

COMMUNICATION STRATEGIES IN PREVENTING STUDENT RULE VIOLATIONS

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Abstract

Juvenile delinquency remains one of the major social problems continuously affecting Indonesia. Assuming that students spend approximately 8 to 9 hours at school, they interact more within the school environment than at home. Teachers and peers thus play a significant role in shaping students' character. The purpose of this study is to synthesize school strategies in communicating with students to prevent violations at SMA Negeri 10 Bandar Lampung. This research employed a descriptive method with a qualitative approach. Data were collected through documentation, observation, and interviews, and analyzed using the Miles & Huberman model. The findings indicate that communication strategies are oriented toward maturity and empathy, conducted in a two-way manner, providing space for dialogue, gradual, non-intimidating, utilizing soundproof safe spaces, and based on student data. This approach is consistent with the principles of Social Penetration Theory, which emphasizes the depth and breadth of self-disclosure. The outcomes of this implementation include increased student openness, the establishment of trust, and more cooperative follow-up planning.

Keywords: *Communication; Counseling; Violations; Social Penetration; School.*

Abstrak

Kenakalan remaja menjadi salah satu masalah besar yang terus menerus melanda Indonesia. Dengan asumsi anak menghabiskan waktu selama 8 hingga 9 jam di sekolah, anak memiliki waktu berinteraksi lebih banyak di sekolah dibandingkan dengan di rumah. Guru dan teman di lingkungan sekolah sangat berperan besar dalam menentukan karakter anak. Tujuan penelitian ini adalah mensintesa strategi sekolah dalam melakukan komunikasi terhadap murid dalam melaksanakan upaya pencegahan pelanggaran murid di SMA Negeri 10 Bandar Lampung. Metode penelitian yang digunakan adalah deskriptif dengan menggunakan pendekatan



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kualitatif. Data dikumpulkan dengan dokumentasi, observasi, dan wawancara. Data dianalisis dengan model Miles & Huberman. Hasil penelitian menunjukkan bahwa strategi komunikasi berorientasi pada kedewasaan dan empati, yang bersifat dua arah, memberikan ruang dialog kepada murid, bertahap, tidak mengintimidasi, memanfaatkan ruang aman berperedam suara, serta percakapan berbasis data murid. Pendekatan ini konsisten dengan prinsip Teori Penetrasi Sosial yang menekankan kedalaman dan keluasan pengungkapan diri. Hasil dari penerapan ini adalah keterbukaan murid meningkat, kepercayaan terbentuk, dan penetapan rencana tindak lanjut lebih kooperatif.

Kata Kunci: *Komunikasi; Konseling; Pelanggaran; Penetrasi Sosial; Sekolah.*

INTRODUCTION

Education aims to develop the individual's potential holistically—intellectually, emotionally, socially, and spiritually—so that they are able to contribute positively to community life and national development (Fitrianto, 2023). In Indonesia, education is specifically regulated under Law of the Republic of Indonesia No. 20 of 2003 on the National Education System. Schools, as providers of formal education, are obliged to realize the objectives of education in accordance with the mandate of the State. One of the obligations of teachers, as stipulated in Law No. 14 of 2005 on Teachers and Lecturers is to plan instruction, implement quality learning processes, and assess and evaluate learning outcomes. The teacher's role can be maximized when teachers possess strong social competence (Mazrur et al., 2022).

In the educational sphere, communication functions as the primary bridge between teachers and students (Rahayu, 2023). Communication in education also plays a crucial role in fostering a conducive classroom atmosphere and building trust among teachers, students, and parents (Putri et al., 2025). A lack of effective communication may lead to various social difficulties, such as low self-confidence, challenges in adapting to new environments, and problems in establishing interpersonal relationships (S. Fatimah & Holilah, 2025). One of the consequences of such social difficulties for students is the risk of falling into juvenile delinquency.

Juvenile delinquency has become one of the most alarming social issues in the development of human resources in Indonesia. This phenomenon not only reflects individual failure in the process of self-adjustment but also indicates structural problems within the system of social control operating in families, schools, and communities. Various forms of deviant behavior—such as student brawls, drug abuse, illegal street racing, and group violence—have increasingly occurred across regions (Cahyadewi & Susilawati, 2025), including in Lampung Province, which in

recent years has recorded a significant rise in criminal cases involving children and adolescents. This situation demands serious attention from multiple stakeholders, given that adolescence is a critical phase in the formation of character and identity that will determine the quality of future generations (Salsyabillah et al., 2025).

Juvenile delinquency continues to be a major problem in Indonesia. As noted in a scholarly article by Krissi Wahyu Saragih et al., a study employing the Systematic Literature Review method on research conducted over the past five years highlights the persistence of this issue (Saragih et al., 2025). The prevalence of juvenile delinquency has prompted the establishment of the “Military Barracks Program,” initiated by the Governor of West Java for students residing in the province. This program emphasizes discipline-based education, aiming to instill discipline, independence, and restore the identity of adolescents as the nation’s future generatio (BAPPEDA west java, 2025). The program serves as a validation of public concern regarding juvenile delinquency at the national level. This is evident from the participation of other regional leaders who have implemented similar programs in Bengkulu, North Sumatra, and Palembang. As of May 2025, 274 students from senior high schools (SMA) and vocational high schools (SMK) had been enrolled in the West Java Military Barracks Program (CNN Indonesia, 2025). Such cases often arise due to internal factors, particularly students’ inability to adapt to their school environment.

Juvenile delinquency in Lampung in 2025 remains a serious concern, with numerous cases of violence, bullying, and children in conflict with the law (ABH), including a fatal student brawl in Pesisir Barat. The Child Protection Commission (Komnas PA) in Bandar Lampung recorded 62 cases involving children as of January 2026, many of which were linked to juvenile delinquency. Police authorities have actively conducted outreach programs to prevent such incidents. Specific cases include a fatal stabbing between junior high school students in Pesisir Barat, Lampung, triggered by a schoolyard fight in September 2025 (kompas.id, 2025), Komnas PA Bandar Lampung also handled various cases throughout 2025, including juvenile delinquency, bullying, and ABH. Such behaviors are often triggered by peer influence, environmental factors, lack of supervision, and misuse of social media (RMOLLampung, 2026). Schools can be considered students’ second home, as children spend more time at school than at home within a 24-hour period. Teachers and peers in the school environment thus play a crucial role in shaping students’ character (Afrita & Yusri, 2023).

In late April 2025, Lampung Province issued Decree of (the Head of the Provincial Office of Education and Culture No. 800/180/V.01/DP.2/2025 on the Designation of Educational Institutions as Superior Public Senior High Schools in

Lampung Province) establishing 35 superior-status public senior high schools across districts and cities. In Bandar Lampung City, five public senior high schools were designated as superior, including SMA Negeri 10 Bandar Lampung.

Students of SMA Negeri 10 Bandar Lampung are demographically diverse, representing a wide range of backgrounds. Based on school data, the trend of students' residential origins at SMA Negeri 10 Bandar Lampung has shifted since the implementation of the zoning policy in student admissions (currently referred to as the New Student Admission System/SPMB). In addition to this shift in student domicile, SMA Negeri 10 Bandar Lampung also has 30% of its student population enrolled under affirmative status.

Demographically, students at SMA Negeri 10 Bandar Lampung are diverse in background. Based on school data, the trend of students' residential origins has shifted since the implementation of the zoning policy in student admissions (now referred to as the New Student Admission System/SPMB). In addition to this shift, 30% of students at SMA Negeri 10 Bandar Lampung are enrolled under affirmative status. The school has issued a "Guidelines for the Implementation of School Rules" for its students. However, in practice, students often disregard these regulations. Data show 29 recorded cases of violations resulting in initial warnings, with notes or agreements documented in the case book, involving 79 students.

The purpose of this study is to analyze communication strategies in preventing student rule violations at SMA Negeri 10 Bandar Lampung. The urgency of this research lies in its expected contribution of new findings regarding the effectiveness of communication strategies by adapting Social Penetration Theory to foster intimate counselor–student relationships aimed at preventing student violations.

RESEARCH METHODS

This study employed a descriptive research method with a qualitative approach. Technically, the qualitative descriptive design was implemented by limiting the scope of the case to the practice of communication strategies in preventing student rule violations at SMA Negeri 10 Bandar Lampung. Informants were selected purposively, as they were considered the most knowledgeable regarding the processes, policies, and communication practices within the school.

In qualitative research, the researcher serves as the primary instrument; therefore, the data collected represent meanings from the perspectives of the informants. This study was conducted at SMA Negeri 10 Bandar Lampung, located at Jl. Gatot Subroto No. 81, Tanjung Gading, Kedamaian District, Bandar Lampung City, Lampung Province, during August–September 2025. The research site was

selected due to its unique student demographic characteristics, consisting of a mix of students from lower-middle and upper-middle socioeconomic backgrounds.

The subjects of this study were the guidance and counseling (BK) teachers at SMA Negeri 10 Bandar Lampung, while the object of the study was the students of the same school. The key informant in this study was the coordinator of the guidance and counseling teachers. The selection of informants was based on their authority within the institutional structure to provide the data required by the researcher.

Data were collected through interviews, observations, and documentation. Data analysis in this study followed the Miles & Huberman (1994) model, which consists of four stages: data collection, data reduction, data display, and conclusion drawing (verification). Data validity was ensured through data triangulation.

RESULTS AND DISCUSSION

Result

The enforcement of student regulations at SMA Negeri 10 Bandar Lampung is carried out by two divisions, namely the Guidance and Counseling Unit (BK) and the Discipline Team (Tim Tatib). The authority for counseling services at SMA Negeri 10 Bandar Lampung is assigned to the BK unit, which is structurally under the Principal. The BK unit consists of one coordinator and five counseling teachers. Each counseling teacher is assigned to provide both individual and group counseling services to six classes, with an average of 35 students per class. The BK unit is also authorized to assign violation points in accordance with the School Discipline Guidelines.

In parallel, the Discipline Team (Tim Tatib), which operates under the Vice Principal for Student Affairs, is also responsible for handling violations of school regulations. The team assists BK teachers by directly reprimanding students who commit violations and imposing educational sanctions. Unlike BK, the Discipline Team does not have the authority to assign violation points to students.

Formally, there is no written classification of violation levels. However, ethically, the BK unit applies its own internal criteria for summoning parents in response to student violations. In general, parents are contacted for purposes including: (1) gathering more in-depth information; (2) informing them of material losses incurred by the school due to violations; (3) addressing violations that require parental awareness for resolution; and/or (4) other needs requiring parental approval or assistance.

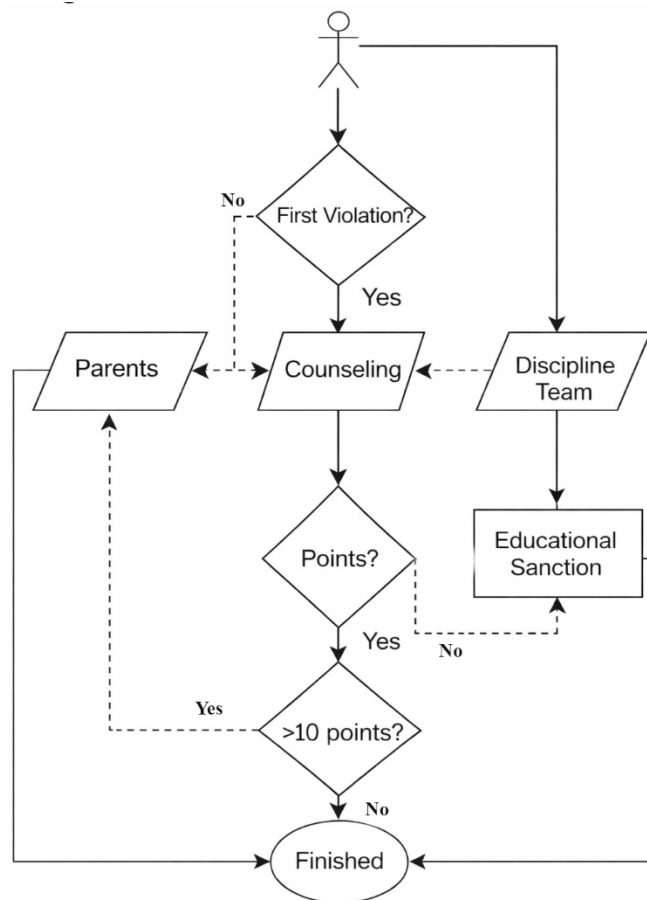


Figure 1. Student Violation Resolution Process

Based on counseling records and observations conducted by the BK team, it was found that differences in socioeconomic backgrounds are associated with students' behavior at school. This condition generally arises due to the limited time and attention provided by parents. The primary factor contributing to parental challenges is economic pressure within the family, which results in minimal affective support at home. This condition is often interpreted as a "lack of affection" and reduced parental involvement in students' learning activities. The impact on students includes emotional instability, low learning motivation, and irregularity in attendance and task completion.

Behavioral characteristics exhibit distinct patterns across different socioeconomic groups. Students from families experiencing higher economic pressure tend to demonstrate more disciplinary problems as an expression of their need for attention and validation. In contrast, students from more economically stable families generally display higher levels of compliance, although often accompanied by psychological pressure.

Based on interview findings:

“PPDB/SPMB does not show a direct relationship with students’ behavioral characteristics. However, the implementation of the zoning policy within the SPMB system at SMA Negeri 10 Bandar Lampung has altered the composition of student backgrounds and increased the heterogeneity of admitted student profiles (see Table 1). The BK team and teachers reported shifts in classroom atmosphere and peer group dynamics following the admission of students from more diverse school and environmental backgrounds.”

This changing landscape has affected classroom interaction patterns as well as the dynamics of compliance with school regulations, which were previously relatively homogeneous. The findings indicate that following the changes in admission pathways due to zoning policies, there has been a relative increase in low-to medium-level violations recorded in BK journals, such as tardiness, incomplete uniforms, and non-compliance with assignments. These are accompanied by broader issues related to emotional regulation and learning motivation.

Interview results further emphasize that:

“The increasing number of students identified as having the potential for problematic behavior has not only increased the workload in handling cases but has also influenced the peer environment. Several students who previously demonstrated good behavioral records and pre-test results have shown vulnerability to declining compliance through mechanisms such as peer conformity, the normalization of minor violations, and the underestimation of rule enforcement consequences within the school environment.”

Table 1: Admission Pathways (PPDB/SPMB)

Admission Pathway	≤ academic year 2024/2025 (%)	Academic Year 2025/2026 (%)
Zoning (Domicile)	50	30
Affirmation	15	30
Transfer	5	5
Achievement	30	35

Source: (Department of Education and Culture of Lampung Province, 2024, 2025)

The implementation of school discipline based on the School Discipline Guidelines faces challenges due to low awareness and inconsistent compliance among students. Informants emphasized that although the rules have been socialized since the beginning of school enrollment to both students and parents, students’ cognitive understanding of these regulations has not been fully internalized as values and habitual behavior. The observed pattern indicates that

compliance is situational—strengthening under direct supervision but weakening in its absence. This condition results in repeated violations without creating a deterrent effect.

Further findings indicate obstacles in collaboration between the school (particularly the BK team) and some parents. The misalignment of communication between home and school leads to inconsistent reinforcement of students' disciplinary behavior. Consequently, commitment to school rules becomes weak due to situational pressures and peer influence. Technically, the combination of low rule awareness among students and weak cooperation from some parents results in uneven implementation of discipline across students.

The challenges in enforcing discipline based on the School Discipline Guidelines are addressed through a structured service cycle consisting of planning, monitoring, and evaluation conducted each semester. Planning is developed collectively at the team level to formulate objectives, materials, and handling procedures, which are then translated into individual work plans for each BK teacher. At the team level, the primary strategy involves conducting socialization activities by inviting expert speakers. At the individual level, BK teachers carry out two main forms of interaction: classroom teaching and counseling services outside the classroom, in accordance with assignments from the BK coordinator. Classroom teaching provides structured two-way communication in group settings, while out-of-class counseling offers space for personal dialogue aimed at problem clarification, formulation of follow-up actions, and monitoring student development.

Interpersonal communication between BK teachers and students is conducted in a two-way manner to provide students with opportunities to participate actively in the counseling process. The strategy aims to create a sense of control for students over the conversation while maintaining a pragmatic and goal-oriented communication framework. This includes allowing students to share their experiences, determine the most urgent discussion topics, and express their current feelings. As a result, the flow of dialogue is maintained, ensuring that counseling services are delivered effectively and accurately.

Technically, informants described the use of interaction techniques that support collaborative dialogue without losing structure. BK teachers facilitate communication through open-ended questions with clear boundaries to ensure that the focus of intervention is maintained. This strategy creates a warm and non-intimidating communication environment, encouraging students to express their feelings more comprehensively, while still enabling counselors to provide direction at critical moments in the interaction. According to informants, this approach increases student openness and fosters a trusting environment conducive to

problem exploration. Students become more cooperative in developing follow-up plans and more willing to engage in agreed stages of behavioral change, thereby facilitating the achievement of communication objectives during counseling sessions. Overall, this intimate interpersonal communication pattern provides psychological control for students while remaining structured and pragmatic, thus supporting the effectiveness of counseling services.

The communication style applied in counseling is designed to address age gaps and differences in adolescent developmental stages. Informants emphasized that the principles of maturity and empathy serve as the primary foundation in counseling interactions, ensuring that communication remains professional, warm, and respectful from the students' perspective. Communication is conducted in a two-way manner by providing space for student participation while maintaining the orientation toward service objectives. Technically, communication is carried out gradually and without haste, with an initial focus on building student trust. BK practices include allowing students to express their feelings and perspectives through open-ended questions, summarizing discussions, and validating emotions to ensure that students feel heard without intimidation.

Once trust has been established, BK gradually directs the conversation toward defining session objectives, formulating follow-up plans, and scheduling subsequent counseling sessions for monitoring purposes. Observations indicate that this approach increases student openness and builds trust, facilitating easier problem exploration. Indicators of progress in practice include longer counseling durations, reduced levels of fear, and increased adherence to agreements resulting from counseling sessions. Overall, a communication pattern grounded in maturity and empathy, implemented gradually and without haste, contributes to smoother counseling processes and improved outcomes.

The main challenges in communicating with students include diverse student characteristics, limited mental readiness, and insufficient communication competence. These conditions hinder the development of trust, limit the depth of relevant information obtained, and slow the achievement of session objectives. The consequences of this tendency toward withdrawal are reflected in incomplete case resolution and repeated violations. As a result, follow-up cycles become longer, as counselors must repeat stages of clarification and emotional validation before proceeding to decision-making. Additional difficulties arise from students' social and emotional pressures, particularly concerns regarding peer reactions when issues involve their social groups. Overall, the combination of personal and social factors constitutes a major barrier to effective communication between BK teachers and students.

The development of closeness with students is facilitated through the provision of a dedicated counseling room. This room is located within the BK office, enclosed with glass and equipped with soundproofing, allowing conversations to take place privately while maintaining transparency. Informants emphasized that this design creates psychological safety for students to express personal issues without fear of being overheard, while also preserving transparency in the counseling process within the school environment. In addition to spatial arrangements, a personalized approach based on data is implemented. From the beginning of the academic year, BK maintains data on students' backgrounds and future orientations, which are used to monitor daily behavior and personalize conversation topics. This practice enables counselors to initiate discussions from relevant points, thereby accelerating relationship building and maintaining a warm yet professional communication environment.

Based on informant observations, this approach leads to increased openness in dialogue, reduced tendencies toward withdrawal, and the development of more stable trust throughout the service cycle. In particular, data on students' future orientation are utilized as a motivational key when violations occur. For example, for students aiming to pursue higher education, this information is used during counseling sessions to link behavioral consequences with long-term goals. According to informants, this strategy is effective as a reminder and reinforcement of commitment, encouraging students to be more cautious and willing to follow agreed-upon follow-up actions.

The prevention of repeated violations is carried out through the use of the School Discipline Book as a documentation tool and shared reminder among the school, students, and parents. This book functions as a record of violations and a reference for determining subsequent handling steps, as well as a means of reinforcing behavioral expectations. In practice, it serves as a record that ensures continuity of information in each meeting and facilitates tracking of students' behavioral progress. However, the preventive effectiveness of the School Discipline Book is sometimes hindered by low levels of concern among some students and parents. Consequently, repeated violations and recurring referrals to BK for similar cases are observed, indicating a gap between documentation and commitment among students and parents. In response, BK implements a continuous cycle consisting of monitoring, follow-up counseling, and evaluation to maintain students within the scope of services. This cycle includes scheduling follow-up sessions, reaffirming goals, and monitoring compliance with agreements established during counseling.

The development of violation-handling strategies is based on the classification of violation levels in accordance with legal regulations and school standard operating procedures. This classification is used to map cases at two levels simultaneously: the general pattern of violations at the school or class level, and individual identification. Through this mapping, BK obtains a basis for determining priorities, intensity, and forms of intervention proportionally according to the severity of violations. At the implementation stage, strategies are applied hierarchically. Minor violations are first delegated to homeroom teachers as primary supervisors. More serious violations are handled directly by the BK team in coordination with homeroom teachers and with parental involvement. The most severe violations are referred to parents for further guidance. Technically, the hierarchical implementation of strategies is reflected in clear bureaucratic procedures, structured referral pathways based on violation levels, and follow-up actions tailored to individual student needs. Thus, adjustments based on violation levels ensure that interventions are aligned with normative standards while remaining structured, proportional, and well-coordinated.

Discussion

The communication strategy employed in preventing student rule violations in this study emphasizes the principles of maturity and empathy demonstrated by counselors toward students who commit violations. Counseling sessions serve as the primary channel through which students process emotions and express their experiences. Counselors are required to understand students' backgrounds, communication styles, motivations, and future orientations, both at the individual and group levels (Shertzer & Stone, 1981)

In general, students at SMA Negeri 10 Bandar Lampung exhibit a relatively complex diversity of characteristics. This diversity is reflected in the varied admission pathways, particularly in the 2025/2026 academic year, which saw a significant increase in the affirmation pathway. The affirmation pathway is intended for students from economically disadvantaged families (25%) and students with disabilities (5%).

Apriani & Sriharini (2024) found that families who consistently provide guidance and counseling to their children can help prevent negative behaviors. However, families with lower economic status often face challenges due to limited parental time and attention, as parents are preoccupied with improving their economic conditions. Economic pressure indirectly affects adolescents' emotional development and social behavior through the quality of parent-child interactions (R. Fatimah et al., 2020). Similar findings by Ho et al (2022), indicate that poverty

can worsen parent–child relationships due to increased parental stress, which often results in harsher parenting styles and may trigger psychological problems in children. Technically, this occurs due to a lack of positive attention caused by economic and occupational pressures. Adolescents' perceptions of financial stress are associated with increased internalizing problems (such as anxiety and sadness) and externalizing behaviors (such as delinquency). This suggests that economic pressure influences behavioral changes through unstable emotional regulation (Miller et al., 2025). Furthermore, Herd et al (2020) argue that socioeconomic risks hinder adolescents' ability to regulate emotions.

At SMA Negeri 10 Bandar Lampung, based on interviews with teachers, changes in student characteristics have been observed since the implementation of the zoning policy. While the zoning policy does not directly influence student behavior, previous research indicates that poverty is associated with emotional instability, which in turn affects behavior. However, due to the school's geographical context, the zoning system has shifted the domicile composition of admitted students. Students from relatively higher socioeconomic areas are now mixed with those from lower socioeconomic backgrounds. According to Peer Contagion Theory (Dishion & Tipsord, 2011), deviant behaviors among adolescents can spread when such behaviors receive social reinforcement from peers. This phenomenon is likely a contributing factor to the observed shift in student characteristics, consistent with findings from previous studies.

Through the BK unit, the school implements structured activities for preventing student violations, including planning, monitoring, and evaluation, supported by adequate facilities to foster intimacy between students and counselors. BK also utilizes carefully designed communication strategies to encourage student openness. At this stage, the BK unit at SMA Negeri 10 Bandar Lampung applies the principles of Social Penetration Theory (Altman & Taylor, 1973), which focuses on the development and maintenance of interpersonal relationships. Interactions between counseling teachers and students must be well-established, intensive, and free from psychological distance. Counselors are expected to adopt a personal approach to encourage greater student openness (Ramdan, 2023). This implementation supports the functions of guidance and counseling, which include understanding, prevention, development, treatment, placement, adaptation, adjustment, improvement, facilitation, and maintenance of students (Suherman, 2007).

A study by Abramson et al (2024) on adolescents aged 14–24 shows that self-disclosure, as a result of social penetration facilitated by counselors (both professionals and teachers), is effective in reducing symptoms of depression.

Confidentiality plays a crucial role in the success of self-disclosure, as breaches of confidentiality may lead to peer bullying. Pertl et al (2024) found that adolescents tend to disclose more to peers due to fear that information shared with adults may be conveyed to parents, which can reduce their willingness to disclose in the future. Subtle intervention by teachers and parents that encourages students to express their problems can lead to behavioral change (Pisu et al., 2023). Providing a safe space for self-disclosure is therefore an effective strategy for preventing problematic student behavior in the future. In cases such as youth violence phenomena like “klitih,” the issue often arises from disclosure that remains superficial and does not reach deeper levels. Adolescents tend to place greater trust in group loyalty than in personal trust (Mahardika et al., 2025). This condition drives adolescents to conform to group expectations. Thus, the role of BK communication as counseling for adolescents is crucial in directing behavior toward more positive outcomes, making the maintenance of intimacy between counselors and students essential.

The practical implications for violation prevention strategies emphasize a differentiated communication approach grounded in empathy. For students from economically pressured families, disciplinary messages are more effective when framed as supportive communication that validates their need for attention while providing flexible avenues for parental involvement. For students from more economically stable families, prevention strategies focus on psychological management, where teachers and counselors strengthen emotional literacy, promote constructive feedback communication, and create opportunities for negotiating realistic learning targets to prevent compliance from turning into psychological pressure. At the school level, strengthening the role of BK through data-based case conferences, peer mentoring programs, and collaborative rule formulation with students serves as a bridge to reduce psychological distance between students, teachers, and parents. Therefore, violation prevention should be designed as a structured and humane cultural adaptation process.

The implementation of discipline based on the School Discipline Guidelines faces challenges due to low student awareness and inconsistent compliance. Further findings indicate obstacles in collaboration between the school (particularly the BK team) and some parents. Technically, the combination of low rule awareness among students and weak parental cooperation results in uneven implementation of discipline across students. Consequently, the effectiveness of discipline enforcement depends on the quality of a consistent, documented, and two-way communication environment among BK teachers, homeroom teachers, students, and parents.

The challenges in enforcing discipline are addressed through a structured service cycle involving planning, monitoring, and evaluation each semester. At the

team level, the primary strategy involves socialization activities featuring expert speakers. At the individual level, BK teachers engage in classroom teaching and provide counseling services outside the classroom. Interpersonal communication between BK teachers and students is conducted in a two-way manner to encourage active student participation in counseling. Technically, effective counseling communication demonstrates three key characteristics: (1) affirmation of experiences through emotional validation; (2) pragmatic direction focused on specific goals; and (3) the provision of a sense of control to students, enabling them to actively formulate action plans (Benitez et al., 2019).

CONCLUSION

The prevention and management of student rule violations at SMA Negeri 10 Bandar Lampung are carried out collaboratively by the Guidance and Counseling Unit (BK) and the Discipline Team, although a formal written classification of violation levels has not yet been established. This condition leads to implementation that often depends on individual judgment, potentially resulting in inconsistencies across cases, class groups, and individual students.

The communication strategy identified in this study is characterized by an emphasis on maturity and empathy, implemented through a two-way communication approach that provides space for student dialogue. The process is conducted gradually, non-intimidatingly, supported by the use of soundproof safe spaces, and grounded in student data. This approach aligns with Social Penetration Theory, particularly in fostering deeper levels of self-disclosure. As a result, students demonstrate increased openness, stronger trust toward counselors, and greater cooperation in formulating follow-up action plans.

However, several challenges remain. The primary obstacles include low levels of student awareness of rules and limited collaboration between parents and the school. Additionally, the implementation of zoning policies has altered the demographic composition of students, increasing heterogeneity and introducing new behavioral dynamics. This shift, combined with economic pressures within families, contributes to reduced emotional support at home, which in turn affects students' emotional regulation, learning motivation, and patterns of compliance. Findings also indicate the influence of peer dynamics in normalizing minor violations, which may gradually escalate into more significant behavioral issues.

Based on these findings, it is recommended that schools develop a clear classification system of violations (minor, moderate, and severe), along with standardized decision thresholds for warnings, parental involvement, and referrals to BK or the Discipline Team. Furthermore, schools should establish structured

communication guidelines and referral pathways, implement policies for safe counseling spaces and confidentiality protocols, integrate communication standards into operational procedures, and ensure that all counseling interactions are systematically documented and centrally managed.

Ultimately, effective prevention of student violations should not merely focus on disciplinary enforcement but must be approached as a structured, empathetic, and data-driven communication process. Such an approach enables schools to foster not only compliance but also the development of students' emotional maturity, self-awareness, and long-term behavioral change.

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