

# Analysis of the Inhibitory Effect of Non-Formal Learning on Juvenile Delinquency

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## ABSTRACT

The mediating function of cultural relevance in the relationship between non-formal learning and decreased juvenile delinquency was investigated in this research. Results showed that youths were more likely to engage in good behaviours when they had a selection of non-formal learning options that were both easily available and rooted in their communities. As a result of these lessons, youth were able to develop healthy social norms, functional abilities, and resilience to emotions. It promoted responsibility and teamwork while lowering stress levels associated with education. An important mediating factor in this association was cultural significance. Learners were appreciated and accepted when their education mirrored regional traditions and cultural standards. As a result of feeling included, disobedience decreased, and ethical comprehension increased. Adolescents who participated in educational endeavours that were culturally significant had greater levels of accountability and self-control. Based on the findings of the research, it was found that the incorporation of cultural identities into educational settings enhanced the beneficial effects of non-formal learning. In addition to reducing feelings of isolation, it strengthened the connections that students had with their surroundings. Using cultural relevance, education was transformed into a communal social encounter that directed young individuals towards more beneficial conduct. According to the results, learning that was rooted in culture had a significant role in fostering togetherness, respect, and ethical development. In general, non-formal learning proved to be an excellent strategy for reducing juvenile delinquency and supporting the growth of harmonious youth when it was influenced by cultural significance.

**Keywords:** Non-formal learning; Cultural relevance; Juvenile delinquency; Youth development; Community involvement.

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## 1. INTRODUCTION

Today, juvenile delinquency is a serious issue. Financial security, security in the community, and harmonious society are all impacted. There is a complicated web of factors that contribute to juvenile delinquency. Financial, academic, and social aspects frequently come at play in these. When it comes to moulding the brains of the next generation, education is paramount. Formal education, however, might fall short in meeting the varied requirements of certain students. To fill this need, advocates for youth development have turned to informal education. Learning that takes place beyond the conventional educational system is referred to as non-formal learning. Skills improvement, professional development, and social services are all a part of it (Maemonah et al., 2024). Youth at danger of social marginalisation or who are not in school frequently become targets of these initiatives. Students may study at their own speed and in accordance with their requirements thanks to the flexibility of non-formal learning. Stress in school is reduced, and involvement is increased with this strategy. Additionally, it provides useful and life-enhancing abilities that encourage accountability and self-control. Another important aspect of non-formal learning is accessibility. Community initiatives are

often free or low-cost. This guarantees marginalised youth development may participate without restrictions. Delinquency generally results from carelessness and annoyance, but simple educational chances lessen them. Non-traditional learning boosts youth development and self-esteem by establishing environments that are welcoming. Community involvement is crucial as well. Members of families, civic leaders, and organisations are often involved in non-formal learning. Collaborative efforts create social relationships and encourage participation. Community-led growth for young people reduces disruptive behaviour. Youth development appreciates cultural conventions and expectations of society (Suryaningsi et al., 2022). Their compassion, collaboration, and civic duty grow. Appropriate learning environments are often lacking in formal schools; informal learning fills this need via accessibility, community involvement, and flexibility. Promoting principles and abilities that prevent antisocial conduct in young people is its primary goal. There is less juvenile delinquency when youth participate in non-formal activities, according to research. In addition to laying the groundwork for recovery, this kind of educational experience redirects the unlimited potential of youth into constructive pursuits and promote youth development. Cultural relevance and involvement acquire a mediating role in the effects of non-formal learning in decreasing juvenile delinquency behaviour.

## **2. BACKGROUND OF THE STUDY**

In numerous areas of the globe, particularly China, juvenile delinquency is becoming a major problem. The hazards that could cause youth to engage in delinquent activity have increased due to factors such as fast urbanisation, changing family dynamics, and increasing societal expectations. Culturally and emotionally varied teenagers have unique demands, and the traditional system of learning has a hard time handling them. Within this framework, non-formal learning has grown in significance as a method for societal transformation and cultural modification. Instead of putting an emphasis on strict academic achievement, it provides adaptable learning opportunities that emphasise societal integration, ethical behaviours, and interpersonal abilities. Public education institutions, youth development organisations, and professional educational institutions are all used in China for non-formal learning. It emphasises flexibility and works outside of traditional educational institutions. Studying at individual speed and based on the needs. This flexibility assists motivate dropouts and failed learners. It also fits Chinese culture's emphasis on self-development and community (Xiong et al., 2020). Accessibility is another means by which non-formal learning reduces adolescent delinquency. Non formal learning is organised by regional governments, non-governmental organisations (NGOs), and nonprofit groups. Inexpensive and accessible to diverse social and cultural participants. This accessibility gives remote and economically disadvantaged adolescents learning and growth chances. By enabling education to include regional cultures, dialects, and beliefs, it promotes cultural inclusion. Education grows significant and applicable to students' social surroundings. The effectiveness of informal educational programmes depends on community involvement. Family members, community officials, and individuals typically participate. Integrating ancient moral teachings, local knowledge, and common principles into education improves cultural relevance. Community participation fosters morality and feelings of belonging, reducing delinquency in China (Bu, 2022). Non-formal learning is becoming recognised in China for avoiding and managing adolescent delinquency. Its flexibility, accessibility, cultural relevance, and community involvement render it a powerful reforming instrument. Non-formal learning develops ethical conduct, assurance, and social peace by meeting the demands of adolescents academic and cultural demands. Understanding its inhibitory impact may show how these elements improve juvenile growth and a stable society.

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### **3. PURPOSE OF THE RESEARCH**

The researchers attempted to determine if and how cultural relevance mediated the relationship between non-formal learning and a decrease in juvenile delinquency. The purpose of this study was to investigate the effects on juvenile conduct of informal educational initiatives that emphasised cultural values. Ethical and societal growth were the main goals of the research on the effects of societal learning, cultural involvement, and skill-oriented initiatives. It also looked at how youth development programmes that were sensitive to other cultures helped them feel like they belonged. Researchers were determined to find out how these initiatives worked to reduce anti-social behaviour and foster constructive mindsets. Teenagers who participated in culturally embedded education were contrasted to those who did not in terms of behavioural consequences. It went on to evaluate the ways in which familiarity with other cultures amplified the benefits of informal education. The research aimed to understand the combined effects of culture and learning on delinquency reduction by examining multiple interventions. Teachers and governments hoping to implement youth development initiatives could use the results as a roadmap to decrease the occurrence.

### **4. LITERATURE REVIEW**

Interactions with parents in school and home environments, delinquency among youth, and the possible negative effects of technological advancements are among the scores of features of the complex issues that present challenges to teenagers nowadays. Practices that are violations of the law and that constitute illegal activities belong to the general term "juvenile delinquency," denoting a multitude of socially unwanted behaviours. Human entities that are defined as juveniles within the fields of jurisprudence are typically the entities that practice juvenile delinquency. Previous studies utilized the "Differential Association Theory" to analyse the complex processes during juvenile delinquency among teenagers. Based on the findings, committing antisocial activity entails an educational process that includes internalising the notion of disruptive behaviour (Jasmisari & Sekarningrum, 2024). Additionally, individuals that belong to deviant subgroups practice deviant behaviours during the creation of a secure environment around themselves that enables them to practice criminal activities without the risk of punishment. There should be additional monitoring that originates from educators as well as parental figures because negative interaction acts as stimulation towards the criminality of teens. Additionally, educational institutions must be proactive to prevent teen delinquency and refrain students from committing antisocial activities. School re-entry educational strategies for children that are influenced by the juvenile-in-justice system used to be the topic of a comprehensive research review (Kubek et al., 2020). Successful school returning is the objective of this research, aiming to recognize the obstacles that children face and produce strategies that can help to eliminate the obstacles that they present. This systematic research identified that there are a variety of barriers that prevent teens that are connected to the juvenile-in-justice system from returning to school. Based on the research, some of the challenges that children face after coming back to school involve stigma, increased monitoring, and biased attitudes and procedures among school administrators. Features of parental control over children during free time as well as the social bonds that children have with conventional social entities (such as school and family) are two parts of repressive measures against juvenile delinquency. Prior research examined the role of each of these groups of variables in violent as well as nonviolent delinquency among teenagers simultaneously, and it assessed the assumption that their influences

differ based on sex (Liu & Miller, 2020). Based on the findings, both violent as well as nonviolent kinds of delinquency are considerably less prevalent among females compared to boys. However, nonviolent types of delinquency are significant among females. Although boys as well as girls are protected by parental control from violent delinquency, the former has a stronger repressing effect among the former. Male or female sex minimizes the effect of some preventives, and this study illuminated the idea that juvenile delinquency follows a traditional course.

## **5. RESEARCH QUESTION**

- What is the influence of cultural relevance on juvenile delinquency?

## **6. RESEARCH METHODOLOGY**

### **6.1 Research Design**

The study used a mixed-method research strategy. The analysis of quantitative data was conducted using SPSS version 25. To measure the strength and direction of the statistical association, the odds ratio and 95% confidence interval were utilised. A statistically significant level was given when  $p$  was less than 0.05. Descriptive analysis helped to understand the underlying nature of the data. To gather qualitative information, comprehensive interviews were also carried out.

### **6.2 Sampling**

In this study, a convenience sampling approach was employed. The inclusion of 624 individuals in the sample was verified using the Rao-soft software. For the purpose to collect data for the study, the researcher handed out 770 questionnaires. There was a total of 715 questionnaire responses gathered; 37 responses were not included due to being insufficient. So, 678 was the final number of samples chosen.

### **6.3 Data and Measurement**

To gather its main data, the study project used quantitative and qualitative analysis. With the goal to collect quantitative data, the surveys used a 5-point Likert scale to ask participants to assess their ideas. Another tool for evaluating qualitative data was the use of in-depth interviews. In addition, secondary data was gathered from a variety of sources, with most of it coming from online sites.

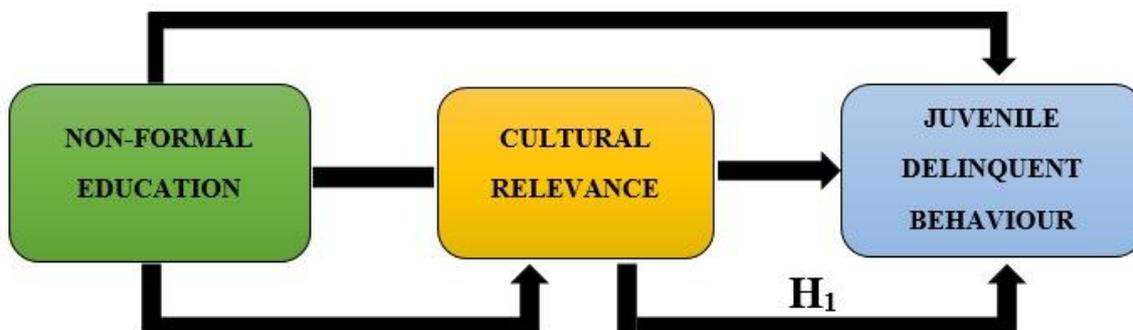
### **6.4 Statistical Software**

Researchers utilised SPSS version 25 and Microsoft Excel for the statistical analysis.

### **6.5 Statistical Tools**

Numerous program-relevant and demographic features have been focused on by a descriptive investigation. In inductive statistical studies, some of the statistical tools employed include analysis of variance (ANOVA), factor analysis for assessing validity and theoretical reliability, odds ratios with 95% confidence intervals, and others.

### 7. CONCEPTUAL FRAMEWORK



### 8. RESULT

- Factor Analysis

Finding hidden variables in observable data is the goal of Factor Analysis (FA). Regression coefficients are usually used in assessments when there aren't enough unique visual signs or diagnostic factors. Vulnerabilities, violations, and potentially visible links are what modelling is all about. Different datasets obtained from multiple regression analyses are evaluated using the Kaiser-Meyer-Olkin (KMO) Test. It has been shown that the theoretical model and its parameters for the samples are good estimates. If there is evidence of duplication, the data may show it. Lessening the size makes the data more legible. The researcher is given a value between 0 and 1 by KMO. It is considered an appropriate sample size when the KMO value falls between 0.8 and 1.

According to Kaiser, these are the permissible boundaries: Here are the criteria that Kaiser has established for approval:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69. Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89. They marvel at the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test

Testing for KMO and Bartlett's Sampling Adequacy Measured by Kaiser-Meyer-Olkin: 0.926

The results of Bartlett's test of Sphericity are as follows:

Approx. chi-square= 3252.968

df =190; sig =.000

**Table 1: KMO and Bartlett's Test**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.926
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

Typically, the given number makes it easier to handle acquired claims for the chosen sampling. To determine if the significant association signs were statistically significant, the researchers used "Bartlett's Test of Sphericity." If the obtained Kaiser-Meyer-Olkin value is 0.926, then the sample is suitable. Due to Bartlett's Sphericity test, a p-value of around 0.00 was obtained, indicating statistical significance. The correlation matrix does not stand out from the crowd, according to the positive outcome of Bartlett's Sphericity test.

❖ **MEDIATING VARIABLE**

• **Cultural relevance:**

Integrating concepts, methods, or teachings to the backgrounds of individuals and everyday lives is what people understand when they utilise the term "cultural relevance." A feeling of community and mutual comprehension may be fostered via it. By making connections to learners' life, it provides pupils a deeper understanding of the material. Learners are acknowledged and involved when class discussions mirror their own beliefs and practices. Cultural relevance is a powerful tool for businesses looking to engage with communities of consumers (Gong et al., 2020). This opens the door for businesses to tailor their wares and advertising to societal norms and preferences. With time, confidence as well as embrace will grow. Assuring cultural relevance in research helps researchers capture the true range of human experience. It improves the accuracy of findings and assists in removing bias. Societal respect and equality are fostered by cultural relevance. Individual culture is valued, and collaborative knowledge is encouraged. Communicating and acting sensitively are both improved when individuals and organisations are culturally relevant (Hugh-Pennie et al., 2021). In a diversified and globalised environment, it strengthens concepts while making them more widely acceptable.

❖ **DEPENDENT VARIABLE**

• **Juvenile delinquency:**

The term "juvenile delinquency" describes the act of juveniles engaging in unlawful or disruptive behaviour. Crimes such as stealing, damage to property, drug misuse, and violent crimes are included in this category. This kind of behaviour frequently signals more fundamental social or behavioural issues. The atmosphere of familial relationships has a significant impact on the behaviour of young people. It is possible for the probability to be increased by disrupted households, abandonment, or the absence of parental monitoring. Young brains are also strongly influenced by the influence of their peers (Abhishek & Balamurugan, 2024). There are a lot of youngsters that conduct crimes to get recognition

or approval. The problem might be exacerbated by low income and inadequate education. One such factor that influences ethical growth is being exposed to community violence and criminality. At times, acts of aggression or defiance are incited by media portrayals. When it comes to preventative measures, institutions are crucial. Such actions may be mitigated by moral training, counselling, and supervision (Aazami et al., 2023). For juvenile criminals, rehabilitation is the better option than imprisonment. Humans, as a society, ought to prioritise healing above isolation. Building competent and respectful societies requires resolving the issues straight on.

- **Relationship between cultural relevance and juvenile delinquency:**

A significant topic of social study is the link among cultural relevance and juvenile delinquency. The degree to which a community's standards, principles, and procedures mesh with societal structures including educational and legal frameworks is referred to as cultural relevance. Ignoring distinctions between cultures might make young individuals appear confused or alienated. Feeling disconnected may cause anger and defiance (Bone et al., 2022). Such cultural disparities manifest in educational and social settings for many minority and oppressed adolescents. They might not believe that the things they study or the way others perceive them represent what they are. This may have a negative impact on their feeling connected to others and their perception of regard for themselves. Because of this, people could resort to engaging in criminal behaviour as a means of resistance or just to survive. On the opposite side, when cultural relevance is preserved, young people experience feelings of appreciation and encouragement. Societies and educational institutions that place a high importance on cultural identity encourage favourable growth and prevent feelings of estrangement (Maciel et al., 2023). Levels of delinquency are reduced in programmes that include cultural understanding and consideration for children and adolescents. They create deeper connections between young people and the larger society. Consequently, the importance of cultural relevance cannot be overstated when it comes to avoiding juvenile delinquency and directing adolescents towards behaviour that is productive.

With the goal to investigate the significant relationship between cultural relevance and juvenile delinquency, the hypothesis was created, as stated in the discussion:

- ***“H<sub>0i</sub>: There is no significant relationship between cultural relevance and juvenile delinquency.”***
- ***“H<sub>1</sub>: There is a significant relationship between cultural relevance and juvenile delinquency.”***

**Table 2: H<sub>1</sub> ANOVA Test**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	65,713.746	215	9838.853	1098.576	0.000
<b>Within Groups</b>	743.713	462	8.956		
<b>Total</b>	66,457.459	677			

The findings of this study are significant. There is statistical significance under the .05 alpha level, as shown by the F value of 1098.576 and a significant p-value of about 0.000. This determines that the

null hypothesis has been rejected, and the alternative hypothesis, “***H<sub>1</sub>: There is a significant relationship between cultural relevance and juvenile delinquency***” has been accepted.

## **9. DISCUSSION**

According to the results, informal education was a major factor in lowering the rate of juvenile delinquency. Competence and self-control were fostered in youths via adaptability, accessibility, and community involvement. Students gained interpersonal and practical abilities that prepared the way for better conduct. In addition, cultural significance was shown to mediate the relationship between non-formal education and the decrease of delinquency. Adolescents had a sense of identity and admiration when their education mirrored their cultural beliefs. Anxieties and defiance of authorities were mitigated by this feeling of inclusion. Regarding teenagers, culturally based education boosted ethical judgement and identity as individuals. It assisted them in conforming to the standards of the surrounding neighbourhood. Interventions that included local customs and cultural beliefs led to higher levels of involvement and better behavioural results, according to the research. Violence and disobedience were less common among youth who participated in non-formal activities that were culturally appropriate. Improving the educational system's cultural relevance enhanced its psychological impact and fostered a sense of social duty. Because it made education a socially acceptable and valuable activity, it acted as a mediator between the two. There was a statistically significant correlation between cultural relevance and the behaviour of juveniles, lending credence to this. Students placed a high importance on teachings that promoted understanding between cultures and teamwork, according to interviews. These insights might be used by educators and policymakers to develop initiatives that are more comprehensive. In general, when non-formal education was in line with community principles and cultural traditions, it was more successful in reducing delinquency.

## **10. CONCLUSION**

The research concluded that adolescent delinquency was strongly inhibited by non-formal education. Improving accessibility, community involvement, and flexibility regarding education was the key to its success. Young people's involvement and delinquent inclinations were both enhanced by these characteristics. There was a notable finding regarding the mediating effect of cultural relevance. Constructive conduct was more effectively shaped by non-formal education when it mirrored cultural customs and societal ideals. As a result of a sense of belonging and acceptance, the youth displayed less disobedience and aggressiveness. Integrity, accountability, and sensitivity were fostered in them via culturally appropriate programming. Connection and moral comprehension were additional values they advocated for. With the help of cultural participation, education became a social activity that was valuable and appreciated. The findings demonstrated that cultural relevance amplified the effect of informal education on behavioural modification. It promoted societal peace by bridging the gap between culture and education. That is why non-formal education was more effective in lowering adolescent delinquency when cultural significance was a mediating factor.

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