

## Countering Student Delinquency Through Islamic Religious Education in Senior High School

St. Marwiyah<sup>1</sup>, Alauddin<sup>2</sup>, Arifuddin<sup>3</sup>, Hasriadi<sup>4</sup>  
<sup>1,2,3,4</sup>Insitut Agama Islam Negeri Palopo

\*Correspondence: [dr\\_hj\\_st\\_marwiyah@iainpalopo.ac.id](mailto:dr_hj_st_marwiyah@iainpalopo.ac.id)

### ABSTRACT

*This research discusses Islamic Religious Education teachers' strategies to overcome student delinquency at SMA Negeri 3 North Luwu. This research aims to find out (1) the forms of student delinquency, (2) the strategy of Islamic Religious Education teachers in handling student delinquency, and (3) the obstacles faced by teachers in the process. This research methodology is descriptive and qualitative, with data collected through observation, interviews, and documentation. The data were analyzed with data reduction, presentation, and verification stages. The results showed that: (1) The forms of student delinquency in SMA Negeri 3 North Luwu are quite varied. These behaviors include being late, leaving class, skipping class, fighting, using electronic devices that violate the rules, and fighting teachers. (2) The strategies used by Islamic Religious Education teachers include preventive and curative measures, such as activating religious activities at school, providing motivation, collaborating with various parties, providing guidance and direction, and imposing punishment. (3) The obstacles teachers face include the large number of students, the lack of cooperation between principals, teachers, and students, and students' uncontrolled use of social media. This research contributes to providing an overview of how in turn, it can provide valuable information for the improvement of education in the future.*

**Keywords:** *Teacher Strategy, Islamic Religious Education Teacher, Student Delinquency*

## A. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious and spiritual strength, self-control, personality, noble character, intelligence, and skills needed by themselves, society, nation and state (Saragih, 2021). It shows how important Islamic religious education is to support students' spiritual strength.

Islamic education aims to awaken humans to become pious servants, firm in their faith, obedient to worship and have a commendable mind (Nabila, 2021). In addition, education also aims to help students develop their potential as much as possible. Therefore, education benefits children and society (Jayanti et al., 2021). As the Prophet's words narrated by Ahmad about the purpose of Islamic education reads: Has told us Sa'id bin Manshur said; has told us Abdul 'Aziz bin Muhammad from Muhammad bin 'Ajlan from Al Qa'qa' bin Hakim and ri Abu Shalih from Abu Hurairah said the Messenger of Allah sallallahu 'alaihi wasallam said: "That I was sent to perfect good manners". (Hanbal, 1993).

If we understand the meaning of this hadith, it is clear that the purpose of education is to form and realise a moral and civilised generation. Education is a process of humanising human beings, meaning that through education, humans (learners) are nurtured, guided, directed, educated and taught knowledge so that they become knowledgeable people who can distinguish between good and bad, as well as which commands and which prohibitions so that noble morals and behaviour are formed in daily life.

With the development of science and technology, childhood to adulthood in the digital era as it is today brings rapid progress to human life. One form of progress in the field of technology is information technology, which can be accessed in all fields, so students must be given an education that can direct and guide them in dealing with life in order to become forward-thinking students to build the progress of the nation, state and religion (Lase, 2019).

Adolescence is a period where the development of dependence on parents towards independence, sexual interests (attraction to the opposite sex), contemplation of aesthetic values, self-discovery and moral issues (Azizah, 2018). However, many students we encounter do not know their own identity. Lately, violence and crimes of student character have been felt by many less polite students at school, in society and at home, from minor delinquency, such as smoking and skipping school, to criminal delinquency, such as robbery, fighting, and sexual harassment and other forms that we often encounter.

The increasingly widespread social phenomenon of students in human life where associations due to digital influences are an indication of the occurrence of many problems in

the easy generation due to the lack of individual understanding of their religious teachings correctly and deeply, forgetting the essence of the nation's noble culture as a catalyst (Nurazizah et al., 2022). The impact of all of this changes lifestyle, especially in adolescents.

In addition, student delinquency that occurs due to lack of supervision or left unchecked will negatively impact the student's future. For example, they will experience psychological disorders, not necessarily crazy, but feel discriminated against in terms of socialisation, feel sad and even hate the people around them (Anjali et al., 2023; Noviansah & Maemunah, 2020; Utami, 2020). Therefore, in developing students' personalities to avoid criminal acts that harm the people around them, education should be able to guide students in controlling themselves.

The inability of students to control themselves will negatively impact student behaviour such as behaving in a disgraceful manner, for example disobeying school rules, skipping classes during class hours, and fights between students (Zulfah, 2021). A competent teacher is expected to provide guidance and education obtained by a student to minimise delinquency. One of the parties who play an important role in fostering student self-control is the Islamic religious education teacher (Ramli & Prianto, 2019). Teachers must pay attention to each student's personal aspects, help students experiencing difficulties, and provide advice and guidance to students with bad attitudes and behaviour. As Allah swt says in Q.S. Al-Nahl verse/16: 125. "Invite (people) to the path of your Lord with wisdom and good teaching and debate them better. Verily, your Lord is the One who knows best who has strayed from His path, and He knows best who is guided" (Shihab, 2010).

Based on the verse, it can be understood that anyone can become an Islamic religious educator or commonly referred to as a religious teacher, as long as he or she has the ability, knowledge, and can imply values relevant to that knowledge, namely as a religious believer who is exemplary in the religion taught and willing to share religious knowledge and values with others.

SMA Negeri 3 Luwu Utara is a school under the auspices of the Ministry of Education and Culture. This school can be found several students who have problems. Many of these problems lead to student delinquency, which negatively impacts the school environment. For example, delinquency often occurs, such as skipping class hours, smoking behind the classroom and some against the teacher. This behaviour occurs due to a lack of student self-control. In overcoming this problem, a teacher needs to foster self-control by providing role models, implementing joint supervision and mentoring policies, habituation, and fostering student discipline.

## **B. LITERATURE REVIEW**

### **Islamic religious education teacher strategy**

In the context of learning, strategy is defined as the teacher's efforts in creating a learning environment system that allows the learning process to occur so that the learning objectives that have been formulated can be achieved and effective (Hasriadi, 2022). Effective learning strategies consider various aspects, including student characteristics, learning objectives, material content, and learning context.

Teaching strategies in Islamic religious education are methods that teachers use to help students understand and internalise religious values and principles (Jayanti et al., 2021). These strategies involve a student-centred approach and focus on character and behaviour building. Here are some strategies commonly used by Islamic Religious Education teachers:

- 1) **Quran and Hadith-Based Learning:** Islamic Education teachers usually use the Quran and Hadith as the main sources of learning. They often apply a contextualised approach to explain verses and Hadiths, relating them to students' daily lives so that they are easier to understand and apply in their lives (Fitri, 2018).
- 2) **Learning Through Stories and Real Examples:** Stories and real-life examples effectively convey moral messages and religious values. PAI teachers can share stories of prophets, companions, other Islamic figures, or even real-life examples to help students understand and apply Islamic principles daily (Octofrezi, 2018)
- 3) **Tarbiyah (Character Education) Approach:** This approach focuses on shaping students' morals and behaviour, not just religious knowledge. PAI teachers usually incorporate Islamic ethical and moral principles into every aspect of learning, be it class discussions, group activities, or individual assignments (Novitasari et al., 2019).
- 4) **Interactive and Participatory Learning:** To keep students engaged and ensure deep understanding, PAI teachers often apply interactive and participatory learning methods, such as class discussions, group projects, presentations, or simulations ((Damayanti & Nuzuli, 2023) and Nuzuli, 2023).
- 5) **Reflective Learning:** PAI teachers encourage students to reflect on what they have learnt and how it relates to their lives. It can be done through reflective journals, personal discussions, or other reflection activities (Rahman & Mu'asholi, 2022)

### **Overcoming student delinquency**

Student delinquency, often called problem or deviant behaviour, refers to various types of behaviour that violate the norms and rules in schools and society and hinder the learning process of themselves and others (Rohman, 2018). Forms of student delinquency can vary, ranging from relatively minor problems such as not doing assignments or talking while the teacher is teaching to more serious

problems such as intimidation or bullying, aggressive behaviour, vandalism, absenteeism or skipping school, to substance abuse (Arif et al., 2019).

The factors that influence student delinquency are also very diverse, including individual factors (such as lack of self-discipline or social skills), family factors (such as lack of parental supervision or conflict at home), school factors (such as an unsupportive learning environment or poor relationships with teachers or peers), and community factors (such as peer pressure or media influence) (Baharudin et al., 2019).

Various theories and approaches have been proposed and utilised by educators and psychologists to address student delinquency. These theories and approaches include: a) Behaviour Modification Theory: This theory suggests that behaviour can be shaped or changed through reinforcement and punishment. In student delinquency, teachers can provide positive reinforcement (such as praise or rewards) for good behaviour and appropriate punishment or negative consequences for inappropriate behaviour. b) Counselling Approach: Some theories suggest delinquency may indicate deeper psychological or emotional problems. Counselling approaches, such as cognitive behavioural therapy or group counselling, can help students address these issues and improve their behaviour. c) Social Learning Theory: This theory, proposed by Albert Bandura, suggests that students learn behaviour through observation and imitation. If students see negative behaviour tolerated or rewarded, they will likely imitate it. Therefore, schools need to promote and reinforce positive behaviours. d) Ecological Systems Approach: This theory, proposed by Urie Bronfenbrenner, argues that children's behaviour is influenced by their environment, including school, family, and community (Rosyad, 2021; Uno, 2023). Therefore, addressing delinquency may require changes or interventions at some levels.

### **C. METHOD**

The type of research used by researchers is qualitative research. The research approaches used in this study are the pedagogical and psychological approaches. The data sources in this study come from interviews with teachers and students, researcher observations of the subjects studied, and related documents about the objects studied. The research instruments used in this research are interview guidelines, observation sheets and documentation sheets. Researchers in checking data validity use data triangulation, a technique that utilises something else. The types of triangulation used are source triangulation and technique triangulation. In data analysis, researchers used the Miles and Huberman model, where activities in data analysis are data reduction, data presentation, and concluding (Thalib, 2022).

## **D. RESULT AND DISCUSSION**

### **Forms of Student Delinquency in SMA Negeri 3 North Luwu**

Student delinquency is a deviation in behaviour students commit to the detriment of themselves and others. This kind of delinquency is usually carried out by students whose ages range from 12-21 years, where students feel they have freedom (Tjukup et al., 2020). The delinquency level at SMA Negeri 3 Luwu Utara is still relatively mild and does not reach serious delinquency, such as drugs, drunkenness, etc. Based on the results of observations and interviews with several informants at SMA Negeri 3 North Luwu, the forms of student delinquency include:

a. Late

Being late is one of the offences often committed by SMA Negeri 3 North Luwu students. Students who arrive late often climb the fence for fear of being punished. Those caught climbing the fence will be punished by cleaning the school environment and reducing points.

b. Leaving class

Many incidents were found, where students left the class and ate in the canteen during the learning process because they wanted to go to the toilet and did not return until the learning process was over. In this case, the teacher gives additional assignments to these students.

c. Skipping class

Skipping is a student who leaves school or class without the teacher's permission, either outside class or when leaving home. Students who often skip class will get sanctions by reducing student points which, if done repeatedly, will result in students being expelled.

d. Fighting

The next deviant behaviour is fighting. In the school environment, there are often fights that teachers encounter. The cause of this delinquency is the development of emotions that are not stable and uncontrolled. Factors from students who fight are lack of attention from parents. Students involved in Fighting will get sanctions in the form of a 50 percent reduction in points, so if the student repeats this behaviour, the student will be transferred to another school.

e. Use of electronic devices that violate the rules

One of the regulations at SMA Negeri 3 Luwu Utara is that students are not allowed to bring mobile phones (HP) for certain reasons. The school prohibits using mobile phones while at school because it can affect student learning activities. The student's mobile phone will be confiscated and given to the Counselling Guidance (BK) teacher if caught.

f. Against the teacher

Many students are not afraid of obedience to teachers, one of which is arguing and challenging what the teacher says if it does not per their wishes.

The factors that cause student delinquency in SMA Negeri 3 North Luwu are:

a. Factors from within the student

Factors from within students can affect students, such as being angry or acting excessively, low emotional control, and low self-identity, as well as reduced interest and talent in participating in school learning so that they become lazy and less controlled and enter the world of undirected peers which greatly influences the occurrence of student delinquency.

b. Family factors

Family is one of the most important places in shaping a child's personality. For this reason, a harmonious environment is needed in the family so that the formation of a child's personality and mentality can take responsibility in dealing with a problem. However, when the family environment is not harmonious, it may trigger changes in behaviour in the child, for example, when parents have problems that lead to divorce so that the student lacks attention from parents.

c. Community environmental factors

Society is an environment where students spend time playing, but if the environment is less supportive, it has a negative effect and impacts student behaviour, so student development will be hampered, and their behaviour makes them lose themselves and others. Therefore, families and schools can fortify a student when entering society. Examples of the community environment include peers, which result in children committing deviations.

### **Islamic religious education Teachers' Strategies for overcoming student delinquency**

Based on the results of observations and interviews at SMA Negeri 3 North Luwu school with several informants, the research results obtained by researchers that in overcoming student delinquency, uses preventive, curative and sanctioning strategies to minimise delinquency.

Preventive strategy is a conscious effort to avoid before delinquency occurs to prevent the emergence of new student delinquency, thus at least minimising the number of student delinquency. Meanwhile, the curative strategy aims to cure students who have committed delinquency. Based on the results of interviews with several informants, overcoming student delinquency in a preventive and curative manner is done in the following ways:

a. Activating religious activities at school

Religious activities at SMA Negeri 3 North Luwu as an enhancer of religious mastery deter student delinquency. Islamic religious education teachers at school hold religious activities: dzuhur prayers in congregation, reciting the Quran before starting learning, Islamic spirituality (ROHIS) once a week, Al-Qur'an education for adults (DIROSA), and Islamic holiday activities. Religious activities are held in this school environment with the aim that students can concentrate on the environment and associations that are conducive to referring to the moral development of students towards a positive direction. These activities run smoothly because of the support of the principal, who strongly supports these activities.

b. Motivating students to participate in self-development activities

Self-development activities provide opportunities for students to develop according to their potential, talents, interests, conditions, and development. Based on the results of the interview, a student who participates in activities at school tends to be better than students who do not participate in these activities.

c. Establishing cooperation between the school and certain parties

The relationship between teachers, parents/guardians and the community is a means of implementing education. To overcome student delinquency at SMA Negeri 3 North Luwu, the school tries to establish good relations with parents because this relationship can increase their role and participation in providing control over the development of student behaviour outside school. In addition, the community also participates in helping to overcome student delinquency and coordinates with certain related parties in overcoming student delinquency, such as police and students in the field of religion.

d. Providing guidance or direction

Islamic religious education teachers guide students of SMA Negeri 3 North Luwu, especially class XI IPS. PAI teachers use this strategy to overcome student delinquency. The method used by Islamic religious education teachers is to take a direct approach to students who have problems, tighten attendance, and give advice to problematic students. After understanding it, the student will change his attitude for the better. In this case, the teacher acts as a motivator, motivating students not to commit delinquency again.

e. Providing punishment

Giving punishment to students who violate, such as memorising short surahs, memorising asmaul husna and representing classmates in reading the Koran before starting learning. However, when the student still violates, and the Islamic education teacher cannot handle it, the student will be directed to the Counselling Guidance (BK) teacher.



- f. Contact parents about the delinquency committed so that parents can learn about their child's development.

Contacting parents is one of the strategies teachers use to overcome student delinquency.

### **Obstacles of PAI Teachers in overcoming student delinquency**

Obstacles or obstacles in education cannot be separated from the mind of an educator. Because where there is a rule, there must be no escape from an offence or obstacle. It is where PAI teachers vary in various ways and methods in overcoming student delinquency faced at school. With the obstacles, it becomes the reason for the emergence of patience and more effort in solving the problem. A solution is an effort someone presents after experiencing obstacles or obstacles in dealing with a problem. The obstacles Islamic Religious Education teachers face in overcoming student delinquency at SMA Negeri 3 North Luwu and their solutions.

- a. number of students

The number of students who exceed the capacity of educators is one of the obstacles to PAI teachers in overcoming student delinquency, so educators become overwhelmed in providing education for control to students to avoid deviant delinquency. It is not easy to handle because of the large number of students, while the limited human resources in education still have to be improved both in number and quality.

- b. Weakness of school curricula

School culture is a characteristic that exists in the school environment, and it is also not easy to implement school cultural habituation. The lack of realisation of the school culture is due to the lack of cooperation of the parties in the school, both the principal, teachers and students.

- c. Uncontrolled use of social media

The uncontrolled use of social media is one of the inhibitors of PAI teachers in overcoming student delinquency. In the school environment, the use of social media may still be overcome, but when outside the school the teacher can no longer monitor student social media use. Because the role when students are out of school is the parents of the students themselves.

## **E. CONCLUSION**

Several important points can be concluded based on the research conducted at SMA Negeri 3 North Luwu.

- a. The forms of student delinquency in this school are quite diverse, ranging from the way of dressing that is not following the rules, tardiness, leaving class while learning is taking place, skipping class, fighting with friends, using electronic devices that violate the rules, to attitudes against teachers.
- b. Islamic Religious Education (PAI) teachers have used several strategies to overcome student delinquency, including activating religious activities at school, providing motivation in self-development activities, collaborating with certain parties, providing guidance and direction, and providing punishment in response to violating behaviour.
- c. However, PAI teachers also face several obstacles in overcoming student delinquency. Among others, the number of students exceeds the capacity of educators, the weak school culture, and students' uncontrolled use of social media.

This study provides a real picture of the challenges PAI teachers face at SMA Negeri 3 North Luwu face in overcoming student delinquency. This knowledge is important for formulating more effective future strategies and interventions and providing recommendations for religious education in other schools that may face similar challenges.

## REFERENCES

- Anjali, A. R., Rahayu, G. P., & Widiyaningsih, I. T. (2023). Peran Guru Bimbingan Konseling Terhadap Kenakalan Remaja di SMA Negeri Ambulu Kabupaten Jember. *EDUCATION: Scientific Journal of Education*, 1(2), Article 2.
- Arif, M., Situmorang, N. Z., & Tentama, F. (2019). Bentuk-bentuk perilaku agresif pada remaja. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 0, Article 0.
- Azizah, U. (2018). Bimbingan Konseling Islam untuk Mengatasi Kenakalan Remaja. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 1(01), Article 01. <https://doi.org/10.37542/iq.v1i01.9>
- Baharudin, P., Zakarias, J. D., & Lumintang, J. (2019). Faktor-Faktor Yang Mempengaruhi Tingkat Kenakalan Remaja (Suatu Studi di Kelurahan Kombos Barat Kecamatan Singkil Kota Manado). *HOLISTIK, Journal of Social and Culture*. <https://ejournal.unsrat.ac.id/v3/index.php/holistik/article/view/25479>
- Damayanti, D., & Nuzuli, A. K. (2023). Evaluasi Efektivitas Penggunaan Teknologi Komunikasi Dalam Pengajaran Metode Pendidikan Tradisional Di Sekolah Dasar. *Journal of Scientech Research and Development*, 5(1), 208–219. <https://doi.org/10.56670/jsrd.v5i1.130>
- Fitri, A. (2018). Pendidikan Karakter Prespektif Al-Quran Hadits. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(2), Article 2. <https://doi.org/10.52166/talim.v1i2.952>
- Hanbal, I. A. (1993). *Musnad al Imam Ahmad bin Hanbal juz 2: Imam Ahmad bin Hanbal*. Dar al Fikri.
- Hasriadi, H. (2022). *Strategi Pembelajaran* (1st ed.). Mata Kata Inspirasi. <http://repository.iainpalopo.ac.id/id/eprint/4822/1/Strategi%20Pembelajaran.pdf>
- Jayanti, G. D., Setiawan, F., Azhari, R., & Siregar, N. P. (2021). Analisis Kebijakan Peta Jalan Pendidikan Nasional 2020-2035. *Jurnal Pendidikan Dasar Dan Keguruan*, 6(1), Article 1. <https://doi.org/10.47435/jpdk.v6i1.618>
- Lase, D. (2019). Pendidikan di Era Revolusi Industri 4.0. *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, 12(2), Article 2. <https://doi.org/10.36588/sundermann.v1i1.18>
- Nabila, N. (2021). Tujuan Pendidikan Islam. *Jurnal Pendidikan Indonesia*, 2(05), 867–875. <https://doi.org/10.59141/japendi.v2i05.170>
- Noviansah, A., & Maemunah, M. (2020). Pendidikan Moral Pada Lingkungan Keluarga Untuk Mengatasi Kenakalan Remaja Pada Masa Mendatang. *Jurnal Pendidikan*, 11(1), Article 1. <https://doi.org/10.31258/jp.11.1.33-48>
- Novitasari, R. D., Wijayanti, A., & Artharina, F. P. (2019). Analisis Penerapan Penguatan Pendidikan Karakter Sebagai Implementasi Kurikulum 2013. *Indonesian Values and Character Education Journal*, 2(2), Article 2. <https://doi.org/10.23887/ivcej.v2i2.19495>
- Nurazizah, A., Rukajat, A., & Ramdhani, K. (2022). Peran Pendidikan Agama Islam Dalam Membentuk Karakter Siswa Di Era Milenial. *PeTeKa*, 5(3), Article 3. <https://doi.org/10.31604/ptk.v5i3.361-372>
- Octofrezi, P. (2018). Teori Dan Kontribusi Metode Kisah Qur'ani Dalam Pendidikan Agama Islam Di Sekolah. *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam*, 7(1), Article 1.
- Rahman, M. R., & Mu'asholi, M. E. A. (2022). Penerapan Web-Based Portfolio Dalam Pembelajaran Pendidikan Agama Islam (PAI); Sebuah Ilustrasi. *JOIES (Journal of Islamic Education Studies)*, 7(2), Article 2. <https://doi.org/10.15642/joies.2022.7.2.179-196>

- Ramli, R., & Prianto, N. (2019). Peranan Guru Pendidikan Agama Islam Dalam Pembinaan Kecerdasan Emosional. *Jurnal Al-Ibrah*, 8(1), Article 1.
- Rohman, F. (2018). Peran Pendidik Dalam Pembinaan Disiplin Siswa Di Sekolah / Madrasah. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 4(1), Article 1. <https://doi.org/10.30821/ihya.v4i1.1467>
- Rosyad, R. (2021). *Pengantar Psikologi Agama dalam Konteks Terapi*. Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung.
- Saragih, D. K. (2021). Hubungan Literasi Pancasila Dalam Pendidikan Indonesia Yang Berkarakter. *JPT : Jurnal Pendidikan Tematik*, 2(1), Article 1.
- Shihab, M. Q. (2010). *Al-Qur'an & Maknanya: Terjemahan Makna*. Lentera Hati Group.
- Thalib, M. A. (2022). Pelatihan Analisis Data Model Miles Dan Huberman Untuk Riset Akuntansi Budaya. *Madani: Jurnal Pengabdian Ilmiah*, 5(1), Article 1. <https://doi.org/10.30603/md.v5i1.2581>
- Tjukup, I. K., Putra, I. P. R. A., Yustiawan, D. G. P., & Usfunan, J. Z. (2020). Penguatan Karakter Sebagai Upaya Penanggulangan Kenakalan Remaja (Juvenile Delinquency). *KERTHA WICAKSANA*, 14(1), Article 1. <https://doi.org/10.22225/kw.14.1.2020.29-38>
- Uno, H. B. U. (2023). *Orientasi Baru Dalam Psikologi Pembelajaran*. Bumi Aksara.
- Utami, A. P. (2020). Kesulitan Belajar: Gangguan Psikologi pada Siswa dalam Menerima Pelajaran. *ScienceEdu*, 2(2), Article 2. <https://doi.org/10.19184/se.v2i2.15060>
- Zulfah, Z. (2021). Karakter: Pengendalian Diri. *IQRA : JURNAL MAGISTER PENDIDIKAN ISLAM*, 1(1), Article 1.