

# School Management Strategies in Dealing with Juvenile Delinquency Issues: Preventive and Curative Approaches

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## Keywords

School Management  
Juvenile Delinquency  
Preventive  
Curative

## Abstract

This article aims to identify school management strategies in addressing juvenile delinquency through preventive and curative approaches, considering the important role of schools as the second environment after family in shaping student behavior. Juvenile delinquency has become a complex issue in the school environment, often influenced by various internal and external factors, such as family background, peer environment, and the quality of guidance provided. This study employs a qualitative method with a literature review approach to examine various research and theoretical concepts related to school management strategies in dealing with juvenile delinquency. Data collection in this study was conducted using documentation techniques combined with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach to ensure a systematic process of literature search and selection. Research findings indicate that preventive approaches, such as character education, strict rule enforcement, and proactive counseling, are effective in preventing students from engaging in deviant behavior. On the other hand, curative approaches are also important in addressing students already involved in delinquency through intervention actions, counseling, and collaboration with external parties such as psychologists or counselors. Both approaches complement each other in creating a school environment that supports positive change in students.

## 1. Introduction

Juvenile delinquency has become an increasingly concerning phenomenon in schools (Anggita et al., 2021). This issue not only negatively impacts the development of the individual students involved but also affects the school environment as a whole. Juvenile delinquency refers to deviant behavior or behavior that does not conform to social norms, which generally occurs during adolescence, typically between the ages of 12 and 18 (Izziyana et al., 2023). According to several literatures, juvenile delinquency encompasses not only behaviors that violate school rules or regulations but also actions that contradict the law, such as fighting, substance abuse, and other actions that harm oneself or others (Mardhalena et al., 2024; Elda et al., 2024; Lailal Amna & Silfia Hanani, 2023). Juvenile delinquency often begins with seemingly minor behaviors, such as skipping school, but can escalate into more serious actions if not addressed properly.

Various studies indicate that juvenile delinquency occurring in schools can include a range of negative behaviors at different levels; mild delinquency (such as skipping school, inappropriate dress, tardiness, or using gadgets in class without permission), moderate delinquency (bullying and vandalism), and severe delinquency (substance abuse, fighting or physical violence, theft, sexual misconduct, and cyberbullying) (Anisa & Murniyetti, 2021; Syaroh & Lubis, 2020; Nur Afia T et al., 2023). These actions not only disrupt a conducive learning environment but can also adversely affect the academic performance of other students and damage the school's reputation. This situation demands that schools focus not only on teaching aspects but also on developing strategies to effectively manage and address juvenile delinquency.

The factors contributing to juvenile delinquency can be divided into two main categories: internal and external factors. Internal factors include the psychological and emotional conditions of the adolescents themselves (Mardhalena et al., 2024). At this stage, adolescents are in the process of searching for their identity, making them easily influenced by emotions, curiosity, and identity crises. On the other hand, external factors encompass social environment, family, and peer relationships

(Elda et al., 2024). Disharmonious relationships at home, peer pressure, and a lack of guidance from parents or teachers play a crucial role in shaping adolescents' character and behavior. Additionally, a less conducive school environment can also trigger deviant behavior among adolescents (Marliny et al., 2021).

The urgency of the school's role in addressing juvenile delinquency becomes apparent when we understand the long-term impacts of such deviant behavior. Unaddressed delinquency can develop into more serious and dangerous actions (Pendidikan & Konseling, 2022). Therefore, school management plays a strategic role in implementing appropriate interventions to prevent juvenile delinquency. One effective approach is the application of preventive and curative management strategies.

The preventive approach in the context of school management is a series of strategies or efforts undertaken by schools to prevent juvenile delinquency from arising before the deviant behavior manifests (Aryanto et al., 2021). These preventive measures are proactive, meaning that schools do not merely react to delinquency that has occurred but also strive to create an environment that supports the development of positive character and reduces the risk of delinquency. The preventive approach aims to create a safe, disciplined school environment that fosters personal development among students (Lailal Amna & Silfia Hanani, 2023).

One important element of the preventive approach is character education. Character education aims to instill strong moral and ethical values in students, enabling them to understand the boundaries between acceptable and unacceptable behavior (Alini & Meisyalla, 2022). In this regard, schools need to provide consistent character education programs that involve teachers, students, and even parents to collectively foster positive values.

Preventive measures play a crucial role in reducing juvenile delinquency (Putri, 2020). With preventive efforts, schools can create a supportive environment for students to develop positive personalities and attitudes. One of the main advantages of the preventive approach is its ability to reduce the likelihood of students engaging in deviant behavior, thereby decreasing the risk of more serious actions in the future (Saraswati, 2023). Preventive measures such as regular counseling, effective supervision, and the establishment of a positive school culture can significantly influence student behavior.

Furthermore, the preventive approach allows schools to identify students at risk of engaging in delinquency early on (Puspita et al., 2013). Thus, schools can provide special attention to these students through guidance programs, ensuring they receive the necessary support. Through the preventive approach, schools not only prevent juvenile delinquency but also educate students about the impacts of negative actions, foster responsible character, and develop positive interpersonal skills (Arikarani et al., 2023).

On the other hand, the curative approach consists of a series of strategies and actions taken by schools to address cases of juvenile delinquency that have already occurred (Djamal et al., 2020). This approach is reactive, meaning it is implemented after deviant behavior has occurred with the goal of rectifying or "healing" the behavior of students involved in delinquency. Curative measures include various actions such as specialized counseling, mentoring, rehabilitation, and constructive disciplinary actions (Saputri et al., 2024).

In the curative approach, schools typically involve various parties with the capacity to assist in the improvement process, such as counselors, psychologists, teachers, and students' parents. The curative approach aims to identify the root problems experienced by students and provide appropriate solutions (Krisnadi, 2020). By employing curative measures, schools seek not only to

punish students but also to educate them about the consequences of their actions and help them avoid repeating the same mistakes in the future.

Curative measures play a significant role in assisting students already involved in juvenile delinquency to change their behavior (Aisah & Usman, 2023). One of the main roles of the curative approach is to provide students with a deeper understanding of the consequences of their actions. With specialized counseling and mentoring, students are expected to recognize their mistakes and be motivated to improve themselves.

Additionally, the curative approach also facilitates the rehabilitation process for students experiencing emotional or psychological issues that may be the underlying causes of their delinquency (Nirmala, 2023). This rehabilitation process often involves collaboration between the school and professionals, such as psychologists or counselors, to help students address personal issues underlying their delinquency. By employing methods such as personal guidance and counseling sessions, the curative approach provides comprehensive support to students, enabling them to develop healthy coping mechanisms and face challenges constructively (Yuliasih, 2021).

Effective curative measures also involve collaboration between schools, families, and communities (Saputra & Suryadi, 2022). Parents and families play a crucial role in supporting behavioral changes in children, and the curative approach encourages open communication between schools and families in addressing delinquency cases. With an integrated approach, schools can ensure that students involved in delinquency receive support from various parties and have a greater chance of rehabilitation (Anisa & Murniyetti, 2021).

In line with this urgency, this study aims to identify strategies that can be implemented by school management in preventing and addressing juvenile delinquency through preventive and curative approaches. This discussion is important as it provides practical guidance for school authorities and educational policymakers in formulating more effective policies that meet the current needs of adolescents. This research is also expected to provide a deeper understanding of the implementation of holistic management strategies, allowing schools to function as educational institutions that focus not only on academic aspects but also on character development and moral growth of students.

## **2. Method**

This study employs a qualitative method with a literature review approach to analyze school management strategies in addressing juvenile delinquency through preventive and curative approaches. The literature review method was chosen because it provides an in-depth understanding of various school management strategies discussed in scholarly literature, journal articles, research reports, and educational policy documents (Ulfa Surya Mawaddah & Nefi Darmayanti, 2023). By using a literature review, this research aims to identify various preventive and curative approaches and measures that have been implemented in schools and evaluate the effectiveness of these strategies.

Data collection in this study was conducted using documentation techniques combined with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach to ensure a systematic process of literature search and selection (Sastypratiwi & Nyoto, 2020). Literature searches were conducted using academic databases such as Google Scholar and Scopus. Keywords used in the literature search included "juvenile delinquency," "preventive approach," "curative approach," and "school management."

The PRISMA technique comprises four main stages: First, identification, which involves identifying all relevant literature from various databases and other sources. Second, screening, which involves filtering literature based on predetermined inclusion and exclusion criteria, such as (a) literature discussing strategies for preventing and addressing juvenile delinquency in schools, (b) articles or reports published in the last five years to ensure relevance, and (c) literature that has been peer-reviewed or published in indexed journals. Third, eligibility, which involves reviewing the full texts of literature that passed the screening stage to ensure relevance to the research objectives. Fourth, selection, which involves choosing the final literature for analysis (Sastypratiwi & Nyoto, 2020).

The data collected from the literature were analyzed using content analysis techniques. This technique aims to understand and interpret qualitative information in the literature related to the research topic (Rohmah, 2022). The analysis process began with identifying and categorizing data based on the main themes, namely preventive and curative approaches in school management. Each preventive and curative strategy found in the literature was classified, described, and compared to understand its strengths, weaknesses, and effectiveness in the context of preventing and addressing juvenile delinquency in schools.

### **3. Results and Discussion**

#### **3.1 Preventive Approaches in Addressing Juvenile Delinquency Issues**

Preventive strategies play a crucial role as initial prevention steps before deviant behavior in juvenile delinquency occurs. These preventive strategies are designed to create an environment that supports the positive development of students, guiding their behavior in line with social norms and school rules (Shafwan, 2021). The three main strategies in the preventive approach that are the focus of this study are the implementation of character education programs, the enforcement of strict yet educational school rules, and the role of counseling and student development.

##### **3.1.1 Strengthening Character Education**

Character education is one of the key elements in preventive strategies aimed at shaping students' personalities and moral attitudes (Hutahaeen et al., 2020). Through character education, schools do not only focus on academic achievement but also on the development of moral and ethical aspects that are essential for daily life. This program instills moral values such as honesty, responsibility, discipline, hard work, and respect for oneself and others, serving as important preparation for students in their social lives (Hasdianti, 2022). The implementation of character education is carried out systematically through formal classroom learning as well as extracurricular activities and social events. With this program, students are expected to have a clear understanding of expected behaviors in daily life and to have the awareness to practice these values.

In schools, character education can be applied through various methods. One effective way is by integrating character values into every subject taught (Hardin & Nidia, 2022). For instance, in language subjects, students are taught to communicate well, appreciate others' opinions, and behave politely. In mathematics or science classes, students learn the importance of hard work, perseverance, and honesty in completing their tasks. Additionally, through group assignments, students learn the importance of cooperation and mutual respect, while through individual assignments, they learn about responsibility for the tasks assigned (Yunere et al., 2022).

In addition to integration into subjects, character education is also implemented through extracurricular activities (Suri et al., 2022). Extracurricular programs such as scouting, debate clubs, sports, or arts provide opportunities for students to apply character values in more real contexts. Through these activities, students practice teamwork, healthy competition, and develop confidence and a sense of responsibility for the tasks they undertake. In scouting activities, for example, students

are taught discipline, concern for nature, and social responsibility (Muharram & Prathama, 2022). Similarly, in sports, they learn about sportsmanship, cooperation, and respecting opponents.

Character education can also be enriched through social activities such as community service or religious events that engage students in activities beneficial to society (Harahap et al., 2023). For instance, students can be encouraged to participate in activities that help orphanages, clean up the environment, or collect aid for disaster victims. These activities help students learn about empathy, care for others, and the importance of making positive contributions to the community (Bobyanti, 2023). By directly experiencing situations where they can make a positive impact, students will better understand the meaning of the moral values taught, making character education more meaningful.

The implementation of character education requires support from all parties, including teachers, school staff, and parents (Alfriana, 2024). Teachers play a crucial role as role models for students. As educators, teachers are expected not only to deliver lessons but also to demonstrate behaviors that reflect good character values. For example, teachers can exemplify honesty, discipline, and fairness in their teaching, as well as show respect for students (Absori et al., 2024). By exhibiting good behavior, teachers provide tangible examples for students to follow.

In addition to teachers, school staff also play an important role in supporting character education. They can provide a safe and comfortable environment where every student feels valued and cared for (Kusaini et al., 2024). For example, custodial staff who work with high responsibility or security personnel who carry out their duties with discipline and friendliness can set good examples for students. This helps create a positive school culture, where character values become a part of everyday life at school. Parents also have an important role in character education. Collaboration between schools and parents is essential to ensure that the values taught at school are also supported at home (Rini, 2020). For instance, parents can model good behavior at home, such as being honest, disciplined, and respecting others. With parental involvement, the character values taught at school can be reinforced and practiced by students in their lives outside the school environment. Effective character education will help students develop a strong moral foundation, enabling them to avoid delinquent behavior and understand the importance of maintaining a positive attitude in their lives.

### **3.1.2 Reinforcement of School Rules**

Clear and educational school rules are one of the important pillars in preventive strategies to address juvenile delinquency. With clear and consistent rules, schools can set boundaries regarding acceptable and unacceptable behavior for students (Nur Afia T et al., 2023). This helps create a framework of behavior that is understandable and can be followed by all students, providing them with clear guidance in their actions within the school environment. However, these rules prioritize not only discipline but are also structured with an educational approach (Sagala et al., 2022). This means that the rules focus not only on punishment for violators but also serve as a means of learning that can positively change students' attitudes.

The implementation of educational school rules requires the participation of various parties, including students. Involving students in the rule-making process is an important step to ensure they feel ownership and appreciation for the existing rules. When students feel that the rules are made with their interests in mind and are designed to create a safe and comfortable learning environment, they will be more motivated to comply (Husna & Karneli, 2021). For instance, when formulating rules about attendance or classroom order, schools can seek students' opinions on policies that are relevant to their needs. This provides a sense of fairness and reduces student resistance to the rules.

Another example of clear yet educational rules pertains to technology use. In the digital age, many students use technological devices for both educational and personal purposes (Peirce, 2020).

To maintain order and focus on learning, schools need to establish firm rules regarding when and where technology devices can be used. These rules can be communicated with an educational approach, such as explaining the negative impacts of excessive device use on concentration and productivity (Tri Anjaswarni et al., 2019). Students will better understand the purpose of these rules—not as restrictions on their freedom but as guidance to optimize the learning process in school.

In addition to establishing clear rules, schools also need to implement a system of rewards and punishments to reinforce student compliance. This system serves as a reminder that every action has consequences, both positive and negative. Students who adhere well to the rules can be rewarded, for example, with recognition or awards in front of their peers (Tom D. Kennedy & David Detullio, 2020). Such recognition not only motivates the rewarded students but also inspires other students to follow suit. On the other hand, students who violate the rules can receive educational sanctions, such as writing a reflective essay on the importance of discipline or attending special counseling to understand the root causes of their violations (Rahmi Imelisa & Iyus Yosep, 2024).

These educational sanctions aim to help students understand that their violations affect not only themselves but also the environment around them. With this approach, students will be more aware and think twice before committing similar violations in the future (Pramulia & Oktaviani, 2019). Schools can also hold discussion sessions among teachers, students, and school staff to discuss violations that occur and steps that can be taken to prevent them. These discussions serve not only as evaluations but also provide opportunities for students to express their opinions and learn from mistakes.

Consistency in the application of rules is also key to the success of this strategy. Schools need to ensure that the existing rules are applied fairly and consistently, without discrimination (Amalia & Natsir, 2017). When students see that rules are applied equally, they will be more respectful and compliant. Additionally, consistency in enforcing rules helps create a disciplined and conducive environment within the school. A disciplined environment can reduce the chances of juvenile delinquency, as students are under proper supervision and know their behavior is always being monitored.

By implementing clear yet educational rules, students are encouraged to understand that rules are not merely prohibitions but also a means to maintain order and harmony in the school environment (Fitri, 2023). When students understand that rules aim for the common good, they will be more willing to comply without feeling coerced. This approach allows students to see the positive side of rule compliance, so they will follow the rules not just out of fear of punishment but also because they understand its benefits.

In the long term, the implementation of firm yet educational rules will help cultivate a strong culture of discipline in schools, where students learn to adhere to rules and respect the rights and interests of others (Biesta, 2020). This culture will not only benefit them while they are in school but will also equip them with good character and a responsible attitude in their lives within society.

### **3.1.3 Strengthening the Role of Guidance Counseling and Student Development**

Counseling and student development are two essential elements in preventive strategies aimed at providing specific support to students in overcoming personal or emotional challenges that may trigger delinquency. Juvenile delinquency often arises from unresolved issues, such as academic pressure, family problems, or social conflicts (Faiz et al., 2021). Therefore, counseling provided by school counselors aims to help students identify the problems they face, develop effective coping skills, and encourage them to find solutions to existing conflicts.

School counselors have a dual role. They are not only good listeners but also companions who provide guidance to students in need of assistance. In many cases, students find it difficult to share their problems with others, including parents or peers (Gunardi et al., 2024). Through regular counseling sessions, students are given the opportunity to discuss issues that may be difficult for them to talk about at home or with friends. For example, a student experiencing pressure from academic demands may feel anxious and stressed. In a counseling session, the counselor can help the student recognize and address their anxiety by providing appropriate stress management strategies, such as relaxation techniques or better time management.

One concrete example of the success of counseling programs in schools is at a high school in West Jakarta that implemented a "Peer Counseling" program (Risnawaty et al., 2019). In this program, students are trained to become peer counselors to help their friends who are facing problems. Trained students can listen to their peers' concerns and provide the emotional support needed. This program not only helps reduce the stigma associated with counseling but also creates an environment where students feel more comfortable sharing their issues.

In addition to individual counseling, schools can also conduct group development programs, such as group discussion sessions or self-development workshops. These programs are designed to help students learn social skills, emotional regulation, and problem-solving. In these workshops, students are engaged in simulations and role-playing exercises that teach them how to communicate effectively and manage their emotions in challenging situations (Peirce, 2020). Such structured development provides support in developing resilience and good self-control. For instance, a student who previously struggled to control their emotions and often got into fights with peers may start learning how to express their feelings more constructively after participating in the program. This student can now articulate their feelings without resorting to violence or other negative behaviors.

The importance of consistent counseling and development also fosters a sense of trust between students and the school. When students feel there is a safe place to share their problems, they feel more supported in facing their challenges. At East Jakarta Public High School 48, counselors actively take a proactive approach by visiting classes regularly to provide information about counseling services and the importance of mental health (Silaban, 2018). This encourages students to be more open and reduces the stigma around seeking help.

These programs benefit not only individual students but also contribute to creating a positive and harmonious school environment. With good emotional support, students become better equipped to face the various pressures and conflicts they encounter (Lailal Amna & Silfia Hanani, 2023). As a result, the levels of juvenile delinquency in these schools show a significant decline.

Overall, counseling and student development play a crucial role in preventive strategies to address juvenile delinquency. By providing emotional support and the necessary skills, schools can help students develop their capacity to overcome life's challenges. Through a problem-solving and self-development approach, students not only learn to avoid deviant behaviors but also build a strong foundation for their future (Saraswati, 2023).

These three preventive strategies, that is implementation of character education programs, establishment of clear yet educational school rules, and the role of counseling and student development, complement and support each other in preventing juvenile delinquency within the school environment. Through a holistic and consistent approach, schools can create an environment that fosters the positive character development of students and significantly reduce the risk of delinquency.

### **3.2 Curative Approaches in Addressing Juvenile Delinquency Issues**

Curative strategies in school management focus on directly addressing students who are already involved in delinquent behavior, with the aim of helping them return to a positive path. Individual intervention actions are the initial steps to understand the unique problems faced by students and to provide attention tailored to their needs (Elda et al., 2024). Structured guidance and counseling programs also play a crucial role in supporting students facing personal and social challenges that may trigger negative behavior. Collaboration with parents and external parties, such as psychologists or professional counselors, strengthens curative efforts, providing students with ongoing support from both home and school environments. Through this holistic approach, it is hoped that students can receive comprehensive guidance to help them overcome problems and develop a more positive attitude (Djamal et al., 2020).

### **3.2.1 Intervention Actions for Troubled Students**

Intervention actions are a key step in curative strategies to address juvenile delinquency issues in schools. These interventions are designed to provide direct support to students who have engaged in deviant behavior (Saputri et al., 2024). With the right interventions, it is expected that students not only understand the negative behaviors they exhibit but also gain more positive alternatives in their daily lives.

One common form of intervention is the individual approach. In this approach, counselors or teachers identify students who show signs of delinquent behavior. These signs can vary, such as tardiness, rule violations, or significant changes in behavior, such as declining academic performance or drastic emotional shifts. After the identification process, the counselor or teacher will hold a meeting with the student to discuss the issues they face and identify underlying factors (Krisnadi, 2020).

This meeting becomes a crucial moment. In this session, students are given the opportunity to speak openly about the problems they face without feeling pressured or intimidated. They are encouraged to reflect on their actions and how those actions impact themselves and those around them (Nirmala, 2023). For example, if a student is experiencing peer pressure to engage in deviant behavior, the counselor can help them understand that dynamic and find healthier ways to respond to that pressure.

It is important to remember that effective interventions must be rehabilitative rather than merely punitive. A rehabilitative approach helps students learn from their mistakes and provides opportunities for self-improvement (Ulfa Surya Mawaddah & Nefi Darmayanti, 2023). For instance, if a student is found guilty of vandalism, instead of imposing severe punishment, the school could offer the student the chance to participate in a restoration project, such as cleaning and repairing the damage they caused. Through this experience, students not only understand the consequences of their actions but also contribute to rectifying the mistakes made. In this way, they learn about responsibility and the importance of maintaining the school environment. This experience can serve as valuable learning that will influence their future behavior.

Overall, appropriate intervention actions can have a significant positive impact on the behavior of troubled students (Rohmah, 2022). By providing the necessary support, students will be more motivated to make positive changes and avoid delinquent behavior in the future. Effective interventions not only focus on short-term behavior correction but also aim to equip students with the life skills needed to face future challenges (Shafwan, 2021). Thus, interventions become an important step in creating a safer school environment that supports the character development of students.

### **3.2.2 Guidance and Counseling Programs**

Guidance and counseling programs are essential elements in curative strategies for addressing juvenile delinquency issues in schools. Through this program, students involved in deviant behavior receive the psychological and emotional support they need (Hutahaeon et al., 2020). The primary goal of guidance and counseling programs is to help students find solutions to the problems they face and encourage them to improve their behavior. With appropriate support, students can feel more directed and hopeful about their self-improvement.

One of the main components of this program is regular individual counseling sessions. In these sessions, counselors act as good listeners and provide a safe space for students to share their issues. For instance, if a student is involved in negative peer relationships and feels pressure from friends, the counselor can help the student analyze the situation they are facing. Through open discussions, students are given the opportunity to understand their feelings and thoughts and to find ways to communicate with their friends more effectively (Hasdianti, 2022).

Counselors can also assist students in developing better coping skills, which are crucial for handling difficult situations without resorting to negative behavior. For example, a student feeling pressured due to negative peer influences might be taught relaxation techniques or problem-solving strategies to use when facing such pressures. In this way, students not only learn to tackle their problems but also build resilience that will be beneficial in the future.

The guidance and counseling program may also include group activities where students involved in delinquency gather to share experiences and learn from one another. At SMA Negeri Ambuku, for example, a guidance group has been established specifically for students engaged in negative behaviors (Anjali et al., 2023). In this group, students receive training on emotional regulation, coping with social pressures, and the importance of making good decisions. These activities not only provide new insights for students but also help them feel less alone in their struggles.

These group activities are highly effective in creating a supportive environment. When students share their experiences, they often discover that their peers are facing similar issues. This helps reduce feelings of isolation and enhances self-confidence. By sharing strategies and solutions, students learn to support and strengthen one another, thereby fostering a more positive community within the school (Harahap et al., 2023).

In addition to individual counseling sessions and group activities, the guidance and counseling program may also include integrated character education sessions. In these sessions, students are taught positive values such as empathy, responsibility, and discipline. By equipping students with these values, it is hoped that they will internalize the expected behaviors in both school and community environments. For instance, in some schools, these sessions are conducted through role-playing and interactive discussions that allow students to apply these values in real-life situations.

Regular evaluation of the guidance and counseling program is also crucial. Through evaluation, schools can assess the effectiveness of the program and make improvements as necessary. For instance, if evaluation results show that students participating in the counseling program experience a significant decrease in delinquent behavior, the program can be considered successful and continued (Bobyanti, 2023). However, if evaluation results indicate that the program is ineffective, schools must promptly make adjustments to improve outcomes.

Overall, structured guidance and counseling programs can provide the much-needed support for students involved in delinquency (Amalia & Natsir, 2017). With appropriate guidance, students can learn to address their issues and improve their behavior, creating a more positive school

environment for all. This program not only benefits individuals with problems but also contributes to the overall school culture that supports students' character development.

### **3.2.3 Collaboration of All Parties**

Collaboration among schools, parents, and external parties such as psychologists or professional counselors is a highly strategic step in addressing juvenile delinquency issues. In this context, close cooperation among these three parties can create a supportive environment for students to behave positively and improve themselves (Sihidi & Amirudin, 2022). With good synergy, students will feel more cared for and receive the support they need in facing existing challenges.

Firstly, the importance of parental involvement cannot be underestimated. Parents are often the first to notice changes in their children's behavior. Therefore, good communication between teachers and parents is key to detecting problems early (Bobyanti, 2023). In many schools, regular meetings are held between teachers and parents to discuss students' progress, including behavioral issues. In this forum, teachers have the opportunity to provide information about children's behavior at school, while parents can offer additional context about the situation at home. This collaboration enables both parties to work together to find appropriate solutions to the problems faced by students.

For example, at Sekolah Alam Depok, there is a program called "Camping Ayah" designed to encourage parents to actively engage in school activities and provide training on recognizing signs of behavioral problems in children (Daheri & Warsah, 2019). Through this program, parents are taught effective communication techniques and how to provide appropriate emotional support. This program has proven effective in reducing behavioral issues at school, as parents feel more involved and have a better understanding of what is happening in the school environment.

In addition to collaboration with parents, cooperation with external parties such as psychologists or professional counselors is also crucial. In many cases, students involved in delinquency may require more assistance than what school counselors can provide (Yuliasih, 2021). By involving professionals, schools can offer additional support needed for students experiencing more serious issues, such as mental health problems or trauma. For instance, several schools in Bali have partnered with community counseling services that provide free mental health services to students in need.

This collaboration can involve referring students to external psychologists for further treatment. Students undergoing therapy with psychologists may have the opportunity to delve deeper into their issues and acquire more effective coping strategies. In therapy sessions, students can discuss deep-seated issues that they might not be able to express in the school environment (Elda et al., 2024). Additionally, external parties can also provide training for teachers and school staff on how to recognize and address behavioral issues in the classroom. This training is essential for educators to be more sensitive to the signs of problems students may face.

By involving parents and external parties, schools can form a comprehensive support network for students. When students feel supported from various sides, they are more likely to be open in facing problems and seeking solutions (Aryanto et al., 2021). For example, if a student feels pressured due to negative peer influences, the support provided by parents and professionals can help them find a more positive way out.

Overall, collaboration with parents and external parties creates a comprehensive support network for students. The synergy between schools, parents, and professionals not only helps students address the challenges they face but also positively impacts the overall school culture. By

creating a supportive environment, it is hoped that students can behave better and reduce potential delinquency. This strategy not only positively affects individual students but also creates a more positive and productive school community. With strong cooperation, all parties can contribute to a better future for students.

### **3.3 Recommendations for Enhancing the Effectiveness of Management Strategies**

To improve the effectiveness of management strategies in addressing adolescent misbehavior, several steps need to be considered. First, schools should strengthen communication and collaboration with parents (Safitri & Safrudin, 2020). Family support is essential in helping students overcome behavioral issues. Schools can hold regular meetings, seminars, or workshops involving parents to discuss their role in guiding their children. Through these activities, parents can better understand how to support their children, recognize signs of behavior leading to misbehavior, and learn to communicate more effectively with them. A solid understanding of the family's role makes school interventions more effective by ensuring consistent support from the home environment.

The second step is strengthening the capacity of educators and counselors in schools (Kusaini et al., 2024). Teachers and counselors with adequate skills and knowledge will be more effective in addressing students' behavioral issues. Special training for teachers and counselors can broaden their understanding of ways to support students facing challenges. Trained teachers can be more sensitive in identifying problems, while competent counselors can provide appropriate approaches for students needing psychological support. Thus, schools can ensure that the implemented management strategies have adequate support from qualified professionals.

Moreover, creating an inclusive and supportive environment in schools is essential to reduce the stigma associated with adolescent misbehavior (Nur Afia T et al., 2023). Often, students feel embarrassed or anxious about participating in intervention programs, leading them to withdraw. Schools need to promote values of empathy, mutual support, and understanding among students. This can be achieved through programs that encourage cooperation and positive interaction, such as extracurricular activities or group projects. An inclusive environment helps students feel accepted, making them more comfortable to open up and participate in programs with a positive attitude (Husna & Karneli, 2021). By implementing these recommendations, schools are expected to manage adolescent misbehavior more effectively. This approach allows for a safe learning environment where students feel supported by both teachers and parents as they grow into better individuals.

## **4. Conclusion**

School management plays a crucial role in addressing adolescent misbehavior by adopting preventive and curative strategies. Through preventive approaches, schools can take proactive steps such as character education, implementing firm but educational rules, and student counseling. These preventive measures aim to create a safe and conducive school environment, allowing students to develop positive character and avoid deviant behavior early on.

Meanwhile, curative approaches are applied to address existing adolescent misbehavior through various intervention programs, such as counseling for students involved in misbehavior, as well as collaboration with parents and external parties. This approach aims to help students recognize and correct their mistakes while providing more personal support in their self-improvement process. The program also strengthens support for students by providing professional guidance to help them address issues that may trigger misbehavior.

In conclusion, the preventive and curative approaches applied by school management need continuous evaluation of their effectiveness. Various challenges, such as resource limitations and lack of parental involvement, need to be addressed to ensure these strategies operate at their full potential. By enhancing synergy between teachers, counselors, parents, and external institutions, it is hoped that these strategies can create sustainable positive impacts for students. The implications

of this research also provide important recommendations for policymakers and education practitioners to support schools in implementing comprehensive and sustainable strategies.

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