

Socialization of Emotional Literacy and Crime Prevention in Adolescents at Cahaya Bangsa Christian Junior High School, Tuapeijat Village

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ABSTRACT

This socialization of emotional literacy and crime prevention in adolescents was carried out at Cahaya Bangsa Christian Junior High School, Tuapeijat Village, Mentawai Islands Regency, by students of the Real Work Lecture (KKN) of Padang State University in 2025. The purpose of this activity is to increase adolescents' awareness and ability to recognize, understand, and manage emotions, as well as prevent their involvement in acts of violence or deviant behavior. The activity was attended by 60 students of grades VII and VIII with a duration of one full day. The method of the activity includes the delivery of interactive materials, group discussions, and emotional control simulations. The results of the activity showed that most students were not able to control their emotions well, especially when facing social pressure and conflicts between friends. After socialization, students show increased understanding of how to manage emotions and realize the importance of positive communication to prevent negative actions. Thus, this activity is effective in increasing emotional literacy and legal awareness in adolescents in the school environment.

Keywords: *Emotional Literacy, Adolescents, Crime Prevention, Socialization, Character Education*

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INTRODUCTION

Adolescence is a transitional period full of emotional, social, and cognitive changes. A lack of ability to manage emotions is often a major factor that triggers aggressive behavior and deviant actions. This phenomenon also occurs among students of Cahaya Bangsa Christian Junior High School, Tuapeijat Village, where it is found that there are still many teenagers who are not able to control their emotions properly. Therefore, educational efforts are needed through socialization of emotional literacy and crime prevention activities to help adolescents understand and manage their emotions appropriately.

Adolescence is a very important and challenging phase of development, because it is at this stage that individuals experience significant physical, cognitive, and emotional changes. Adolescents tend to have unstable emotions and often have difficulty controlling their feelings, especially when facing social pressure or conflict with peers. Inability to manage emotions can trigger various negative behaviors, such as aggressiveness, bullying, and juvenile delinquency.

In addition to internal factors, the influence of the social environment and media also plays a big role in shaping adolescents' emotional behavior. Exposure to negative information, hedonistic lifestyles, and peer pressure can affect the way teens express and regulate their emotions. Therefore, strengthening emotional literacy is very important as a preventive effort to help adolescents understand and manage their feelings more wisely.

Through increasing emotional literacy, adolescents are expected to be able to identify their own and others' emotions, develop empathy, and make more rational decisions in dealing with social problems in the school environment and society. Emotional literacy also

plays an important role in shaping adolescent characters who are more stable, independent, and have high social awareness.

This socialization of emotional literacy and crime prevention is expected to be a forum for adolescents to recognize their own feelings, understand the causes of negative emotions, and learn to express them in a healthy and constructive way. Through interactive approaches such as group discussions, simulations of social situations, and educational games, students can develop empathy, communication skills, and the ability to make wise decisions in the face of social pressure. Thus, this activity not only serves as a means of learning, but also as a preventive measure to reduce the risk of deviant behavior and form the character of adolescents who are moral, empathetic, and responsible in daily life.

METHOD

This activity was carried out by KKN students of the State University of Padang in 2025 for one day at Cahaya Bangsa Christian Junior High School, Tuapeijat. The method used in this activity is a qualitative descriptive approach with a type of participatory-based socialization and education activities. This activity is designed to encourage active involvement of participants in understanding the concept of emotional literacy and crime prevention efforts in adolescents.

The participants of the activity amounted to 60 students consisting of grades VII and VIII at Cahaya Bangsa Christian Junior High School, Tuapeijat Village, Mentawai Islands Regency. The age range of participants ranged from 12 to 15 years, with general characteristics as early adolescents who were undergoing dynamic emotional and social development. The steps of the activity are carried out systematically through several stages, namely:

The opening began with an introduction, a presentation of the purpose of the activity, and a brief explanation of the importance of emotional literacy for adolescents.

The delivery of material, which is carried out interactively through light lectures, short video shows, and questions and answers to attract the attention of participants.

Group discussions, where participants share experiences about how they deal with emotions in everyday situations.

Simulation, in the form of a simple role play to practice emotional control when facing social conflicts in the school environment.

Reflection, as a closing stage, participants write down or express their opinions about the things they learned from this activity.

The evaluation instruments used included observations during the activity, student reflection sheets, and brief interviews after the activity was completed. The data obtained was analyzed qualitatively descriptively by looking at the increase in participants' understanding of emotion management, their ability to identify the emotions of themselves and others, and behavioral changes that occurred after the activity.

The results of the analysis showed an increase in emotional awareness and students' ability to control emotions more positively, as well as the growth of empathy and better communication between peers.

FINDINGS AND DISCUSSION

Based on the results of observations and discussions, it is known that many students still have difficulty in expressing and controlling emotions. Most teens tend to react impulsively when faced with problems, such as getting angry, yelling, or staying away from friends. Through this activity, students gain a new understanding of the importance of recognizing the feelings of themselves and others, as well as applying assertive communication in resolving conflicts. In addition, increased awareness of the dangers of violence and juvenile crime was also observed from the results of post-activity evaluation.

This activity emphasized the importance of emotional literacy as part of character education in schools. When teens understand how to manage their emotions, their potential

involvement in negative behaviors such as bullying, fights, or violations of social norms can be minimized.

Findings

The results of the observations show that socialization activities on emotional literacy and crime prevention have a positive impact on students' understanding and behavior. Based on the results of observations and reflection sheets, around 80% of participants showed an increase in their ability to identify and control emotions after participating in the activity. Most students admitted that they were better able to hold back their anger and chose to communicate well when there was a difference of opinion.

In addition, 75% of students stated that simulation activities and group discussions helped them understand the importance of empathy and self-control in interacting with peers. The response of students was generally very enthusiastic; They find this activity fun and relevant to the situation they are experiencing at school. The results of the short interviews also show that students are beginning to be able to recognize negative emotions such as anger, jealousy, and disappointment, and find more positive ways to deal with them.

Discussion

These findings are in line with the theory of emotional intelligence put forward by Goleman (1995), which explains that the ability to recognize, understand, and manage emotions is an important factor in shaping a person's social and personal success. Through this socialization activity, students not only gain theoretical knowledge, but also practical experience in developing emotional awareness and empathy through exercises and simulations.

This activity also supports the theory of crime prevention based on character education, which emphasizes the importance of forming moral values and positive attitudes from school age. By improving emotional literacy, adolescents can develop self-control and social responsibility, so that the potential for aggressive or deviant behavior can be minimized.

Overall, this socialization activity proves that the educational-participatory approach is able to improve students' emotional and social abilities. This shows that emotional literacy is a strategic step in building a more mature, caring, and ethical adolescent character, as well as being an important part of crime prevention efforts in the school environment.

CONCLUSIONS

The socialization of emotional literacy and crime prevention in adolescents at Cahaya Bangsa Christian Junior High School, Tuapeijat Village, succeeded in increasing students' awareness of the importance of controlling emotions and positive behavior. The sustainability of similar programs in schools is needed to form the character of empathetic, disciplined, and responsible adolescents. Socialization activities on emotional literacy and crime prevention in adolescents at Cahaya Bangsa Christian Junior High School, Tuapeijat Village, showed positive results in improving students' ability to recognize, understand, and manage emotions more effectively. Through an educational-participatory approach, this activity succeeded in fostering awareness of the importance of self-control, empathy, and healthy communication in social life in the school environment. This activity also contributes to efforts to prevent deviant behavior through strengthening character and moral values in students. Based on the results of observations, reflections, and interviews, it can be concluded that emotional literacy plays an important role in shaping adolescent behavior that is more positive, adaptive, and responsible. As a follow-up, it is recommended that similar activities be carried out on an ongoing basis by involving teachers, school counselors, and parents so that the process of fostering students' emotions can take place consistently. In addition, the Education Office and related institutions can develop emotional literacy training programs that are integrated into the school curriculum to strengthen character education and prevent the emergence of risky behaviors in adolescents.

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