

Analysis of the Role of Educational Units and Methods of Handling Student Misconduct in Aceh Jaya Regency, Indonesia

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Abstract. Student delinquency at the senior high school level constitutes a significant issue that can disrupt the teaching-learning process and undermine a conducive school climate. Therefore, the active involvement of educational institutions in prevention and intervention efforts is essential. This study aims to analyse the roles of educational institutions and the methods used to address student delinquency across nine senior high schools in Aceh Jaya Regency, located in urban, coastal, and inland areas. This research adopted a qualitative approach, utilising closed-ended questionnaires distributed to 162 respondents and in-depth interviews conducted in nine schools: SMA Negeri 1 Teunom, SMA Negeri 1 Krueng Sabee, SMA Negeri 1 Jaya, SMA Negeri 1 Calang, MAN Aceh Jaya, MAS Lamno, SMK Negeri 1 Pasie Raya, SMK Negeri 1 Calang, and SMK Swasta MUDI. The questionnaire analysis revealed that the identification of the teacher who plays the most significant role in handling student delinquency received an average score of 45.05% (categorised as poor), indicating a lack of clear role coordination.

In contrast, the intervention strategies achieved an average score of 86.76% (categorised as very good), suggesting that the methods applied are relatively effective. The study recognised Guidance and Counselling (BK) teachers as the primary actors; however, it also found that collaboration with Physical Education (PJOK) teachers, Islamic Education (PAI) teachers, homeroom teachers, and other subject teachers played a significant role, particularly in building emotional connections with students. The methods implemented include personal approaches, coaching, lectures, counselling, mediation, and the involvement of parents, school committees, security officers, psychologists, and child protection agencies. Overall, the management of student delinquency in Aceh Jaya emphasises a collaborative, humanistic approach, highlighting the need for more structured, synergistic school policies.

Keywords: Student Misconduct; Role of Educational Units; Handling Methods.

INTRODUCTION

Aceh Jaya is one of the regencies located in Aceh Province. The Indonesian government established Aceh Jaya Regency in 2002 after dividing West Aceh Regency. This expansion was carried out simultaneously with the establishment of the Southwest Aceh Regency, Gayo Lues Regency, Nagan Raya Regency, and Aceh Tamiang Regen-

cy. The law regulating this regional expansion is Law No 4 of 2002 concerning the Establishment of Southwest Aceh.

Aceh Jaya also has educational institutions ranging from early childhood education (PAUD) and kindergarten (TK) to elementary school (SD/equivalent), junior high school (SMP/equivalent), and senior high school (SMA/equivalent). Both the government and pri-

vate institutions manage these schools. Education in Aceh Jaya is not as rigorous as in more developed urban areas because the area is not densely populated, and many students still live far from their schools.

As is widely known, education includes the concept of pedagogy, which means guidance or assistance deliberately provided by adults or educators to learners to help them achieve their life goals. According to Law No 20 of 2003, Article 3, concerning the National Education System, the National Education functions to develop capabilities and shape the character and civilisation of a dignified nation, to educate the nation's life. It aims to develop students' potential so that they become individuals who are faithful and devoted to Almighty God, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. One of the main objectives of education is the development of noble character [1].

The role of educational institutions in schools extends beyond classroom teaching. Teachers also play other highly strategic roles in fostering a positive, conducive learning environment. Teachers often serve as role models, mentors, guides, and even confidants for students in dealing with various personal and social problems. In the teaching and learning process, teachers are often considered the parties most responsible for improving the quality of education in schools. Therefore, teachers are required to create positive behavioural changes in students so that they grow into mature and responsible individuals [2].

However, the educational process does not always run smoothly as expected. Each student has a different background, character, and environment, which influence their behaviour and development at school. These differences can pose challenges for teachers in guiding students, especially when deviant behaviour or delinquency arises. Behind students' enthusiasm for participating in school activities are often fears that accompany them as they undergo the educational process. These fears may stem from academic pressure, fear of receiving poor grades, fear of being scolded by teachers, fear of social rejection, and fear of failing to meet their parents' expectations.

The factors causing delinquency also vary, including peer influence, environmental factors, and parental and other adult attention. One of the

underlying factors of juvenile delinquency is the lack of character education and insufficient supervision from various parties, including family, school, and the community [3].

Given the various forms of student delinquency that need to be addressed, each school generally has teachers specifically assigned to handle problematic students, such as Guidance and Counseling (BK) teachers. However, in practice, almost every school has teachers who are highly respected and even feared by students. The presence of such authoritative teachers often enables students who previously exhibited deviant behaviour to become more obedient and responsive to guidance.

This study focuses on senior high schools (SMA/equivalent) in Aceh Jaya Regency to analyse how educational institutions handle student delinquency and to identify which teachers play the most significant role in the guidance process. The researcher is interested in examining in greater depth how educational institutions across various areas of Aceh Jaya Regency address student delinquency. Specifically, this study will highlight which teachers play the most prominent role in the process and how handling methods are implemented in each school, taking into account each school's social and geographical context.

METHOD

This study employs a qualitative case study research design and is descriptive in nature. Qualitative research is often referred to as a naturalistic research method because it is conducted under natural conditions (natural settings). It is also called an ethnographic method, as it was initially widely used in cultural anthropology. It is referred to as qualitative because the data collected and the analysis conducted are predominantly qualitative in nature [4].

This study aims to describe and provide an in-depth understanding of the roles of educational institutions and the methods used to address student delinquency in Aceh Jaya Regency. The researchers chose the qualitative approach because it can reveal meanings and social realities from participants' perspectives in a natural manner [5]. They purposively selected the research locations in three areas: Lamno (representing urban areas), Calang (coastal areas), and Teunom

(inland areas), focusing on senior high schools and their equivalents.

The researchers obtained data for this study through in-depth interviews and questionnaires administered to teachers, principals, and students, as well as through secondary data from school documents, annual reports, and relevant academic references. The informant selection technique used was snowball sampling, as explained by the authors [4], to identify relevant and trustworthy key informants. The instruments used included open-ended interview guidelines and closed-ended questionnaires with a four-point Likert scale.

Data analysis was conducted using two approaches. The first was the interactive model of analysis by authors [6] for qualitative data, which involves the stages of data reduction, data display, and conclusion drawing. The second was a descriptive statistical analysis of quantitative data, using the percentage formula proposed by [7].

$$P = \frac{F}{N} \times 100\%$$

where P – Percentage; F – Frequency/number of sample responses; N – Total number of samples.

RESULTS AND DISCUSSION

The research findings on the role of educational units and the methods used to handle student delinquency in senior high schools across Aceh Jaya Regency reveal that while the strategies implemented by teachers are considered highly effective, with a score of 86.76%, the role of the educational unit, particularly in identifying which teachers are most dominant in addressing delinquency, remains suboptimal at 45.05%; this indicates a gap between the effectiveness of the methods employed and the clarity of role distribution within the school environment.

The study used open-ended questionnaires, which were analysed thematically. The results show that most respondents responded positively and consistently about teachers' role in managing student misbehaviour, as evidenced by the dominance of "Often" and "Always" responses across indicators. For instance, in statements numbered 16 to 24, the majority of respondents chose "Always," with percentages ranging from 60.5% to 71.6%, indicating teachers' awareness and active involvement in guiding student behav-

our. Nevertheless, some indicators show significant variation in responses, such as in statements 18, 20, 25, and 27. In particular, statements 25 and 27 elicited responses ranging from "Always" to "Never," suggesting that not all respondents share the same understanding or experience of managing student delinquency. On the other hand, statements 19, 21, 22, 24, 28, and 30 consistently received "Always" responses above 50%, indicating a strong pattern of involvement. These findings suggest that the researchers need to reinforce further the role and responsibility structure within the educational unit so that schools can apply the effective methods already in place more consistently and purposefully.

Interviews conducted with several schools in Aceh Jaya Regency, SMA Negeri 1 Teunom, SMA Negeri 1 Krueng Sabee, SMA Negeri 1 Jaya, SMA Negeri 1 Calang, MAN Aceh Jaya, SMK Negeri 1 Pasi Raya, SMK Negeri 1 Calang, and SMK Swasta MUDI showed that the handling of student delinquency is carried out through a collaborative and comprehensive approach involving various stakeholders within the school environment. In general, Guidance and Counselling teachers serve as the frontline in addressing students' deviant behaviour. Still, physical education teachers, Islamic Education teachers, homeroom teachers, and other subject teachers also play significant roles. At SMA Negeri 1 Teunom, disciplinary actions are carried out in accordance with a standard operating procedure (SOP) that emphasises quick, responsive intervention. At the same time, SMA Negeri 1 Krueng Sabee uses coaching and personal approaches to help students understand and correct their behaviour. Both schools also engage external parties such as parents, municipal police (Satpol PP), police, military personnel, and psychologists when issues exceed the school's internal capacity.

At SMA Negeri 1 Jaya, Guidance and Counselling teachers collectively address student misconduct and serve as the central figures in handling these cases. Still, the involvement of subject teachers, school principals, and parents is strongly emphasised, including the use of bolden circle methods, counselling, discussion, and educational sanctions. Collaborations with institutions like LPPAI and the police are also part of handling serious cases. Meanwhile, at SMA Negeri 1 Calang, Guidance and Counselling, Islamic Education, Civics, and Physical Education teachers collaborate to manage student behaviour through counselling, effective communication, and empathetic ap-

proaches. Involvement of external parties, such as community leaders, school committees, Satpol PP, and the police, is also integrated to create a safe, character-building school environment.

MAN Aceh Jaya showcases a collective guidance model that involves Guidance and Counselling, Islamic Education, Physical Education, and all teachers. Guidance and Counselling teachers focus on counselling services, while others provide moral and disciplinary guidance. Methods include lectures, individual approaches, and educational sanctions. External parties such as parents, the community, school committees, and security personnel are essential components of this approach. At SMK Negeri 1 Pasie Raya, while Guidance and Counselling teachers lead the disciplinary efforts, they are actively supported by Physical Education, Islamic Education, and History teachers, as well as the principal. The school implements educational approaches, such as ongoing counselling, student summoning, and restitution techniques, in collaboration with the community, the school committee, local military officers (Babinsa), and the police.

SMK Negeri 1 Calang also adopts a collective approach, involving Guidance and Counselling teachers, homeroom teachers, religion teachers, and all educational staff. Their disciplinary methods range from consultations, discussions, and lectures to the development of students' social skills. This school engages its school committee, psychologists, LPPAI, police, and Satpol PP in more complex cases, illustrating an integrated multidisciplinary approach. On the other hand, SMK Swasta MUDI emphasises a humanistic and emotionally sensitive approach. Guidance and Counselling teachers are the main actors, supported by homeroom teachers and subject teachers such as PAI, Physics, and English. Techniques such as personal advice, case documentation, one-on-one counselling, and active parental involvement are key strategies. Additionally, non-teaching staff, such as librarians and administrative personnel, are included in social supervision efforts, while external parties, such as the school committee, community leaders, and the police, assist in handling serious misconduct cases.

Overall, schools show a strong tendency to implement collaborative, educational, and contextual approaches that involve both internal and external stakeholders. These approaches prioritise student development over punishment, focusing on guidance, mentoring, prevention, and

rehabilitation. While the role of Guidance and Counselling teachers remains central, support from other teachers, homeroom teachers, parents, the community, and related institutions enhances the effectiveness of disciplinary strategies. This cross-sector collaboration becomes a key strength in creating safe, inclusive, and character-focused learning environments across Aceh Jaya Regency.

Student discipline at MAN Aceh Jaya is handled through a collective, collaborative approach involving Guidance and Counselling teachers, Islamic Education teachers, Physical Education teachers, and other subject teachers. Guidance and Counselling teachers play a central role in counselling, while Islamic Education teachers serve as moral role models, shaping students' spiritual awareness. Physical Education teachers are also considered crucial due to their informal, physical engagement with students. Even Mathematics and other subject teachers contribute through daily classroom interactions that help detect early signs of behavioural issues. This approach reflects a school culture that values collective responsibility among all teachers in character formation.

From the interview results, teachers identified several causes of student delinquency, including poor parental supervision, negative peer influence, uncontrolled social media use, family conflict, and adolescent identity crises [8]. In addition, teachers noted that the lack of positive self-expression could also trigger misconduct.

To address these issues, schools employ various methods, including lectures, advice, individual counselling, casual discussions, and educational sanctions such as community service. Guidance and Counselling teachers primarily conduct in-depth counselling, while other teachers use persuasive and humanistic approaches tailored to students' characteristics and offence severity [9]. This strategy shows that guidance at MAN Aceh Jaya focuses on behavioural recovery rather than mere punishment.

External involvement is also a crucial part of the guidance strategy. Parents, school committees, the community, and police are actively involved. The school committee acts as a bridge between school and community interests, while the police assist with outreach and the handling of serious cases such as violence and corruption [10]. This cross-sector collaboration makes MAN Aceh Jaya a school that effectively integrates both internal

and external approaches to support students' academic, social, and spiritual development.

CONCLUSIONS

The handling of student delinquency in all educational institutions in Aceh Jaya Regency is carried out collectively, not solely the responsibility of Guidance and Counselling (BK) teachers, but also involving principals, homeroom teachers, Islamic Education (PAI) teachers, Civics (PPKn) teachers, Physical Education (PJOK) teachers, as well as other subject teachers. The approaches used are educational and personal, including counselling, lectures, coaching, and spiritual practices.

The strategies implemented include both preventive and curative measures and involve collabo-

ration with external parties, including parents, school committees, security officers, and professional institutions. Although the approaches are relatively similar, each school has its own distinctive strategies tailored to its specific context and culture.

In general, BK teachers serve as the main figures due to their counselling and psychological competencies. However, the roles of other teachers remain significant in fostering students' character and discipline through daily interactions and moral-emotional approaches; this indicates that student delinquency in Aceh Jaya is handled collaboratively, with contributions from all educators based on their respective capacities and relationships with students.

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