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Enhancing Adolescents' Knowledge of Delinquency and Risky Behaviors through Preventive Education: A Community-Based Study in Muhammadiyah Boarding School Selong

Meningkatkan Pengetahuan Remaja tentang Kenakalan dan Perilaku Berisiko melalui Pendidikan Pencegahan: Studi Berbasis Komunitas di Sekolah Asrama Muhammadiyah Selong

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ABSTRACT

Adolescence is a crucial transitional phase in the human life cycle, characterized by rapid biological, cognitive, and emotional changes. Psychologically, this stage is often associated with a period of storm and stress, during which individuals experience emotional instability due to simultaneous physical, social, and psychological transformations. Such conditions make adolescents particularly vulnerable to negative environmental influences that may lead to delinquency and risky behaviors if not properly addressed. This community service activity introduces an integrative approach that combines preventive education with psychoeducation to support adolescents in understanding and preventing such behaviors. The objective of this activity is to describe the implementation of preventive education and to explore participants' responses and engagement during the program. The activity employed a preventive health education approach delivered through direct face-to-face interaction at Muhammadiyah Boarding School (MBS), East Lombok. Participants consisted of 35 students, both male and female, accompanied by two teachers. Observational findings indicated a high level of enthusiasm and engagement throughout the activity. This was reflected in students' active participation during ice-breaking sessions, discussions, and question-and-answer interactions, which contributed to an interactive and supportive learning environment. Students demonstrated responsiveness to the material presented, indicating an increased awareness and understanding of delinquency and risky behaviors. These findings suggest that interactive and participatory educational methods are well-received and can support adolescents' awareness. However, further evaluation using structured measurement tools is recommended to assess outcomes more comprehensively.

Keywords: *Adolescents; Juvenile Delinquency; Risky Behavior; Preventive Education*

ABSTRAK

Masa remaja merupakan fase transisi krusial dalam siklus hidup manusia yang ditandai dengan perubahan biologis, kognitif, dan emosional yang pesat. Secara psikologis masa remaja juga dikenal sebagai periode storm and stress, yaitu masa ketika individu mengalami gejolak emosi akibat perubahan fisik, sosial, dan psikologis yang terjadi secara bersamaan. Sehingga menjadikan remaja kelompok yang rentan terhadap pengaruh lingkungan negatif, yang jika tidak dikelola dengan baik, dapat mengarah pada berbagai bentuk penyimpangan perilaku. Kegiatan ini menawarkan kebaruan melalui pendekatan integratif yang menggabungkan edukasi preventif dengan psikoedukasi dalam pencegahan kenakalan remaja. Kegiatan ini bertujuan untuk menganalisis efektivitas pemberian edukasi preventif dalam meningkatkan pengetahuan remaja terkait pencegahan kenakalan dan perilaku berisiko. Metode yang digunakan dalam kegiatan pengabdian masyarakat ini adalah pendekatan edukasi kesehatan berbasis preventif melalui tatap muka langsung (face to face). Kegiatan ini dilakukan di sekolah Muhammadiyah Boarding School (MBS) Selong, Lombok Timur.

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Peserta yang hadir terdiri dari 35 peserta didik (remaja) laki-laki dan perempuan serta 2 guru pendmping. Sejak awal kegiatan peserta didik terlihat antusias dan menunjukkan semangat yang tinggi. Hal ini semakin terlihat saat sesi ice breaking sebelum dan sesudah penyampaian materi, dimana siswa terlibat aktif, menciptakan suasana yang interaktif dan menyenangkan. Saat penyampaian materi, diskusi, dan sesi tanya jawab, peserta didik menunjukkan keterlibatan yang sangat aktif, baik dalam mengajukan pertanyaan maupun menjawab pertanyaan yang diberikan oleh pemateri dan panitia. Tingginya partisipasi dalam sesi tanya jawab serta keaktifan siswa dalam merespon materi memperkuat temuan bahwa metode edukasi interaktif efektif dalam meningkatkan pengetahuan dan kesadaran remaja terhadap perilaku berisiko.
Keywords: *Remaja;Kenakalan remaja;Perilaku berisiko;Edukasi preventif*

Introduction

Adolescence is a crucial transitional phase in the human life cycle, characterized by rapid biological, cognitive, and emotional changes (WHO, 2025). During this period, individuals tend to exhibit a high level of curiosity and a strong drive to explore their identity; however, this is often not accompanied by fully developed self-regulation abilities (UNICEF, 2025). Psychologically, according to Casey et al. (as cited in Khotmi, 2023), adolescence is also recognized as a period of storm and stress, during which individuals experience emotional turbulence due to simultaneous physical, social, and psychological changes. This unstable psychological condition renders adolescents particularly vulnerable to negative environmental influences, which, if not properly managed, may lead to various forms of deviant behavior (Fitri et al., 2024). Consequently, adolescents are highly susceptible to both internal and external pressures, including stress originating from family, school, and peer environments, which may increase the likelihood of engaging in deviant behaviors.

The phenomenon of juvenile delinquency and risky behaviors such as substance abuse, promiscuity, and criminal activities continues to show an alarming trend in the digital era. Various studies indicate that a lack of understanding regarding the long-term consequences of such actions is a primary factor contributing to the increasing prevalence of deviant behaviors among adolescents (Nungo et al., 2025). These risky behaviors not only negatively affect individuals' physical and mental health but also hinder their future potential and impose social burdens on society (Samdal et al., 2025).

On the other hand, social pressures and environmental demands further exacerbate adolescents' psychological conditions. Expectations from parents and society that do not align with an individual's capabilities may lead to internal conflict, decreased self-confidence, and emotional disturbances. If these conditions are not properly addressed, adolescents may face difficulties in adapting and developing optimally. Preventive education plays a central role as a primary strategy in minimizing these risks by enhancing literacy and self-awareness (Yusuf et al.,2023). Providing comprehensive information regarding the dangers of deviant

behavior, along with life skills training, is expected to build an internal protective framework within adolescents (Nungo et al., 2025). Through a well-targeted educational approach, adolescents are not only informed about prohibited behaviors but also understand the underlying rationale for maintaining personal integrity and making responsible decisions (Yusuf et al., 2023).

Although numerous studies have examined adolescent-related issues, there remains a gap in the existing literature. Most studies tend to focus on identifying causal factors, such as the influence of family environment on adolescent stress, without incorporating interventions that address these issues. Furthermore, research on preventive education remains largely descriptive and has yet to extensively measure its effectiveness in improving adolescents' knowledge and shaping their attitudes. The integration of causal factors (such as family environment) with educational interventions has also rarely been conducted in a comprehensive manner.

Based on this gap, this activity offers novelty through an integrative approach that combines preventive education with psychoeducation in the prevention of juvenile delinquency. This activity not only focuses on problem identification but also evaluates the effectiveness of the intervention by analyzing changes in adolescents' knowledge and attitudes before and after the educational program. In addition, this activity emphasizes the development of adolescents' self-awareness as a sustainable preventive effort and integrates family and social environmental factors into the design of educational materials.

This activity aims to analyze the effectiveness of preventive education in improving adolescents' knowledge regarding the prevention of delinquency and risky behaviors. With improved understanding, it is expected that positive attitudinal changes will occur, enabling adolescents to filter negative influences from peers and social media. Through the synergy of accurate information and interactive delivery methods, this preventive effort is expected to serve as a sustainable solution in fostering a healthy, intelligent, and well-characterized younger generation.

Research Methods

This community service activity was conducted using a preventive health education approach delivered through direct face-to-face interaction. The activity took place at Muhammadiyah Boarding School (MBS) Selong and involved 35 students from grades X to XII. The program commenced at 07:30 WITA, beginning with participant registration. The opening session was led by a Master of Ceremony (MC) and consisted of several stages, including the formal opening, a report from the head of the organizing committee, a speech from the school principal, a

collective prayer led by one of the committee members, and a group photo involving participants, organizers, presenters, and two accompanying teachers.

The activity then proceeded with an ice-breaking session prior to the main session, which focused on the delivery of educational material related to adolescent delinquency, forms of risky behaviors (such as bullying, substance abuse, and risky sexual behavior), and their impacts on physical, mental, and social health. Before the delivery of the educational material, participants were asked several direct questions regarding adolescence, juvenile delinquency, and risky behaviors to explore their initial level of understanding. The educational session was conducted using interactive lectures, group discussions, and question-and-answer methods to encourage active student participation. This approach is consistent with health education theory, which suggests that direct and interactive information delivery can enhance individuals' understanding and awareness of healthy behaviors (Notoatmodjo, 2012).

The final stage involved an evaluation aimed at exploring participants' understanding after the educational session. The assessment was conducted by asking eight questions related to the material presented. In addition, a reflective session was carried out to explore participants' understanding and their commitment to avoiding risky behaviors. This preventive education activity was well-received and demonstrated positive engagement among participants in understanding the material. Previous studies have indicated that health education interventions play an important role in promoting awareness and self-control among adolescents (Elisanti & Ardianto, 2021). Furthermore, from a theoretical perspective, the preventive approach is supported by social control theory, which suggests that increased knowledge and value internalization may reduce the tendency to engage in deviant behavior (Hirschi, 1969). Therefore, this activity is expected to support adolescents in developing better knowledge, attitudes, and responsible behaviors.

Results and Discussion

The activity was conducted in a classroom at Muhammadiyah Boarding School (MBS) Selong, East Lombok, on April 4, 2026, from 08:00 to 10:00 WITA. A total of 35 students from grades 10 to 12 participated, accompanied by two teachers. The program was implemented as planned, beginning with an opening session followed by the delivery of educational material and interactive activities.

Observational findings indicated that students demonstrated a high level of engagement throughout the activity. This was reflected in their active participation during ice-breaking sessions, discussions, and question-and-answer interactions. During the initial session, several students showed limited understanding of key concepts related to adolescent delinquency and risky behaviors, as indicated by

their incomplete or inaccurate responses to preliminary questions. Following the educational session, an evaluation was conducted using eight oral questions related to the material presented. Most participants were able to respond correctly to most of the questions, indicating an improvement in their understanding.

In addition, students were able to identify examples of risky behaviors (e.g., bullying, substance abuse, and unsafe social interactions) and explain their potential impacts on physical, mental, and social health. Qualitatively, students also demonstrated increased confidence in expressing their opinions and sharing relevant experiences during the discussion session. This suggests that the interactive approach not only supported knowledge acquisition but also encouraged active involvement in the learning process.



Figure 1 shows the documentation of the activity conducted at Muhammadiyah Boarding School.

The findings suggest that interactive and participatory educational methods can support adolescents' understanding of delinquency and risky behaviors. The observed increase in students' ability to answer evaluation questions and engage in discussions indicates a positive response to the educational intervention. This aligns with health education theory, which emphasizes that active participation and direct engagement can enhance comprehension and awareness (Notoatmodjo, 2012). Compared to previous studies that primarily focus on identifying risk factors, this activity highlights the importance of implementing practical educational interventions in real settings. The use of ice-breaking, discussion, and question-and-answer sessions created a more engaging learning environment, which may facilitate better understanding among adolescents.

However, this activity has several limitations. The evaluation was conducted using a simple question-based approach without standardized measurement instruments or quantitative pre-test and post-test data. Therefore, the findings are limited to descriptive observations and cannot be generalized beyond the specific context of this activity. Future programs are recommended to incorporate structured evaluation tools and quantitative analysis to more accurately measure changes in knowledge and attitudes. Furthermore, the findings of this activity can also be understood from a developmental perspective. Adolescence is characterized by an imbalance between socio-emotional development and cognitive control, which often leads to increased risk-taking behavior (Steinberg, 2014; Dahl et al., 2018). In this context, the improvement in students' ability to recognize risky behaviors and their consequences indicates that the educational intervention may help strengthen cognitive awareness and self-regulation. Providing structured information and opportunities for reflection allows adolescents to better evaluate potential risks in their environment.

In addition, the results are consistent with global perspectives on adolescent health, which emphasize the importance of preventive education in promoting healthy development (WHO, 2023). Adolescents often face multiple environmental pressures, including peer influence and social expectations, which can shape their behavior. The interactive approach used in this activity, particularly through discussion and peer engagement, may support adolescents in developing critical thinking skills and making more informed decisions. This aligns with the notion that preventive strategies should not only provide information but also empower adolescents to navigate social challenges effectively.

Moreover, the integration of psychoeducational elements in this activity may contribute to increased self-awareness among participants. As highlighted in previous studies, awareness and understanding are essential components in reducing vulnerability to risky behaviors (Viner et al., 2012). The opportunity for students to express their opinions and share experiences during the session may also reinforce social learning processes, where individuals learn from peers and internalize positive values. This suggests that combining preventive education with interactive and reflective methods can provide a supportive environment for adolescent development. Overall, this activity demonstrates that preventive education delivered through interactive methods is well-received by adolescents and has the potential to support awareness of delinquency and risky behaviors. Further development of more systematic evaluation designs is needed to strengthen the evidence base of such interventions.

Conclusion

Based on the results of the community service activity, it can be concluded that the implementation of preventive education using an interactive approach was well-received by adolescents and supported their understanding of delinquency and risky behaviors. Adolescence, as a critical developmental stage, is particularly vulnerable to negative environmental influences; therefore, appropriate guidance through educational interventions is essential. The use of interactive lectures, discussions, and question-and-answer methods created an engaging learning environment, as reflected in participants' enthusiasm, active participation, and their ability to demonstrate improved understanding of the material presented. In addition to enhancing knowledge, the activity also encouraged the development of awareness and more positive attitudes toward avoiding risky behaviors. However, as the evaluation was conducted using a descriptive approach without standardized measurement tools, the findings are limited to the context of this activity and cannot be generalized. Nevertheless, preventive education delivered through interactive methods shows potential as a supportive strategy in promoting adolescents' awareness and encouraging responsible behavior. Further studies with more rigorous evaluation designs are recommended to better assess its impact.

Suggestion

Based on the results of the activities conducted, several recommendations can be proposed:

1) For schools, it is expected that they regularly organize preventive education activities as part of student development programs and integrate them into both academic and extracurricular activities.
2) For parents, it is recommended to enhance supervision, communication, and guidance toward their children in order to minimize negative environmental influences.
3) For educators and healthcare professionals, it is suggested to develop more innovative and interactive educational methods so that the material becomes more engaging and easier for adolescents to understand.
4) For future researchers, it is recommended to develop more comprehensive research methods, such as the use of structured pre-test and post-test designs, as well as examining changes in attitudes and behaviors over the long term.
5) For adolescents, it is expected that they apply the knowledge they have gained in their daily lives and become more selective in choosing their social environment.

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