

Dynamics of Social Behavior (Case Study of Deviant Behavior of Students of State Middle School 7 Blitar)

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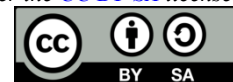
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ABSTRACT

This study aims to analyze in depth the phenomenon of student deviant behavior at SMP Negeri 7 Blitar City, including the causal factors, forms of violations, impacts, prevention methods, obstacles, and solutions. The research method uses a qualitative single case study. Informants were selected intentionally through purposive and snowball sampling techniques, involving the principal, vice-president of student affairs, guidance counselors, homeroom teachers, subject teachers, and student perpetrators. Data were collected through in-depth interviews, direct observation, and documentation of violation records for 39 students. The research procedure includes four stages: instrument preparation, six-month field implementation, data analysis of the Miles, Huberman, and Saldana model (condensation, presentation, conclusion) tested through source/technique triangulation, and final reporting. The results show that violations are triggered by internal factors (unstable emotions) and external factors (broken homes, peers, and social media). The forms vary from minor violations in open areas (truancy, swearing) to serious violations in quiet places (smoking, fighting, damaging facilities). The novelty of this research is the success of mapping that the type of student delinquency is influenced by the physical location in the school (crowded vs. quiet places) as well as the influence of current digital trends. The theoretical implication is that this research enriches social science regarding child behavior control in schools in the modern era. The practical implication is that this research becomes a real guide for schools to create zoning-based rules, helps BK teachers design heartfelt guidance, and invites parents to work together to supervise their children humanely.

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1. INTRODUCTION

Formal education carries a regulatory and moral mandate to comprehensively develop students' potential, encompassing cognitive intelligence, emotional independence, and spiritual maturity (Noor, 2025; Salmiyanti, 2023). In the sociology of education, schools function as social laboratories and moral ecosystems responsible for

transforming values and shaping students' character (Fahreza et al., 2025; Fauzi, 2023). Ideally, behavioral order in this ecosystem is controlled through school regulations. These regulations are projected as behavioral guidelines to internalize discipline, suppress social deviance, and create a safe and conducive academic atmosphere (Mabuka, 2021; Pratiwi et al., 2025; Wulandari and Samsudin, 2025).

However, the reality on the ground often shows contradictions. The gap between normative regulations and actual student behavior remains an acute problem at the secondary education level (Horop, 2025), including at SMPN 7 Blitar City. Based on Guidance and Counseling (BK) data, there were 39 students confirmed to have committed primary and secondary deviations. Administrative violations were dominated by non-compliance with attributes, such as not wearing a tie (17.95%) and inappropriate socks (12.82%). In addition, moral and physical degradation was also recorded in the form of verbal aggression (15.38%), smoking in school (10.26%), physical conflict (7.69%), and deviations in intimate relations between the same gender (5.13%). Confirmation from the homeroom teacher, BK counselor, and the Vice Principal for Student Affairs emphasized that these indisciplinary actions have led to subversive actions, such as destruction of facilities, mass truancy, falsification of permits, and open defiance of teacher authority.

To analyze the complexity of this social pathology, a multidimensional analysis combining behavioral sociology and adolescent developmental psychology is required. From a psychosocial perspective, high school students are in a crucial phase of transition to early adolescence. This phase is the epicenter of the identity versus role confusion crisis, or the search for self-identity (Kurniawan and Wardani, 2023). Due to this fragility of identity, adolescents are vulnerable to destructive behavioral experiments as compensation for the failure to find their own existence. This psychological vulnerability is closely intertwined with adolescent egocentrism, where children's perceptions are controlled by the delusion of an imaginary audience (Batubara, 2024). This condition drives students to commit subversive acts at school to satisfy their need for attention, ego validation, and recognition of status from their social environment.

The manifestation of this psychological crisis finds legitimacy in schools through peer group mechanisms. This phenomenon at SMPN 7 Blitar City confirms the Differential Association Theory, which posits that adolescent deviant behavior is the result of intensively learned adaptations from their deviant peer group (Prasetyo, 2022). When subcultures such as smoking, truancy, and verbal abuse dominate interactions, the internalization of deviant behavior accelerates.

On the other hand, this condition is linear with the weakening of institutional social control systems. Referring to Social Control Theory, the collapse of adolescent compliance occurs due to the fragility of social bonds with school and family (Saputra, 2024). When attachment to teachers weakens and commitment to the academic future weakens, students' internal control structures become paralyzed, thereby reducing school discipline to its authority as an instrument of social control.

The cumulative impact of this permissiveness toward deviance is not only detrimental to the moral and academic future of the students involved. Systemically, this condition undermines the stability of the academic climate, disrupts the concentration of other students, lowers the reputation of educators, and triggers a public vote of distrust in schools (Sujana et al., 2025; Tantowi, 2025). If not promptly mitigated, there is concern that this behavior will mutate from temporary primary deviance to persistent and chronic secondary deviance (Wahyuni, 2024).

SMPN 7 Blitar City has actually initiated mitigation efforts through regulatory socialization, personal counseling, and educational sanctions. However, the effectiveness of these solutions runs into structural and cultural obstacles, such as weak synergy between schools and parents, which leads to a lack of supervision outside of school hours, a limited number of guidance counselors compared to the student population, and high psychological resistance among students.

Research on the dynamics of adolescent deviant behavior in the school environment has been widely published. However, the State of the Art in this study cluster shows that previous literature tends to map causal factors partially and focuses only on one educational sector. As an illustration, Herawati and Irama (2021) identified macro-triggers of deviant behavior; Septiani et al. (2023) limited the treatment to the role of PPKn teachers; Sujana et al. (2025) analyzed the correlation between behavior and learning interest; and Wulandari and Samsudin (2025) focused solely on macro-causal factors. These studies position the phenomenon of deviance as a static variable and focus on downstream problems, without linking it circularly to the psychological dynamics of adolescent development and the weakening of institutional social control.

This is where the novelty of this research lies. Unlike previous studies, this research dissects the phenomenon holistically from upstream to downstream by simultaneously integrating group sociology theory and adolescent developmental psychology. The focus of the study goes beyond simply recording external causal factors and types of visible violations, but also explores students' deepest sociological and psychological motivations (inner motivation), the psychosocial impact on perpetrators, and the structural constraints of schools, while simultaneously formulating restorative solutions. The presence of specific case variations rarely explored openly at the junior high school level, such as the phenomenon of same-gender relations and the destruction of physical school facilities, is a key empirical distinction that strengthens this study's novelty.

Therefore, the urgency of conducting this research is crucial and urgent. A comprehensive understanding of the multidimensional anatomy of deviant behavior at SMPN 7 Blitar City cannot be postponed, considering that the acceleration of deviation that occurs has led to a pathological situation that threatens the stability of the academic climate. This study is urgently conducted to provide an empirical database that is objective, valid, and theoretically rich. The findings of this study are projected to be transformed into a scientific reference in the form of a policy document (policy brief) for school policy makers, guidance counselors, and parents in designing a system of rules and regulations that are adaptive, remedial, and humane to prevent a moral crisis for future generations.

2. LITERATURE REVIEW

2.1. Social Behavior Theory

Social behavior theory, as developed by Skinner, focuses on the relationship between behavior and the preceding external environment through a behavioristic approach. The fundamental concepts of this theory are closely related to reinforcement, reward, and punishment. This theory asserts that a social action will be repeated if the individual concerned receives a pleasant reinforcement or reward. Conversely, an action will not be repeated if the individual receives a painful punishment as a consequence of

the action performed (Erawanto, 2021). The emergence of these changes in social behavior is triggered by external stimuli that prompt an individual to respond.

2.2 Differential Association Theory

Differential Association Theory, proposed by Edwin H. Sutherland, utilizes a social perspective stating that crime or deviant behavior is not inherited, but rather learned (Djawa, 2025). The process of learning deviant behavior takes place through intensive social interaction with other individuals via communication. Based on this view, such interactions primarily occur within peer groups. Students who spend more time and associate with peers who exhibit deviant behavior will linearly have a higher tendency to imitate that deviant behavior.

2.3 Labeling Theory

Labeling theory, popularized by Edwin M. Lemert, explains that an identity given to an individual or group as a result of the judgment of others is referred to as a labeling process. This act of labeling can be found anywhere, one of which is within the school environment (Sawitri, 2025). This theory focuses on how assigning negative labels such as "naughty" or "deviant" by others (both teachers and peers) can affect student behavior. When a student is already given a certain label, they tend to adopt and internalize behaviors that match that label, which can further reinforce their deviant actions.

2.4 Self-Control Theory

Self-control is closely related to the ability to manage emotions and impulses within an individual. Individuals with good self-control will first consider every action taken because they are aware of the consequences to be borne, thereby enabling them to direct their emotional energy into beneficial channels within the social environment. This theoretical perspective argues that deviant behavior can be prevented through two types of control: internal control (inner awareness) and external control (environment). The failure of internal control, such as a lack of self-awareness, as well as weak external control, such as a lack of supervision from the school or family, can increase the likelihood of deviant behavior occurring among students.

2.5 Anomie Theory

Anomie theory, first introduced by Emile Durkheim, explains that anomie occurs when individuals or groups in society experience uncertainty or a loss of normative guidelines that should regulate their behavior (Zahra, 2025). When individuals or groups cannot achieve their social goals through legitimate means, they tend to use illegitimate or deviant methods. This theory explains deviant behavior as a result of strain between the cultural goals desired by society (such as academic or economic success) and the available means or opportunities to achieve those goals. Students who feel they do not have equal opportunities to achieve these goals will look for deviant ways to reach them.

3. METHODS

This research uses a qualitative approach with a single case study design to deeply dissect various forms of deviant behavior and social pathologies of student discipline in a local context. The researcher acted as the main instrument through direct presence for six months (July–December 2025) at SMP Negeri 7 Blitar City. The research location is at Jalan Raung No. 01, Kepanjenlor Village, Blitar City. Empirical data were collected using supporting instruments in the form of semi-structured interview guides, passive participant observation guides, field notes, and digital recording devices to ensure data accuracy.

The data sources in this study were determined through an integration of purposive sampling and snowball sampling techniques. Purposive sampling was used to select key informants with regulatory authority and sufficient information, including the Principal, Vice Principal for Student Affairs, Guidance and Counseling Teacher, Homeroom Teacher of Class VIII G, and Civics Teacher. Meanwhile, snowball sampling was applied sequentially from one student who committed deviance to another to unravel the peer group subculture network. This circular data tracking was stopped after reaching data saturation. The collected data consisted of primary data (verbal narratives from interviews and recordings of observations of student violations in hidden areas) and secondary data (documents registering objective violation points from the Guidance and Counseling Unit).

The credibility and validity of the data were tested using source and technical triangulation techniques. Source triangulation was conducted by cross-examining the narrative consistency of a case from the perspective of the student perpetrator, the homeroom teacher's testimony, and the guidance counselor's analysis. Meanwhile, technical triangulation was applied by checking the validity of data from different methods, namely by combining the results of interviews, random field observations, and case records in the school's sanction register.

Validated data were analyzed interactively, adopting the Miles, Huberman, and Saldaña model, through three simultaneous stages. First, data condensation, which involves selecting, simplifying, and coding raw data based on macro themes such as peer group influence and fragile social bonds. Second, data display, by mapping the reduced data into a narrative text matrix and a typology table of indisciplinary behavior to clarify causal patterns. Third, conclusion drawing and verification, which involves formulating sociological-psychological conclusions regarding the determinants of behavioral deviations in a sustainable manner to generate treatment recommendations based on a restorative approach.

4. RESULTS

4.1 Factors that Encourage Students of State Junior High School 7, Blitar City to Commit Deviant Behavior

The manifestation of deviant student behavior is the end result of accumulated dysfunctional socialization within the family environment. Field data confirms that disciplinary violations stem from a lack of attention, parents' high workloads, and a broken family structure (broken homes). This family environment lacking affection triggers psychological distress and emotional instability in children. When students bring this emotional instability to school, it transforms into a motivation for rule-breaking,

fueled by classroom boredom and a drive to seek existential recognition (attention-seeking). To fill this inner void, students become easily influenced by deviant elements from outside their peer groups and internalize cybercultural trends from social media platforms like TikTok for the sake of group conformity.

4.2 Forms of Deviant Behavior of Students of State Middle School 7, Blitar City

Empirical identification at SMP Negeri 7 Blitar City shows four typologies of deviant behavior: disciplinary violations, physical deviations, verbal deviations, and technological and gender deviations. Disciplinary violations manifest in chronic tardiness, attributive noncompliance, and truancy by climbing over the school fence. Meanwhile, physical and verbal deviations are reflected in fights due to provocation, vandalism of facilities, smoking in the restroom, and ethical defiance against teachers. This pattern of deviation also shows genderbased differentiation; physical violations are dominated by male students as a display of masculinity, while female students tend to be more aesthetic and cyber, such as excessive makeup, dating in the school garden, and cyberbullying. This phenomenon is rampant due to the lax supervision system in the school's blind spots.

4.3 Impact on Students of State Middle School 7, Blitar City Who Engage in Deviant Behavior in the School Environment

The impact of deviant behavior at SMP Negeri 7, Blitar City, creates a series of mutually detrimental relationships across students' academic, psychological, and social dimensions. Academically, this deviance decreases intrinsic motivation, decreases class participation, and triggers neglect of daily tasks, resulting in a drastic decline in learning outcomes. Psychologically, the manifestation of this deviance triggers emotional instability, making students hypersensitive, easily provoked, and aggressive in seeking attention. Social effects then emerge through peer pressure, resulting in the collective transmission of bad habits, the normalization of violations of discipline, and the loss of students' future orientation.

In response to this impact, SMP Negeri 7 Blitar City combined two strategic institutional approaches. The first strategy focused on repressive measures through direct sanctions on the day of the incident and mandatory material compensation by parents for damaged facilities. This effort aimed to immediately stop the violation, minimize the spread of the impact, and provide a deterrent effect through unpleasant consequences (punishment), in accordance with Skinner's behaviorist principles. The second strategy manifests itself in curative efforts through the implementation of educational-humanistic sanctions, such as additional academic assignments and community service activities to touch students' inner consciousness.

4.4 Efforts of SMP Negeri 7 Blitar City in Preventing Deviant Student Behavior

The system for addressing and preventing deviant behavior at SMP Negeri 7, Blitar City, is implemented comprehensively through four pillars of integrated structuralpersuasive strategies. The first pillar rests on a proportional division of authority, where minor violations are handled preventively by the homeroom teacher and

guidance counselor, while serious violations are transferred to school leadership with parental involvement based on objective documentary evidence. This structure is reinforced by the second pillar through the Guardian Teacher Program as a fostering instrument, which conditions each teacher to be emotionally responsible for a small group of students through intensive weekly guidance dialogues. Furthermore, the third pillar is realized through conditioning a religious environment to strengthen students' spiritual values, which is integrated with exemplary teacher discipline and the inclusion of character components in daily report cards. Finally, the fourth pillar is implemented through external strategic partnerships, both with law enforcement officials for social order counseling, and through cross-sectoral synergy with the Education Office to address cases of student truancy.

4.5 Inhibiting Factors and Strategic Steps of Schools in Handling Deviant Behavior of Students at SMP Negeri 7, Blitar City

The implementation of the discipline enforcement program at SMP Negeri 7, Blitar City, empirically faced multifactorial obstacles stemming from the complexity of students' domestic situations and resistance from social groups. The main obstacle was the absence of parental supervision due to economic migration to become Indonesian Migrant Workers (TKI) abroad, so that care was transferred to elderly grandparents who experienced a decreased capacity for control. This factor was exacerbated by the resistance of some parents who were defensive and reactive and tended to defend their children's mistakes during the institutional summons process. At the student level, obstacles emerged in the form of high levels of negative group solidarity, students united in collective lies to protect gang members from school sanctions and avoid the stigma of being an informant (cepu). This condition was further complicated by the influence of a permissive residential environment regarding exposure to gambling and alcohol.

In response to these obstacles, the use of the "Black Book (student misbehavior)" a detailed log containing the date, time, and visual evidence of violations documented by the guidance counselor—serves as an objective tool for academic confrontation. This irrefutable empirical evidence successfully breaks down parents' defensive egos and fosters a rational awareness that compels them to cooperate with the school. This data-driven, persuasive approach to confrontation, combined with home visits, serves as an effective therapeutic bridge to restore the family's supervisory role.

5. DISCUSSION

The phenomenon of triggering factors within the family environment aligns with Self-Control Theory, which positions the family as the primary socialization agent responsible for constructing a child's internal control. Parental neglect weakens domestic external control, thereby failing to build students' self-regulation to direct their emotional energy into positive channels. On the other hand, B.F. Skinner's Social Behavior Theory asserts that human action is an adaptive response to environmental stimuli; a home lacking positive reinforcement triggers emotional distortion that is carried over to school. This finding strengthens the conceptualization of Herawati and Irama (2021) regarding the dominance of family factors in triggering juvenile delinquency, while validating

Nisa's (2021) study regarding the significant influence of parenting styles on the formation of student behavioral deviations.

The combination of spiritual emptiness at home and the rigidity of classroom learning escalates actions from primary to secondary deviance. Based on Anomie Theory, schools establish cultural expectations in the form of normative compliance and academic achievement. However, for students experiencing emotional distress, they lack the psychological capital or intrinsic motivation to meet these expectations. This directionless situation (anomie) drives students to view the learning process as no longer meaningful, prompting them to turn to non-conventional methods that violate rules, such as truancy or causing disruptions, as a shortcut to overcome boredom. This reality is consistent with the findings of Sujana, Hasanah, and Sari (2025) concerning the drastic decline in learning motivation due to monotonous teaching among deviant students, and supports the validation by Wulandari and Samsudin (2025) stating that moral deviation emerges progressively due to a loss of self-motivation.

In a fragile and saturated state, students become highly vulnerable to the infiltration of values from their peer group. They tend to compromise morally and engage in group delinquency, such as smoking, bullying, and vandalism, to secure social recognition. This transmission of social pathology confirms Edwin H. Sutherland's Differential Association Theory, which states that deviant behavior is learned through intimate interaction within a group. Intensive, durable, and frequent proximity with such groups shifts students' value orientation from fearing rule violations to taking pride in committing infractions for the sake of group solidarity. This finding is supported by the research of Marhum et al. (2025) on the strong influence of peer subcultures on fatal adolescent behavior, and is reinforced by the study of Khutbawanti, Dewi, and Wicaksono (2021), which identifies lax supervision as the main vulnerability for negative peer penetration.

A contemporary factor exacerbating this moral crisis is the role of social media as a new value reference space for students. Through the extension of Differential Association Theory, the transmission of deviant behavior is no longer limited to physical interaction but moves massively into the digital sphere. When affection-starved students absorb destructive digital content during their free time, the ethical boundaries between what is taboo and what is acceptable become blurred, leading to the normalization of harsh language as a modern peer identity. The involvement of cyber technology in degrading student character is relevant to the research of Septiani et al. (2023), who found a shift in juvenile delinquency manifestations toward the consumption of explicit content on devices. This condition also reinforces the perspective of Aufarel and Prasetyo (2023) that teachers in the cyber era must maximize their role not merely as curriculum instructors, but as moral filters and daily role models for students.

In the perspective of behavioral sociology, the series of violations in open spaces are initially categorized as primary deviance initiated individually. These actions are generally temporary, serving as a form of catharsis or an release for student boredom in the classroom. Through the lens of Skinner's Social Behavior Theory, defiant actions against ethics, such as talking back to teachers or daily truancy, constitute a form of reaction by students toward classroom environmental stimuli perceived as uninteresting or lacking emotional rewards. This finding strengthens the analysis of Wulandari and Samsudin (2025) regarding the transition phase of adolescent deviant behavior starting from neglecting academic tasks, and validates the report of Herawati and Irama (2021)

highlighting the weak internalization of daily moral values among junior high school students in open areas.

Conversely, severe activities such as inter-group fights, facilities vandalism, and substance consumption in restrooms are classified as secondary deviance and group deviance. These destructive and repetitive actions damage the school's social institutional order. Through the lens of Self-Control Theory, the failure of internal control coupled with a weak institutional supervision system in hidden areas triggers different expressions of emotional release between genders; male students channel their aggressiveness into physical vandalism for group recognition, whereas female students express it through relationship ethic violations that breach boundaries of modesty. This differentiation of delinquency in secluded spaces is supported by the empirical findings of Septiani et al. (2023) regarding the misuse of school restrooms as spaces for deviance, and aligns with the study of Marhum et al. (2025), which asserts that damage to learning facilities correlates linearly with the influence of adolescent peer subcultures in unmonitored corners of the school.

The expansion of behavioral deviance into the digital ecosystem demonstrates the operation of Sutherland's Differential Association Theory in cyberspace. This digital deviance is learned through virtual peer group interactions, where students replicate bad trends and harsh language to maintain their group's digital social status. As mutual degradation on social media becomes normalized, students fall into a state of anomie (Emile Durkheim), a crisis condition where adolescents lose normative guidance due to the intense pressure for digital gang conformity. This reality reinforces the research of Khutbawanti et al. (2021) on the shift of juvenile delinquency into digital activities due to loose device supervision, and matches the study of Aufarel and Prasetyo (2023) regarding the penetration of external culture as a primary external factor accelerating the collapse of students' moral character.

The phenomenon of declining interest in learning and emotional instability also aligns with the theory of deviant behavior impacts, where social deviance generates mental pressure, psychological suffering, and damages the perpetrator's future. Based on Skinner's Social Behavior Theory, students' inability to obtain positive reinforcement in the classroom through academic achievement drives them to seek alternative rewards through subversive actions. When these actions result in sanctions or social exclusion, students' emotions become increasingly unstable as a defense mechanism for a fragile ego. This reality is reinforced by the empirical findings of Sujana, Hasanah, and Sari (2025) concerning the drastic decline in learning motivation due to family dysfunction, and is consistent with the report of Herawati and Irama (2021) on the correlation between weak moral value awareness and the neglect of academic obligations.

The most concerning communal impact is the contagious nature of group delinquency within the school social environment. Students who initially behaved well gradually become influenced into patterns of rule-breaking to maintain group solidarity and avoid social isolation. This transmission process conforms to the principles of Sutherland's Differential Association Theory, which asserts that the adaptation of deviant behavior occurs through value transmission within intimate peer group communications. At an advanced stage, when violations begin to be taken for granted, the students' social environment enters a state of anomie, where formal school rules lose their effectiveness, overridden by the permissive informal norms of the peer group. This contagious impact is validated by the research results of Nisa (2021) regarding the strong simultaneous

influence of peers on behavioral deviance, and is supported by the study of Marhum et al. (2025), which places destructive peer environments as the primary external factor destroying normative order in schools.

Responses to these impacts at SMP Negeri 7 Kota Blitar are managed using a combination of strategic institutional approaches, where the first strategy focuses on repressive efforts through immediate sanctions and material compensation obligations to minimize the spread of impacts and provide a deterrence effect in line with Skinner's behavioristic principles. On the other hand, the second strategy manifests in curative efforts through the application of humanistic-educational sanctions to touch the internal awareness of students. This approach aligns with the concept of school-based restoration, where teachers act as moral agents who help students break free from deviant patterns through value internalization to foster inner self-control. This combination of management is consistent with the research of Aufarel and Prasetyo (2023) regarding the urgency of the teacher's role as a moral model, and supports the recommendation of Wulandari and Samsudin (2025) that juvenile delinquency handling must shift from conventional methods toward creative-psychological approaches involving active parental roles.

The division of authority based on the severity of violations also serves to break the chain of Edwin M. Lemert's Labeling Theory. Through confidential, objective, and persuasive handling procedures by school counselors before formal sanctions are imposed, the school successfully prevents the attachment of a negative stigma as a "bad kid," which could otherwise drive students to adopt that deviant identity permanently. Furthermore, involving parents in major cases strengthens family-based supervision to align rehabilitation patterns between school and home. This structural synergy aligns with the findings of Wulandari and Samsudin (2025) regarding the importance of collaborative guidance between teachers and parents, and is supported by the research of Sujana et al. (2025), which recommends a personal approach to students experiencing motivation degradation before enforcing formal sanctions.

Sociologically, the "Guru Wali" (Teacher-Guardian) Program acts as an effective preventive instrument that reduces the sociological distance between the formal authority of teachers and the student subjects. From the perspective of Self-Control Theory, this program strengthens students' internal control systems by providing a safe space to channel psychological pressure to their guardian teachers. The presence of a guardian teacher successfully fills the void of parental attention, allowing students' willingness to comply with social ethics to grow voluntarily without requiring the threat of physical punishment. The existence of this humanistic guidance space reinforces the research results of Khutbawanti et al. (2021) regarding the significance of emotional supervision in dampening juvenile delinquency, and is consistent with the findings of Herawati and Irama (2021) that the roots of student deviance often stem from attention-seeking due to a lack of harmony at home.

The implementation of routine worship and character-based report card evaluations represents a concrete application of Skinner's Social Behavior Theory concerning behavior modification through environmental conditioning. Assessing politeness and conduct in report cards acts as a positive reinforcement (reward) that stimulates students to sustain commendable behavior continuously. Conversely, teachers' exemplary behavior in punctuality serves as a social stimulus that precedes children's behavioral modification. According to behavioristic principles, individuals will provide positive

responses if presented with a consistent and authoritative environmental stimulus, thereby cutting off opportunities for normative uncertainty. This synergy reinforces the argument of Aufarel and Prasetyo (2023) that the success of overcoming juvenile delinquency is determined by teachers as role models, and matches the study of Septiani et al. (2023), which emphasizes the importance of integrating structured moral supervision to shield students from the destructive influences of cyber media.

Cross-institutional collaborative steps reflect the implementation of prevention strategies through the macro community environment. The involvement of the Police and the Department of Education successfully enhances the capacity of social control around the students' ecosystem. Preventive raid actions and narcotics awareness socialization act as a convergence of preventive-repressive efforts to arrest the pace of adolescent deviance before it escalates into severe criminal acts. Meanwhile, progressive truant pickup operations with the Department of Education serve as a curative approach to re-engage students trapped in chronic truancy patterns to safeguard their future. The effectiveness of this external partnership is validated by the research of Nisa (2021) and Marhum et al. (2025), which concludes that the presence of law enforcement officers within the school ecosystem creates a strong psychological supervision effect, minimizes the space of negative gang subcultures, and reinforces student compliance with laws and social norms.

The absence of parental figures due to economic migration is a vivid manifestation of role dysfunction within Socialization Theory, where students experience a failure in norm internalization due to the fragility of their primary socialization agent. The absence of strong external control at the family level gives rise to localized bad situations, causing children to grow up without clear normative guidelines. This condition is aggravated by the defensive attitudes of some parents, reflecting an emotional bias in child-rearing. Responding to these obstacles, the utilization of the "Buku Hitam" (Black Book) by school counselors acts as an inversion mechanism for Labeling Theory. Stigmatization, which is usually subjective, is transformed into an objective instrument of academic confrontation. This undeniable empirical evidence successfully dismantles the defensive ego of parents and compels the growth of rational awareness to cooperate with the school. This data-based persuasive confrontation coupled with home visits becomes an effective curative bridge to reconstruct family supervisory functions, aligning with Herawati and Irama (2021) regarding domestic economic factors and supporting the recommendations of Sujana et al. (2025) on the urgency of honest parental communication.

The obstacle of high negative solidarity within peer cliques that fosters collective lying is a concrete manifestation of Sutherland's Differential Association Theory. Within these gangs, deviant values are learned and maintained through internal social sanctions, namely the fear of being ostracized if one acts as an informant (*cepu*). This condition is worsened by residential environments that are permissive toward gambling and alcohol, which further weakens adolescents' external social control due to the absence of community sanctions. Facing this dilemma, the counselors' step to implement sociometric instruments in the form of friendship maps (sociograms) instead of resorting to repressive-violent actions is a highly tactical sociological strategy. Sociograms successfully unravel hidden communication networks among students, making it easier to detect the group's informal power structure. By understanding this sociometric map, the school can map the transmission direction of deviant behavior without triggering new resistance from blind repressive actions. The empirical reality regarding the tight grip of gangs in permissive environments is validated by the studies of Nisa (2021) and Marhum

et al. (2025), while supporting the findings of Khutbawanti et al. (2021) regarding the characteristics of adolescent interactions that move collectively based on shared group orientations.

The final measure by the school counselors at SMP Negeri 7 Kota Blitar is executed through a humanistic-persuasive approach toward gang leaders identified via sociogram analysis. Instead of being isolated through formal sanctions, the intellectual actors of these groups are approached personally with profound empathy, guided specifically, and granted sociological trust in the form of empowerment to channel their leadership capacity into positive directions. Through this role transformation, gang leaders are directed to become agents of change tasked with pulling their members out of the deviant subculture back onto the path of school discipline. This sociological inclusion strategy has proven effective in breaking the transmission of juvenile delinquency directly from its command center. This reinforces the final conclusion that addressing social pathology in secondary schools achieves substantive success if the institution can shift the direction of group loyalty from destructive solidarity to humanistic, constructive conformity.

6. CONCLUSION

Student delinquency at SMP Negeri 7, Blitar City, stems from weak supervision at home due to parents working away from home and strained family relationships. This psychological vulnerability translates into deviant behavior at school, including verbal and physical abuse, as well as cyberbullying, stemming from the influence of gangs and social media. In addition to lowering student achievement, this phenomenon also triggers the spread of deviant behavior based on group solidarity. To curb this increase, the school implemented an integrative strategy through repressive-curative and preventive interventions through the Guardian Teacher Program. Obstacles in the form of parental resistance and negative student collectivism were successfully tactically mitigated by the guidance and counseling teacher using the objective instrument "Black Book (of student delinquency)" and sociogram analysis.

The theoretical implications of these findings reinforce the relevance of Social Control Theory and Developmental Ecology Theory, which assert that institutional juvenile delinquency prevention efforts will be ineffective if implemented partially without addressing vulnerabilities within the family environment. Practically, the success of the Guardian Teacher Program and the use of sociograms indicate the need for a division of educator roles through the decentralization of counseling functions in schools. A humanistic approach based on an understanding of the structure of friendship relationships has proven far more adaptive in changing students' disruptive behavior than traditional punishment methods. Modern discipline implementation relies heavily on clear photographic or video evidence and open communication to erode family defensiveness.

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