

The Role of Counseling Teachers in Guiding Negative Behavior (Early Youth) of Grade IX Students Madrasah Tsanawiyah of Darunna'im

*¹Ayu Auliya, ²Diah Nurul Fitriani, & ³Dasril

^{1,2,3}Study Program of Guidance and Counseling, Faculty of Education, UIN Mahmud Yunus Batusangkar

Article Information	ABSTRACT
Received: July 2023	Adolescence is a transitional period of development and growth faced by children aged 15/16 years due to various physical, social, and emotional changes, all of which will cause anxiety and discomfort. This is also known as a period full of storms and pressure because teenagers must learn to adapt and accept all the changes that often cause emotional upheaval. If the activities carried out by adolescents with their peers are inadequate to meet the demands of their energy fluctuations, adolescents often release their excess energy in a negative direction. This can happen because the environment is often not following inner desires or expectations, so a person feels disappointed due to an imbalance between expectations and reality. Therefore, individuals in their teenage years, especially early adolescents, need adjustments to these changes in tasks and roles so that adolescents feel that the environment accepts them and can adapt well to situations of environmental expectations. As a BK teacher, you have to properly guide early youth so that they have a directed future. So, the purpose of this study is: 1) to know the various behaviors of early adolescents. 2) knowing the factors behind early adolescent behavior. 3) to know the counseling teacher's role in guiding early adolescents' behavior. This qualitative research method analyzed All existing data using interviews, observation, and documentation.
Accepted: August 2023	
Published: September 2023	

Keywords: Guidance and Counseling Teacher, Behavior, Early Youth

Corresponding Author:

Ayu Auliya

Study Program of Guidance and Counseling, Faculty of Education, UIN Mahmud Yunus Batusangkar

Sudirman No. 137, West Sumatera, Indonesia.

Email: ayuauliya11@gmail.com

Citation Information: Auliya, A., Nurul Fitriani, D., & Dasril, D. (2023). The Role of Counseling Teachers in Guiding Negative Behavior (Early Youth) of Grade IX Students Madrasah Tsanawiyah of Darunna'im. *Sulu: Jurnal Bimbingan Dan Konseling*, 9(1), 5–8. DOI. 10.33084/suluh.v9i1.5086

INTRODUCTION

Humans are creatures of the highest rank and the most beautiful among other creatures. Because of their highest position, humans are mandated to be leaders or are known as "holiday fil ard." By being called a leader, humans are given the widest possible opportunity to become great and beautiful to the maximum extent possible according to their existing abilities. This is where guidance and counseling play a very important role. Apart from these positive opportunities, humans are inherent (imperfect). With these imperfections, there is the ability to compete with each other, so which one dominates the positive or the negative? If it is positive, then a human close to "perfect" will be created, whereas if it is negative, a disobedient human will be realized (Laila, 2017).

The formation of good morals, noble character, a commendable personality, and a tough mentality depends on religious guidance, education, and supervision, which is strong for every individual, whether a youth, teenager, or child. Talking about morals, we cannot be separated from a problem that is increasingly being discussed, namely the problem of juvenile delinquency, whether on television, in magazines, or in the mass media.

Adolescence is the time when people are in their teens. A teenager can no longer be called a child but is not yet mature

enough to be called an adult. At this time, he was looking for a suitable lifestyle for himself and used the trial and error method in things that were not good, so the label of juvenile delinquency was born. Juvenile delinquency is a crime/delinquency committed by young people and is a symptom of social illness (pathology) in teenagers which is caused by a form of social service so that they develop a form of deviant behavior. According to Kartini Kartono, juvenile delinquency is a symptom of social illness in children and adolescents caused by social service, so they develop deviant forms of behavior (Karlina, 2020).

Education experts often talk about teenagers. They think that seeing crime on television screens and VCDs can stimulate teenagers to try to commit crimes and become delinquent. Many teenagers and minors are familiar with cigarettes, drugs, free sex, brawls, and theft and are involved in criminal acts outside of societal norms and violate the law (Karlina, 2020).

In early adolescence (at the age of 13-17), changes occur rapidly and reach their peak. Emotional imbalance and instability, in many ways, occur at this age. He is looking for his identity because, at this time, his status is unclear. Patterns of social relations began to change. Like young adults, teenagers often feel entitled to make decisions. The achievement of independence and identity is prominent during this

developmental period. Thinking becomes more logical, abstract, and idealistic, and more time is spent outside the family (Diananda, 2019).

Adolescents also experience peak emotionality and high levels of emotional development. The emotional development of early adolescents shows a sensitive nature. Their emotions are negative and temperamental (irritable, angry, sad, and depressed). Adolescents who develop in a less conducive environment will have their emotional maturity hampered, resulting in negative behavior, such as aggressiveness and running away from reality (Sary, 2017).

Juvenile delinquency is also sometimes caused by past events that cause trauma, so they vent what they have felt by carrying out negative behavior. Giller said that psychological trauma is a unique individual experience of an incident or incident that causes the following situations: (a) the individual's inability to integrate his emotional experience; (b) subjective individual experiences that threaten life, physical needs, or mental health. Kartono & Gulo define trauma as a serious injury, namely an experience that causes a person to suffer physical or psychological damage (Masril, 2017).

The negative behavior of teenagers found at MTs Darunna'im is skipping classes during class hours, dressing up excessively, being impolite, dating, arguing, talking loudly (shouting), and so on. Of course, this violates the rules set in the school environment and among the community. All juvenile delinquent behavior will not be able to be resolved only by the study teacher who takes care of him. To overcome this problem, it is very necessary to provide types and educational facilities that provide special services that are tasked with working on these problem areas so that students' potential can develop optimally and obtain good learning achievements.

METHOD

In this research, researchers used descriptive qualitative research methods. This research aims to obtain in-depth data and data that contains meaning. To expedite the research process, the researcher determined several research subjects or several respondents as well as several parties who were used as sources to obtain data and conducted direct interviews with several parties, including the class IX homeroom teacher as the figure considered closest to the students, the head boarding school discipline, guidance and counseling teachers and boarding school care who are also considered to be the people responsible for student discipline both at school and outside school. The data analysis technique used in this research uses steps such as data collection, data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

Within the scope of life, teenagers must be guided as much as possible, especially in their early teens. In early

adolescence, they are very easily influenced by deviant behavior because they feel like they are adults and can do whatever they want as long as they feel happy. And they are in a period of very high egotism, so they still feel right about what they do. So, based on this problem, the role of guidance and counseling teachers in guiding young teenagers is very important, especially within the scope of MTS Darunna'im.

The results of interviews obtained from the Guidance and Counseling teachers at MTS Darunna'im stated that 80% of them admitted that they had stolen because they stole because they did not have money for snacks or had run out of pocket money and had not received a delivery/transfer from their parents. After further investigation, it turned out that they had been committing theft since they were still at home, so this habit was carried over to when they went to school at MTS Darunna'im. The habit of stealing cannot be considered trivial, even though initially they only took small objects belonging to other people, but if this is left unchecked, the impact will be more dangerous. Perhaps because this has become something they usually do, they will then dare to commit theft on a large scale. The ustاد and teacher confirmed this, and the students were involved in the case. They emphasized that the theft case occurred while the perpetrator was in the dormitory. The objects the perpetrator stole included sandals, toiletries, school supplies, clothes, and money.

According to Sarwon, adolescence is a period full of difficulties (an unsettling period). This is anxiety for the individual concerned and their parents, the community, and often even the police. This is because adolescence is a transition period between childhood and adulthood. Therefore, adolescence is also the third negative period (Hardiyanto & Romadhon, 2018).

The case that is widely discussed among teenagers at MTs is theft. Some cases of theft occur because the perpetrator suffers from an illness. Stealing because of an illness is often called kleptomania. Kleptomania can start in childhood, although most children and teenagers who steal do not become kleptomaniac adults (Prabowo & Karyono, 2015). Kleptomania is a disorder that makes it difficult for sufferers to restrain themselves from the urge to steal. And these sufferers often steal from school canteens or other school businesses.

Apart from committing theft, Darunna'im's class IX students also often carry out bullying both verbally and physically. Verbal bullying often occurs, such as cursing and insulting. According to Sejiwa, bullying is a situation where there is an abuse of power or authority carried out by a person or group of people. Boys and girls are vulnerable to being bullied verbally, such as calling names, hitting, and socially, such as spreading rumors or gossip, blackmail, and isolation (Yuliani et al., 2018). In Indonesia, based on research results. In terms of physical bullying by early teenagers at MTs Darunna'im, such as choking, hitting, and destroying the victim's belongings. Apart from that, early teenage students at MTs Darunna'im

often carry vandalism by scribbling on the bathroom walls as a place to vent or simply destroying existing facilities, throwing rubbish out of place, and other irresponsible actions.

The factors for teenagers committing criminal acts (theft) are:

1. Economic factors: economic factors often arise as the background for someone committing acts of theft.
2. Educational factors: with minimal education, their thought patterns are easily influenced by social conditions, so people in their environment easily express bad behavior through actions that are detrimental to society. So, providing a good education can be a process of forming their values or behavior.
3. Environmental factors: Whether a person's behavior is good or bad is greatly influenced by the social environment. If they associate with good people, then their actions will be good too, and if they associate with people who like to do bad actions, then it is very likely that they will be influenced.
4. Factors of weak law enforcement: Law enforcers sometimes deviate from the legal values in society, so there are criminals and children who commit crimes and receive sentences that are too light. As a result, once they leave the correctional institution, the perpetrator repeats the evil act (Ihsan et al., 2016).

Several factors influence juvenile delinquency in cases of theft, including gender, age of the respondent, level of education, age of the parents, last level of education, occupation of the parents, and age of playmates (Hamzah & Penografiyan, 2020). Factors for students carrying out bullying behavior are: Bullying is behavior that is not expected to occur, especially in the school environment. Bullying can be defined as aggressive behavior that occurs among children, especially school age, and involves an imbalance of power that has the potential to be carried out repeatedly (Control Disease Center: National Center for Injury Prevention and Control, 2014) (Hertika, Nanda Putri. Fathra, Annis Nauli, Riri, 2015). In general, the factors that influence bullying behavior, according to Tumon, are family factors, school factors, and peer factors. Meanwhile, according to Usman, several factors trigger bullying behavior in teenagers, such as gender, the child's personality type, self-confidence, school climate, and the role of peers (Hertika, Nanda Putri. Fathra, Annis Nauli. Riri, 2015).

REFERENCES

- Diananda, A. (2019). Psikologi Remaja Dan Permasalahannya. Journal ISTIGHNA, 1(1), 116–133. <https://doi.org/10.33853/istighna.v1i1.20>
- Aulya, A., & Irman, I. (2023). Peran Pengasuhan Santri Dalam Kegiatan Layanan BK Kelompok Pada Santri Indisipliner: The Role Of Santri Care In Group BK Service Activities In Indisipliner Student. Suluh: Jurnal Bimbingan Dan Konseling, 8(2), 81–87. <https://doi.org/10.33084/suluh.v8i2.4565>
- Drajat, Z. (1989). Ilmu Jiwa Agama. PT. Bulan Bintang.
- Hamzah, I., & Pemasyarakatan, P. I. (2020). Psikologi klinis dalam konteks pemasyarakatan (Issue July).
- Hardiyanto, S., & Romadhona, E. S. (2018). Remaja dan Perilaku Menyimpang (Studi Kasus Remaja di Kota Padangsidimpuan). Jurnal Interaksi: Jurnal Ilmu Komunikasi, 2(1), 23–32.
- Hertika, Nanda Putri. Fathra, Annis Nauli. Riri, N. (2015). Faktor–Faktor Yang Berhubungan Dengan Perilaku Bullying Pada Remaja. 2(2).
- The role of guidance and counseling teachers in guiding deviant adolescent behavior above (which has been mentioned) is through three actions to prevent this behavior, which are following the function and objectives of guidance and counseling:
 1. Preventive actions aimed at preventing the emergence of deviant behavior (Putra, 2015). Namely, by filling your time with positive activities so that there is no room for doing deviant things. Such as congregational prayers and reciting the Koran, entering class on time, being absent from every activity, and holding weekly evaluation meetings with the homeroom teacher.
 2. Repressive Actions, namely actions to restrain deviant behavior so that it does not become worse. Such include providing guidance and advice, enforcing discipline and school rules, implementing sanctions, and summoning parents if students have been given sanctions but often repeat mistakes.
 3. Curative action, namely guiding children who have already made mistakes, as for pens

CONCLUSION

Based on the research and discussion results, the following conclusions can be drawn: (1) The various types of adolescent behavior at MTs Darunna'im are very diverse, especially anti-social and socially deviant behavior such as vandalism, bullying, and stealing. etc. (2) The factors behind the emergence of deviant early adolescent behavior are economic, parental conditions, parental education at home, the influence of social media, and other friends. (3) Guidance from guidance and counseling teachers has been given to early teens at MTs Darunna'im with three actions, namely: (a) preventive actions, namely by holding activities to carry out congregational prayers and Studying the Koran, waking up before dawn, praying tahajjud, providing vocabulary, dhuha prayers, entering class on time, reciting the quran after Maghrib, studying after Isha, taking attendance at every activity, conducting weekly evaluations. (b) repression actions (to prevent deviant behavior from worsening), namely by providing guidance and advice, enforcing school discipline, and summoning parents. (c) curative action (scoring and returning to parents).

- Ihsan, K., Jonyanis, D., & Si, M. (2016). FACTORS CAUSE OF CHILDREN CRIMINAL ACTION (case study of prisons pekanbaru class II B). *Jom Fisip*, 3(2), 1–15.
- Karlina, L. (2020). Fenomena Terjadinya Kenakalan Remaja. *Edukasi Nonformal*, 1(2), 147–158.
- Laila, F. N. (2017). Bimbingan Konseling Keluarga Dan Remaja, Edisi Revisi (revisi). UIN Sunan Ampel Pres.
- Masril. (2017). Konseling post-traumatic stress disorder dengan pendekatan “Terapi Realitas.” Prosiding Internasional Seminar & Workshop Post Traumatic Counseling, 1(1), 184–192.
- Prabowo, B. A., & Karyono, K. (2015). Gambaran Psikologis Individu Dengan Kecenderungan Kleptomania. *Jurnal Psikologi Undip*, 13(2), 163–169. <https://doi.org/10.14710/jpu.13.2.163-169>
- Putra, A. R. B. (2015). Peran Guru Bimbingan Konseling Mengatasi Kenakalan Remaja di Sekolah. *Pedagogik: Jurnal Pendidikan*, 10(1), 32–39. <https://doi.org/10.33084/pedagogik.v10i1.597>
- Sary, Y. N. E. (2017). Perkembangan kognitif dan emosi psikologi masa remaja awal. *Jurnal Pengabdian Kepada Masyarakat*, 01(01), 6–12.
- Yuliani, S., Widianti, E., & Sari, S. P. (2018). Resiliensi Remaja Dalam Menghadapi Perilaku Bullying. *Jurnal Keperawatan BSI*, 6(1), 77–86.