



## THE INFLUENCE OF FAMILY HARMONY AND EMOTIONAL REGULATION ABILITY ON JUVENILE DELINQUENCY

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### Abstract:

This aims to discover the influence of family harmony and emotional regulation ability on the juvenile delinquency of public senior high school students in the region of *Ekskotip Cilacap* (former sub-districts-level region of Cilacap). The implemented types of study are *ex post facto* with correlational design. The population of the study is public senior high school students in the region of Ekskotip Cilacap with 320 students as the sample chosen by implementing the *proportionate stratified random sampling* technique. The implemented data collection instruments are the juvenile delinquency scale, family harmony scale, and emotional regulation ability scale. The results of the study show that: (1) there is an influence between family harmony on juvenile delinquency ( $R = 0.476$ ;  $p < 0.05$ ;  $t(-9.657) < -1.967$ ); (2) there is an influence between emotional regulation ability on juvenile delinquency ( $R=0.369$ ;  $t(-7.074) < -1.967$ ;  $p < 0.005$ ); (3) there is an influence between family harmony and emotional regulation ability on juvenile delinquency ( $R = 0.513$ ;  $p < 0.005$ ;  $F(56.704) > 3.024$ ). The significant influence of family harmony and emotional regulation ability on juvenile delinquency is shown by the effective contribution of 26.3%. This study suggests that as a mean to prevent juvenile delinquency, it can be done by providing informational service on the effects of juvenile delinquency and service on content mastery about methods of emotional regulation as well as how the children participation in maintaining the family harmony.

**Keywords:** family harmony; emotional regulation; juvenile delinquency

### 1. Introduction

Adolescence is a period in which one may possess an emotional character. The psyche tends to be more easily irritated, offended, sad, and moody. This is so because, during this period, the adolescents' emotions are more reactive and sensitive to their social

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environment. Their family environment also becomes a fundamental influence on their emotional development. When the environment is unsupportive, then it will result in feelings of anxiety, depression, or other emotional discomforts. Dealing with such discomforts, many teenagers express it with maladaptive behaviors in an effort to protect themselves from their own debilities, such as aggression (opposing with stubbornness, quarrelling, fighting, disturbing others eagerly) or escaping reality (daydreaming, being reserved and solitary, abusing drugs and alcohol).

The data from Central Bureau of Statistics (2021) describes the population of adolescents in Indonesia as 64.92 million people or around 23.90% of the total population of Indonesia. Such data shows that the adolescents are nation's most important assets. The development of a nation depends on the character and mindset of its teenagers. If the teenagers are able to develop their positive potential, then the development of a nation is also guaranteed, if however, the teenagers are negative in conduct then it is possible for them to be a catastrophe for their nation.

The fact-based on the data from Subregional Police of Cilacap from 2014-April 2015 shows that as many as 67 teenagers in the Cilacap Regency were convicted in some cases such as theft, molestation, and persecution, with the details aged 13-14 = 6 people, aged 15-17 = 56 people, aged 17-18 = 5 people (source: Serayu News, 2017). The other survey result done by Lentera and published by Surabaya Tribunnews (2016) shows that in 2015, 45% of Indonesian teenagers aged 13 – 19 are smokers.

These crime cases phenomena become an illustration that the phenomenon of delinquency done by children aged 15-17 is higher when compared to another age group, since a higher level of delinquency and even up to a crime level tends to be initiated with milder misbehavior. Referring to Hurlock's theory, the age of 15-17 is classified as adolescence and when referring to the age of Indonesian students, such age group is classified as the age of high school students. This is in accordance with the opinion of Kartoyono (2010) stating that the highest number of crimes was done by children aged 15-19 years, after the age of 22 those cases are declining.

Juvenile delinquency is a behaviour that is classified as a misbehaviour if it tends to be against the law, anti-social, immoral, and against the religious norms that are conducted by subjects who are still teenagers. If categorized based on the origin, the cause of juvenile delinquency has two factors, namely the internal and external (Sudarsono, 2012).

The internal factors causing someone to conduct a misbehavior are: lack of emotional shelter, inability to control impulses, failure in school or social achievements, and inability to develop a conscience. Meanwhile, the external factors are the family environment and community (Gunarsa & Gunarsa, 2017). Other notions stated that the causing factor of juvenile delinquency originating from the family are: children who lack affection and attention from parents; parents' poor economic situation; disharmonic family life. However, the internal factor referred to in this study is emotional regulation, meanwhile, the external factor is family harmony (Willis, 2014).

When reviewing the field case, the external factor becomes the main problem in the case of juvenile delinquency. This is because there is quite a number of families which have not been able to properly optimize their functions. Based on the information published in Cilacap Media (2015), divorce cases in Cilacap occupy the highest position in Central Java. This fact is strengthened by the results of the interview conducted by the researcher with Ruswo, S.H as the Deputy Registrar of the Religious Court Class 1A Cilacap, which stated that the number of divorces in Cilacap is the highest in Central Java. The researcher also obtained the data for the number of divorce cases handled by the Religious Court Class 1A Cilacap. The number of divorce cases in 2016 was 5,728, if calculated on average in a month there are around 400 to 500 filings for divorce and on average per day, there are dozens of new widows every day.

Those divorce cases have become one of the causes of broken home families. In his book, (Sudarsono, 2012) stated that *“either broken home or quasi broken home can result in disharmony in the family”*. A similar notion is also stated by (Gerungan, 2009) that ‘family harmony is a complete family which consists of father, mother, and children, as well as the integrity in the family interaction, that is the normal interaction and without enmity behavior between the family members. Based on this elaboration, it can be seen that divorce is one of the causes of family disharmony.

In this case, family harmony holds a very important role, since teenagers require guidance and help in mastering their personal-development tasks. Adolescents with poor family relations will tend to have poor relations as well with other people outside their home which will hinder their personal adjustment to the surrounding environment. The consequences are children becoming irresponsible; possessing an aggressive character and being overly confident; having insecurities which will drive them to obey their peer-group standards; and implementing the self-defense mechanisms such as rationalization, projection, fantasizing, and displacement.

Besides family harmony, emotions have a contribution to the adolescents’ misbehavior construction as well. (Gross & Thompson, 2007) explain that *“Contemporary functionalist perspectives emphasize the important roles emotions play as they ready necessary behavioral responses, tune decision making, enhance memory for important events, and facilitate interpersonal interactions. However, emotions can hurt as well as help. They do so when they occur at the wrong time or at the wrong intensity level.”*

Based on the previous elaboration, it can be seen that emotional regulation can influence the behavior and experience of an individual. The result of emotional regulation could be in the form of improved, reduced, or hindered behavior in terms of its expression. An individual with the emotional regulation ability is able to control oneself when annoyed and could handle anxiety, sadness, or anger thus accelerating the problem-solving. However, the opposite happens when an individual could not regulate his/her emotions, teenagers are prone to fall into juvenile delinquency such as promiscuity, student brawling, etc.

If previously stated problems are not handled immediately, it is a concern that they will cause other new problems, namely: children growing into someone with a bad

personality; being avoided or ostracized by many people; being considered as troublemakers and useless, and could result in their family disgrace caused by their actions. In the educational field, the school counselors have a major contribution in preventing juvenile delinquency and providing insights into the pros and cons of something either in the school environment or community. This can be done by providing guidance and counseling service in terms of personal and social matters. This is in accordance with the objective of guidance and counseling stated in the Education and Culture Ministerial Regulation Number 111 of 2014 which stated that the guidance and counseling service has the objective to assist the counselee to achieve optimum development and integral independence including the aspects of personal, educational, social, and career.

Based on the previous elaboration, it can be assumed that juvenile delinquency is influenced by an individual's family harmony and his/her emotional regulation ability. Hence, it needs empirical study for the influence of family harmony and emotional regulation ability on juvenile delinquency of public senior high school students in the region of Ekskotip Cilacap.

## **2. Literature Review**

### **2.1 The Influence of Family Harmony and Emotional Regulation Ability on Juvenile Delinquency**

Adolescence is a very important stage of individual development, starting with the maturation of physical organs (reproduction) so that they are able to reproduce. The initial phase of adolescence occurs around the age of 13-16/17 years old, and the end phase occurs around the age of 16/17-18 years old, which is the age for legal maturation (Hurlock, 2010). Meanwhile, according to (Santrock, 2003), adolescence is a transitional developmental phase between toddler and adult stages which includes the biological, cognitive, and social transformation. In many cultures, adolescence started at around the age of 10-13 years old and ended at around the age of 18-20 years old.

From several of those limitations, it is difficult to unify the understanding of the experts, yet it is generally understood that adolescence occurs between the age of 10-20 years old which is signified by the maturation of reproductive organs. In this study, the subjects of the study being analyzed are on the educational level of senior high school with the age of around 15-18 years old, thus, referring to the previous theories, such age group is still considered adolescence.

Adolescence is an important period and has unique characteristics or features which distinguish it from the previous and later period. Such characteristics are: adolescence as a significant period, transitional stage, transformational stage, problematic period, identity search period, fearful time, unrealistic period, and on the verge of adulthood. Furthermore, adolescence characteristics can be classified into three parts, namely physical, emotional, and social transformation (Hurlock, 2010).

Based on the characteristics of the teenagers, they are at high risk of falling into misbehavior. Teenage misbehavior or in English terms, it is known as Juvenile Delinquency. Juvenile delinquency consists of two words i.e., *juvenile* and *delinquency*. *Juvenile* is derived from Latin, *juvenilis* which means children, youngster, youth features, and unique traits in adolescence. Meanwhile, *Delinquency* is derived from Latin, *delinquere* which means neglected, overlook. Further expanded in meaning into evil, asocial, criminal, offender, rabble-rouser, troublemaker, terrorist, irreparable, wicked, naughty, etc. (Kartono, 2010). Based on such etymology, it is understood that juvenile delinquency is a form of malicious behavior or children and teenagers' misbehavior which is classified into sickness symptoms (pathological) in terms of social life caused by social neglect so that they develop the deviant behavior.

Distinct from Kartono's notion, (Sudarsono, 2012) stated that actions categorized as juvenile delinquency is such that it is against the law, antisocial, immoral, and against religious norms done by subjects at the age of adolescence stage, which according to some psychologists are at the age of 11-21 years old. Concurrent with Sudarsono's opinion, (Wilis, 2014) stated that juvenile delinquency is the behaviors of some teenagers that are against the law, religion, and applied norms in society so that the consequences may harm others, disturb the public peacefulness, or even self-destructive behavior. In addition, juvenile delinquency also covers a wider range, from socially unacceptable behaviors (e.g., overreacting in school) to crimes (e.g. thievery) (Santrock, 2003).

Based on the previous notions, it can be understood that the meaning of juvenile delinquency in students is misbehavior which against the values or norms applied in the surrounding environment (legal, social, and religious norms) and done by adolescent students. In this study, what is meant by juvenile delinquency in students is the covert behavior against the values and norms applied in the surrounding environment (social norms, religious norms, and school rules) done by adolescent students.

The aspects of juvenile delinquency according to Jensen (Sarwono, 2016), (Gunarsa & Gunarsa, 2017), as well as referring to the National Education Ministerial Regulation Number 39 of 2008 on Students Development. Such aspects consist of: status-contravening misbehavior, victimless social delinquency, delinquency which causes material loss, and delinquency which causes casualties. Status-contravening misbehavior, i.e. behavior violating the status of children in the family environment and school, is also unregulated by law in a detailed manner. Status-contravening misbehavior has two types, namely the behavior violating the status as children in the family environment (lying, running away from home, disobeying parents' commands) and the behavior violating the status as a student in the school environment (skipping class, possessing and carrying harmful tools, disrespectful towards teacher and staff, naughty with fellow students). Victimless social delinquency, i.e., social misbehavior which does not victimize other people. For example, prostitution, drug abuse, free sex, socializing with bad-influence peers, reading obscene books, the habit of using impolite and obscene language, doing dine and dashing in groups, bus-fare evasion, dressing inappropriately, liquor drinking, and street racing. Delinquency, which causes material loss, i.e.,

misbehavior that may cause the loss of a belongings or others' possessions. For example, vandalism, thievery, pickpocketing, extortion, mugging, fraud, dine and dash, and bus-fare evasion. Delinquency causes casualties, i.e., misbehavior that may result in fatalities or others getting badly injured. For example, fighting, robbery, violation of morality (rape), and brawl.

If classified based on the origin, the cause of juvenile delinquency has two factors, namely internal and external. The internal factor or the cause comes from within adolescents themselves, i.e., lack of emotional shelter, inability to control impulses, failure in school or social achievements, and inability to develop a conscience. Meanwhile, the external factors are the family environment and community (Gunarsa & Gunarsa, 2017). Other notions stated that the causing factor of juvenile delinquency originating from the family are: children who lack affection and attention from parents; parents' poor economic situation; disharmonic family life. However, the internal factor referred to in this study is emotional regulation, meanwhile, the external factor is family harmony (Willis, 2014).

Family is the first and main environment for children. The position of the family is that it has a dominant role in the development of the child's personality. Adolescents will feel safe when their parents are harmonious, since such harmony will provide a sense of security and peace for children, good communication in the family also may help teenagers in solving their problems outside the house.

Therefore, giving attention to the relationship quality in the family is a very important thing. This is so because a harmonious family could produce good children or offspring, otherwise, the less harmonious family tends to produce children with poor behavior. Such a notion is supported by another opinion from Yusuf and Juntika (Nurdiyanti & Reni Pratiwi, 2013) which stated that interactional harmony between family members will accelerate the regulation of children's personal and social life. Otherwise, when disharmony occurs, then such a family will become a stress source for other family members, especially children.

The harmony of a family cannot be seen from the structure of its member-only, yet on how the interactions between them occur. A family can be said to be harmonious if its structure is intact and has good interactions between its members – the interaction that happens must possess a satisfying psychological relationship (Willis, 2014). A harmonious family is a family in which all of its members feel content, signified by the diminishing of stress and disappointment, as well as the satisfaction towards all of the current situation and well-being of an individual (either existential or self-actualization) which includes physical, mental, emotional, and social aspects (Gunarsa and Gunarsa in (Nurdiyanti & Reni Pratiwi, 2013)).

The characteristics of a harmonious family are as follows: creating a religious life within the family, having family quality time together, good relationship between each member, being respectful towards each member, having a close relationship or bond between each family member, and family wholeness (Hawari, 2015).

The other factor that can cause juvenile delinquency is from adolescents themselves, namely emotional regulation ability. Adolescence is the peak of emotionality, signified by the high rate of emotional development. Types of emotions which are frequently shown during the initial adolescence phase are anger, shyness, fear, anxiety, jealousy, envy, sadness, happiness, love, and curiosity. Generally, adolescents could not control their emotions yet, especially the negative ones, - they tend to be short-tempered which may easily lead to aggression. Emotion itself is a feeling, thought, biological and psychological condition, and a series of impulses to act. Emotions are described as a condition in which someone's psyche gives a reaction towards the surrounding based on the internal wills (motivation), realized either in the form of perceptions feels or certain behavior (Goleman, 2004).

The function of emotion is to inform us about our needs, frustration, and our own rights. Emotion also motivates us to undergo change, escape from a difficult situation, or know when to feel satisfaction. However, there are still many people feeling burdened by their own emotion, afraid of their feelings, and unable to hold out since they believe that their sadness or anxiety affect their daily behavior (Leahy, Tirch, & Napolitano, 2011).

Furthermore, (Goleman, 2004) explained that emotions require someone to be able to deal with critical periods and tasks which are too risky if solved only using logic, it is too dangerous. For example, when experiencing extremely sad loss, enduring until the end yet having so many disappointments, over-attachment with a spouse, and building a family. All emotions produce different solutions and actions. Each lead toward problem-solving that is proven to work well.

There are three types of emotional regulation aspects, namely: able to well control the negative and positive emotions, able to control emotions consciously, easily, and automatically; and able to take control of the pressing stress caused by the problem being faced (Gross & Thompson, 2007). Meanwhile, the emotional regulation dimension is categorized into nine aspects, namely: self-blame, blaming others, rumination or focus on thought, catastrophizing, putting into perspective, positive refocusing, positive reappraisal, acceptance, and refocus on planning (Garnefski & Vivian, 2006).

### **3. Material and Methods**

Types of study implemented in this research are the *ex post facto* using non-experimental correlational design with a quantitative approach. The independent variables in this study are family harmony ( $X_1$ ), emotional regulation ability ( $X_2$ ), and juvenile delinquency ( $Y$ ). The objective of this study is to understand the field phenomenon in relation to the variables as well as to analyze the influence of the three variables either individually or concurrently. In order to discover the phenomenon of each variable, this study implemented the descriptive study as well.

The population of the study is public senior high school students in the region of Ekskotip Cilacap totalling 3,065 students. The sample is selected by implementing the

Isaac and Michael sampling table. Based on the table, then the sample chosen for this study is 312 students. The implemented sampling technique is the *proportionate stratified random sampling* technique. Proportionate stratified random sampling is the preferred sampling technique when the population has member/element that is not homogenous and proportionally unstratified. The class chosen as the sample is randomly selected by picking two different majors in each class year so that each school have 6 classes chosen with different majors (Sugiyono, 2014).

The data collection instruments used in this study were developed by the researchers themselves, there is the juvenile delinquency scale in students, the family harmony scale, and the emotional regulation ability scale. The juvenile delinquency scale in students was developed based on Jensen's theory (Sarwono, 2016), (Gunarsa & Gunarsa, 2017), and refers to National Education Ministerial Regulation Number 39 of 2008 on Students Development with a validity coefficient of 0.198-0.665 and a Cronbach Alpha value of 0.733. The family harmony scale is referred to be based on the opinion of Riyadi (2013) and Hawari (2015) with a validity coefficient of 0.197-0.683 and a Cronbach Alpha value of 0.736. While the emotional regulation ability scale is referred to be based on the opinion of Gross (Dalam Strongman, 2003), the validity coefficient is 0.204-0.600 and the Cronbach Alpha is 0.733.

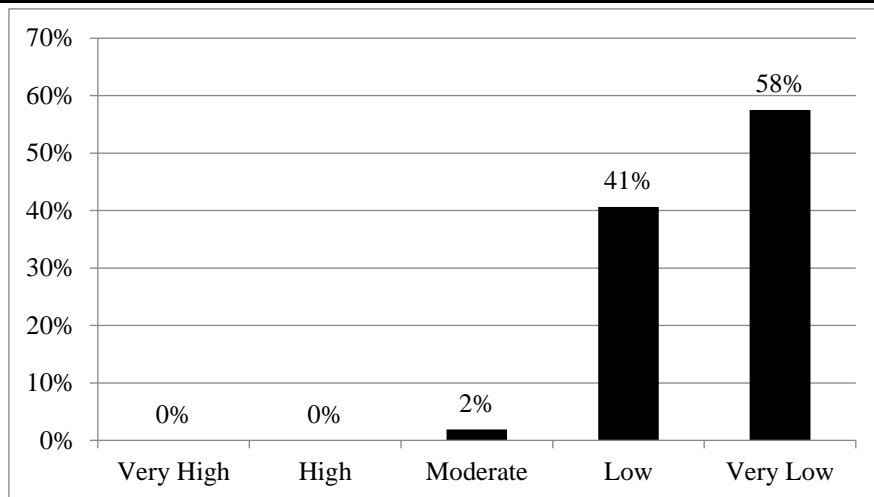
The implemented data analysis technique is simple linear regression and multiple linear analysis. Simple linear regression was used to answer the hypothesis of the effect of family harmony on juvenile delinquency and the influence of emotion regulation ability on juvenile delinquency, while multiple linear regression was used to answer the hypothesis of the effect of family harmony and emotional regulation ability on juvenile delinquency.

## **4. Results and Discussion**

### **4.1 Rate of Juvenile Delinquency in the Public Senior Highschool Students of Ekskotip Cilacap Region**

The intended juvenile delinquency in this study is the covert behavior done by high school students, in which such behaviors are against the value or norms applied in the environment. The juvenile delinquency variable in the study is measured using 4 aspects, namely, the status-contravening misbehavior, victimless social delinquency, delinquency which causes material loss, and delinquency which causes casualties. The result of this study is presented in Figure 1 below.





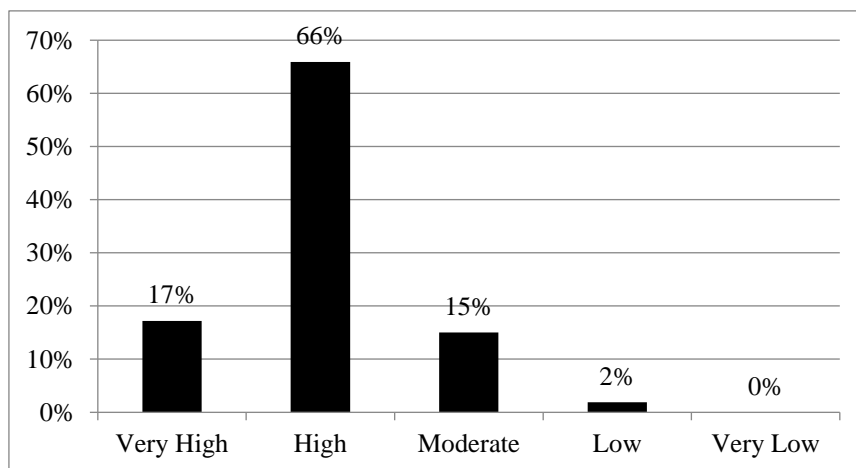
**Figure 1:** Overall Frequency Distribution of Juvenile Delinquency

The result of the study shows that the juvenile delinquency in the public senior high school students in the region of Ekskotip Cilacap on average belongs to the low category. This means that very few students conducted the juvenile delinquency in other words it can be stated that the conducted juvenile delinquency is in the normal category, and only a few from all of the student respondents that conducted the juvenile delinquency are in the moderate category.

The field data proves that adolescents in the public senior high school in the region of Ekskotip Cilacap are able to overcome the problems arising from the transitional phase (adolescence). Thus, the delinquency done by students is still in the very normal category.

#### 4.2 Rate of Family Harmony in the Public Senior Highschool Students of Ekskotip Cilacap Region

Family harmony is a family condition signified by a satisfying psychological relationship/interaction between members. The rate of family harmony in this study can be seen in Figure 2 below.



**Figure 2:** Overall Frequency Distribution of Family Harmony Rate

It is discovered in this study that the rate of family harmony among the public senior high school students in the region of Ekskotip Cilacap is categorized as a high rate. It means that the family conditions possess a satisfying psychological relationship/interaction between members. It also means that such a family already fulfills the criteria of a harmonious family proposed by (Hawari, 2015) which is *“creating a religious life within the family, having family quality time together, a good relationship between each member, being respectful towards each member, having a close relationship or bond between each family members, and family wholeness”*.

### 4.3 Rate of Emotional Regulation in the Public Senior Highschool Students of Ekskotip Cilacap Region

Emotional regulation is the ability of an individual in controlling and expressing emotions to remain composed when dealing with undesirable circumstances. The result of such a study can be seen in Figure 3 below.

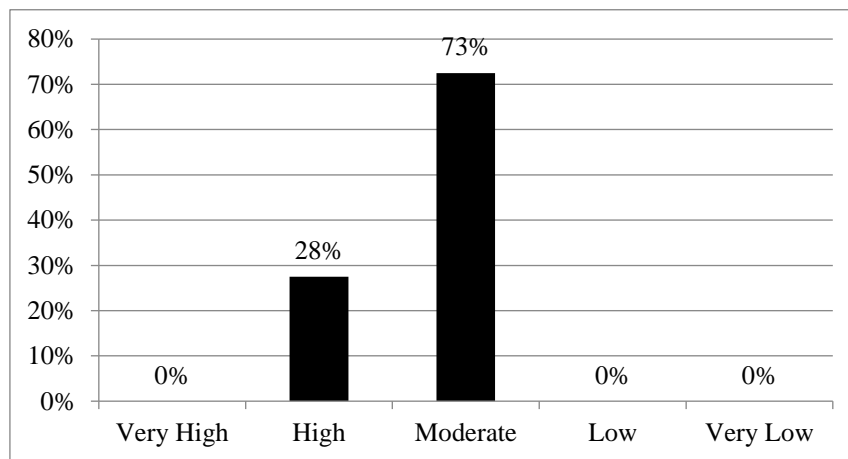


Figure 3: Overall Frequency Distribution of Emotional Regulation Ability

The result of the study shows that the percentage of the emotional regulation ability of public senior high school students in the region of Ekskotip Cilacap is on average categorized as moderate. This means that some of the students are already able to control and express emotions in a composed manner when dealing with undesirable circumstances. The characteristics of someone who is able to well regulate emotions are *“if one is able to manage the negative feelings and the internal pressure as well. Someone who is able to well regulate the emotions can also express the anger appropriately, and also has positive feelings towards oneself, school, and also family”* (Goleman, 2004).

### 4.4 Influence of Family Harmony on Juvenile Delinquency of Public Senior Highschool Students of Ekskotip Cilacap Region

The result of the classical assumption test is: juvenile delinquency data normality test ( $0.101 > 0.05$ ) and emotional regulation ( $0.129 > 0.05$ ) are normal; linearity test ( $0.000 < 0.05$ ) shows that the data is linear, and heteroscedasticity test ( $0.894 > 0.05$ ) shows that the data is not heteroscedastic. Based on the previous calculation, then the data for emotional

regulation and juvenile delinquency are qualified to undergo the simple linear regression test.

Based on the result of analysis using the simple linear regression, it was obtained  $R=0.476$ ;  $p<0.05$ ;  $t(-9.657)<-1.967$  thus  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant influence between family harmony and juvenile delinquency in students. The value of  $R^2=0.227$ , means that family harmony affects the juvenile delinquency rate by 22.7%. So that the regression line equation obtained  $Y=230.714 - 0.470X_1$ .

This result of the study is in accordance with the previous study conducted by (Murray & Farrington, 2010) which proved that there is an influence in cold parents' attitudes, parents' conflict, and disrupted family towards juvenile delinquency. The parents' attitude, conflict, and disrupted family are indicators of family disharmony.

The characteristics of a harmonious family that is creating a religious life within the family, having family quality time together, good relationship with each member, being respectful towards each member, having a close relationship or bond between each family member, and family wholeness (Hawari, 2015).

#### **4.5 Influence of Emotional Regulation Ability on Juvenile Delinquency of Public Senior Highschool Students of Ekskotip Cilacap Region**

The results of the classical assumption test are: juvenile delinquency data normality test ( $0.101>0.05$ ) and emotional regulation ( $0.129>0.05$ ) are normal; linearity test ( $0.000<0.05$ ) shows that the data is linear, and heteroscedasticity test ( $0.894>0.05$ ) shows that the data is not heteroscedastic. Based on the previous calculation, then the data for emotional regulation and juvenile delinquency are qualified to undergo the simple linear regression test.

Based on the result of analysis using the simple linear regression, it was obtained  $R=0.369$ ,  $t(-7.074)<-1.967$ ;  $p<0.005$ , thus  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant influence between emotional regulation and juvenile delinquency in students. The value of  $R^2=0.136$ , means that emotional regulation ability affects juvenile delinquency by 13.6%. So that the regression line equation obtained  $Y=288.208 - 0.812X_2$ .

This result of the study is in accordance with the previous study conducted by Janah, Rifayani, and Ernawati (2015) which proved that there is a significant influence between emotional regulation and aggressive behavior in solving interpersonal conflict. This aggressive behavior in solving interpersonal conflict is part of juvenile delinquency. Individual who possesses the emotional regulation ability tends to avoid juvenile delinquency since such individual has the ability to well control his/her emotions. This is in line with what is stated by Goleman (2004) on the characteristics of an individual possessing emotional regulation ability, such as: having high tolerance towards frustration and anger management; diminishment of verbal abuse, fights, and inside-classroom disturbance; having able to express anger appropriately and avoid fistfight; lacking temporary ban and suspension; diminishment of aggressive and self-destructive behavior, more positive feelings towards oneself, school, and family; being better in managing mental stress, and lessening of anxiety and loneliness when socializing.

#### 4.6 Influence of Family Harmony and Emotional Regulation Ability on Juvenile Delinquency of Public Senior Highschool Students of Ekskotip Cilacap Region

The results of the classical assumption test are: juvenile delinquency data normality test ( $0.101 > 0.05$ ) family harmony ( $0.128 > 0.05$ ) and emotional regulation ( $0.129 > 0.05$ ) show that the data are normal; juvenile delinquency and family harmony data linearity test ( $0.000 < 0.05$ ) meanwhile, juvenile delinquency and emotional regulation ( $0.000 < 0.05$ ) show that the data are linear; family harmony heteroscedasticity test ( $0.481 > 0.05$ ) and emotional regulation ( $0.894 > 0.05$ ) show that the data are not heteroscedastic; multicollinearity test (*tolerance* ( $0.835 > 0.1$ ); VIF ( $1.198 < 10$ )) shows that the data is free of multicollinearity. Based on the previous calculation, then the data for family harmony, emotional regulation ability and juvenile delinquency are qualified to undergo the simple linear regression test.

Based on the result of analysis, it was obtained  $R=0.513$ ;  $p < 0.005$ ; and  $F(56.704) > 3.024$ . Thus,  $H_0$  is rejected and  $H_a$  is accepted. It means that family harmony ( $X_1$ ) and emotional regulation ability ( $X_2$ ) simultaneously have significant influences on juvenile delinquency ( $Y$ ). The value of  $R^2=0.263$ , means that family harmony and emotional regulation ability simultaneously affect juvenile delinquency by 26.3%. So that the regression line equation obtained  $Y = 303.479 - 0.462X_1 - 0.385X_2$ .

This result of the study is also in accordance with the previous study conducted by Yuniati et al. (2017) which showed that misbehavior (juvenile delinquency) is caused by internal and external factors. The internal factors are thought disorder, emotional disorder, and lack of faith/religiousness. Meanwhile, the external factors are incomplete family, family miseducation, social environment, negative compliance and loyalty towards classmates.

Children upbrought by divorced parents, or in either incomplete or quasi-complete families, then the bond and situation of such family will not be able to provide a sense of security (Gunarsa & Gunarsa, 2017). The children will no longer search for protection from the family which is supposed to provide a sense of security, yet they will look for an escape from their friends. Peers' greater influence than parents' causes the difficulty for parents to dive into their child's life. Whereas, during this period, parents' role is very important to guide their children's behavior.

Emotional regulation also has contributed to the determination of misbehavior in adolescence, since during this age, adolescents have rather emotional characteristics (such as easy to get angry, be offended, and be sad). Emotional regulation ability is "*the ability to control the emotional status and behavior as means to express emotions so that it is in accordance with the surrounding environment*" (Thompson in (Pratisti, 2011)).

Emotional regulation may influence someone's behavior and experience. The result of emotional regulation could be in the form of improved, reduced, or hindered behavior in terms of its expression. An individual with the emotional regulation ability is able to control oneself when annoyed and could handle anxiety, sadness, or anger thus accelerating the problem-solving. However, the opposite happens when an individual

could not regulate his/her emotions, teenagers are prone to fall into juvenile delinquency such as promiscuity, student brawling, etc.

Based on the previous elaborations, it can be understood that the high level of family harmony and the high-level emotional regulation ability of students have an effect on the low level of juvenile delinquency rate. In a harmonious family, the children are thought about responsibilities and obligations, also taught about the several applied norms in society and other skills so that they can adapt to the environment, as well as able to achieve complete maturity in terms of emotional and social. Meanwhile, an individual with emotional regulation ability tends to avoid misbehaviors which are considered juvenile delinquency.

## 5. Recommendations

For the school counselors, they could provide information service on the effects of juvenile delinquency and content mastery service on how to manage emotions as well as how children contribute to maintaining the family harmony as juvenile delinquency preventive mean. For future researchers, it is expected to conduct a further study on the other factors that affect juvenile delinquency in students, such as family economy, religiousness, assertive competence, adaptive competence, and parents' educational level.

## 6. Conclusion

Based on the results and discussion of the study, it can be concluded that there are influences between family harmony and emotional regulation on juvenile delinquency in students. It means that the higher level of family harmony and emotional regulation ability of students results in a lower level of juvenile delinquency being conducted.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

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