



THE EFFORTS OF IN ISLAMIC RELIGIOUS EDUCATION TEACHERS OVERCOME STUDENT DETERMINATION PROBLEMS AT JUNIOR HIGH SCHOOL

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Abstract:

Student delinquency is a classic problem that always appears in society. This problem is a very interesting and actual thing to discuss. Because the problem of student delinquency is a problem that affects the younger generation as happened at SMPI Miftahul Ulum Opo-Opo. To obtain data in this study, researchers used several methods, namely: interviews, observation, documentation and open questionnaires (and the questionnaires here are only a complement or extra). The collected data were analyzed using qualitative descriptive analysis. The conclusion of this study, which describes the forms of student delinquency at SMPI Miftahul Ulum Opo-Opo, is included in the category of mild delinquency, such as: skipping or not attending school without permission, not wearing school uniforms, making noise in class or outside class, not do homework. The efforts of Islamic Religious Education Teachers in treating student delinquency at SMPI Miftahul Ulum Opo-Opo are in a preventive way, including: emphasizing religious activities, pasting slogans in each class, establishing cooperation between schools and parents. And curative (healing) efforts, by giving special attention to students with problems, and emphasizing moral development for students.

Keywords: Effort, Islamic Religious Education Teachers, Student Delinquency Problems.

INTRODUCTION

The problem of student delinquency is our common problem. The problem of student delinquency is not a problem that arises in a small scope, but occurs both in cities and villages. Actually almost every country in the world faces the problem of student delinquency. Student problems are not only a local problem, but a social problem. It's not even an exaggeration to say that the problem of student delinquency is a problem for all of us. We often encounter incidents of fights between schools or between groups involving students, not to mention students involved in drug abuse, promiscuous sexual relations, abortion, theft and so on.

This phenomenon is caused by a lack of knowledge about themselves so that children will lose direction, the impact will be that they will ignore anarchic behavior. In adolescence it is very important, because at this time a teenager/individual is in an unstable period in the search for his identity. Adolescents are actually in a period of transition (transition period) and a period of searching for self-identity. They are in the stage of development or growth towards adulthood, because it is as if youth are between two opposite poles, namely between childhood and adulthood. Such situations give rise to many difficulties of a psychological nature, in addition to physical and spiritual factors which are still in the process of forming identity, so that it can be said that during adolescence a person will experience inner turmoil (Mulyono, 1986).

RESEARCH METHODS

In accordance with the nature and character of the problems raised in this study, in this study a descriptive qualitative research form was used using a phenomenological perspective. This qualitative descriptive research used a phenomenological perspective, namely seeking the truth of something by capturing phenomena and symptoms that emanate from the object under study. This qualitative research uses a case study design, which is an in-depth investigation of an individual, group or institution. Case studies aim to provide a detailed description of the background, traits and characteristics that are typical of cases or the status of individuals, which then make these characteristics general.

RESULTS AND DISCUSSION

Definition of Islamic Religious Education Teacher

Understanding the teacher according to several expert opinions as follows: 1). According to Moh Amin in his book *Islamic education*, teachers are field officers in education who are always in direct contact with students as the main object of education. (Amen, 1992). 2). Meanwhile, according to Muhaimin et al, in his book *Teaching and Learning Strategies*, anyone can become an educator of Islamic teachings, as long as he has knowledge, ability, is able to imply relevant values (in that knowledge), as an exemplary religious follower in the religion being taught, and is willing to transmit knowledge religion and its values to others (Muhaimin et al., 1996).

Duties and Responsibilities of Islamic Religious Education Teachers

Teachers have a task that is not light, especially Islamic Religious Education teachers at school. They have to face the diversity of personal and religious experiences that their students have from their respective homes. There are children who have a positive attitude towards religion, because their parents are diligent in religion, of course in their personality there are many religious elements besides religious experience which is also sufficient for general standards. So he hopes that religious teachers can add to their experience in religion. It is also possible that there are children whose parents have a negative attitude towards religion, so that the child will have a negative attitude towards religious teachers.

According to Drs Muhaimin MA, the duties of Islamic Religious Education teachers are:

- a. Increase their faith and devotion to Allah SWT which has been instilled in the family environment.
- b. Channeling their talents and interests in exploring the field of religion and developing them optimally, so that they can be used for themselves and can also benefit others.
- c. Correct mistakes, deficiencies and weaknesses in belief, understanding and experience of Islamic teachings in everyday life.
- d. Ward off and prevent negative influences from beliefs, beliefs or other cultures that harm and hinder the development of students' beliefs.
- e. Adjust yourself to the environment, both the physical environment and the social environment in accordance with Islamic teachings.
- f. Making Islamic teachings as life guidelines to achieve happiness in life in the afterlife, and
- g. Able to understand, through knowledge of Islamic religion as a whole accordingly

Definition of Student Delinquency

Adolescents are those who have left a dependent childhood and are moving toward the formation of responsibility. The characteristics of student delinquency are:

- a. In the sense of delinquency, it must be seen that there are actions or behaviors that violate applicable law and violate moral values.

- b. This delinquency has an asocial goal, that is, the act or behavior is contrary to the social values or values that exist in their environment.
- c. Student delinquency is delinquency committed by those aged between 13 to 17 years.
- d. Student delinquency can also be done together in a group of teenagers.

Types of Student Delinquency

The problem of delinquency is a problem that is of concern to people everywhere, this problem is increasingly being felt and troubling the community, especially in the school environment. Jensen divides juvenile delinquency into 4 types, namely:

- a. Delinquency that causes physical victims to other people, such as: fighting, rape, robbery, murder and others.
- b. Delinquency that causes material victims such as: vandalism, theft, pickpocketing, extortion, and others.
- c. Social delinquency that does not cause victims on the part of others such as: prostitution, drug abuse and also sex before marriage.

Delinquency against status, for example: denying a child's status as a student by skipping classes, denying the status of parents by leaving home or disobeying their orders and so on (Sarwono, 1989) .

The delinquency that is often found today is that which is immoral and asocial, the indications are as follows:

1. Lying, distorting reality, with the aim of deceiving people or covering up mistakes.
2. Skipping school, leaving school without the knowledge of the school.
3. Running away, leaving the house without parental permission or against parental wishes.
4. Wandering around, going alone or in groups without a purpose and easily causing negative pranks.
5. Possessing and carrying objects that harm other people, so that they are easily distracted and easily aroused to use them. For example knives and others.
6. Associating with friends who are a bad influence, it is easy to get entangled in really criminal matters.
7. Partying all night long without supervision, so it is easy for actions that are not responsible (amoral and asocial) to arise.
8. Reading obscene books and the habit of using language that is not polite, indecent, as if depicting a lack of attention and education from adults.
9. In groups eat at restaurants without paying or take the bus without buying a ticket.
10. Taking part in prostitution or prostituting oneself either for the purpose of economic difficulties or other purposes.
11. Dress inappropriately and drink or smoke marijuana to the detriment of self and others.

Meanwhile, delinquency that is considered to violate the law is resolved through the law and can often be called a crime. The indications for delinquency that are considered to violate the law are as follows:

- a. Gambling and all forms of gambling
- b. Theft and violence as well as non-violence such as: pickpocketing, deprivation, mugging.
- c. embezzlement of goods
- d. Fraud and forgery.
- e. Violation of morals, selling pornographic pictures and films, rape.
- f. Forgery of money and forgery of official certificates.
- g. Anti-social acts: actions that harm other people's property.
- h. Attempted murder.
- i. Causing the death of people, involved in the murder.

- j. Murder.
- k. Abortion (Sarwono, 1989).

While Zakiyah Darajat, he said that juvenile delinquency is divided into three parts:

- a. Mild delinquency includes: 1) Disobedience to parents, 2) Running or skipping school, 3) Frequent fights, 4) How to dress.
- b. Disturbing the peace of others, namely: 1) Stealing. 2) Holding a gun, 3) Speeding, 4) Drinking, 5) Drugs.
- c. Sexual delinquency includes: 1) Against other types, 2) Against types of people (Darajat, 1978).

Factors Causing Student Delinquency

In responding to the many cases that have befallen students, especially students, we return to the ability of parents to educate their children. Parents are considered less able to instill faith in their children. An unsupportive environment is also considered as the cause, the teacher is also responsible. Broadly speaking, student delinquency factors can be classified into three, namely: family, school and community factors.

The family is a place for personal formation and a fundamental foundation for the development and growth of children, the family environment can potentially shape the child's personality to live more responsibly, but if the family's educational efforts fail, a child will tend to commit criminal acts .

- 1). Lack of attention to children
- 2). Lack of role models from parents.
- 3). Lack of religious education in education.

School is the second place of education after education in the family environment. For children who are already in school, the environment that they enter every day besides their home environment is their school. Students who are already in junior high or high school generally spend 7 hours a day at school. This means that students miss almost every day at school. It is not surprising that the influence of schools on the mental development of students is quite large. As long as they are studying at school there is interaction between students and educators. The interactions they do at school often have negative side effects for mental development so that students become naughty.

Society as a tertiary (third) environment is the widest environment for students and at the same time offers the most choices. Students as members of society and their environment, both directly and indirectly. The dominant influence is the acceleration of social change marked by events that often cause tension, such as competition in the economy, unemployment, media and recreational facilities (Darajat, 1978).

Efforts of Islamic Religion Teachers in Overcoming Problems of Student Delinquency.

Efforts to deal with student delinquency preventively, namely the principle that is preventing, (so that it does not happen). That is the effort made before the child/student is involved or commits delinquency which leads to a violation of applicable norms or law.

In outline some preventive actions that can be taken:

- a. Providing Good Religious Education to Students.
- b. Regular Free Time Filling
- c. Always Responsive to Symptoms of Negative Behavior Deviations Due to Outside Influences.

Efforts of Curative (Healing) Islamic Religious Teachers

The term curative in the Big Indonesian Dictionary means (can) help heal (disease and so on).” Curative action in overcoming student delinquency means an effort to restore normal development and or in accordance with applicable legal rules/norms, so that in students self-awareness grows and avoids despair (frustration).

In providing assistance to students who are involved in delinquency, teachers must know and understand the types of delinquency experienced by their students.

- a. *To Overcome Student Delinquency Due to Family Disruption, Things You Can Do, Namely:*
 - 1) Helps restore a calm and peaceful atmosphere in the family (household)
 - 2) Hold conversations with students from heart to heart, with the orientation of the problems faced with a starting point on religion.
 - 3) The direction of the conversation from heart to heart, to help children find self-awareness in the joints of religion. Then children are invited to actively carry out religious duties, such as praying, fasting, remembrance, (always remembering Allah) and others.
- b. *How to Overcome Naughty Children Caused by a Lack of Parental Attention and Love.*
 - 1) The important thing to do is the awareness of parents to show love and attention to these troubled children.
 - 2) After the child is calm and peaceful, then he is given direction and advice that is religious/religious in nature,
 - 3) Invite children to actively practice worship, involve them in existing religious associations/organizations, in order to increase their religious knowledge.
 - 4) The important role of parents should be for children who have found awareness, always get attention and affection, and always supervise children's behavior (give control) by holding heart-to-heart talks between parents and adolescents, so that children and parents can create mutual openness. this will be useful for parents in completing various actions performed by teenagers.

The example above is one of the curative measures of student delinquency that needs to be considered in overcoming it is oriented towards the principles and functions of guidance for students, so that they are successful in learning activities. Therefore, it can be said that providing services, school guidance, also means providing student services for each student.

Guidance at school is a process of assistance to students that is carried out continuously so that students can understand themselves, so that they are able to direct themselves and behave naturally, in accordance with the demands and conditions of the school, family and community environment (Ahmadi, 1991) . With guidance at the school, it can be explained that what you want to achieve in guidance is:

- a) Personal happiness.
- b) Effective and productive life.
- c) Ability between ideals. .

CONCLUSION

The forms of student delinquency at SMPI Miftahul Ulum Opo-Opo, and the factors that cause student delinquency at SMPI Miftahul Ulum Opo-Opo, as well as the efforts of Islamic Religious Education Teachers in overcoming student delinquency at SMPI Miftahul Ulum Opo-Opo, can be summarized as follows. The forms of delinquency committed by students at SMPI Miftahul Ulum Opo-Opo are very diverse, they are still classified as mild or within reasonable limits, including: skipping class, making noise in class or outside class, not doing homework (homework), being late go to school, heavy for example robbing, killing. None of the students at SMPI Miftahul Ulum Opo-Opo were involved in the delinquency.

The delinquency committed by students at SMPI Miftahul Ulum Opo-Opo is caused by family environmental factors, for example: divorce, parents are busy with their work, lack of attention and affection from their parents. due to environmental factors. The influence of playmates. Prevention efforts need to be carried out, so that future generations can be saved and all efforts must be made to overcome them. The first efforts made by Islamic education teachers at SMPI Miftahul Ulum Opo-Opo were

preventive (prevention), namely activating religious activities at school, posting slogans (smiles, greetings, patience, courtesy and politeness), cooperation between Islamic Religious Education teachers and Guidance and Counseling teachers, and establish school cooperation with parents. The second is curative (healing) by approaching problematic students and moral development.

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