disharmony, lack of parental supervision, peer group conformity, and limited access to constructive extracurricular activities are strongly correlated with delinquent behavior (Sadida et al., 2018). Within schools, the absence of robust counseling services and the persistence of punitive disciplinary approaches limit the capacity of educators to address the root causes of misbehavior (Boulden, 2021). This situation underscores the pressing need to re-examine the role of school-based guidance and counseling teachers as central agents in preventing and mitigating delinquent behavior.

Research has demonstrated that guidance and counseling teachers play a pivotal role in fostering students' socio-emotional development, resilience, and academic engagement. Preventive strategies such as psychoeducational workshops, peer mediation, and group counseling have been shown to reduce behavioral issues and enhance students' coping mechanisms (Durlak et al., 2022; Lemberger-Truelove et al., 2021). Similarly, responsive interventions including individualized counseling, home visits, and collaboration with parents are effective in addressing recurring misbehavior and preventing escalation (Berge et al., 2010; Piquero et al., 2016). In Indonesia, however, the professional recognition and institutional support for guidance and counseling teachers remain limited, resulting in challenges in implementing comprehensive school counseling programs (Dhyah Yulianti et al., 2022; Kurniawan, 2020; Setiawan et al., 2024). Moreover, while several studies have investigated the psychological and sociological dimensions of juvenile delinquency, fewer have systematically

explored the specific contributions of counseling teachers in shaping preventive, repressive, and curative measures within the Indonesian school context.

Despite the wealth of literature on juvenile delinquency and its multifaceted causes, a significant research gap persists regarding the integration of counseling-based interventions into mainstream educational practices, particularly in non-Western contexts such as Indonesia. Previous studies have largely emphasized external factors such as family background or peer influence, but have not sufficiently examined the institutional role of schools in empowering counseling teachers as key actors in promoting positive youth development (Hilts et al., 2022). This study seeks to address this gap by analyzing the role of guidance and counseling teachers in tackling juvenile delinquency through a systematic review of relevant literature. The primary aim is to highlight how preventive, repressive, and curative strategies employed by counseling teachers can contribute to reducing juvenile misbehavior, fostering academic resilience, and advancing the broader goals of national education in Indonesia.

## Methods

This study adopted a qualitative library research design, aimed at systematically analyzing and synthesizing scholarly literature on juvenile delinquency and the role of guidance and counseling teachers in Indonesian schools. The research process involved three key stages: identification of relevant sources, data extraction and documentation, and thematic content analysis. Data were collected from books, peer-reviewed journals, government reports, and reputable online databases such as Scopus, ERIC, and Google Scholar, covering the period between 2000 and 2023 with a stronger focus on the last decade to ensure contemporary relevance.

The inclusion criteria specified that sources must (a) directly address juvenile delinquency, adolescent development, or school counseling practices; (b) provide theoretical or empirical evidence relevant to the Indonesian or comparable educational contexts; and (c) be published in reputable journals or by recognized institutions. Studies that lacked methodological rigor, were opinion-based, or unrelated to the educational dimension of delinquency were excluded. This procedure allowed for a focused and credible dataset, summarized in Table 1.

**Table 1.** Data Sources and Selection Criteria

| Stage | Description | Output |
|---|---|---|
| Identification | Search in Scopus, ERIC, Google Scholar, and official reports (2000–2023) | 126 records identified |
| Screening | Removal of duplicates and irrelevant records | 92 records screened |
| Eligibility | Applied inclusion criteria: focus on delinquency, adolescence, and counseling | 54 records eligible |
| Inclusion | Final set of documents used for analysis | 38 documents analyzed |

Data analysis was conducted using thematic content analysis. Each selected document was coded based on recurring categories, such as (a) types of delinquency, (b) contributing factors, and (c) strategies employed by guidance and counseling teachers. These categories were then compared across sources to identify patterns, similarities, and divergences. Triangulation

was applied by cross-referencing insights from multiple sources to ensure credibility and reduce researcher bias. To illustrate the overall methodological process, a flowchart was developed (Figure 1), mapping out the sequential steps of the research.

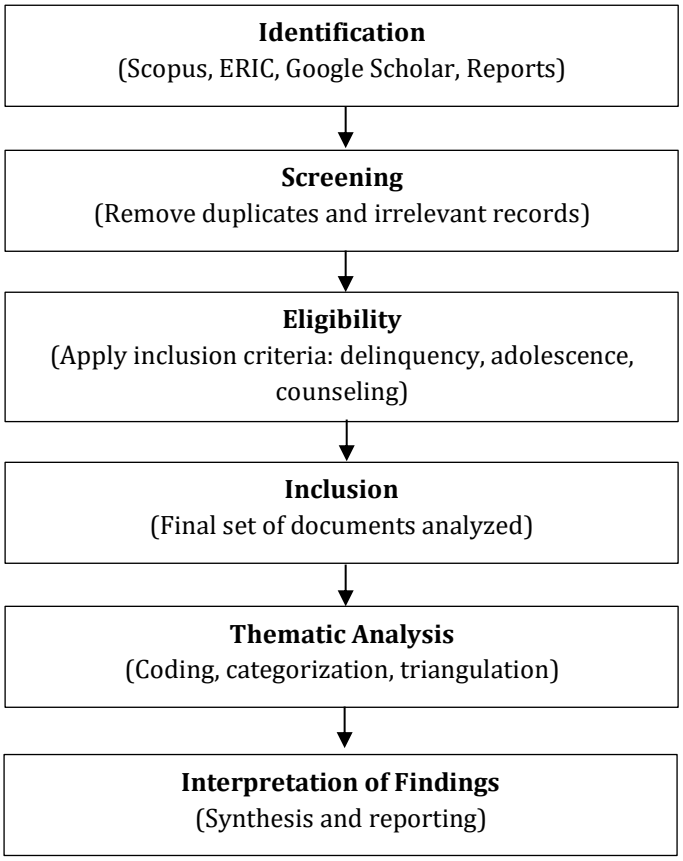


**Figure 1.** Flow of the Library Research Methodology

Ethical considerations were addressed by ensuring accurate attribution of all cited works following APA 7 style and by maintaining objectivity in data interpretation. This methodological approach provides a rigorous, transparent, and replicable framework that strengthens the validity of findings and enhances their contribution to the broader discourse on education and juvenile delinquency.

## Results and Discussion

### *Categories of Juvenile Delinquency*

The literature review indicates that juvenile delinquency manifests in diverse forms, ranging from individual misconduct to collective deviant behaviors. These manifestations can be classified into four categories: physical misconduct, material misconduct, social deviance, and status-related violations. This classification provides a structured lens to understand the variety of delinquent behaviors encountered among adolescents.

**Table 2.** Categories of Juvenile Delinquency Identified in the Literature

| Category | Description | Sources |
|---|---|---|
| Physical | Acts causing physical harm (fighting, | Siegel et al., 1981; Yanto, 2020; Yu |

| | | |
|---|---|---|
| misconduct | assault, sexual violence, homicide) | et al., 2021 |
| Material misconduct | Actions resulting in material losses (theft, robbery, vandalism) | Dirkzwager & Kruttschnitt, 2012; Voulgaridou & Kokkinos, 2019 |
| Social deviance | Behaviors violating social norms (drug abuse, prostitution, cohabitation) | Arnett, 2018; Clark et al., 2018; Hirschi, 2002; Jennings et al., 2015 |
| Status-related misconduct | Offenses tied to age/status (truancy, running away, disobedience to parents) | Kabiri et al., 2024; Steinberg, 2007; Wang & Eccles, 2012 |

These findings support developmental theories that associate delinquency with identity crises and weak self-control (Arnett, 2018; Steinberg, 2007). Similarly, they align with sociological perspectives emphasizing peer pressure and socioeconomic conditions as significant predictors (Hirschi, 2002; Kabiri et al., 2024).

### *Contributing Factors to Juvenile Delinquency*

The synthesis highlights four major factors contributing to juvenile delinquency: family background, peer influence, media exposure, and school environment. Family disharmony and poor parental supervision are consistently identified as the most influential variables, followed by peer conformity and exposure to deviant lifestyles through social media.

**Table 3.** Factors Contributing to Juvenile Delinquency

| Factor | Key Aspects | Sources |
|---|---|---|
| Family | Disharmony, lack of supervision, abusive parenting | Barnes et al., 2006; Hoeve et al., 2009; Yanto, 2020 |
| Peer influence | Conformity, pressure to engage in risky behavior | Kabiri et al., 2024; Steinberg, 2007 |
| Media and environment | Exposure to violence, pornography, negative online trends | OECD, 2021; Satria et al., 2022; UNESCO, 2021 |
| School factors | Weak counseling services, punitive discipline, low engagement | Utami et al., 2020; Hamzah & Yuliana, 2022; Sukardi, 2018 |

These factors confirm that delinquency is a multifaceted problem rather than a product of a single variable. The results resonate with previous international findings that emphasize the interplay between family, peers, and institutional contexts in shaping adolescent behavior (Jennings et al., 2015; UNESCO, 2021a; Wang & Eccles, 2012).

### *Roles of Guidance and Counseling Teachers*

The literature consistently emphasizes the crucial role of guidance and counseling teachers in reducing the risk and consequences of delinquent behaviors. Their interventions can be grouped into preventive, repressive, and curative strategies.

**Table 4.** Roles of Guidance and Counseling Teachers

| Strategy | Description | Example Interventions |
|---|---|---|
| Preventive | Actions to prevent delinquency before it occurs | Information services, group guidance, mediation |
| Repressive | Responses to misconduct by imposing corrective measures | Home visits, verbal/written warnings, individual/group counseling |
| Curative | Assistance to rehabilitate students | Case conferences, referrals to external |

These findings reinforce global evidence that comprehensive school counseling services are critical in promoting socio-emotional development and reducing misconduct (Borders & Drury, 2014; Carey et al., 2012). Nevertheless, Indonesian studies reveal systemic barriers such as limited institutional support and professional recognition, which hinder the optimal implementation of counseling services (Barnes et al., 2006; Livana et al., 2022).

## *Discussion*

The results of this study underscore that juvenile delinquency in Indonesian schools manifests across multiple domains physical, material, social, and status-related reflecting the interplay of individual, familial, and institutional factors. These findings are consistent with international evidence indicating that adolescence is a developmental stage marked by heightened risk-taking and susceptibility to peer influence, which can lead to deviant behaviors when protective factors are weak (Graham et al., 2019; Steinberg, 2007). The strong influence of family disharmony and inadequate parental supervision identified in this review parallels prior studies which demonstrated that dysfunctional family environments significantly increase the likelihood of adolescent misconduct (Hirschi, 2002; Kabiri et al., 2024). Similarly, the impact of peer pressure and conformity aligns with research in both Western and Asian contexts emphasizing the pivotal role of peer networks in shaping adolescents' behavioral choices (Rocque et al., 2017; Steinberg, 2007; Wang & Eccles, 2012). The findings regarding exposure to negative media, online risks, and unsupervised environments also echo global reports highlighting the challenges posed by digital technologies and information overload on adolescent behavior (OECD, 2018; Schleicher, 2019; UNESCO, 2021). Furthermore, the recognition that weak school engagement and punitive disciplinary approaches exacerbate delinquency corroborates studies showing that supportive teacher–student relationships and fair disciplinary systems are associated with lower levels of truancy and aggression (Arnett, 2018; Rocque et al., 2017).

At the same time, this study advances the discourse by highlighting the underexplored role of guidance and counseling teachers in the Indonesian educational system. While international research confirms that comprehensive counseling programs encompassing preventive, responsive, and curative services can significantly reduce problem behaviors and promote socio-emotional development (Arnett, 2018; Jennings et al., 2015; Livana et al., 2022), fewer studies have systematically examined how these strategies are operationalized in contexts where counselors face limited institutional support and professional recognition. The novelty of this research lies in articulating the culturally specific challenges and opportunities of Indonesian school counselors, offering insights into how preventive interventions (information services, mediation), repressive measures (home visits, individual counseling), and curative strategies (case conferences, referrals) can be adapted to local educational realities. This contextualized understanding provides valuable contributions to both the theoretical literature on adolescent development and the practical discourse on character education in non-Western settings.

The implications of these findings are twofold. First, they suggest the need for policy reforms to strengthen the structural role of guidance and counseling teachers, including

improved staffing ratios, enhanced training, and integration of counseling into school-wide behavior management systems. Second, the results imply that collaboration between schools, families, and communities is essential for a holistic approach to preventing and mitigating delinquency, thereby advancing national educational goals of character development and civic responsibility. Nonetheless, the study is limited by its reliance on secondary data through library research, which constrains the ability to establish causal links or evaluate the effectiveness of specific interventions in practice. Additionally, the selection of sources may have introduced bias by privileging accessible and published studies over grey literature. Future research should adopt mixed-method designs, combining large-scale quantitative surveys with qualitative case studies, to evaluate the real-world implementation and outcomes of counseling-based interventions across diverse Indonesian school contexts.

## Conclusion

This study concludes that juvenile delinquency in Indonesian schools is a multidimensional phenomenon shaped by developmental vulnerabilities, family disharmony, peer influence, media exposure, and institutional shortcomings, all of which demand comprehensive interventions. The synthesis of literature emphasizes that guidance and counseling teachers play a pivotal role in addressing these challenges through preventive, repressive, and curative strategies that foster resilience, socio-emotional growth, and academic engagement. By highlighting the underexplored contributions of school counselors in the Indonesian context, this research provides new insights into how culturally responsive counseling practices can mitigate delinquent behaviors and strengthen character education. The findings imply that empowering and institutionalizing the role of guidance and counseling teachers is essential not only for reducing misconduct but also for achieving broader educational objectives aligned with national and global goals. At the same time, the study acknowledges its limitations as a library-based inquiry and recommends future empirical research to validate and extend these findings through mixed-method approaches that capture the lived experiences of students and counselors in diverse school settings.

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