

The Role of Interpersonal Intelligence in Mediating The Influence of Character Strengths and Emotional Intelligence on Juvenile Delinquency

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ABSTRACT

Juvenile delinquency is a crucial issue faced by many schools, including vocational high schools in Cilegon City. This study aims to explore the role of interpersonal intelligence in mediating the influence of character strength and emotional intelligence on juvenile delinquency. Using a quantitative survey method, data were collected from 250 vocational high school students in Cilegon City through a validated questionnaire and analyzed using the SEM-PLS approach. The results showed that character strength has a negative and significant effect on juvenile delinquency with a coefficient value of -0.321, indicating that increasing character strength can significantly reduce the level of juvenile delinquency. In addition, emotional intelligence also showed a negative and significant effect on juvenile delinquency. This confirms that increasing emotional intelligence also contributes to reducing juvenile delinquency. Interpersonal intelligence itself has a negative and significant effect on juvenile delinquency with a coefficient value of -0.161, indicating that better interpersonal skills can reduce the tendency of delinquent behavior. Furthermore, character strength and emotional intelligence were found to have a positive and significant influence on interpersonal intelligence, with coefficient values of 0.370 and 0.484, respectively. Another important finding is the significant negative indirect effect of character strength and emotional intelligence on juvenile delinquency through interpersonal intelligence. This indicates that increasing character strength and emotional intelligence can reduce juvenile delinquency by increasing their interpersonal intelligence. This study concludes that strengthening students' character and emotional intelligence, as well as increasing interpersonal intelligence, are important strategies in reducing juvenile delinquency.

Keywords: *Juvenile Delinquency; Character Strength; Emotional Intelligence; Interpersonal Intelligence; Vocational High School Students; Cilegon City.*

INTRODUCTION

Adolescence is a time full of challenges and significant changes. This is a period where individuals are searching for their identity, feeling anxious about academic and social pressures, and experiencing changes in the dynamics of relationships with peers, family, and

the surrounding environment. It is during this period that adolescents are usually very vulnerable to negative juvenile delinquency behavior. Adolescence is a stage of development full of change and complexity. One of the main factors that influences the level of juvenile delinquency is the physical and hormonal changes they experience. These changes can affect their mood, emotions, and behavior, making them more likely to take risks and engage in impulsive behavior (Wani, 2022).

In addition, adolescents are searching for their identity and identity. This search process often involves experimenting with new behaviors and searching for the right identity. This is what makes them more vulnerable to juvenile delinquency because they try various options in an effort to find their identity (Branje et al., 2021).

Many factors can cause an adolescent to commit juvenile delinquency, this can be in the form of academic and social pressures which are important factors. Adolescents often face high levels of pressure in terms of schoolwork and exams. In addition, peer pressure can also have a major impact on their decisions. Adolescents who want to be accepted by their peers may be more likely to engage in delinquent behavior to achieve this goal (Jiang et al., 2022). Peer influence also plays a significant role. If adolescents are involved with friends who engage in delinquency, they are more likely to engage in similar behavior (Havewala et al., 2021).

Lack of supervision from parents or guardians can also be a risk factor. Adolescents who have little supervision from their parents may feel freer to engage in negative behavior without any clear consequences (Flanagan et al., 2019). The home and school environment can also have an impact. An environment full of violence, conflict, or social instability can increase the risk of juvenile delinquency (Ferrara et al., 2019). Stress levels also play a role. Adolescents often face stress from various sources, such as academic pressure, family problems, or social problems. Some adolescents may seek ways to cope with this stress, and in some cases, this may mean engaging in delinquency (Gao, 2023). Lack of involvement in positive activities may also make adolescents more vulnerable to delinquency. Adolescents who lack positive activities or involvement in their lives may have more unstructured free time, which may increase the risk of engaging in delinquent behavior (Tomova et al., 2021).

The complexity and diversity of factors that contribute to juvenile delinquency emphasize the importance of a holistic understanding and integrated handling in overcoming this problem. Juvenile delinquency is a serious problem faced by many adolescents around the world, including in Indonesia because it can have a negative impact on their development and well-being and increase the risk of being involved in legal and social problems. The problem of juvenile delinquency in Indonesia is not limited to big cities alone, Cilegon City as an industrial city also experiences the same problem, as an illustration of the types of juvenile delinquency that have been committed by vocational school students in Cilegon City, a pre-survey was conducted on 100 vocational school students related to the types of juvenile delinquency committed with the aim of identifying common behavioral patterns among vocational school adolescents where the results are presented in the following table.

Table 1. 1 Pre-Survey Results on Types of Juvenile Delinquency

No	Types of Juvenile Delinquency	Percentage (%)
1	Skiping school	60
2	Smoking	45
3	Fighting with friends	30
4	Skiping extra classes	25

5	Breaking school rules	20
6	Drinking alcohol	15
7	Getting involved in brawls	10
8	Committing vandalism	5

From the results of a pre-survey conducted on 100 respondents of vocational high school students in Cilegon City, it can be seen that the majority of them (60%) have ever skipped school. This shows that there is a fairly high tendency among vocational high school students to leave school without permission.

Furthermore, smoking is a type of juvenile delinquency that is quite common, with 45% of respondents admitting to having done so. However, this percentage is still lower than skipping school. Fighting with friends and skipping extra classes are also included in the types of juvenile delinquency that are often done, with each reaching 30% and 25% of respondents. Although the percentage is lower, the existence of cases of drinking alcohol (15%), being involved in brawls (10%), and committing vandalism (5%) shows that some vocational high school students are also involved in more serious juvenile delinquency behavior. These results provide an overview of the types of juvenile delinquency that need further attention among vocational high school students to prevent and overcome this negative behavior.

To find out the factors causing vocational school students in Cilegon City to commit juvenile delinquency, the results of a pre-survey were obtained from 100 vocational school students as presented in the following table.

Table 1. 2 Pre-Survey Results of Factors Causing Juvenile Delinquency

Factors Causing Juvenile Delinquency	Number of Respondents (%)
Academic and social pressure	65%
Peer influence	55%
Lack of parental supervision	45%
Home and school environment	40%
Stress levels	50%
Lack of involvement in positive activities	30%

The pre-survey results showed that academic and social pressures were the dominant factors influencing juvenile delinquency, with 65% of respondents identifying it as the main cause. Peer influence was also significant, with 55% of respondents stating that interaction with peers played a role in juvenile delinquency. Furthermore, lack of parental supervision still played an important role, acknowledged by 45% of respondents. Residential and school environment factors, along with stress levels, also had a significant contribution, acknowledged by 40% and 50% of the total respondents, respectively. Meanwhile, lack of involvement in positive activities had a lower impact, acknowledged by 30% of respondents. Thus, this survey highlights the complexity and diversity of factors influencing juvenile delinquency among vocational high school students. Reducing the impact of juvenile delinquency on school students requires a holistic approach involving schools, families, and communities. This is a serious problem that can have long-term impacts on adolescent development.

One effective approach is to incorporate character education into the curriculum. Character education programs help students understand values such as honesty, responsibility, empathy, and integrity. By understanding and applying these values, students can develop positive and responsible behaviors. Through character strengths education and development, adolescents can gain the tools and skills needed to cope with the pressures and challenges they face during their transition. This helps them to avoid delinquent behavior and, instead, make healthier and more responsible decisions in their lives (Ronen, 2021). Therefore, promoting the development of character strengths can be an effective strategy in reducing juvenile delinquency. This is also supported by previous research conducted by (Jackson et al., 2023) Where this study was conducted by following a group of adolescents for several years. The results showed that adolescents who had higher levels of character strengths, such as honesty, responsibility, and empathy, tended to have lower levels of delinquency. They were more likely to avoid delinquent behaviors such as drug abuse, lawbreaking, and aggressive actions. Character strengths appear to play a role in helping adolescents make wise and responsible decisions. Likewise with the research conducted by (Chen & Cheung, 2020) Where this study involved a number of schools that implemented character education programs in their curriculum and schools that did not. The results showed that schools that implemented character education programs had lower levels of juvenile delinquency compared to schools that did not. Students who participated in this program tended to have a better understanding of character values such as honesty, responsibility, and empathy. Thus, they have lower levels of delinquency.

In addition to character strength, emotional intelligence factors also play an important role in preventing adolescents from engaging in juvenile delinquent behavior. Emotional intelligence includes the ability to recognize, understand, manage, and express emotions in a healthy and productive manner (Serrat, 2017). Adolescents with high levels of emotional intelligence tend to be better able to cope with the pressures and challenges they face in everyday life. They can handle conflict effectively, manage stress, and build positive relationships with others (Collado-Soler et al., 2023). In addition, emotional intelligence helps adolescents to be more sensitive to their own feelings and needs as well as those of others, so that they are better able to maintain emotional balance and make the right decisions in challenging situations (Fteiha & Awwad, 2020). Thus, developing emotional intelligence can be an effective strategy in reducing the risk of juvenile delinquent behavior and helping adolescents develop the skills needed to succeed in life.

Interpersonal intelligence helps adolescents interact with the world around them in a positive and healthy way. It creates a strong foundation for avoiding juvenile delinquency because they are better able to cope with social pressures, conflicts, and negative emotions productively. Therefore, promoting the development of interpersonal intelligence can be an effective strategy in preventing juvenile delinquency and helping students make wiser choices in their lives (Barragán Martín et al., 2021). The important role of interpersonal intelligence in relation to juvenile delinquency is supported by previous studies such as research conducted by (Zhang, 2023) which identified that adolescents with higher levels of interpersonal intelligence tend to have lower levels of juvenile delinquency. Over several years of observation, findings showed that adolescents who were better at communicating, had higher empathy, and were able to resolve conflict in a healthy way were less likely to engage in delinquent behavior, such as breaking the law or using drugs. On the other hand, research by (Kennedy et al., 2020) showed that low levels of interpersonal intelligence in adolescents have a greater potential for committing juvenile delinquency.

The results of the research gap related to the study of interpersonal intelligence variables with juvenile delinquency. (Brundidge & Leban, 2024; Peng et al., 2019; Weng et al., 2016), concluded that there was an influence of interpersonal intelligence on juvenile delinquency. While (Javakhishvili & Vazsonyi, 2022) concluded the opposite.

In order to improve understanding and make a significant contribution to the literature on adolescent development, this study will try to dig deeper into character strengths, emotional intelligence, interpersonal intelligence and their influence on juvenile

delinquency behavior in school students. It is important to remember that adolescents are a very heterogeneous group, and the influence of these factors can vary from individual to individual. Therefore, this study will involve a sample of vocational high school students in Cilegon City to understand individual differences in this context. Thus, this study is expected to provide a deeper insight into the factors that influence adolescent behavior and can be the basis for developing more effective interventions in supporting the positive development of adolescents in Cilegon City and society in general.

Based on the explanation above, the title of this study is "The Role of Interpersonal Intelligence in Mediating the Influence of Character Strength and Emotional Intelligence on Juvenile Delinquency in Vocational High School Students in Cilegon City."

Literature Review

Juvenile Delinquency

Juvenile delinquency is a phenomenon that has become a major concern in the study of psychology and sociology. Experts have tried to define juvenile delinquency from various perspectives. According to (Gibson, 2008) juvenile delinquency is behavior that involves antisocial actions such as theft, fighting, or drug use. In this view, juvenile delinquency reflects adolescents' disobedience to social norms that exist in society. James F. Short, Jr. stated that juvenile delinquency is the result of a mismatch between the goals desired by adolescents and the means available to achieve them. This reflects the difference between adolescent aspirations and the opportunities available to them (Short, 1997).

Travis Hirschi argues that juvenile delinquency occurs because of the lack of social ties between adolescents and society, which makes them less concerned with social norms. In this context, delinquency is the result of a lack of commitment to these norms (Hirschi, 1969). Edwin H. Sutherland suggests that juvenile delinquency occurs because of the process of association with individuals who have antisocial values and norms. In his view, delinquency is the result of interactions with friends that stimulate antisocial behavior (Sutherland, 1939). Travis Warner Hirschi and Michael R. Gottfredson developed a self-control theory stating that juvenile delinquency occurs due to a lack of strong self-control. They assume that individuals who have weak self-control are more likely to engage in delinquent behavior (Hirschi & Gottfredson, 1983). From the opinions of these experts, it can be concluded that juvenile delinquency is antisocial behavior or violating social norms carried out by adolescents. Some experts associate it with a mismatch between goals and opportunities, lack of social ties, association with individuals who have antisocial values, or lack of self-control. Understanding these factors is important in efforts to reduce the level of juvenile delinquency in society.

Juvenile delinquency is a complex problem and is influenced by various factors. There are five main factors that have a significant impact on influencing juvenile delinquency behavior.

First, the family environment plays an important role. An unstable environment, conflict between parents, lack of supervision, or neglect of children can increase the risk of juvenile delinquency (Patterson, 1982).

Next, peers have a great influence. Association with friends who are involved in delinquent behavior, such as alcohol or drug use, often encourages adolescents to engage in similar behavior (Dishion & Patterson, 2006). Academic factors are also important. Academic difficulties or failure in education can be a trigger for juvenile delinquency, because this often causes stress and frustration, which are then expressed through antisocial behavior (Roeser et al., 1998). The family's socioeconomic status also has a significant impact. Families experiencing economic hardship or poverty are at higher risk for juvenile delinquency, as this can affect their access to positive resources and opportunities (Duncan & Brooks-Gunn, 2000).

Finally, the influence of modern media also plays a role in influencing juvenile delinquency. Adolescents' exposure to media content containing violence, exploitative sexuality, or antisocial behavior can influence their attitudes and behaviors, which in turn

increase the risk of juvenile delinquency (Anderson et al., 2003). In conclusion, juvenile delinquency is the result of a complex interaction between various factors such as family environment, peer association, academic difficulties, socioeconomic status, and media influence. To address this issue, it is important to understand the role of each of these factors in juvenile delinquency prevention and intervention efforts.

Measuring Juvenile Delinquency

Measuring juvenile delinquency is an important part of research and intervention to understand and address this behavioral problem. According to (Moffitt, T. E, 2003) there are several key indicators used to measure juvenile delinquency, including: (1) Anti-Social Behavior: This includes actions that violate social norms and legal rules, such as vandalism, theft, and violence. Experts emphasize that repeated anti-social behavior and disregard for the rights of others are strong indicators of juvenile delinquency. (2) Substance Use: The use of drugs, alcohol, and other addictive substances at a young age is often associated with juvenile delinquency. The use of these substances is not only illegal for adolescents in many areas, but also has a negative impact on adolescent brain development, behavior, and health. (3) Aggressive and Violent Behavior: This includes acts of physical aggression, fighting, and bullying. These behaviors are often a way for adolescents to cope with frustration or assert dominance, and can be an indicator of deeper problems such as violence at home or mental health problems. (4) Neglect of Responsibility: Including a decline in academic achievement, frequent truancy, or failure to comply with rules at home and school. This indicator shows a lack of interest in the responsibilities and commitments that adolescents should have. (5) Negative Peer Influence: Adolescents who engage in delinquency are often influenced by their peers. If a teenager spends time with friends who also exhibit problematic behavior, this can be an indicator that they may engage in similar activities.

From the above explanation, it can be concluded that juvenile delinquency, which includes anti-social behavior, substance use, aggressive and violent behavior, neglect of responsibility, and negative peer influence, is a complex phenomenon with long-term impacts on adolescent development. These indicators play an important role in identifying and measuring the level of juvenile delinquency. Each indicator reflects different aspects of delinquency, from violation of social norms to non-compliance with rules and the negative impacts of substance use.

Character Strengths

Character strength is an important concept in psychology that has received serious attention from experts in recent decades. It refers to positive traits and qualities within an individual that influence their behavior, thoughts, and feelings. Experts have developed various definitions of character strength, which provide different perspectives to understand this concept. One of the well-known definitions is given by Peterson and Seligman (2004), who describe character strength as an individual's level of behavior or thinking that shows how a person uses his or her human potential. In this sense, character strength is seen as an individual's ability to use their potential in everyday actions and thoughts.

Park and Peterson (2009) provide another definition that emphasizes the moral aspect of character strength. They describe character strength as a more moral and characteristic positive trait that allows an individual to act well and develop as a better individual. This means that character strength includes not only the ability to act positively, but also the morality in those actions. The VIA Institute on Character (2022) views character strengths as positive aspects of yourself that are integral to who you are and influence how you think, feel, and behave. This definition suggests that character strengths are an integral part of an individual and influence all aspects of their life.

In the view of Csikszentmihalyi and Seligman (2000), character strengths are related to an individual's ability to achieve exceptional performance in almost any situation. They consider character strengths as psychological attributes that enable individuals to achieve

exceptional accomplishments. This suggests that character strengths are not only related to morality, but also to the ability to achieve high levels of performance.

Finally, in the definition by Park, Peterson, and Seligman (2006), character strengths are identified as higher-order traits of character that form an important part of an individual's identity and contribute to a good quality of life. In this context, character strengths are not only seen as individual attributes, but also as factors that play a role in creating a good quality of life. From the explanation of the opinions of these experts, it can be concluded that character strength is a complex and multidimensional concept that reflects positive traits in an individual. Scholars have provided various definitions that describe various aspects of character strengths, including morality, outstanding performance, integrity, and contribution to a good quality of life. A deep understanding of character strengths can help individuals develop their potential, act well, and achieve positive personal development.

Measuring character strengths is an important endeavor in the field of positive psychology. According to Peterson, C., & Seligman, M. E. P. (2009) there are several main indicators used to measure an individual's character strengths. These four main indicators help to understand and evaluate the positive aspects of a person's personality. Classification of 24 Character Strengths: (a) Social Intelligence: The ability to understand and interact with others, read emotions, and build good social relationships. (b) Creativity: The ability to think creatively, generate new ideas, and create innovative solutions. (c) Humility: The ability to have a humble attitude, appreciate the contributions of others, and not feel superior to oneself. (d) Courage: (a) Bravery: The ability to face fear or danger in life, and dare to take risks to achieve goals. (b) Persistence: The ability to remain persistent and not give up in the face of challenges and obstacles. (c) Sharpness of Thinking (Perseverance): The ability to overcome boredom or frustration in achieving long-term goals. Moral Indicator: (a) Integrity: The ability to act in accordance with moral and ethical values that are adopted, and consistent in the principles that are adopted. (b) Honesty: The ability to speak and act honestly, without hiding facts or deceiving. (c) Compassion: The ability to feel empathy for others, show concern, and help when needed. Social Involvement: (a) Friendliness: The ability to build positive social relationships, be friendly to others, and be willing to help. (b) Teamwork: The ability to work together in a group or team, contribute well, and achieve common goals. (c) Leadership: The ability to lead, motivate, and inspire others in achieving common goals. It can be concluded that character strength is an important step in understanding individuals and helping them reach their full potential. The four main indicators used to measure character strength, namely the Classification of 24 Character Strengths, Courage Character, Moral Indicators, and Social Engagement, provide a comprehensive view of a person's character.

Emotional Intelligence

In the view of (Bru-Luna et al., 2021), emotional intelligence is a person's ability to recognize, understand, manage, and express emotions appropriately in various social and personal situations. (O'Connor et al., 2019) defines emotional intelligence as an individual's capacity to recognize, manage, and express emotions, and adapt to the demands and stress of everyday life. Meanwhile, according to (Fiori & Vesely-Maillefer, 2018) emotional intelligence includes the ability to understand one's own and others' emotions, manage emotions effectively, use emotional knowledge to guide thoughts and actions, and motivate oneself. The definition of (Serrat, 2017) highlights aspects of recognizing one's own and others' emotions, as well as the ability to manage interpersonal relationships effectively. On the other hand, according to (Fiori & Vesely-Maillefer, 2018), emotional intelligence is an individual's capacity to recognize, control, and express emotions appropriately, as well as the ability to manage interpersonal relationships wisely and empathetically. From the various opinions of these experts, it can be concluded that emotional intelligence includes an individual's ability to recognize, understand, manage, and express emotions appropriately in various social and personal contexts. It also includes adaptation to stress

and the demands of everyday life and the ability to utilize emotional knowledge in directing thoughts and actions. In addition, emotional intelligence also emphasizes recognizing the emotions of oneself and others, as well as the ability to manage interpersonal relationships wisely and empathetically.

Interpersonal intelligence is a very important ability in interacting with others and building healthy relationships in various social situations. There are three main indicators in interpersonal intelligence, and each of these indicators has several relevant main points. Key Indicator 1: Empathy. According to Davis, M. H. (1994) empathy is the ability to feel and understand the feelings and perspectives of others. This involves recognizing emotions, perspective taking, empathetic responses, and the ability to listen well. Key Indicator 2: Communication Skills. DeVito, J. A. (2019) explains that good communication skills are a central element in interpersonal intelligence. This includes the ability to speak clearly, listen effectively, handle conflict, and communicate nonverbally. Key Indicator 3: Social Skills. Baron-Cohen, S. (2011) stated that social skills include the ability to interact and communicate effectively in various social situations. This involves understanding social norms, the ability to handle social situations, collaboration, ethics, and social empathy. By understanding these key indicators and the key points associated with them, individuals can develop better interpersonal intelligence, strengthen their skills in interacting with others, and form healthier relationships in a variety of social contexts.

Based on the presentation of the theoretical study, a framework of thought was created that describes all the variables so that the framework of thought that will be developed in this research will be as shown in the image below:

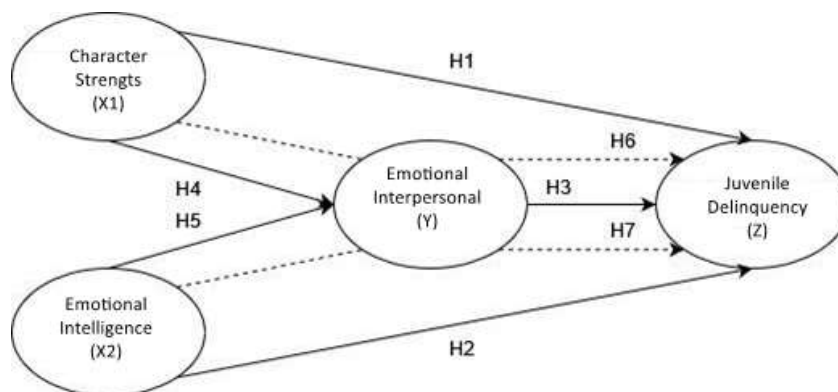


Figure 2.1 Constellation of Relationships between Research Variables

Description: P1 -----> P2 ———>

Character strength and emotional intelligence have a direct effect on interpersonal intelligence and juvenile delinquency. Interpersonal intelligence can have a direct effect on juvenile delinquency (P.2). Interpersonal intelligence can also mediate the relationship between character strength and emotional intelligence with juvenile delinquency (P.1).

Based on the problems, the theoretical studies above, the following research hypotheses can be proposed:

H1 : It is suspected that there is an influence of character strength on juvenile delinquency.

H2 : It is suspected that there is an influence of emotional intelligence on juvenile delinquency.

H3 : It is suspected that there is an influence of interpersonal intelligence on juvenile delinquency.

H4 : It is suspected that there is an influence of character strength on interpersonal intelligence.

H5 : It is suspected that there is an influence of emotional intelligence on interpersonal intelligence.

H6 : It is suspected that character strength has an influence and is significant on juvenile delinquency through interpersonal intelligence.

H7 : It is suspected that emotional intelligence has an influence and is significant on juvenile delinquency through interpersonal intelligence.

METHOD

This research took place in all vocational schools in Cilegon City. The research lasted for four months, starting from April 2024 to July 2024. The research method used is a quantitative approach. Population refers to the entire collection of individuals or elements that are the focus in the context of research or statistical studies. This includes all members or elements that have characteristics or traits that are relevant to the research question or the purpose of the data analysis being conducted.

The population in the study was all vocational high school students in Cilegon City, which based on data from the Ministry of Education and Culture up to the even semester of the 2023/2024 academic year amounted to 11,038 students. Data sources obtained directly from respondents through questionnaires, usually in the form of individual or group subject opinions, results of observations of an object, activity, or event arranged in the form of statements or questions related to research variable indicators. The questionnaire in this study is closed and designed logically according to the problem at hand. The answers from respondents in this study used a Likert scale. Secondary data, namely data sources obtained from various literature, such as books, journals, magazines, social media, websites and other information sources that are still relevant to this research. Structural Equation Modeling Partial Least Squares used for data analysis method used to test relationships between variables in a conceptual model. It is a powerful and flexible approach used in social, business, and other sciences to test theories, identify complex relationships, and understand the extent to which certain variables influence other variables.

Constructing a path diagram based on the design of the outer model and inner model. The results of the design of the outer model and inner model are expressed in the form of a path diagram to make it easier to understand. In accordance with the conceptual framework of the research that was made, the structural equation analysis model was made as shown in the following figure:

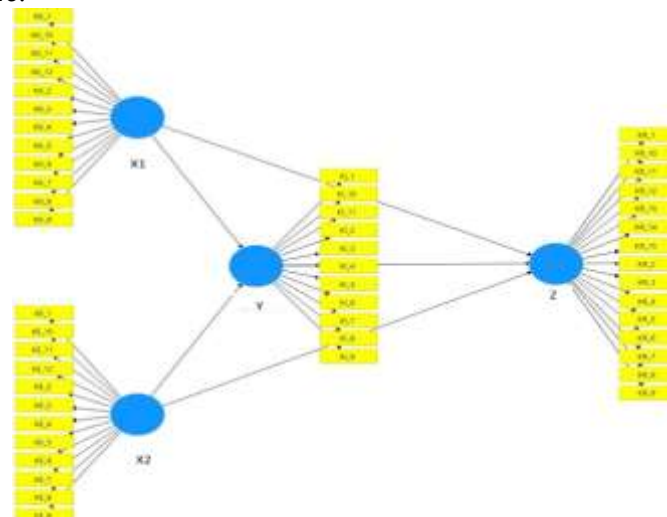


Figure 3. Path Diagram

Hypothesis testing is carried out to determine whether the hypothesis or assumption that has been submitted can be accepted or must be rejected based on the sample results obtained. In basic hypothesis testing, decision making is seen from the t-statistic value and probability value. The criteria used are as follows: (1) If the t-statistic value > ttable (1.96)

and $p < 0.05$ then H_0 is rejected and H_a is accepted (2) If the t-statistic value $< t_{table}$ (1.96) and $p > 0.05$ then H_0 is accepted and H_a is rejected In SEM-PLS does not assume that the data must be normally distributed, then the hypothesis test is carried out using the bootstrapping resampling method.

FINDINGS AND DISCUSSION

At this stage, analysis requirements testing is carried out to ensure the validity and reliability of the data before applying the SEM-PLS (Structural Equation Modeling - Partial Least Squares) analysis approach. SEM-PLS is an analysis method that is useful for modeling complex relationships between latent variables measured by visible indicators. This approach is ideal for small to medium samples and does not require strict data distribution assumptions. In this test, confirmatory factor analysis will be carried out to check the validity of the construct, as well as reliability testing to ensure the internal consistency of the instruments used.

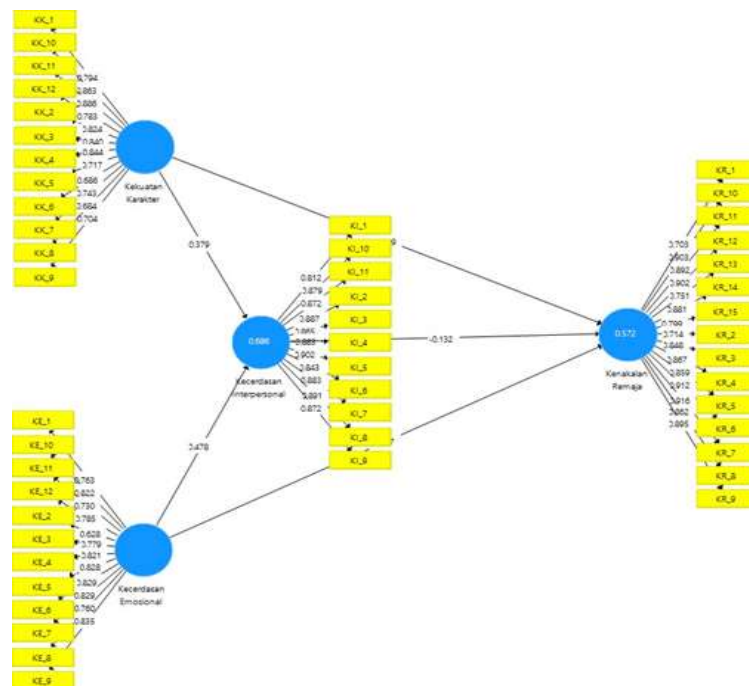


Figure 4. Initial Convergent Validity Testing

Based on the results of the initial stage of testing in the convergent validity analysis using the outer loadings value, several indicators from various variables showed values below the 0.7 limit. In the emotional intelligence variable, indicators that are less than 0.7 include KE_2 (0.628). In character strength, several indicators are also below 0.7, namely KK_6 (0.686) and KK_8 (0.684). These indicators must be removed to increase the validity of the model.

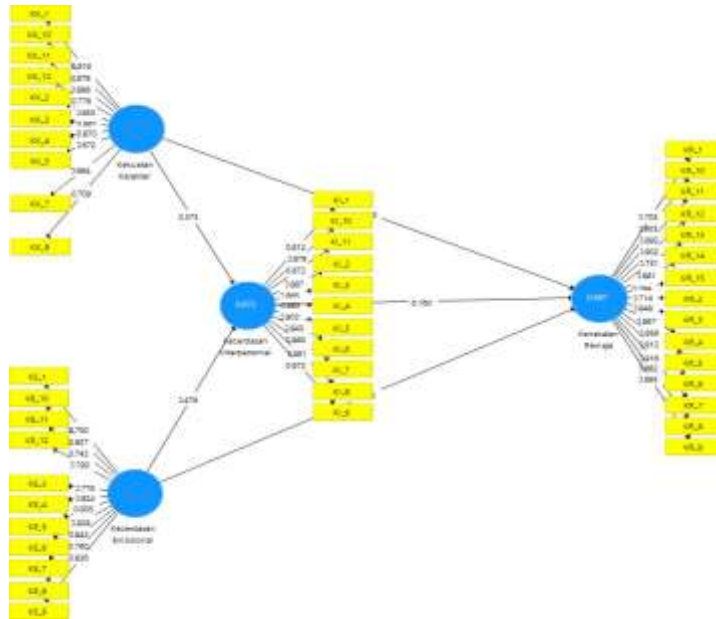


Figure 5. Convergent Validity Testing Phase Two

The results of the convergent validity testing phase two show that there are still several indicators whose outer loading values are still below 0.7, namely in the character strength variables, namely KK_5 (0.672) and KK_7 (0.694) so that all of these indicators must be removed from the model.

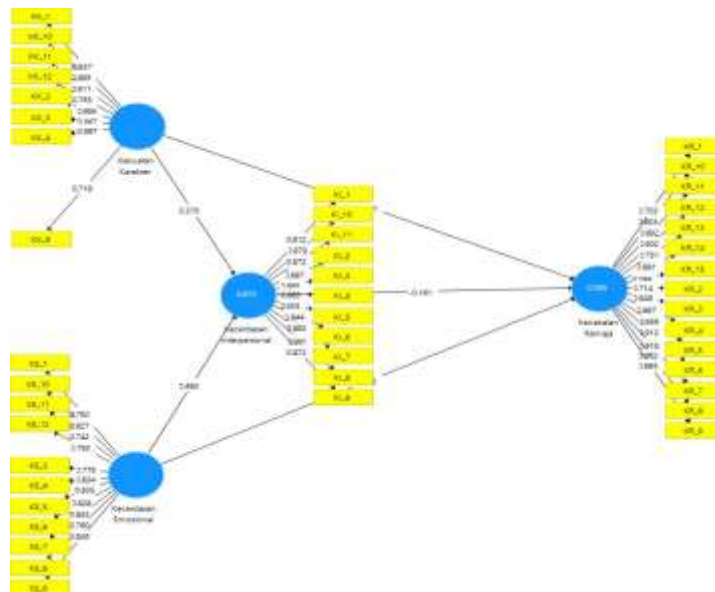


Figure 6. Convergent Validity Testing Stage Three

The results of the stage 3 test show that all indicators in each variable have an outer loading value above 0.7, this indicates high convergent validity, good indicator reliability, and statistical significance. This means that these indicators strongly and consistently reflect the latent constructs being measured, thereby increasing the reliability and validity of the overall measurement model. The following are the outer loading values of each research variable presented in the following table.

Table 4. *Outer Loading*

Indicator	Emotional Intelligence	Interpersonal Intelligence	Character Strengths	Juvenile Delinquency
KE_1	0.750			
KE_10	0.827			
KE_11	0.742			
KE_12	0.790			
KE_3	0.776			
KE_4	0.824			
KE_5	0.835			
KE_6	0.828			
KE_7	0.843			
KE_8	0.760			
KE_9	0.836			
KI_1		0.812		
KI_10		0.879		
KI_11		0.872		
KI_2		0.887		
KI_3		0.865		
KI_4		0.883		
KI_5		0.903		
KI_6		0.844		
KI_7		0.883		
KI_8		0.891		
KI_9		0.872		
KK_1			0.837	
KK_10			0.895	
KK_11			0.911	
KK_12			0.765	
KK_2			0.865	
KK_3			0.867	
KK_4			0.887	
KK_9			0.718	
KR_1				0.703
KR_10				0.903
KR_11				0.892
KR_12				0.902
KR_13				0.751
KR_14				0.881

Indicator	Emotional Intelligence	Interpersonal Intelligence	Character Strengths	Juvenile Delinquency
4				
KR_1				0.799
5				
KR_2				0.714
KR_3				0.848
KR_4				0.867
KR_5				0.859
KR_6				0.912
KR_7				0.916
KR_8				0.862
KR_9				0.895

From table 4.13 above, it can be seen that the outer loading value of all indicators is greater than 0.7, indicating that each indicator in the variables of Character Strength, Emotional Intelligence, Interpersonal Intelligence and Juvenile Delinquency has high convergent validity. This means that each indicator strongly and consistently reflects its latent construct, providing good reliability and strong statistical significance. Thus, the measurement model used can be considered valid and reliable, because each latent construct is accurately described by the indicators measured. This increases confidence in the results of data analysis and interpretation. Discriminant validity indicates that the latent constructs are different from each other, and this is measured through the cross-loadings value to ensure that each indicator has the highest loading on the intended variable construct, not on other variable constructs. Test results that show good discriminant validity indicate that the constructs in the model are unique and do not overlap conceptually.

Cross-loadings values for four variables: Emotional Intelligence (EQ), Interpersonal Intelligence (IC), Character Strengths (CW), and Juvenile Delinquency (CW). Based on these data, it can be seen that each indicator has the highest loading on the intended variable construct, compared to other variable constructs, which indicates good discriminant validity. For example, the EQ_1 indicator has the highest loading value on Emotional Intelligence (0.750) compared to other variables such as Interpersonal Intelligence (0.735), Character Strengths (0.735), and Juvenile Delinquency (-0.625). The same applies to other indicators, such as EQ_1 which has the highest loading value on Interpersonal Intelligence (0.812) and CW_1 which has the highest loading value on Character Strengths (0.837). The KR_1 indicator also has the highest loading value on Juvenile Delinquency (0.703). These results indicate that the constructs in the model are unique and do not overlap conceptually, ensuring that each construct is measured with appropriate indicators according to the theory.

Composite Reliability (CR) measures the internal consistency of the indicators that form a construct. CR is calculated by considering the loading factors of each indicator and their error variances. A CR value above 0.7 indicates good reliability, meaning that the indicators consistently reflect the construct being measured. This indicates that the construct has high internal consistency and can be relied on to measure the desired concept.

Table 6. Composite Reliability

Variable	Composite Reliability
Emotional Intelligence	0.952
Interpersonal Intelligence	0.972
Character Strengths	0.952
Juvenile Delinquency	0.975

Table 7. Cronbach's Alpha

Variable	Cronbach's Alpha
Emotional Intelligence	0.944
Interpersonal Intelligence	0.968
Character Strengths	0.942
Juvenile Delinquency	0.972

Table 7 shows that the Cronbach's Alpha values for all variables are well above 0.7, with Emotional Intelligence, Interpersonal Intelligence, Character Strengths, and Juvenile Delinquency having values of 0.944, 0.968, 0.942, and 0.972, respectively. These values indicate that the indicators in each construct show very high internal consistency. Thus, all constructs in this study have good reliability and can be relied upon for accurate measurement.

Hypothesis Testing

Table 8 Path Coefficients

	Original Sample (O)	T Statistics (O/STD EV)	P Values
Emotional Intelligence -> Interpersonal Intelligence	0.484	6.720	0.000
Emotional Intelligence -> Juvenile Delinquency	-0.318	4.398	0.000
Interpersonal Intelligence -> Juvenile Delinquency	-0.161	2.631	0.009
Character Strengths -> Interpersonal Intelligence	0.370	5.425	0.000
Character Strengths -> Juvenile Delinquency	-0.321	4.306	0.000

Based on table 8, the following hypothesis testing results are obtained.

- Character Strength -> Juvenile Delinquency

The test results show that the path coefficient value between character strength and juvenile delinquency is -0.321 with a t-statistic of 4.306 and p-values 0.000 < 0.05, which means that character strength has a negative and significant effect on juvenile delinquency, so H1 is accepted. The coefficient value of -0.321 shows that increasing character strength will significantly reduce the level of juvenile delinquency.

• Emotional Intelligence – > Juvenile Delinquency

The test results show that the path coefficient value between emotional intelligence and juvenile delinquency is -0.318 with a t-statistic of 4.398 and p-values $0.000 < 0.05$, which means that emotional intelligence has a negative and significant effect on juvenile delinquency, so H2 is accepted. The coefficient value - 0.318 indicates that increasing emotional intelligence will significantly reduce the level of juvenile delinquency.

• Interpersonal Intelligence – > Juvenile Delinquency

The test results show that the path coefficient value between interpersonal intelligence and juvenile delinquency is -0.161 with a t-statistic of 2.631 and p-values $0.009 < 0.05$, which means that interpersonal intelligence has a negative and significant effect on juvenile delinquency, so H3 is accepted. The coefficient value -0.161 indicates that increasing interpersonal intelligence will significantly reduce the level of juvenile delinquency.

• Character Strength – > Interpersonal Intelligence

The test results show that the path coefficient value between character strength and interpersonal intelligence is 0.370 with a t-statistic of 5.425 and p-values $0.009 < 0.05$, which means that character strength has a positive and significant effect on interpersonal intelligence, so H4 is accepted. The coefficient value of 0.370 indicates that increasing character strength will significantly increase interpersonal intelligence.

• Emotional Intelligence – > Interpersonal Intelligence

The test results show that the path coefficient value between emotional intelligence and interpersonal intelligence is 0.484 with a t-statistic of 6.730 and p-values $0.009 < 0.05$, which means that emotional intelligence has a positive and significant influence on interpersonal intelligence, so H5 is accepted. The coefficient value of 0.484 indicates that increasing emotional intelligence will significantly increase interpersonal intelligence.

Meanwhile, testing the mediation effect or indirect influence is presented in table 9 below.

Table 9 Specific Indirect Effects

	Original Sample (O)	T Statistics (O/STDEV)	P Value s
Emotional Intelligence – > Interpersonal Intelligence	-0.078	2.372	0.018
Character Strengths – > Interpersonal Intelligence – > Juvenile Delinquency	-0.059	2.332	0.020

Based on table 9, the test results for the mediation effect are as follows:

• Character Strength – > Interpersonal Intelligence – > Juvenile Delinquency

The test results of character strength on juvenile delinquency through interpersonal intelligence obtained a coefficient value of -0.059, T-statistic 2.332 and p-value $0.020 < 0.05$, which means that character strength has a significant negative indirect effect on juvenile delinquency through interpersonal intelligence, so H6 is accepted. This means that increasing character strength can reduce juvenile delinquency through increasing interpersonal intelligence.

• Emotional Intelligence – > Interpersonal Intelligence – > Delinquency

The test results of emotional intelligence on juvenile delinquency through interpersonal intelligence obtained a coefficient value of -0.078, T-statistic 2.372 and p-value $0.018 < 0.05$, which means that emotional intelligence has a significant negative indirect effect on juvenile delinquency through interpersonal intelligence, so H7 is accepted. This

means that increasing emotional intelligence can reduce juvenile delinquency through increasing interpersonal intelligence.

Table 10 *R-squared* (R^2)

	R Squar e	R Square Adjusted
Interpersonal Intelligence	0.675	0.672
Juvenile Delinquency	0.565	0.559

The R-squared (R^2) results in Table 10 show how much construct variability can be explained by the independent variables in the model. The R^2 value of 0.675 for Interpersonal Intelligence indicates that 67.5% of the variability in Interpersonal Intelligence can be explained by Emotional Intelligence and Character Strengths. Meanwhile, the R^2 value of 0.565 for Juvenile Delinquency indicates that 56.5% of the variability in Juvenile Delinquency can be explained by Emotional Intelligence, Interpersonal Intelligence, and Character Strengths. The slightly lower Adjusted R^2 value indicates adjustment for the number of predictors in the model, but the difference is small, indicating a good model.

The results of this study are in line with previous research conducted by (Yu & Chan, 2019) which concluded that character strength is an important factor in protecting a teenager from committing juvenile delinquency. The results of this study support previous research conducted by (Pratiwi et al., 2020b) which emphasized that a high level of emotional intelligence can reduce the risk of adolescents committing juvenile delinquency. The results of this study support previous research conducted by (Samosir & Sinaga, 2019) which emphasized that character strength has a positive effect on interpersonal intelligence. The results of this study support previous research conducted by (Kartikosari & Setyawan, 2020) which emphasized that the higher the level of interpersonal intelligence, the more it can prevent juvenile delinquency.

CONCLUSION

Character strength has a negative and significant influence on Juvenile Delinquency. The coefficient value indicates that increasing character strength will significantly reduce the level of juvenile delinquency. Emotional Intelligence has a negative and significant influence on Juvenile Delinquency. The coefficient value indicates that increasing emotional intelligence will significantly reduce the level of juvenile delinquency. Interpersonal Intelligence has a negative and significant influence on Juvenile Delinquency. The coefficient value shows that increasing interpersonal intelligence will significantly reduce the level of juvenile delinquency. Character Strength has a positive and significant influence on Interpersonal Intelligence. The coefficient value indicates that increasing character strength will significantly increase interpersonal intelligence. Emotional Intelligence has a positive and significant influence on Interpersonal Intelligence. The coefficient value indicates that increasing emotional intelligence will significantly increase interpersonal intelligence. Character Strength has a significant negative indirect effect on Juvenile Delinquency through Interpersonal Intelligence. Emotional Intelligence has a significant negative indirect effect on Juvenile Delinquency through Interpersonal Intelligence. This means that increasing emotional intelligence can reduce juvenile delinquency through increasing interpersonal intelligence.

Identifying these limitations is important to understand the extent to which the research findings are applicable and to provide insight into areas for further study in future

research. Limited Sample to Certain Geographical Locations: This study was only conducted in Cilegon City, which may not reflect conditions in other areas. The results of the study may not be generalizable to the population of vocational high school students in other areas with different cultural, social, or economic characteristics. Cross-Sectional Research Design: This study used a cross-sectional design, where data were collected at one point in time, which limits the ability to determine causal relationships. This study cannot explain how changes in emotional intelligence or character strengths may affect juvenile delinquency over time. Self-Report-Reliant Measures: Studies may use questionnaires or self-reports to measure emotional intelligence, interpersonal intelligence, and character strengths. These methods are subject to response bias, where participants may report inaccurately or optimize their answers, affecting the accuracy of the data. Hidden or Unmeasured Variables: It is possible that other factors influencing juvenile delinquency, such as family environment, peer pressure, or socio-economic conditions, were not measured or taken into account in this study. This limitation may affect the validity of the findings and the influence of interpersonal intelligence, character strengths, and emotional intelligence on juvenile delinquency.

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