

## STRATEGIES FOR HANDLING DELINQUENT BEHAVIOR PROBLEMS IN CHILDREN AT SDN JERON BOYOLALI THROUGH A PSYCHOLOGICAL APPROACH

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### Abstract:

There is a problem of delinquent behavior among children at SDN Jeron Boyolali. The main focus is on creating a safe and conducive learning environment. Child delinquency, which often takes the form of aggressive behavior, defiance, or Disruption of classmates, can affect the learning process teaching and create tension in the school environment. Handling This problem requires a more holistic approach, where factors in Child psychology need to be understood in depth. A focused psychological approach to understanding children's emotional and social needs and helping them develop skills in managing emotions and behavior. The handling strategy implemented at SDN Jeron Boyolali involves several key steps. First, the application of counseling guidance to help the child understand and overcome possible feelings of frustration or anxiety is the root of their delinquency problem. School counselors work with teachers and parents to design specific interventions according to each child's needs. Second, positive reinforcement through Rewarding or recognizing a child's good behavior can increase their self-confidence and motivation to behave better.

**Keywords:** Delinquent Behavior, Psychological Approach, Counseling Guidance

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## INTRODUCTION

Delinquent behavior in children at the elementary school level is one of the problems educators often face, including at SDN Jeron Boyolali. The delinquency in question can take the form of various negative actions such as disobedience to school rules, physical violence against peers, bullying, as well as disruptive behavior that disrupts the process of learning. This kind of behavior not only harms the child who does it, but it can also interfere with a child's comfort and academic development. If not handled properly, this delinquent behavior risks developing more complex behavioral problems later in life.

The causes of delinquency in children are diverse and often influenced by internal and external factors. Internal factors such as the emotional and psychological development of children, as well as their ability to manage feelings and stress, are often closely related to the delinquency that arises. On the other hand, external factors such as the family environment, peer influence, and social conditions around the child can also trigger negative behavior. Therefore, handling delinquent behaviour problems cannot be done only with a punishment or coercion approach but requires a deep understanding of the psychological factors behind it.

The psychological approach is one of the solutions that is considered effective in dealing with juvenile delinquency at SDN Jeron Boyolali. This approach not only focuses on changing children's behavior directly but also aims to understand and address more fundamental problems, such as children's inability to manage emotions, tension in social relationships, or lack of skills in communicating with others. Using a psychological approach, educators, counselors, and parents can work together to help children develop healthy social and emotional skills. It is expected to reduce delinquent behavior and create a learning environment that supports children's positive development, both academically and socially. This article will discuss further the strategy for handling juvenile delinquency at SDN Jeron Boyolali with a holistic and comprehensive psychological approach.

Delinquent behavior in children in elementary schools, including at SDN Jeron Boyolali, often requires serious attention from educators, parents, and the community. Delinquency in the form of

violence, disobedience to rules, bullying, or disturbances to classmates not only damages a conducive learning environment but also hinders children's emotional and social development. A psychological approach is essential to deal with this problem effectively, considering that complex psychological and social factors often influence delinquent behavior. Here are some theories that can be used to understand and deal with the problem of delinquency in children.

**Erik Erikson's Theory of Social-Emotional Development.** Erik Erikson's theory of social-emotional development provides a relevant understanding of delinquency in elementary school-age children. According to Erikson (1963), children ages 6 to 12 are in the industry vs. inferiority stage. At this stage, children begin to develop social and academic skills, and they are greatly influenced by acceptance from peers and authorities such as teachers (Erikson, 1963). If children feel they have failed to meet social and academic expectations, they can experience feelings of inferiority that can lead to delinquency as an expression of inability or frustration.

Conversely, if children successfully overcome challenges during this stage, they will feel more confident and engage in more positive behavior. Therefore, a psychological approach that includes providing emotional support through counseling and positive reinforcement for successes is crucial in helping children overcome feelings of inferiority and improve their behavior.

**Social Learning Theory by Albert Bandura.** The social learning theory proposed by Albert Bandura (1973) states that children's behavior is not only influenced by direct experience but also by observations of the behavior of others, especially adults or peers. Children tend to imitate the behavior they observe in their environment. If they see aggressive or rebellious behavior at home or school, they may consider it a legitimate way to achieve goals or get attention.

Bandura proposed the concept of modeling or imitation of behavior as a way for children to learn. It means that children tend to imitate the behavior they see in people they consider to be models, such as parents, teachers, or friends. Therefore, in dealing with delinquency, adults in the school and home environment need to be positive examples of behavior that children can emulate. This can include healthy conflict resolution, good communication, and effective emotion management.

**Cognitive-Developmental Theory by Jean Piaget.** According to Jean Piaget & Inhelder (2008), children at elementary school age are in the concrete operational stage, where they begin to develop the ability to think logically, understand cause-and-effect relationships and recognize social and moral rules. However, at this stage, children often still need help understanding the consequences of their actions, both in social and academic contexts. It means that even though school-age children can understand the rules, they may not be fully aware or able to control their behavior without adult assistance.

In terms of delinquency, children may engage in disruptive behavior due to their ignorance or inability to fully understand the negative impacts of their actions on their peers or the environment. Therefore, a psychological approach that focuses on clear explanations of the consequences of negative behavior and the development of social and emotional skills is essential. Guidance programs that teach about morality and conflict management can be a solution to help children understand the relationship between behavior and its consequences.

**Ecological Theory by Urie Bronfenbrenner.** Ecological theory from (Urie Bronfenbrenner, n.d.) (1979) provides a comprehensive perspective on the factors that influence child development. Bronfenbrenner suggests that child development is influenced by the interaction of various systems, from the microenvironment (family, peers, school) to the macro system (culture and social values). These factors influence each other and contribute to children's behavior patterns.

External factors such as less harmonious family conditions, a school environment full of conflict, or negative peer influence can worsen a child's behavior. Therefore, the approach to handling juvenile delinquency must involve the entire child's environmental system, including family, school, and community. Collaboration between teachers, parents, and counselors is an important key to creating an environment that supports positive changes in children.

**Positive Reinforcement Theory by B.F. Skinner.** The psychological approach often used in dealing with delinquency is the positive reinforcement theory proposed by B.F. Skinner. Skinner (1965) argued that behavior could be influenced by reinforcing a desired behavior. Positive reinforcement, such as praise or rewards for good behavior, strengthens positive habits and reduces negative behavior. In the context of children, positive reinforcement can include verbal or material rewards given in response to good behavior shown.

By providing appropriate reinforcement, children can learn to replace delinquent behavior with more constructive behavior. In addition, a counseling approach is important to help children identify feelings or issues that may be at the root of their delinquent behavior. This approach also involves learning better social skills and managing emotions, which can reduce the likelihood of delinquency later in life.

The problem of juvenile delinquency at SDN Jeron Boyolali cannot be viewed as only bad behavior that must be punished but rather as the result of a complex interaction of various psychological and social factors. Based on developmental theories from Erikson, Albert, Piaget, Bronfenbrenner, and Skinner, it can be concluded that handling juvenile delinquency requires a holistic approach, which includes psychological guidance, positive reinforcement, and the involvement of parents and the child's environment. It is believed that by employing the appropriate psychological strategy, the issue of delinquency may be reduced, and kids can be raised in a setting that is more conducive to their social and emotional growth.

## METHODS

The research setting is where the research is conducted. This research was conducted at SDN Jeron Boyolali to learn how to handle delinquency in elementary school children especially at SDN Jeron Boyolali.

This research is descriptive using a qualitative method approach. Descriptive research is intended to describe conditions or phenomena as they are. It tries to find an accurate and sufficient description of all activities, objects, and people. Descriptive research is related to the collection of facts and direct identification (Sulistyo Basuki, 2010, p. 110).

## RESULT AND DISCUSSION

**Psychological Theories and Concepts.** Handling juvenile delinquency at SDN Jeron Boyolali requires a comprehensive approach based on psychological theory that can explain the causes, influencing factors, and appropriate handling strategies. As previously explained, several psychological theories relevant to handling juvenile delinquency include Erik Erikson's social-emotional development theory, Bandura's social learning theory, Jean Piaget's cognitive theory, Urie Bronfenbrenner's (1979) ecological theory, and Skinner's positive reinforcement theory. These theories offer a different but complementary perspective in understanding and handling juvenile delinquency.

**Erik Erikson's Social-Emotional Development.** Theory states that children who are in the industry vs. inferiority stage feel very influenced by their social environment, including school and family. The inability to meet expectations in the social environment can trigger feelings of inferiority, which are at risk of developing into delinquency (Erikson, 1963). Thus, interventions based on strengthening children's self-esteem and providing positive attention are crucial to overcoming delinquency problems.

**Albert Bandura's Social Learning Theory.** Bandura suggests that children learn a great deal by observing and imitating the behavior of adults and peers. If they are frequently exposed to negative behavior (such as aggression), they are more likely to imitate that behavior. Therefore, parents, teachers, and the social environment become crucial in creating good examples and behaviors that children imitate (Bandura, 1973).

**Jean Piaget's Cognitive-Developmental Theory.** Piaget believed that elementary school-age children are in the concrete operational stage, where they begin to develop the ability to think logically



and understand cause-and-effect relationships. However, they need adults' help to fully understand their behaviour's consequences. This approach points to the importance of education that teaches rules and helps children understand the consequences of their actions (Piaget & Inhelder, 2008).

**In Urie Bronfenbrenner's Ecological.** Theory, child development results from interaction with various environmental systems. Factors in the microsystem (family, school), mesosystem (interaction between family and school), and macrosystem (cultural values) can influence children's behavior. Therefore, handling delinquency involves not only intervention in schools but also the role of parents and the community (Bronfenbrenner, 1979).

**B.F. In Skinner's Positive Reinforcement Theory.** Skinner emphasized the importance of positive reinforcement in shaping behavior. Children can be more motivated to repeat the behavior by giving rewards or reinforcement for good behavior. It is the basis for applying counseling and guidance techniques that encourage children to demonstrate more positive behavior (Skinner, 1965).

Based on the explanation above and the results of the research that has been reviewed, the conclusion regarding the handling of juvenile delinquency through a psychological approach shows that the problem of juvenile delinquency cannot be solved with a single approach. Instead, its handling must be carried out holistically and integrated, involving various psychological, social, and environmental aspects of the child, such as:

**Juvenile Delinquency as a Result of Interaction of Psychological and Social Factors.** Research shows that juvenile delinquency is often the result of internal factors in the child, such as lack of self-control or emotional problems. However, it is also influenced by external factors, namely the influence of family, peers, and the school environment. Juvenile delinquency is often rooted in feelings of inferiority or frustration due to failure to meet social expectations, as expressed by Erikson (1963) in his theory of social-emotional development. Children who do not feel valued or who do not live up to expectations frequently show this by acting out, which can include delinquency.

**The Role of Parents and the Environment as Determining Factors.** Recent research, as found in the study by Lee et al. (2022), confirms that the role of parents in parenting is very important in preventing delinquency in children. Parenting training programs that increase parents' awareness of the importance of approaches that support children's emotional and social development show significant results in reducing negative behavior. Suggests that parental involvement in supporting children's development through good communication and managing children's feelings plays a major role in reducing delinquency.

In addition, the research results by Sutherland et al. (2023) also emphasize the importance of a community-based approach involving various parties, including schools, parents, and the community. Children who are connected to a supportive environment tend to exhibit better behavior. A positive and supportive environment gives children a sense of security, allowing them to cope with stress and frustration healthier.

**The Importance of Positive Reinforcement in Education.** The results of a study by Paltrowitz et al. (2021) show that applying positive reinforcement is one of the effective strategies for reducing child delinquency. Positive reinforcement, such as giving awards or recognition for good behavior, can motivate children to behave positively and increase their self-confidence. It is consistent with Skinner's (1965) theory of positive reinforcement, which states that reward behavior tends to be repeated. In the school context, giving awards to children who obey the rules or behave well improves the quality of their behavior and creates a more positive atmosphere in the classroom.

**Counseling and Emotional Management as the Main Keys.** A study by Zeidner et al. (2020) showed that individual counseling focusing on developing emotional intelligence could significantly reduce delinquency in children. Counseling helps children understand and manage their feelings and teaches them the 10 social skills to interact well with peers and adults. This approach also focuses on developing skills in dealing with stress and frustration, which often trigger delinquent behavior.

**Multidimensional Approach Involving All Parties.** This study's main conclusion is that handling juvenile delinquency requires a multidimensional approach that involves all important

elements in the child's life, such as family, school, and community. Based on Bronfenbrenner's (1979) theory of developmental ecology, children develop in interaction with various environmental systems. Thus, solutions to juvenile delinquency cannot only be found through interventions at school but also require support from parents and the surrounding community.

Community-based interventions, which involve multiple stakeholders to create a more conducive environment and support positive child development, are highly effective in reducing delinquency. This approach ensures that children have multiple sources of support to address their behavioral problems, whether at home, school or other social settings.

Overall, this study confirms that handling juvenile delinquency must be based on a deep understanding of children's psychological development and the social factors that influence it. Psychological approaches, including counseling, positive reinforcement, and parental and community involvement, are effective in reducing juvenile delinquency. Therefore, to handle the problem of delinquency at SDN Jeron Boyolali and other schools, it is important to integrate psychological approaches that involve all elements that play a role in children's lives.

## CONCLUSION

This study shows that a psychological approach to handling juvenile delinquency at SDN Jeron Boyolali must be holistic and integrated, involving theories of psychological and social development and interventions involving family, school, and community. Psychological factors such as emotional intelligence and social influences from the family and peer environment have an important role in juvenile delinquency behavior. The study showed that counseling focused on emotional intelligence and positive reinforcement reduced juvenile delinquent behavior and improved children's social skills.

In addition, the role of parents in supporting children's social-emotional development has been proven to be important in creating positive change. A community-based approach that involves all parties in the school, family, and community also significantly impacts creating an environment that supports changes in children's behavior. Therefore, handling juvenile delinquency must integrate a psychological approach that involves all elements around the child and provides consistent support in their various social environments.

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