

## **Enhancing Self-Control and Peer Attachment: Counseling Strategies for Reducing Juvenile Delinquency in Islamic Boarding School**

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### **ABSTRACT**

This study examines the influence of self-control and peer attachment on juvenile delinquency among students at an Islamic boarding school. Islamic boarding schools, or pesantren, are unique educational institutions in Indonesia that emphasize both religious education and moral development. However, the strict discipline and regulations within pesantren often lead to instances of deviant behavior among adolescent students, who are particularly vulnerable during this transitional life stage. The study involved 219 students, with data collected using the Peer Attachment Scale and the Brief Self Control Scale (BSCS). The results of multiple regression analysis revealed that both self-control and peer attachment significantly impact juvenile delinquency, with peer attachment showing a stronger influence. Specifically, higher levels of self-control were associated with lower delinquency rates, while positive peer attachment was found to reduce delinquent behaviors. The findings suggest that targeted interventions in pesantren should focus on enhancing self-regulation skills and fostering positive peer relationships to mitigate delinquency. Additionally, the study highlights the importance of continuous supervision and collaboration between counselors, parents, and school authorities to create a supportive environment that promotes moral and character development. These insights provide a foundation for improving guidance and counseling strategies in pesantren, aiming to cultivate a more disciplined and ethically grounded student body.

**Keywords:** self-control, peer attachment, juvenile delinquency, Islamic boarding school, pesantren, adolescent behavior, guidance and counseling



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### **INTRODUCTION**

Islamic boarding schools emerged and grew as educational forums in Indonesia which are indigenous which is the longest Islamic educational institution, Islamic boarding schools develop not only as a fulfillment of educational interests but also as a broadcast about Islam. Islamic boarding schools are places of religious education which have their own characteristics which are different from other institutions, Rohim (2015) explained that Islamic boarding schools are a collection of their own groups in which there is a person with a commitment to the heart, sincerity, and also voluntarily tied to kyai, master teachers, buya, ajengan or other designations that are in line with the purpose of living together on certain standards in their morals. In the pesantren there are students who are dominated by teenagers, they are faced with several regulations set by the pesantren, strict discipline such as being obliged to come on time when entering school, speaking Arabic and United Kingdom in the pesantren, rules that prohibit

carrying and using mobile phones in the pesantren area, prohibiting interacting with the opposite sex, Requiring them to attend congregational prayers in mosques, prohibiting leaving the dormitory without permission, and requiring them to return to the boarding school on time after exiting, which resulted in the Santri committing violations ranging from minor violations to serious violations. Santrock (2012) explained that this adolescent phase is a stopover time in a person's life, from childhood to adulthood. Adolescence is a period of instability, this was emphasized by Suri et al., (2022) stated that the adolescent phase is also a range of negative behaviors and have an impact on their environment, this is because adolescence has changes in physical, cognitive, personality, social and emotional instability in adolescents can also be affected by hormonal conditions. In the adolescent phase, deviant behavior often occurs because this transition period may appear a crisis period, characterized by a tendency to deviant behavior that will result in a decline in morals, morals, and social problems that will occur, this phase is called juvenile delinquency. Islamic boarding schools are a good place to learn religious knowledge and improve morals, but juvenile delinquency can occur anywhere, one of which is students who dominate in adolescence are quite vulnerable to committing delinquency or violating the rules set by the leadership of the Islamic boarding school because of the condition that is still labile which results in frequent violations and results in them committing several delinquents.

Based on the results of the implementation of a pre-study which was carried out at an Islamic boarding school in Bekasi in November 2023, involving 31 students, 62% of respondents experienced fights and conflicts with their friends and classmates, 73.3% of respondents had experienced or committed theft of other people's belongings, either hidden or open, and destroyed Islamic boarding school facilities, 14% of respondents had secretly smoked and watched pornographic films, 63% have secretly run away and fight their parents. Jansen (in Saputro & Suharto 2012) defines juvenile delinquency as deviant behavior, this act is not an evil behavior because of the violation of norms in the family and school, where there are no detailed rules by law. Aroma and Sumiyati (in Dewi et al., 2017) Juvenile delinquency can be defined as behavior carried out by adolescents through the disregard of social norms that exist in society. This behavior includes all actions that are contrary to the norms and laws that adolescents enforce, which have the potential to harm themselves and the individuals around them. Jansen (in Sriwahyuni, 2017) explained the division of juvenile delinquency into 4 aspects, including delinquency that causes physical victims of other individuals like brawls, fights. Second, delinquency that makes material victims like damaging and stealing. Third, social delinquency where there are no victims on the part of other individuals such as smoking and watching pornographic videos. And the last aspect is delinquency that is not in harmony with student behavior such as skipping, going away from home, also fighting parents. Lastris et al. (2020) explained that adolescents who engage in delinquent behavior will waste their time, thereby hindering the achievement of future goals. Then it was emphasized by Oktawi (2017) emphasizing that adolescents who behave deviantly will have a negative impact on the surrounding environment, because their existence can cause unrest, harm, and endanger others. According to Santrock (2012) factors that affect juvenile delinquency include low self-control, some children and adolescents experience failure to get important control that has been possessed by others during their growth process. According to De Ridder et al. (2011) self-control is the capacity of the self to change the dominant behavioral response, thoughts and emotions, and has two dimensions, namely inhibition and initiation. With good self-control, it

will reduce the level of delinquency in adolescents, as well as the opposite, the lower the level of control that individuals have, so that the higher the level of juvenile delinquency, high self-control in adolescents. Afyah (2022) stated that adolescents will be better able to control themselves, avoid delinquent behavior, be responsible, and regulate their emotions well. Santrock (2012) explained that another factor that affects juvenile delinquency besides self-control is the peer attachment factor where the low influence of low peer attachment usually affects bad activities, which poses a risk of juvenile delinquent behavior. According to Armsden and Greenberg (in demma' musu & alwi 2023), peer attachment is a bond formed due to the establishment of good communication and trust between peers. Meanwhile, according to Barrocas (in Rasyid et al., 2022), attachment to peers is a relationship between a teenager and his peers, which can be a source of psychological security in itself. According to Armsden and Greenberg (in Putri & Novitasari 2017) there are three aspects in peer attachment, namely communication, trust, and alienation. Tianingrum and Nurjanah (2019) explained that the negative influence of peer attachment can cause adolescents' behavior to become naughty, because they experience strong pressure from their peer environment. Daige (in Hastuti & Fitriani, 2016) asserts that attachment to friends plays an important role in adolescent life; Support from colleagues can encourage teenagers to live the world. However, when closeness is established with a naughty partner, teenagers usually behave negatively. The above statement is supported by a similar study carried out by Munawaroh (2015) conducting research on the effect of self-control on juvenile delinquency which in this study showed that the results had a significant association on juvenile delinquency, then, a study carried out by Fitriani and Hastuti (2016) to increase knowledge between peers on juvenile delinquency, the results showed that proximity to peers significantly affected positively on juvenile delinquency

Deviant behavior among students is a complex phenomenon and can occur at any time. In an effort to understand and overcome this problem, research on deviant behavior among students is very necessary. Here are some examples of wrong behavior that usually exists in students and can be used as the focus of research such as running away from the dormitory through the third floor, skipping school during study hours, smoking secretly. The purpose of this study is to increase knowledge about the influence of self-control and peer attachment on juvenile delinquency in students at Islamic boarding school X. Hypotheses in this study are 3 of them: first, there is an influence of self-control and peer attachment on juvenile delinquency in students at Islamic boarding school X, the second there is an influence of self-control on juvenile delinquency on students at Islamic boarding school X, and lastly, there is the influence of peer attachment on juvenile delinquency in students at Islamic boarding school X.

## **METHOD**

Based on the above explanation, this study uses a quantitative method. The study population is students at Islamic Boarding Schools which totals 219 students. The sampling technique uses saturated samples, which means that the entire population is collected into one sample. This data collection technique uses the first psychological scale, the Peer attachment scale, which was adopted by researchers by referring to three aspects according to Armsden and Greenberg (in Rahman et al., 2023), namely communication, trust, and alienation. the second is the Brief Self Control Scale (BSCS) adopted by De Ridder et al. (2011) based on the dimensions of Inhibition and Initiation. The third is the construction scale which refers to Jansen (in Sriwahyuni, 2017) with 4 aspects, including delinquency that causes physical harm

to others, delinquency that is materially harmful, social delinquency that does not have an impact on others, and delinquency that is contrary to the status of the child as a student.

**RESULTS AND DISCUSSION**

There 219 respondents with details of 91 equivalent to 41.5% male students and 128 equivalent to 58.5% female, with a vulnerable age of 13-18 years and overall residing in Islamic boarding schools. The following is a recap of the participants in this study.

Table 1. Respondents Characteristic

Characteristic	Sum	Presented
Gender		
Man	91	41,5%
Woman	128	58,5%
Class		
Class 1	30	13,6%
Class 2	43	19,6%
Grade 3	42	19,1%
Grade 4	26	11,8%
Grade 5	35	15,9%
Grade 6	45	20,5%
Depictions of juvenile delinquency		
Low	191	87%
High	28	13%
Low	103	48%
High	116	52%
Low	39	18%
High	180	82%

**Normality Test**

The normality test is used to increase knowledge whether the data population is normal or not. This normality test was carried out through the kolmogrofsmirnov test with the help of SPSS version 29. According to sugiyono (2018), a data is considered to have a normal distribution if the P value is greater than 0.05. With this method, the data is said to have a normal distribution if the significance value is greater than 0.05 ( $p > 0.05$ ). On the other hand, if the significance value is less than 0.05 ( $p < 0.05$ ), then the data is not normally distributed. Visually, it can also be seen through the distribution of data, if the data is spread evenly, it can be said to be normally distributed. The normality test in this study yielded *sig (2-tailed)* 0.200, where  $0.200 > 0.05$ , then the conclusion is that the above data is normally distributed.

**Linearity Test**

The results of the linearity test in the table show that the value of *sig. Linearity* in self-control over juvenile delinquency is 0.000 while the value of *sig. The linearity* for peer attachment to juvenile delinquency is 0.000. The data is said to be linear if *sig. Linearity*  $< 0.05$  so the conclusion is that the variables mentioned above are linear. The next data analysis is the linearity test. Here are the results of the analysis:

**Table 2. Linearity Test**

Variable	Sig.
Juvenile delinquency*self-control	.000
Juvenile delinquency* peer attachment	.000

**Multiple Regression Test**

According to Sugiyono (2018) explained that the multiple regression test is an instrument to analyze data that has more than 2 independent variables in dependent variables where the purpose is to state the existence or absence of a functional relationship between the variables. This study uses 2 independent variables, so it must use a partial test (T test) and a simultaneous test (F test). If the value is *sig.* < 0.05, so it can be said that each independent variable has an influence on the dependent variable.

**Table 3. Multiple-Simultaneous Regression**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1367.035	2	683.518	20.224	.000b

The results of the F test above show that the value of *sig.* From self-control, peer attachment to juvenile delinquency is 0.000 which is  $0.000 < 0.05$ , so it can be said that the independent variable has an influence on the dependent variable and it can be said that self-control and peer attachment have an influence on juvenile delinquency.

**Table 4. Partial Multiple Regression Test**

Variable	Mr
Kontrol_diri	.015
Kelekatan_teman_sebaya	.000

The results of the T test above show the value of *sig.* From self-control over juvenile delinquency which is 0.015 and from peer attachment to juvenile delinquency 0.000, both independent variables have a *SIG value.* <0.05 then it can be said that it is rather than dependent variables together.

**Coefficient of Determination Test**

The results showed that self-control and peer attachment to juvenile delinquency were 0.158 where  $(R \text{ Square} \times 100\%) = 0.158 \times 100\% = 15.8\%$  so that it was said that self-control and peer attachment to juvenile delinquency were 15.8% and 84.2% were influenced by outside of this variable. The results of the determination coefficient test are as follows.

**Table 5. Determination Coefficient Test Simultaneous**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.397a	.158	.150	5.814

Based on the self-control table, it has a beta value of -0.159 and a Pearson value of -0.246, meaning that the influence of self-control on juvenile delinquency contributes by  $-0.159 \times -0.246 = 0.04 \times 100 = 4\%$ , then it is known that peer attachment to juvenile delinquency has a beta score of -0.324 and a Pearson value 0.366 which means that the influence of peer

attachment on juvenile delinquency contributes  $-0.324 \times 0.366 = 0.118 \times 100 = 11.8\%$ . So it can be concluded in this study that the peer attachment variable has a greater influence than the self-control variable on juvenile delinquency in students of Islamic boarding school x. In this study, it was revealed that there was a significant bond between  $Y = 44,954 - 0.102 - 0.160 = 44,692$ . This means that the higher the juvenile delinquency, the lower the self-control, and the higher the juvenile delinquency, the lower the attachment of peers. The data of this study shows that there is a negative relationship as well as significance between self-control as well as peer attachment to juvenile delinquency. According to Bonne (in Indrawati & Rohimi, 2019) it is mentioned that good *self-control* skills have a positive impact, especially for students. Learners who have good *self-control* tend to show better performance in completing certain tasks. Individuals who have high self-control will avoid mischievous or deviant acts. Fitriani & Hastuti, 2016 revealed that attachment with peers also plays an important role in providing support and care, as well as increasing adolescents' courage in facing demands better. Meanwhile, Santrock (2012) emphasized that low self-control, resulting in adolescents often failing to get important control that others already have during the growth process, as well as having peers who are less supportive and tend to influence them in the direction of negative things. This can increase the risk of juvenile delinquent behavior. Santrock (2012) also revealed that the influence of peer attachment that is less ignorant will affect bad activities which can give a risk of juvenile delinquency. The above statement is in line with a study carried out by Ramdhani and Okfrima (2022) which conducted self-control research on juvenile delinquency where the results were obtained that there was a link between the role of function between self-control and juvenile delinquency that the higher the self-control each individual has, the lower the level of juvenile delinquency. Then Fitriani and Hastuti (2016) also conducted a study between peer attachment to juvenile delinquency where the results were obtained that there was a role and function relationship between peer attachment to juvenile delinquency.

Table 6. Partial Coefficient-Determination Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Mr.	Correlations
	B	Std. Error	Beta			Pearson
(Constant)	44.954	2.919		15.402	.000	
Self-control	-.102	.042	-.159	-2.460	.015	-0.246
Peer attachment	-.160	.032	-.324	-4.998	.000	0.366

This study shows that peer attachment plays an important role in determining student behavior. If the attachment occurs with friends who have positive behavior, it can reduce juvenile delinquency. On the other hand, if attachment occurs with friends who have negative behaviors, it tends to increase juvenile delinquency. In the pesantren environment, they dominate more interactions with friends, because the 24 hours they spend with friends starting from waking up, doing activities together until they go back to sleep, which causes the attachment to become very attached and close. according to Buchanan and Bowen (in Rahmawati & Lestari, 2015) said that a positive peer environment and support from peers can help students to obey and be disciplined towards the rules in Islamic boarding schools. In addition, attachment with peers can also increase students' compliance with regulations



## **Implications in Guidance and Counseling**

Based on the research findings, there are several important implications that can be applied in guidance and counseling within the pesantren environment, especially in addressing juvenile delinquency. First, the development of self-control-based guidance programs is crucial. Pesantren, as educational institutions with strong religious values, have significant potential to integrate the concept of self-control into their guidance and counseling programs. Self-control has been proven to have a significant impact on reducing juvenile delinquency, making it essential for guidance programs at pesantren to focus on developing students' self-regulation skills through emotional regulation training, moral reinforcement, and activities that enhance self-awareness (Santrock, 2012; De Ridder et al., 2011). Second, the strengthening of positive peer attachment should also be a primary focus in the guidance and counseling programs at pesantren. Given the significant role of peer attachment in influencing student behavior, these programs can be designed to promote healthy interactions among students through discussion groups, joint activities, and the formation of support groups. Strengthening positive peer attachment can help students support each other in adhering to the rules and norms of the pesantren (Armsden & Greenberg, as cited in Rahman et al., 2023; Buchanan & Bowen, as cited in Rahmawati & Lestari, 2015). Third, individual and group counseling approaches must be applied by counselors at pesantren, considering the heterogeneity of students in terms of their levels of self-control and peer attachment. Individual counseling can be focused on students with low self-control, while group counseling is more effective in strengthening positive peer attachment among students. This approach should be designed to meet the specific needs of each student (Ramdhani & Okfrima, 2022; Fitriani & Hastuti, 2016). Fourth, supervision and guidance of students' social interactions must be enhanced. Pesantren, as closed environments with intensive social interactions, need to increase supervision and guidance of social interactions among students. With stricter supervision and targeted guidance programs, deviant behavior triggered by negative peer attachment can be minimized. This can be achieved through regular monitoring activities and the evaluation of student behavior (Tianingrum & Nurjanah, 2019; Daige as cited in Hastuti & Fitriani, 2016). Fifth, collaboration with parents and pesantren authorities is essential in the guidance and counseling programs. These programs should involve the active participation of parents in the student guidance process. Through close cooperation between counselors, parents, and pesantren authorities, a consistent environment can be created that fosters positive student behavior both inside and outside the pesantren. Awareness campaigns about the importance of self-control and positive peer attachment can also be conducted with parents to ensure they support these programs at home (Oktawi, 2017; Munawaroh, 2015). By implementing these approaches, it is hoped that the level of juvenile delinquency within the pesantren environment can be reduced, thereby creating a more conducive educational atmosphere for the development of students' morals and character.

## **CONCLUSION**

The findings from this study reveal that both self-control and peer attachment significantly influence juvenile delinquency among students at Islamic boarding schools, with peer attachment playing a more substantial role. The results demonstrate that higher levels of self-control are associated with lower incidences of delinquent behavior, indicating that students who possess better self-regulation skills are less likely to engage in actions that violate

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school rules. Similarly, strong and positive peer attachments are critical in shaping students' behavior, as students who form close bonds with peers who exhibit positive behaviors are less likely to participate in delinquency. The study highlights the need for targeted interventions within pesantren environments, emphasizing the importance of developing self-control through structured guidance programs and promoting positive peer interactions to mitigate the risk of juvenile delinquency. Furthermore, the research underscores the necessity for continuous supervision and collaboration between counselors, parents, and school authorities to create a supportive environment that fosters moral and character development among students. By addressing these factors, Islamic boarding schools can effectively reduce delinquent behaviors and cultivate a more disciplined and ethically grounded student body.

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