

BEHAVIORAL COUNSELING APPROACH TO OVERCOMING STUDENT DELINQUENCY IN THE SCHOOL ENVIRONMENT

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Abstract

This research aims to provide an overview and solutions that can be used to overcome delinquent behavior in students when they are in the school environment. The solution used to overcome this is to apply a behavioral counseling approach using positive reinforcement techniques. The type of research used is action research in counseling guidance (Action Research in Counseling). The subjects in this study were 2 students out of 31 students in class XI Religion MA Plus Nurul Islam who showed delinquent behavior. The selection of subjects in this research refers to the characteristics and several problems that exist within the subject when carrying out the learning process in class compared to other peers in the class. The research method focuses on observation methods carried out both during the learning process in class and outside the classroom. Data were analyzed descriptively, originating from two action cycles. The results of the research showed that there was a decrease in delinquent behavior in students after the second cycle of counseling was carried out, and the results of observations proved that the subjects had shown many positive changes. These positive changes are demonstrated through changes in students' attitudes and behaviors. This proves that the behavioral counseling approach is effective in dealing with delinquent behavior in students.

Keywords: Behavioral Counseling, Positive Reinforcement, Student Delinquency, Case Study Research, Impact on Learning

INTRODUCTION

Schools are formal educational institutions that are responsible for educating, teaching, and guiding their students so that they become useful human beings and can develop their knowledge in society (Rizaldi et al., 2021; Fatimah & Rizaldi, 2022). Teachers at school experience many obstacles when carrying out the learning process. One of the problems that arises most often is related to student characteristics, or what is commonly known as student delinquency. Delinquency among students has become a reality and is increasingly happening in this modern era (Patinus, 2013). In reality, naughty students are always associated with the actions of students who commit deviant acts

(Firmansyah & Widuri, 2014). At school, students are said to be naughty if they commit acts that violate school rules and regulations, such as leaving the classroom during lessons, making noise during lessons, not carrying out assignments from the teacher, being bold with the teacher, and so on (Sulthon, 2018). If we refer to the context above, the delinquency studied by researchers is limited to various problems that arise in students only in the school environment.

Naughty children are children who have deviant behavior from customs and habits, even from the prevailing moral order. In general, child delinquency is defined as child behavior that causes problems for other people (Senandi &

Reuni, 2018). Based on the above opinion, it can be concluded that delinquency is the behavior or actions of students that can cause problems that harm themselves and others and violate moral and social values. Student behavior is categorized as naughty when the act violates the norms or rules that apply at school, including both the rules and regulations made by the school (Suhardi, 2010). Students are called naughty if they do part or all, either harming themselves or others.

In general, the ages of 16 to 19 are included in the youth category. Juvenile delinquency usually occurs under the age of 21 years, while at the age of 15 to 18 years, there is the highest rate of delinquency in adolescents (Maulana & Nugroho, 2019). In other words, students at the junior high or high school level often engage in deviant behavior both at school and in the community. As is the case with what the researchers found at MA Plus Nurul Islam Sekarbela, student behavior was found, especially in class XI MA Plus Nurul Islam, such as leaving class, making noise, lack of manners, and coming late to school. This behavior can be said to be delinquency committed by adolescents that needs to be resolved. Stunley stated that adolescence is full of upheaval and conflict as well as other people's cradles (in Maulana & Nugroho, 2019). Juvenile delinquency is a form of event where the adolescent period is not used as well as possible to support the search for self-identity through positive things. Because this delinquency continues to occur among class XI MA Plus Nurul Islam students, this behavior has consequences for themselves and for their friends (Emilia, 2021). This will cause students to experience failure in the learning process, not go to class, have poor grades, and cause other failures at school. Apart from having an impact on oneself, of course this condition indirectly affects the surrounding environment, especially learning conditions in the classroom.

From the results of the monitoring and observations that the researchers conducted, there were several possible reasons that became the basis for class XI MA Plus Nurul Islam students to behave naughty when viewed from the surrounding environment, namely tending to the influence of close friends and a lack of supervision and attention from parents (Fatimah & Agei, 2014; Lestari et al., 2017; Rizaldi et al., 2021b). To overcome this behavior, the school has provided a lot of coaching to students, such as calling and guiding students who violate and even calling their parents, but it seems that these efforts have not been able to solve the problem optimally.

Given the above phenomenon, it is necessary to find a solution in order to minimize the negative impacts that may be caused. One alternative to solving the problem of delinquency in these students is through behavioral counseling with positive reinforcement techniques. The reason for using behavioral counseling is to change student behavior for the better through strengthening good behavior and changing bad behavior (Wiladantika, et al., 2014). Behavioral counseling views human behavior as basically humans being formed from the environment in which they live (Indayani et al., 2014).

Meanwhile, positive reinforcement is a technique for forming a pattern of behavior by providing rewards or reinforcement as soon as the expected behavior appears (Saraswati et al., 2013; Sholikhah et al., 2017). By providing positive reinforcement, the desired behavior will be increased or continued. Positive reinforcement techniques are one of the behavioral counseling theories that are oriented towards the formation of human behavior. Based on the description above, completely stopping delinquent behavior in students is not easy, and there is very little possibility. But there are efforts to overcome this behavior. Seeing the phenomenon above, the researcher is interested

in conducting case study research entitled "Behavioral Counseling Approaches in Overcoming Student Delinquency.

METHOD

This research aims to provide an overview regarding the application of a behavioral counseling approach with positive reinforcement techniques in the hope of minimizing delinquent behavior in students. This type of research is action research in counseling (Action Research in Counseling), which is carried out in two cycles, namely cycle I and cycle II. In each cycle, treatment is given to research subjects to determine the extent of the changes that have occurred. The subjects in the research were students of class XI Religion MA Plus Nurul Islam, numbering 2 out of 31 students who showed delinquent behavior. The choice of two students as research subjects was because these two students had different behavior from other peers in the class, so it was deemed necessary to receive treatment. Action research, or what is known as action research, is a type of research that is oriented towards implementing direct change in an educational environment where a phenomenon is occurring.

Methods in counseling action research focus on observation methods in the classroom when the learning process is being carried out and outside the classroom when the subject interacts with other friends. The data obtained through the observation process was then analyzed descriptively. The stages taken in implementing action research include: 1) problem identification; 2) action planning; 3) implementation of actions; and 4) evaluation of the results of actions.

RESULT AND DISCUSSION

Behavioristic is a behavior therapy approach that is growing rapidly and is very popular, because it fulfills the principles of simplicity, logic, is easy to understand and apply, and places an emphasis on positive behavior (Hasdiana, 2018). The behavioristic approach is an approach to behavior that involves implementing stimulus response reinforcement (Mansir, 2018). The reinforcement is divided into positive reinforcement and negative reinforcement.

From the statement above, it can be concluded that the behavioristic approach is an approach that focuses on human behavior caused by other factors that influence it. The purpose of this behavioral approach is to change bad behavior that has been used so far in his life (Sa'adah & Rahman, 2015). Behavioral counseling is actually counseling to change a person's behavior for the better by strengthening good behavior and weakening or changing bad behavior.

Whatever the child's condition is, it must be faced and treated as a target to be fostered so that it becomes better. The problem of child delinquency at school, if analyzed for its causes, can be grouped into two main causes: first, internal problems, namely problems that arise within oneself. Child delinquency that arises from within the child usually comes from the child's nature or personality (Rizaldi et al., 2021c). The child's personality usually arises as a result of habituation in the family environment, such as getting used to going and coming home without saying goodbye, or taking parents' money without permission or other improper habits, and secondly, external factors, namely problems caused by outside influences such as peers, the environment, or a community of peers in the form of "gangs".

Children who are teenagers face more psychological dynamics, which sometimes carry out behavior that is deviant or contrary to the rules or norms that occur in society (Wahyuni,

2021). According to Farisqia (2021), procedurally, psychosocial changes occur in adolescents divided into three stages, namely early adolescents, middle adolescents, and late adolescents. Early adolescents generally occur at the age of 12 to 14 years. During this period, there is rapid development, accelerated growth, and changes in body shape, accompanied by the onset of sexual growth. The characteristics of the early adolescent period are marked by the occurrence of changes, namely, among others: 1) identity crisis; 2) unstable psyche; 3) increased verbal ability for self-expression; 4) the importance of close friends or friends; 5) reduced respect for parents; sometimes being rude shows parents' mistakes.

Reinforcement is a certain consequence that makes a behavior more likely to occur again in the future. Positive reinforcement means "getting something good". Another opinion explains that positive reinforcement is giving pleasant consequences when an expected behavior appears with the aim that the behavior is repeated (Mahmudi, 2016). An example of positive reinforcement is praise or gift giving (Krisnawardhani & Noviekayati, 2008). So, positive reinforcement is the formation of behavior through giving immediate rewards after the behavior is carried out by providing positive reinforcement so that the desired behavior will be continuously improved. According to Indayani, et al., (2014) the purpose of positive reinforcement given to students is:

1. Increase motivation.
2. Stimulate good thinking.
3. Generate attention.
4. Grow the ability to take the initiative.
5. Controlling and changing negative traits.

Psychological dynamics indirectly have an impact on the emergence of deviant behaviors in the madrasah environment, such as the emergence of tendencies to violate school rules. The emergence of violating behavior committed by students is mostly caused by interactions or

relationships with individuals who influence each other. Thus, it can be concluded that student delinquency at school is more caused by outside influences, especially from their peers. In this condition, parental supervision is very important so that children comply with the words of their parents. Lack of understanding of parents treatment of their children at this time will result in children becoming rebellious, breaking the rules, and going against their parents and teachers.

From the results of the observations that the authors made, there are several factors that cause student delinquency, including personality factors and environmental factors. Personality factors that exist in students include: 1) weak self-control over environmental influences; 2) a lack of adjustment to the environment; and 3) a lack of choosing good things to do. While environmental factors that occur around students, such as 1) lack of supervision from parents, 2) students do not get affection and attention from parents, as well as factors that arise in the school environment, such as 1) teachers who are less sympathetic to their students, 2) the relationship between teachers and students is less harmonious, and 3) the teacher's way of teaching.

Behavioral counseling steps are as follows:

1. Behavioral counseling begins with changing the client's behavior through repeated reinforcement or rewards so that the conditioned behavior can be determined.
2. The desired behavior is still being carried out, or after the occurrence of a new appropriate behavior, the client must be given instructions to be carried out continuously.
3. The behavior must be conditioned so that it persists with various experiences.
4. Changing the emotions experienced into emotions that can be received.

Several methods are used by researchers in carrying out behavioral counseling, namely:

1. Approaching students, who are the main subject in this study.
2. Inviting people to talk begins by asking about the activities of students at home and how parents provide education.
3. Asking the reasons why some acts of delinquency were carried out.
4. Providing solutions with positive reinforcement techniques such as "you are a smart student, a diligent student..." so that the response given by the student concerned is good, comfortable, and open.

In this study, researchers collected data using non-test data, namely interviews and observations. The interviews were addressed to students with the initials FF and LRH, who were the main data sources for researchers. This research will be carried out in two stages or cycles of action research. In this study, the subjects studied were limited to students who showed delinquent behavior.

After obtaining research subjects and forms of delinquency, the research continued to cycle 1, where cycle 1 was carried out by applying individual counseling and behavioral counseling with positive reinforcement techniques to minimize delinquent behavior in students. Cycle 1 held two meetings for each student through individual counseling. Cycle 1 actions were carried out from September 24 to September 27, 2022. Cycle 1 was carried out in two meetings with an allotted time of 30 minutes.

Table 1. Category of Delinquency in Class XI Religion MA Plus Nurul Islam Sekarbela Students Before Being Given Action

| Informant | Forms of Delinquency |
|-----------|----------------------------------|
| FF | 1) Make noise during the lesson, |

| | |
|-----|--|
| | 2) Not doing assignments from the teacher, |
| | 3) Dare with the teacher |
| | 4) Talking to the teacher in a high tone |
| | 5) Arrive late |
| | 6) Wandering during the lesson |
| | 1) Make noise during the lesson, |
| | 2) Not doing assignments from the teacher, |
| LRH | 3) Dare with the teacher |
| | 4) Talking to the teacher in a high tone |
| | 5) Arrive late |
| | 6) Wandering during the lesson |

The following is the data obtained after the action was carried out in cycle 1, which was carried out by the author.

Table 2. Category of Delinquency in Class XI Religion MA Plus Nurul Islam Sekarbela Students After being given Action in Cycle 1

| Informant | Forms of Delinquency |
|-----------|--|
| FF | 1) Talk to the teacher in a high tone |
| | 2) Arrive late |
| LRH | 1) Make noise during the lesson, |
| | 2) Dare with the teacher |
| | 3) Talking to the teacher in a high tone |
| | 4) Arrive late |

Based on the results in cycle 1, it is known that there is a decrease in delinquent behavior that occurs in the subject. The difference in delinquent behavior can be seen from the comparison between tables 1 and 2. Based on the two students who were given the action, they were able to achieve the set success criteria. This was because the students had started to open up

about the behavior they often showed. This shows that behavioral counseling with positive reinforcement techniques as a treatment effort can minimize student delinquency behavior. This is in line with research conducted by Albanjari (2018), who found that behavior counseling by providing positive reinforcement can reduce negative actions by students at school.

However, from the results of this acquisition, there was 1 student, namely LRH, who was still experiencing delinquent behavior with a high form of delinquency. Therefore, it is hoped that the reduction in delinquent behavior in one student will be successful after the cycle 2 action is carried out. The implementation of the action in cycle 2 is not much different from the action in cycle 1. The action in cycle 2 was carried out from September 28 to October 1, 2022, with the results and data treatment according to the following table.

Table 3. Category of Delinquency in Class XI Religion MA Plus Nurul Islam Sekarbela Students After being given Action in Cycle 2

| Informant | Forms of Delinquency |
|-----------|----------------------|
| FF | - |
| LRH | - |

Based on the results in cycle 2, it can be seen that there has been a decrease in delinquent behavior. The decrease in delinquent behavior can be seen from the comparisons in tables 2 and 3. In cycle 2, it turns out that these students have been able to minimize delinquent behavior, meaning that the application of behavioral counseling with positive reinforcement techniques is effective to help minimize delinquent behavior in class XI Religion MA Plus Nurul Islam Sekarbela.

Every student certainly cannot be separated from having their own problems that might have an impact on carrying out the learning process at school. With the change in

behavior in a positive direction, In addition to having an impact in terms of behavior, this change certainly has an indirect impact on student learning outcomes at school. One of the causes of low learning achievement is the low level of participation and activeness in the learning process. This change in behavior makes respondents more likely to participate in class learning and make a good contribution during the teaching and learning process in class.

This is supported by several statements given by subject teachers who teach in class and the peers of the respondents. It can be seen that these students, after the process of counseling assistance in behavior, have changed in a more positive direction so that they have a positive influence on both friends and the learning environment. This is in line with research conducted in Pakistan, where almost 75% of teachers in urban schools agreed that giving positive reinforcement to students with problems had a good impact on them (Haqq, 2019). In addition, according to Ahmed & Gill (2015), the provision of positive reinforcement makes students feel more valued and cared for, so there is a feeling of not being alienated from either the school environment or from peers.

Previous research conducted by Nurkhalisah (2022) also illustrates that students will feel comfortable if they are treated gently and given understanding because these conditions do not restrain or blame students, especially in front of other peers. Under these conditions, of course, all teachers as educators must have the ability to approach all students persuasively under their guidance. So that students can be more open when they are having problems and certainly do not have a negative impact on themselves and their peers in the class.

CONCLUSIONS AND RECOMMENDATION

1. CONCLUSIONS

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2. RECOMMENDATION

The behavioristic approach should be introduced to all teachers as educators to prepare strategies that can be used when later there are obstacles or problems faced, especially with regard to students. This approach tends to be easier and more liked by students compared to giving punishment. Hopefully, this article can be a reference for all readers, especially those working in the realm of education.

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