



## GUIDANCE AND COUNSELLING SERVICES WITH PANCASILA VALUES INTERVENTION IN PREVENTING JUVENILE DELINQUENCY ACTION

Tresna Suhartoni<sup>1</sup>, Syifa Jauhar Nafisah<sup>2</sup>, Nada Fristy Yusri<sup>3</sup>

Indraprasta PGRI University Jakarta<sup>1,2,3</sup>

e-mail:tresna.suhartoni.07@gmail.com \*, syifajauhar03@gmail.com,  
nada.fristyyusri@unindra.ac.id

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### **Abstrak**

Kenakalan remaja (*juvenile delinquency*) merupakan masalah sosial yang menjadi perhatian masyarakat, mencakup berbagai tindakan, seperti berkendara tanpa menggunakan SIM, kebiasaan berkelahi, saling ejek (*bullying*), corat-coret di sekolah, melakukan pemerasan, mencuri, membantah guru, tidak pernah mengerjakan tugas sekolah, bolos sekolah, bahkan yang mengawatirkan adalah minum-minuman keras, penyalahgunaan narkoba, geng motor dan seks bebas. Masa remaja umumnya dimulai sekitar usia 13 tahun, dan berakhir sekitar usia 21 tahun. Metode yang digunakan, yaitu penelitian kuantitatif dengan pendekatan *one group pretest - posttest design*, yaitu suatu bentuk desain eksperimen semu (*quasi experiment*) yang bertujuan untuk mengukur efektivitas intervensi melalui perbandingan data sebelum dan sesudah perlakuan dalam satu kelompok yang sama. Hasil penelitian menunjukkan data sebagian sebagian besar (71,71%) sebelum mengikuti layanan bimbingan konseling, dan seluruhnya (87,94%) peserta didik memahami bahaya aksi kenakalan remaja dan cara pencegahannya setelah mengikuti layanan bimbingan konseling dengan intervensi nilai-nilai Pancasila. Seluruhnya (83%) peserta didik menyatakan merasa puas, dan sebagian kecil (17%) peserta didik menyatakan merasa belum puas akan layanan bimbingan konseling dengan intervensi nilai-nilai Pancasila dalam mencegah aksi kenakalan remaja. Konselor selain memberikan *treatment* keagamaan Islam pada sila pertama Pancasila juga narasi mengenai hukum pidana tentang kenakalan remaja agar dapat meningkatkan kesadaran hukum terhadap peserta didik dengan mengetahui ancaman hukuman penjara dan sebagai *shock therapy* kepada peserta didik agar dapat memahami bahaya dari aksi kenakalan remaja, sehingga lebih dekat dengan Allah S.W.T.

**Kata Kunci:** Pancasila, Kenakalan Remaja, Pencegahan, *Shock Teraphy*.

### Abstract

Juvenile delinquency (*juvenile delinquency*) is a social problem that concerns the community, encompassing various actions, such as driving without a license, fighting habits, teasing each other (bullying), graffiti at school, blackmail, stealing, arguing with teachers, never doing schoolwork, skipping school, even the worrying ones are drinking alcohol, drug abuse, motorcycle gangs and free sex. Adolescence generally begins around the age of 13 and ends around the age of 21. The method employed is quantitative research with a one-group pretest-posttest design, a form of quasi-experimental design that aims to measure the effectiveness of the intervention by comparing data before and after treatment within the same group. The study's results showed that the majority of data (71.71%) indicated that students had not previously participated in guidance and counselling services. All (87.94%) of the students understood the dangers of juvenile delinquency and how to prevent it after participating in guidance and counselling services with Pancasila values intervention. All (83%) of the students stated that they were satisfied, and a small portion (17%) stated that they were not satisfied with the guidance and counselling services, including the Pancasila values intervention, in preventing juvenile delinquency. Counsellors, in addition to providing Islamic religious treatment on the first principle of Pancasila, also provided narratives regarding criminal law regarding juvenile delinquency in order to increase legal awareness of students by knowing the threat of imprisonment and as a shock therapy to students, so that they can understand the dangers of juvenile delinquency, that they are closer to Allah SWT.

**Keywords:** Pancasila, Juvenile Delinquency, Prevention, Shock Therapy.

### Introduction

The flow of globalisation has led to the advancement and development of science and technology, thus fostering more open relations between countries. Others readily adopt the norms, values, and culture of one country. Another aspect of this development is modernisation and industrialisation, which, while beneficial, also have detrimental impacts on human life.

The rapid development of science and technology, as well as the entry of the acculturation process, has led to moral decadence, one of which is juvenile delinquency. Juvenile delinquency is a social problem that has attracted public attention, encompassing various actions, such as driving without a license, fighting, teasing each other (bullying), graffiti at school, extortion, stealing, arguing with teachers, never doing schoolwork, truancy, and even worrying about drinking alcohol, drug abuse, motorcycle gangs and free sex.

Juvenile delinquency is an increasingly common phenomenon in modern society. Pancasila should serve as a benchmark in life, particularly in terms of character formation and national identity, allowing it to filter out any incoming influences that are not in line with our own national

values. This is because Pancasila serves as a guideline for conducting life in society, the nation, and the state. Therefore, it is fitting that we, as the next generation of the Indonesian nation, uphold and inspire the values of Pancasila in our daily lives, because by doing so, the nobility of Pancasila's values will be ingrained and preserved throughout the ages, right down to future generations.

Pancasila contains essential values in the Preamble to the 1945 Constitution and is given a position as the basis of the state. The basis of the state will have no meaning if we, as its supporters, are unable to implement it in everyday life. Pancasila, as the source of all legal sources that apply in Indonesia, contains values that have been explained in the Preamble to the 1945 Constitution. Without Pancasila, our national society would not have achieved the strength it has today.

According to Indah Masruroh et al (2023), from the perspective of deviant behaviour, "social problems occur because there are behavioural deviations from various social rules or from prevailing social values and norms", including:

1. Nonconforming behaviour is behaviour that does not align with existing values or norms. For example, skipping class, smoking in a no-smoking area, and throwing trash in the wrong place, among others.
2. Antisocial or asocial behaviour is behaviour that goes against social norms or the public interest. For example: drinking alcohol, using narcotics or dangerous drugs, prostitution, and so on.
3. Criminal acts are acts that clearly violate written laws and threaten the lives or safety of others. For example: theft, robbery, murder, rape, and various other forms of crime.

Considering that adolescents are the younger generation and represent a highly potential human resource, carrying on the nation's ideals and playing a crucial role, they require protection, guidance, and development to ensure their complete physical, mental, and spiritual growth. Guidance and counselling services are systematic, objective, logical, and ongoing efforts undertaken by counsellors to facilitate the development of clients toward independence through the ability to understand, accept, guide, and make informed decisions. Examples of guidance and counselling services include:

1. Helping students develop their learning abilities.
2. Helps determine students' interests and talents.
3. Helping students solve their problems.

Because guidance and counseling services have principles, namely the principle of confidentiality, the principle of voluntariness, the principle of openness, the principle of contemporary, the principle of independence, the principle of activity, the principle of dynamism, the principle of integration, the principle of normativeness, the principle of expertise, the principle of handover, and the principle of *tut wuri handayani*.

Based on the above considerations, we, the Lecturer Team of the Guidance and Counselling Study Program, Faculty of Education and Social Sciences, Indraprasta PGRI University, will conduct research based on the Tri Dharma of Higher Education with the title "Guidance and Counselling Services with Pancasila Values Intervention in Preventing Juvenile Delinquency." This research makes a significant contribution to the understanding of how Pancasila values-based intervention can prevent juvenile delinquency among students, as well as how this approach can be applied to improve the quality of teaching in schools. It is hoped that the results of this research will provide practical recommendations for guidance and counselling teachers in schools to prevent juvenile delinquency and improve student learning outcomes.

### Method

A research design serves as a guideline for conducting research. According to Sugiyono (2019), quantitative research methods can be defined as "research methods based on the philosophy of positivism, used to study specific populations or samples, with data collection using research instruments and quantitative data analysis, aimed at testing predetermined hypotheses." Starting from Sugiyono's opinion, the author employs a quantitative research method in this study.

This research design employs a quantitative, one-group pretest-posttest design approach, a form of quasi-experimental design that aims to measure the effectiveness of an intervention by comparing data before and after treatment within the same group. The results of the sampling will be used as pretest scores to collect data. After the treatment or group guidance service is provided, a posttest score will be taken to determine whether there is an effect of group guidance on students.

According to Arikunto(2013)defines "population as the entire object in a study that is experienced and recorded in all forms that exist in the field." Based on these opinions, the population in this study consisted of 20 ninth-grade students at Bina Pangudi Luhur Middle School in East Jakarta. Because adolescent acquaintances are generally indicated in ninth-grade students, the sample criteria were very suitable for the study.

According to Sugiono (2024), "a sample is a portion of the population's size and characteristics." If the population is large and researchers cannot study all its members, for example, due to limited funds, resources, and time, then researchers can use samples taken from that population. In this study, sampling was done using a purposive sampling technique.

Furthermore, according to Sugiyono (2024)"Purposive sampling is used because various limitations often prevent researchers from taking samples randomly. By using purposive sampling, it is hoped that the sample criteria obtained will truly align with the objectives of the research being conducted."

To determine the sample size further, the researcher used the Slovin formula, as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

$$n = \frac{20}{1 + 20 (0.1)^2} = \frac{20}{1 + 0.2} = \frac{20}{1.2} = 16.67$$

**Information:**

*In a sample size.*

*N population size (20 people).*

*The margin of error (10% /0.1).*

According to the calculation results using the Slovin formula, the obtained value is 16.67. This value is a fraction, and according to Sugiyono (2024), "In calculations that produce fractions (containing commas), it is best to round them up." So the number of samples in this study was 17 people. The initial step in research involves collecting initial data (pretest) before carrying out treatment (*treatment*) and final data (posttest) after being given treatment from a group of students who participated in guidance and counseling services using an instrument in the form of a closed questionnaire using a Likert Scale with five alternative answers, namely SS (Strongly Agree), S (Agree), KK (Sometimes), TS (Disagree), and STS (Strongly Disagree). The use of this scale is expected to increase the reliability of the instrument because it provides adequate response variations and makes it easier for respondents to provide answers consistently. The instrument consists of 30 statement items, arranged according to several dimensions per indicator of variables X and Y. Multiple statement items represent each dimension. An example of a statement item is "I swear by using dirty words when I feel annoyed with friends". The total respondent score is obtained by adding up all item scores. The higher the total score, the higher the level of understanding (the measured variable).

Data analysis in this study was conducted by comparing the pretest and posttest results obtained from closed questionnaires completed by students before and after participating in guidance and counselling services with Pancasila values intervention in preventing juvenile delinquency. The collected data were analysed quantitatively using descriptive statistical tests and paired sample t-tests to determine the significance of changes in the level of understanding of how to prevent juvenile delinquency following the intervention. This test was used because it is in accordance with the one-group pretest-posttest design. This research design focuses on the difference in average scores before and after treatment within the same group. The results of this analysis provide an overview of the effectiveness of the Pancasila values intervention after participants have received guidance and counselling services incorporating Pancasila values in

preventing juvenile delinquency, and serve as a basis for concluding the success of the intervention that has been carried out.

## Results

### 1. Descriptive Statistics

Based on the research conducted, this section will explain the results. Data analysis was conducted using SPSS version 27.0. The following descriptive test results are outlined in the following table: **Table 1**

*Statistical Data Description Using SPSS Version 27.0.*

	Descriptive Statistics							
	N Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
Sebelum diberikan perlakuan	17	71,71	3,016	9,096	-,130	,550	-,803	1,063
Setelah diberikan perlakuan	17	87,94	1,345	1,809	-,404	,550	,049	1,063
Valid N (listwise)	17							

Source: SPSS 27.0.

Based on the descriptive analysis results in Table 1, it is evident that the number of respondents analysed was 17 individuals. The average (mean) pretest score was 71.71, with a standard deviation of 3.016 and a variance of 9.096, indicating a relatively large distribution of data prior to the intervention being administered. The skewness of -0.130 indicates that the data distribution tends to be skewed to the left (negative). In contrast, the kurtosis of -0.803 indicates a distribution that is more tapered than a normal distribution. Meanwhile, the posttest results showed an increase with an average score of 87.94, a standard deviation of 1.345, and a variance that decreased to 1.809. The skewness of -0.404 indicates a distribution that is skewed to the left (negative), and the kurtosis of 0.049 indicates a very tapered distribution. Overall, the data indicate that after the intervention was implemented, there was an increase in the average score, accompanied by a more homogeneous distribution of data, suggesting the effectiveness of the intervention in enhancing students' understanding of how to prevent juvenile delinquency.

The evaluation was conducted by comparing pretest and posttest scores using a closed-ended questionnaire. The scores reflect the participants' level of understanding of juvenile delinquency before and after the intervention program. The following table shows the pretest and posttest results for all respondents:

**Table 2**  
*Difference between Pretest and Posttest Scores*

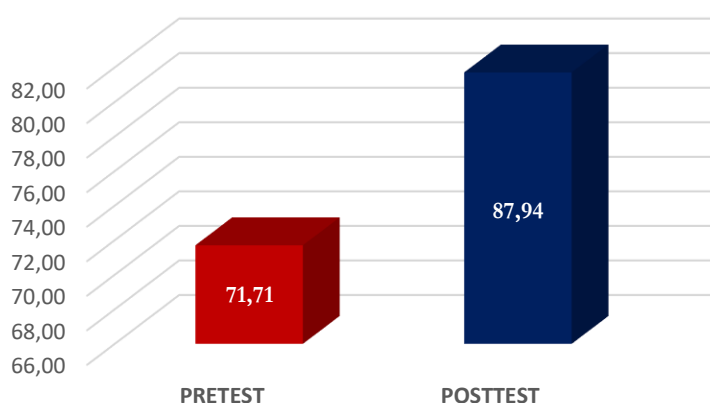
Respondent's Initials	Pretest	Posttest
AL	74	84
ARP	76	86
AHS	74	84
AAR	71	81
AAP	70	80
AAN	68	78
A A	73	83
DGR	73	83
FSP	71	81
KS	70	80
KF	66	76
MFS	76	86
MBS	68	78
MRA	73	83
RNS	76	86
SSA	69	79
XCI	71	81

Source: SPSS 27.0.

Preliminary results indicate that nearly all students experienced an increase in their post-test scores compared to their pre-test scores. This increase indicates a decrease in juvenile delinquency levels after the treatment. This finding indicates that the treatment was effective in having a positive impact on preventing juvenile delinquency. To strengthen these results, this study also presents a visualisation in the form of a comparison graph of pretest and posttest scores. This graph clearly illustrates the differences that occurred before and after the treatment was administered, showing an improvement in nearly all participants. This visualisation serves not only as additional evidence but also as a tool to understand the treatment's effectiveness comprehensively and concretely.

Based on the results of processing the respondent questionnaire data, the results of the pretest and posttest are as follows:

**Chart 1**  
*Comparison Results of Average Pretest Scores and Posttest Scores.*

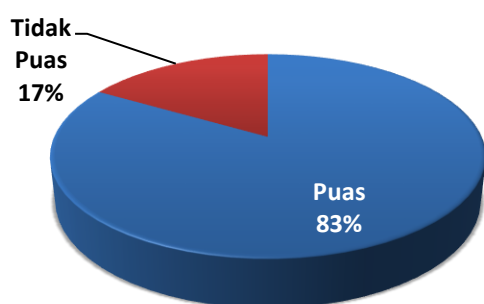


Source: SPSS 27.0.

Based on the data above, it can be interpreted that all (87.94%) students understand the dangers of juvenile delinquency and how to prevent it after participating in guidance and counseling services with Pancasila values intervention., the majority (71.71%) of students stated that they had not understand the dangers of juvenile delinquency and how to prevent it before participating in guidance and counseling services with Pancasila values intervention.

**Graph 2**

*Level of Satisfaction of Guidance and Counselling Service Participants.*



Source: SPSS 27.00.

Based on these data, it can be interpreted that all (83%) students stated that they were satisfied with the guidance and counseling services with the intervention of Pancasila values in preventing juvenile delinquency, a small portion (17%) of students stated that they were not satisfied with the guidance and counseling services with the intervention of Pancasila values in preventing juvenile delinquency.

### 2.T-Test

The t-test was chosen because it allows for the comparison of the average scores of two paired groups, namely the scores before (pretest) and after (posttest) the intervention was administered. This analysis was conducted using SPSS software version 27.0 and aimed to identify whether the differences between the two groups were statistically significant. A significant difference indicates that the intervention truly had a positive impact on students' ability to prevent juvenile delinquency. The following are the results of the t-test analysis obtained:

**Table 3**

*T-test Results*

#### Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Juvenile delinquency	Equal variances assumed	-20,271	32	<,001	-16,235	0.801	-17,867	-14,604
	Equal variances not assumed	-20,271	22,122	<,001	-16,235	0.801	-17,896	-14,575

Source: SPSS 27.0.



Based on the t-test results in Table 3, a significance value (Sig. 2-tailed) of 0.001 was obtained under the assumption of equal variances and 0.001 under unequal variances, both of which are smaller than 0.05. This indicates a significant difference between the pretest and posttest scores. The mean difference value of -16.235 indicates an increase in scores after the intervention, with a difference range within the 95% confidence interval between -17.867 and -14.604. The t-value of -20.271 is very significant and indicates a fundamental difference between the pretest and posttest. The df (degrees of freedom) is 32 or df (22.122), depending on the variance assumption used to determine the t-distribution in the test. The df (degrees of freedom) is used to determine the appropriate t-distribution. If we assume the variance of both groups is equal, the degrees of freedom (df) are calculated (df = 32). However, if the variances were considered different, the degrees of freedom (df) were adjusted using the Welch method (df = 22.122) to ensure more accurate test results. With a t-value of -20.271, the difference between the pretest and posttest remained highly significant, regardless of the variance assumptions used. Therefore, it can be concluded that counselling services with Pancasila values intervention in preventing juvenile delinquency significantly improved students' understanding of juvenile delinquency prevention.

### Discussion

The results of this study indicate that counselling services incorporating Pancasila values have a positive impact on students' ability to prevent juvenile delinquency. This is indicated by an increase in the average score from pretest to posttest, which is statistically significant based on the results of the t-test. The average pretest score of 71.71 increased to 87.94 in the posttest, with a significance value of 0.001 ( $<0.05$ ), indicating that the intervention program was effective in reducing juvenile delinquency.

According to Gysbers & Henderson (2012), "group counselling has been proven effective in reducing juvenile delinquency. Through structured interactions, students learn to manage emotions, increase empathy, and develop social skills, while instilling the values of Pancasila. In addition, the application of criminal law, Shock Therapy for teenagers who violate the rules, can function as a deterrent effect that strengthens the impact of counselling, so that this intervention not only increases discipline but also reduces problematic behaviour more significantly." Shock Therapy is carried out as a form of legal education, not a means of intimidation or physical punishment, to instil awareness of the consequences of unlawful behaviour and increase students' understanding and legal awareness in preventing juvenile delinquency. Furthermore, the formation of an ideal personality can be achieved through preventive measures, including positive activities such as religious practices, like increasing the recitation of "Astaghfirullah" to draw closer to God, as well as social activities, Scout activities, and other school-based initiatives.

## 1. Juvenile delinquency

According to Sudarsono (2014), "juvenile delinquency is a child still in the adolescent phase who then violates legal, social, moral and religious norms." In contrast, Santrock (2007) describes that "antisocial behaviour is exhibited by most children who have committed acts that are destructive or detrimental to themselves and others." If this behaviour occurs frequently enough, psychiatrists diagnose them with conduct disorder. Moreover, if this behaviour causes unlawful behaviour by adolescents, society gives the label of juvenile delinquency.

From the explanation above, juvenile delinquency is bad behaviour (immoral) or crime/delinquency of children, which is a symptom of social disease (pathology) in children and adolescents caused by a form of social neglect, until they develop deviant behaviour. Early adolescence begins when a child is 12 or 13 years old and ends at the age of 17 or 18. Symptoms called the negative phase usually occur in the latter half of the puberty period or the first half of early adolescence. Therefore, the puberty period is often referred to as a negative phase. As Hurlock (in Muhammad al-Mighwar, 2006) describes the symptoms of the negative phase, such as "the desire to be alone, lack of desire to work, lack of coordination of bodily functions, boredom, anxiety, social conflict, challenges to adult authority, sensitivity of feelings, the emergence of interest in the opposite sex, sensitivity of moral feelings, and a fondness for fantasy."

According to Santrock (2007), the factors of juvenile delinquency are "internal and external factors." The explanation is as follows:

### a. Internal Factors

#### 1) Identity

Delinquency is an attempt to establish an identity, even if that identity is negative in nature. Self-control within one's identity plays a crucial role in juvenile delinquency. Effective parenting during childhood, with consistent, child-centred, and non-harmful strategies, is associated with children achieving self-regulation, which in turn influences levels of juvenile delinquency.

#### 2) Age

The emergence of antisocial behaviour at an early age is related to severe attacks later in adolescence; however, not all children who behave like this will later become perpetrators of delinquency.

#### 3) Self-control

Juvenile delinquency can also be described as a failure to develop adequate self-control in behaviour. Some children fail to develop self-control during the developmental process.

#### 4) Gender

Teenage boys engage in more antisocial behaviour than girls. According to police records (in Kartono, 2002), in general, "the number of teenage boys who commit crimes in groups is estimated to be 50 times greater than that of teenage girls."

5) Expectations regarding education and values in schools

Teenagers who engage in delinquent behaviour often have low expectations for school. They feel that school is not very beneficial to their lives, so they tend to have low school values. They lack motivation to attend school.

6) Family

The family has a significant influence on the emergence of juvenile delinquency. Lack of family support, such as lack of parental attention to children's activities, lack of effective implementation of discipline, and lack of parental affection, can be a trigger for the emergence of juvenile delinquency.

b. External Factors

1) Peer influence, having delinquent friends, increases the risk of teenagers becoming delinquent.

2) There is a tendency in socio-economic class that the perpetrators of delinquency are more likely to come from lower socio-economic classes, with a comparison of the number of delinquent teenagers between poor, vulnerable residential areas and areas with many privileges.

3) The quality of the surrounding environment, including the community, can also play a role in the emergence of juvenile delinquency. Communities with high crime rates allow adolescents to observe various role models engaging in criminal activity and receiving rewards for their criminal activity.

4) A society characterised by poverty, unemployment, and feelings of marginalisation from the middle class. School quality, educational funding, and organised neighbourhood activities are other societal factors associated with juvenile delinquency.

Based on the identification presented, researchers tend to prefer guidance and counselling services with Pancasila values as interventions. Competence, particularly for counsellors, should be defined as the ability to view juvenile delinquency from various perspectives, including the values embodied in the Pancasila principles.

A counsellor's understanding of Pancasila values can create harmony between conventional counselling and counselling based on Pancasila values, complementing each other's strengths in each counselling therapy. Counsellor competence is crucial in the counselling process, particularly in relation to the client's culture or habits.

## 2. Guidance and Counselling Services

Guidance and counselling services are systematic, objective, logical, and ongoing efforts undertaken by counsellors to facilitate the development of clients toward independence through the ability to understand, accept, guide, and make informed decisions. Examples of guidance and counselling services include:

- a. Helping students develop their learning abilities.
- b. Helps determine students' interests and talents.
- c. Helping students solve their problems.

The type of counselling guidance refers to the general function and purpose of counselling. Here are some types of counselling guidance you should know, including:

a. Educational Guidance

The first type of guidance exists in the educational realm. This is undoubtedly a common type that is widely known by the public. Every school often has a guidance counsellor to help develop students' character and personality. In educational guidance, the guidance provided is focused on student development. Guidance counsellors typically assist students experiencing challenges at school.

b. Personal Guidance

Personal guidance focuses on an individual's personal life and well-being. This includes issues related to social life, lifestyle, self-perception, self-motivation, morals, and religion, among others. Often, some students in schools experience personal problems. Guidance teachers are responsible for helping students overcome these challenges.

Guidance and counselling services have different functions and objectives, as follows:

a. Mediation services are services that assist students when they encounter problems. For example, when a student has a conflict with another student, the guidance counsellor or school counsellor plays a role in resolving the issue by mediating between the two parties.

b. Orientation services are services focused on new students. Typically, guidance counsellors assist students in familiarising themselves with their new school environment. This helps them adapt well to the new environment.

Guidance and counseling services also have several principles, namely the principle of confidentiality, the principle of voluntariness, the principle of openness, the principle of contemporary, the principle of independence, the principle of activity, the principle of dynamism, the principle of integration, the principle of normativeness, the principle of expertise, the principle of handover, and the principle of *tut wuri handayani*.

### **3. Intervention of Pancasila Values**

#### **a. First Principle**

Guidance and counselling services with Pancasila values intervention are an effort to assist a person (individual) who is experiencing difficulties, so that the person concerned can overcome them with the abilities that exist in their identity through the encouragement of Pancasila values, which are guided by the Pancasila principles.

The first strategy is to focus on the intervention of the values of Pancasila, the first principle which is centered on the belief in God Almighty or in Islam, namely Allah SWT; the second strategy is the formation of an ideal personality, namely a diversion from a person with a naughty character to a person who obeys God's commands; the third strategy is diagnosis, namely an effort to identify and find errors in the chain of perceptions, beliefs, and habits of students; the fourth strategy, namely prevention with positive activities, one of which is religious activities, such as increasing dhikr "Astaghfirullah" to get closer to God.

The first principle, "Belief in the One and Only God," is a fundamental belief that the Indonesian people have held for a long time. This first principle contains the values that inspire the other four principles. In state activities based on Pancasila, the state guarantees the rights of citizens to be able to practice their beliefs in accordance with Article 28E Paragraph 1 of the 1945 Constitution, which states, "Everyone has the right to embrace religion and worship according to their religion, choose education and teaching, choose a job, choose citizenship, choose a place to live within the country and leave it, and have the right to return."

Juvenile delinquency can be prevented in the environment where social interaction occurs most frequently, namely at school. The application of Pancasila values to prevent juvenile delinquency is achieved by incorporating these values into students' education.

Based on the research results, counselling services with the intervention of Pancasila values, specifically the first principle, are effective in preventing juvenile delinquency by socialising the prevention of juvenile delinquency. Mainly the principle of Belief in God is used as a means of treatment that will later reduce juvenile delinquency with positive religious activities (Islam), one of which is with religious activities, such as implementing the habit of saying greetings in every daily activity, praying before and after learning activities, getting used to praying 5 times a day, reading the Qur'an and increasing the dhikr "Astaghfirullah" to get closer to God.

In short, the application of Pancasila values in the first principle aims to suppress or reduce deviant behaviour in students, which is often uncontrolled and unregulated. Uncontrolled deviant desires will lead students back to juvenile delinquency. As explained in the research of Martanti, et.al (in Suhartoni, 2025), which describes that "counsellors can use Islamic therapy by combining the concepts of Al-Quranic psychotherapy, psychotherapy with fasting, and psychotherapy with dhikr." Based on this review, Islamic intervention with dhikr therapy can be used to reduce juvenile delinquent behaviour and to get closer to God.

### **b. Second Precept**

The second principle "Just and Civilized Humanity" which is implemented in preventing juvenile delinquency also contains values to be achieved, namely humanitarian activities, respecting differences in ethnicity, race, social status, and recognizing the equality of rights and obligations of fellow human beings in accordance with the 1945 Constitution Article 28J which states "everyone is obliged to respect the human rights of others in order to live in society, nation, and state. Every person is also obliged to submit to the restrictions stipulated by law, in order to guarantee recognition and respect for the rights and freedoms of others and to fulfil just demands in accordance with considerations of religious values, security, and public order in a democratic society."

Based on the research results, counselling services with interventions based on Pancasila values in the second principle in preventing juvenile delinquency, namely by recognising the equality of rights and obligations among fellow students, teachers and students continue to respect and honour each other even though they are of different ethnicities, genders, races, and so on. The first strategy is to focus on the intervention of the values of Pancasila, the second principle, which is centered on humanitarian values; the second strategy is the formation of an ideal personality, namely a shift from a person with a naughty character to a person who obeys the moral values that apply in society; the third strategy is diagnosis, namely efforts to identify and find errors in the chain of student habits; the fourth strategy, namely prevention with positive activities, one of which is by caring for and maintaining cleanliness, as well as school facilities well, a form of respect for shared facilities in the school. Do not damage existing facilities, such as scribbling on classroom benches, and maintain speech and attitudes in student interactions every day.

This is in line with Darmadiharjo (in Kaelan, 2010), that "the consequences of the values contained in the second principle are upholding the dignity and worth of humans as God's creatures, upholding human rights, respecting equal rights and status without differentiating between ethnicity, religion, race, descent, and social status." In short, the application of Pancasila values in the second principle involves preventing juvenile delinquency through positive activities, including maintaining and preserving school cleanliness and facilities. This demonstrates respect for shared school facilities. Avoiding damage to existing facilities, such as by scribbling on classroom benches, and maintaining a watchful eye on speech and behaviour in daily interactions with students.

### **c. The Third Precept**

The third principle "Indonesian Unity" also contains values to be achieved, namely love for the homeland and nation, advancing social interaction for the sake of unity and oneness with *Bhinneka Tunggal Ika* and realizing an attitude of pride as an Indonesian nation in accordance

with Article 27 paragraph (3) of the 1945 Constitution which reads "affirming the rights and obligations of citizens to participate in efforts to defend the country which include love for the homeland and willingness to sacrifice."

Based on the research results, counselling services with interventions grounded in Pancasila values, specifically the third principle, are effective in preventing juvenile delinquency. This is achieved by fostering a sense of pride in being Indonesian and a sense of togetherness, as exemplified by the motto "Bhinneka Tunggal Ika," through participation in extracurricular Scout activities. The first strategy is to focus on the intervention of the values of Pancasila, the third principle, which is centered on the values of unity and oneness; the second strategy is the formation of an ideal personality, namely a shift from a person with a naughty character to a person who has a sense of pride in being an Indonesian nation, has a sense of togetherness with the motto Bhinneka Tunggal Ika; the third strategy is diagnosis, namely efforts to identify and find errors in the chain of student habits; the fourth strategy, namely prevention with positive activities, one of which is by participating in extracurricular Scout activities because the counselor considers the activity most suitable for implementing the values of the third principle of Pancasila.

The research results are in accordance with the values of the third principle according to Rukiyati, et al (2013) which states that "the main ideas contained in the principle of Indonesian Unity are nationalism, love of the nation and homeland, fostering national unity and oneness, eliminating the prominence or power of descent and differences in skin color, and fostering a sense of shared destiny and struggle."

#### **d. Fourth Precept**

4th Precept "People's People Led by Wisdom in Representative Deliberations" the values contained in this precept are based on the first, second, third and fifth precepts. The philosophical value contained in it is the essence of the state as an incarnation of human nature as a united creature of God Almighty, whose aim is to realise human dignity in a state territory.

Based on the research results, that counseling services with interventions based on Pancasila values in the fourth principle in preventing juvenile delinquency by using The first strategy, which focuses on the intervention of the values of Pancasila, the fourth principle, which is centered on democratic values; the second strategy is the formation of an ideal personality, namely a shift from a naughty character to a democratic personality, and prioritizing public interests over personal interests; the third strategy is diagnosis, namely efforts to identify and find errors in the chain of student habits; the fourth strategy, namely prevention with positive activities, one of which is by fostering and facilitating students to be enthusiastic in class discussion activities, such as group presentations.

The results of the study are in accordance with Kaelan's (2010) opinion, who stated that "the principle of democracy contains democratic values that must absolutely be implemented in national life." Rukiyati (2013) also stated that "the main essence of this fourth principle is democracy and deliberation." In short, the application of Pancasila values in the fourth principle, which involves preventing juvenile delinquency through positive activities, includes guiding and facilitating students to be enthusiastic in class discussion activities, such as group presentations.

#### **e. Fifth Precept**

The fifth principle "Social Justice for All Indonesian People" is realized by providing equal opportunities to students and without any barriers in accordance with Article 27 paragraph (1) of the 1945 Constitution "affirms the principle of equality before the law, which means that every citizen, regardless of their background, has the same position in the eyes of the law and government."

According to Rukiyati et al (2013), "the main idea that needs to be understood in the fifth principle is prosperity that is evenly distributed to all people in a dynamic and increasing sense, all natural resources and so on are used for the common happiness according to their respective potentials, and protecting the weak so that groups of citizens can work according to their fields."

Based on the research results, that counseling services with interventions based on Pancasila values in the fifth principle in preventing juvenile delinquency, namely with the first strategy is to focus on the intervention of the values of Pancasila, the fifth principle, which is centered on the values of social justice; the second strategy is the formation of an ideal personality, namely a diversion from a naughty character to a just and responsible personality; the third strategy is diagnosis, namely an effort to identify and find errors in the chain of student habits; the fourth strategy is prevention with positive activities, one of which is by allowing students to become ceremony officers on Mondays, and fostering students to be responsible for class cleaning duty activities.

Efforts to implement Pancasila values to prevent juvenile delinquency certainly require supporting factors to achieve this goal. These include support from the principal, guidance counsellor, Pancasila teacher, students, and supporting facilities and infrastructure. Support from the principal is shown to provide a forum in the implementation of Pancasila values by providing worship facilities, such as mosques in schools as a place to carry out religious activities in accordance with the first principle "Belief in the One and Only God", facilitating humanitarian activities, such as social services, blood donations, scholarships for students in accordance with



the second principle "Just and Civilized Humanity", facilitating extracurricular activities, such as scouts and flag raising in accordance with the third principle "Unity of Indonesia", facilitating BK rooms for BK teachers in solving student problems with the principle of guidance and counseling services in accordance with the fourth principle "Democracy Led by Wisdom in Deliberation and Representation" and providing opportunities for students to become ceremony officers on Mondays, and fostering students to be responsible for class cleaning duty activities. Efforts to implement Pancasila values in preventing juvenile delinquency in accordance with the fifth principle, "Social Justice for All Indonesian People".

#### **4. Legal Traps Against Juvenile Delinquency as Shock Therapy**

The provision of Shock Therapy is carried out during student guidance to increase understanding and legal awareness among students, aiming to prevent juvenile delinquency. It is then directed to counselling services as part of the process of forming an ideal personality, specifically by intervening in Pancasila values, thereby diverting individuals from delinquent characters to those who obey state regulations in accordance with Pancasila principles. The content of the Shock Therapy material is to increase insight and understanding of legal regulations related to juvenile delinquency in Indonesia, as follows:

##### **a. Drug Abuse**

Article 127 paragraph (1) of Law Number 35 of 2009 concerning Narcotics states that:

Every Abuser:

- 1) Narcotics Class I for oneself is punishable by a maximum prison sentence of 4 (four) years.
- 2) Narcotics Class II for oneself shall be punished with a maximum prison sentence of 2 (two) years.
- 3) Class III narcotics for oneself are punishable by a maximum prison sentence of 1 (one) year.

##### **b. Violent Crimes (Including Bullying)**

1) Article 76C of Law 35/2014 concerning Child Protection states that "everyone is prohibited from placing, allowing, committing, ordering, or participating in committing violence against children."

2) Article 80 of Law 35/2014 concerning Child Protection states that:

a) Article (1), any person who violates the provisions as referred to in Article 76C, shall be punished with imprisonment for a maximum of 3 (three) years and 6 (six) months and/or a maximum fine of IDR 72,000,000.00 (seventy-two million rupiah).

b) Article (2), if a child as referred to in paragraph (1) is seriously injured, the perpetrator shall be punished with a maximum prison sentence of 5 (five) years and/or a maximum fine of IDR 100,000,000.00 (one hundred million rupiah).

c) Article (3), if the child referred to in paragraph (2) dies, the perpetrator shall be punished with a maximum prison sentence of 15 (fifteen) years and/or a maximum fine of IDR 3,000,000,000.00 (three billion rupiah).

d) Article (4), the penalty is increased by one third of the provisions as referred to in paragraph (1), paragraph (2), and paragraph (3) if the perpetrator of the abuse is the parent.

#### c. Free sex

Specifically, free sex is not regulated in the Criminal Code, but this action can lead us to specific criminal acts, such as:

##### 1) Abortion

Article 346 of the Criminal Code states that "a woman who intentionally causes a miscarriage or death of her pregnancy, or orders another person to do so, shall be punished with a maximum prison sentence of 4 (four) years."

##### 2) Commit adultery

Article 411 of Law No. 1 of 2023 states:

a) Article (1), any person who has sexual intercourse with someone who is not his husband or wife, shall be punished for adultery with a maximum prison sentence of 1 (one) year or a maximum fine of category II (ten million rupiah).

b) Article (2), regarding criminal acts as referred to in paragraph (1), no prosecution will be carried out, except upon complaint from the husband or wife for people who are married; or parents or children for people who are not married.

c) Article (3), the complaint as referred to in paragraph (2) cannot be withdrawn, except as long as the examination in court has not yet begun.

## Conclusion

1. Juvenile delinquency is violations or crimes committed by young people under the age of 22 against legal, social and religious norms. Based on the research, the majority (71.71%) of students stated that they did not understand the dangers of juvenile delinquency and how to prevent it before participating in guidance and counselling services with Pancasila values intervention. Based on the research, almost all (87.94%) of students understood the dangers of juvenile delinquency and how to prevent it after participating in guidance and counselling services with Pancasila values intervention. Based on the research results, all (83%) of students stated that they were satisfied with guidance and counselling services with Pancasila values intervention in

preventing juvenile delinquency, and a small portion (17%) of students stated that they were not satisfied with guidance and counselling services with Pancasila values intervention in preventing juvenile delinquency.

2. Based on the results of the t-test, a significance value (Sig. 2-tailed) of 0.001 was obtained on the assumption of equal variance and 0.001 on unequal variance, both of which are smaller than 0.05. This indicates a significant difference between the pretest and posttest scores. The mean difference value of -16.235 indicates an increase in scores after the intervention, with a difference range within the 95% confidence interval between 17.867 and -14.604. Thus, it can be concluded that counselling services with Pancasila values intervention in preventing juvenile delinquency are significantly able to prevent juvenile delinquency in students.

3. Guidance and counselling services with Pancasila values interventions carried out by counsellors to address juvenile delinquency in schools, such as:

a. The first principle is to implement the habit of praying before and after teaching and learning activities, the habit of praying 5 times a day, reading the Qur'an, and the dhikr "Astagfirullah".

b. The second principle instructs students to care for and maintain the cleanliness and safety of school facilities. They should not damage existing facilities, such as by scribbling on classroom benches.

c. The 3rd principle encourages students to participate in positive activities, one of which is Scouting.

d. The 4th principle encourages students to be enthusiastic in class discussion activities, such as group presentations.

e. The 5th principle allows students to be officers at the flag-raising ceremony on Mondays, and also trains students to be responsible for class cleanliness duties.

4. The counselor provides a narrative about criminal law regarding juvenile delinquency so that students know the threat of prison sentences and as a shock therapy to students so that they can understand the dangers of juvenile delinquency, so that when they are accustomed to the treatment of counseling guidance with the intervention of Pancasila values, it can increase students' awareness of the consequences of criminal law in the rules of the Republic of Indonesia Law. The contribution of shock therapy in order to increase understanding and legal awareness in students in preventing juvenile delinquency, for the science of guidance and counselling as a decisive intervention in an effort to make clients aware of very detrimental thought patterns or behaviours, provide short-term crisis intervention, encourage sudden changes in perspective, and increase motivation to change.

### **Recommendation**

This research recommendation is intended for academics, including lecturers, students, and other researchers. This research contributes to improving the outcomes and quality of education, as well as the Pancasila scholarship, social sciences, and guidance and counselling, adding to the body of knowledge on implementing Pancasila values in preventing juvenile delinquency.

This research on guidance and counselling services with Pancasila values intervention in preventing juvenile delinquency also provides a narrative of Indonesian legal regulations, so that students are aware of the consequences of criminal law, and also as a shock therapy method to create a deterrent effect. in order to increase students' understanding and legal awareness in preventing juvenile delinquency (*juvenile delinquency*).

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