

The Dynamics of Inner Peace of Delinkuen Students Through A Religious Approach

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Abstract

This study aimed to determine how the inner peace process of students against delinquency behavior in schools through a religious approach. The intrinsic case study was used to understand the intrinsic characteristics of a particular case well. The participants of this study were 5 students at a junior high school in Jakarta. Researchers conducted in-depth interviews and provided assistance through a religious approach namely mentoring and coaching in learning the Qur'an (Juz 30) to students guided by *musyrif* with the ability to teach reading the Qur'an that was related to the meaning of the letter in juz 30. The result was students did not feel comfortable in learning and take actions that interfere with the learning atmosphere. This religious approach (mentoring and coaching), where every meeting was held by careful individual sharing so it could be showed shows that students were more open in expressing personal problems and students with delinquent behavior require different attention and handling. Through this religious approach, students felt valued, feel closer to God, and had the awareness to change for the better. The existence of school communication with parents; The availability of school facilities that could make students comfortable in learning and positive activities based on their talents and interests.

Keywords: Inner Peace, Delinquent Behavior, Religious Approach

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Introduction

Students in junior high school are early adolescents who have unique patterns and behaviors. Of course, they experience changes both physically and emotionally. Many experts describe adolescence in various ways. Teenagers have a period of self-identity crisis until they fall into the wrong path.

The identity of adolescents by searching for identity often creates new problems for themselves, their families, and at school. Problems that occur in adolescents, especially students with delinquent behavior at school, do not have a stable self-concept. It means that there is still self-control or weak emotions. They need much attention so that the influence of the outside environment is not easy to imitate. Besides, self-existence and sensation-seeking are very high for teenagers.

This is based on research by Mann, et al. (2015) showed that the level of adolescent sensation searched based on community, namely deviant friends, and lack of parental supervision were important factors that cause juvenile delinquency, even the level of age, gender, and parental education level had a significant effect.

The conclusion obtained from the results of the analysis in this study found was those older adolescents with less supervision than their parents, and reported to have high levels of sensation seeking were used to involve in juvenile delinquency cases. Young men were reported to be more likely to engage in delinquent behavior than young women, and also had friends who behaved a more abusive way. On the other hand, young women or girls used to get excessive supervision from their parents.

Seeing the condition of adolescents who behaved delinquently by committing deviations certainly disturbs others a lot. They even attacked each other, especially with their communities. The existence of this conflict made emotions less controlled so that anger arose.

The research conducted by Sigfusdottir, et al. (2010) showed that adolescents had a poor relationship with their environment and got bullying by their friends, they would be identical to the pattern of their friends, and there was revenge which results in bullying their other friends. As a result of bullying victims, the influence of both the victim and the perpetrator engaged in delinquency directly because of the outburst of anger as a reciprocal reaction, this was what causes delinquent behavior.

In conclusion, anger due to bullying was directly related to delinquency behavior. The results showed that bullying behavior had the same direct effect as the indirect effect of delinquency namely the release of anger. The results showed a positive relationship between bullying behavior and angry outbursts. Therefore, adolescents who joined a group and hurt someone or another group would become the same adolescents who had an outburst of anger.

Anger is often owned by adolescents because they are an emotionally unstable age group. They need more attention from all parties including family, school, and the environment so that they are able to control their emotions well. Siegel, et al. (2013) stated that the role of mothers who had followed the experimental process by providing guidance by extension agents significantly reduced the level of delinquency in adolescents when compared to the results obtained from mothers in the control group. The role of parents was very important in adolescent life.

Adolescents with their character, life, interaction and development are the interests of many people to discuss, review, write, and research. Students grow into adolescents with various risks. Likewise, students who have delinquent behavior include not attending class, fighting, being difficult to control, and wanting to win alone. This problem is a trend among adolescents in general and especially in schools. Students consider themselves capable and knowing everything and must be considered the same as adults.

Setianingsih, et al. (2006) related risk factors to the tendency to behave delinquently in adolescents, in his research, he explained that adolescents who did not succeed in overcoming the problem became less confident, decreased school grades, poor social relations, confined and closed themselves and the number of conflicts that arose.

The research conducted by Setianingsih, et al. (2006) concluded that: 1) there was a very significant relationship between social adjustment and how to solve problems for students with delinquency behavior 2) there was a negative relationship between social adjustment and student tendencies with acquainted behavior, 3) there was a negative relationship between how to solve problems with the tendency of students with acquainted behavior.

The results of this research provided suggestions so that the subject could comply with the rules or norms that applied in the community, and increased social skills. In the connection with the research above, adolescents or students with delinquent behavior need assistance and guidance from others to be better which could provide feeling comfortable. This was related to the norms in society towards students with delinquent behavior certainly relates to religious values.

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Research Method

The participants of this study were 5 students with delinquent behavior. Research participants were obtained through observation in April 2016 and the study was conducted April 2016 - September 2017. The age of the students was 14-15 years and Muslims. The criteria for students with delinquent behavior include not following lessons optimally, often skipping school, frequently violating school rules, violating school rules, and saying dirty and rude (verbal aggression).

Participants consisted of 5 students with delinquent behavior (based on the data and the results of the counseling guidance teacher's report). Through interviews and religious approaches (assistance in reading and studying the Qur'an) to students with delinquent behavior guided by teachers who had the ability to teach reading the Qur'an, accompanied by meaning, there was a discussion contained in the letter of the Qur'an that was read (morals and values of life) on a schedule every week (3 days in one week) and was obligatory.

The method in this research used a case study. Stake (1995) mentioned three objectives of case studies, namely intrinsic case studies, instrumental case studies, and collective case studies. Researchers chose this research in an intrinsic case study which aimed to understand the intrinsic characteristics of a particular case well. Like students with delinquent behavior at school, it was a unique and special case form in its confectionery.

The religious approach taken was mentoring and coaching by guiding the reading of the Al-Qur'an (in the short juz 30 letters) and there is an opportunity to share

with subjects following religious activities before learning begins with 30 minutes in the morning. This activity used to get assistance from the counseling guidance teacher. This was also a flagship program in schools.

Interview Guide

This study used an interview guide that had been prepared to gather information from the individual to be interviewed. In the interview guide, questions and suggestions were used to explore the perceptions of students being interviewed about students with delinquent behavior at school. Interviewed students were asked to define "juvenile delinquency or delinquency behavior", based on their own understanding and interpretation. They were invited to a discussion using real-life examples to better illustrate their views. Average time to interview was 60 minutes. Each interview was conducted by the interviewer. (using everyday student slang was language that students understand). Interviews were conducted using audio-recordings previously agreed upon by the informant and verbalized after the interview.

The interview guide had many questions, but the data related to the following questions were analyzed in this paper. (1) why did you choose this school? (2) what do you expect from going to school? (3) do you enjoy studying here? (4) what is the condition of the class every day? (5) among these school activities, which one do you like the most? (6) what do you do if you are given an exercise assignment? (7) Have you ever been punished at school? If so, what violations were committed? (8) why did you do that? (9) Do you often run late for school? Usually what kind of punishment does the school give? (10) If you are suspended, what do you do at home? (11) what if you get an assignment and are asked to vote, what do you do? (12) Do you often skip classes? If

often, where were you when you were absent? Please illustrate. The findings of this study related to the inner peace of students with delinquent behavior at school.

Data Analysis

Data were analyzed using qualitative analysis techniques (case studies). According to Willig (2008) case studies were not actually a research method. It was stated that a case study was an approach to understand a case using various methods. For this study, researchers used observational and exploratory data obtained from interviews with 5 students at school. Researchers used a single case design which refers to a case study design that examines only one case (Yin, 2003).

The coding was carried out by researchers who were grouped systematically. In addition, categorization of problems that occurred to students that were difficult to manage in school was based on the findings of good observations with counseling guidance teachers, following routine activities at school, and in-dept interviews with students and the school environment.

Results and Discussion

Result

Category of Students with Delinkuent Behavior in School

The results that had been obtained and grouped against students with delinquent behavior in school were 4 categories, including:

Table 1.

The Category of Students with Delinkuent Behavior in School
1. Lazy to study in class
2. Often skip class
3. Breaking school rules
4. Saying dirty and rude (verbal aggression)

Student problems with Delinkuent Behavior at school

Students often come to school late with the condition that 75% of the delay will get a penalty that has been agreed upon by the student, parents and school. Reprimands and punishments were meaningless for students with delinquent behavior; instead, they were happy and become the center of attention in school. Students when punished always smile and wave their hands to their friends in class and when asked why they were late, students say they were lazy to study, " were bored and lazy to enter class, ma'am. (Students C1, C3, C5).

For truancy, this is often done and even invites friends in the same alley to skip classes. This happens frequently and repeatedly and affected school attendance for learning. They are truant usually hanging out in internet cafes and looking for small market that comes well with them and provide cigarettes. Skipping classes and inviting classmates, students casually answered "being bored studying mom, lazy studying mom, learning keeps getting dizzy ma'am". (Students C2 and C5).

To violate school rules, this is often done alone or together. Students usually use the wrong costume or school uniform, bring wrong textbooks, often not carry or do assignments and fight with classmates or other classes. These events recur and sometimes deliberately just seek sensation and want to be famous in school. "I forgot to bring my assignment; I understand that I am far from home and tired of going to school. I will go home late in the evening, leave early in the morning, then when will I play?" (Students C1, C2 and C3).

Students often use profanity or verbal aggression when in class and outside of class. This is often heard even calling his friends as animals. Students always call their classmates animal, "Dog, Satan, Monkey, Pig, Monkey,

Horse, Crocodile". (Students C1, C2, C3, C4, and C5).

Assistance and Guidance through Religious Activities in the Morning are every 30 Minutes before Entering Class.

Students with delinquent behavior when they arrive at the beginning of school are greeted with smiles and we say greetings (Assalamu'alaikum). At the beginning of the meeting, an agreement was made for each week (3 days in one week) with a specified and agreed day, and then an intensive meeting was held with a persuasive approach. Students with agreed delinquent behavior arrive on time (this process takes time for them to arrive on time), with an intensive approach to them so that several times they arrive on time and are able to follow the 30 minute morning activities at school well.

The school principal and counseling guidance teacher assisted students at the start and after that students were given the freedom to spend time with researchers.

Initially, students with delinquent behavior were reluctant to be honest about why they often skipped classes, were often late for school, disturbed friends in class who were studying, were lazy to study, used gadgets without the knowledge of the teacher, and said dirty words. Students give reasons and want to express the problems that occur to them. This meeting was held several times until students who were difficult to organize accepted regular meetings and wanted to join the morning activities.

Discussion

Based on the results of mentoring and coaching through a religious approach, this research tried to give the results of categories of students with delinquent behavior in junior high schools in Jakarta, there were 4 categories of students with delinquent behavior including: first, lazy learning in class

(students who were lazy to learn in class have external factors. and internal. Based on the information received, students did not get motivation to learn from the family. Families only wanted students "the important thing is school, graduate and get a diploma" but the neglect of students with delinquent behavior would be an obstacle for teachers and schools, especially the teaching and learning process. Second, often skipping classes, this work becomes routine for students with delinquent behavior. Willing not to go to school and prefer to hang out in cigarette stalls. Their reasons are lazy to study, bored because of the monotony being taught, the lack of school activities.

This is a note for the school if students want to feel comfortable, peaceful, and enthusiastic in learning because adolescence is basically based on a review of developmental theory, adolescence is a time when there are rapid changes, including fundamental changes in cognitive, emotional, social and achievement aspects (Fagan, 2006). Some teenagers are able to cope well with this transition, but some teenagers may experience a decline in physiological and social conditions. Some of the problems that arise in adolescents are usually related to the characteristics of adolescents. It could be concluded that the development of adolescents both emotionally, physically and cognitively would continue to process according to their age development and seek self-identity to achieve better maturity. Together, the roles of families, especially parents, educators, schools, and the community are part of those who follow their development and continue to instill moral values so that they do not fall into a failed generation.

The third category is violated school rules. School rules are based on existing ones. Schools usually make these rules, while students and parents are not involved. This is

a problem and needs attention that making rules requires mutual agreement so that when students violate school rules, of course the school can easily provide penalties in accordance with the agreement. All of this was enforced due to conditions and times that were already different. Other results obtained, students with delinquent behavior prefer to violate and are happy to be given punishment, some students get suspended (sent home) in accordance with the limits of the provisions of the school. For them, this is normal and not a problem. This is done individually and collectively.

Violations committed to private, such as in the research of Sun (2012). In this category, the above deals with private property, doing other homework, reading, and drawing not related to the lesson. This research showed that using electronic devices (eg cell phones) to send SMS, play games, surf web pages, and listen to music is considered problematic today. With a focus on cell phones popular among teenagers. Because these electronic devices were multifunctional and stimulate audio-visuals, some students would be tempted to use them for communication and satisfying personal satisfaction even during lessons. Actually, doing something privately was an off-task behavior where students did something that was not relevant to learning in class.

Research by Sun and Shek (2012) there were some unique findings, although most of the problem behavior categories identified were similar to those reported in previous studies. First, "doing things privately" was considered as problematic student behavior in the classroom at high school in the context of Chinese culture, while it was not included in several studies conducted in the West (Houghton, S., et al., 1988).

In addition, students felt from the start they were lazy to learn and were more

interested in what was on gadgets so that they did it by lying and not following the rules in school or class by not letting go of gadgets. Even though the teacher knew and students were asked to leave the classroom or be given punishment, the students chose to leave the classroom and accept the punishment.

The fourth category, speaking dirty and rude (verbal aggression), said dirty words were a part of delinquent behavior. As in Houghton (1988) the same was true of most existing research "continuous speaking" including calling, giving speech, and engaging in disturbing conversations, all of which refer to verbal interruptions in lessons without the teacher's knowledge with delinquent behavior often use profanity and impolite words, such as addressing peers at school by mentioning various animals (dogs, monkeys, pigs, turmeric, human feces, and other foul languages).

When students were in class, they used to say words that refer to verbal aggression (dirty and inappropriate), often cause chaos or problems with their classmates so that a small argument occurs and eventually becomes hostile. This became part of the student with delinquent behavior. Likewise research from Houghton (1988) "verbal aggression" appeared to be a problem of different behaviors that were both annoying and hostile, such as speaking foul language as well as making offensive or offensive remarks to tease and attack classmates which in turn causes quarrels or attacks each other (Ejesi, 2016).

There were several interesting findings observed in this study, first, students with delinquent behavior were students who were always looking for sensations such as being happier in the law and even being sent home (suspended), doing things that were unnatural (teasing friends who needed to be teased and damaging. school facilities without being responsible), lack of internal and

external motivation, such as the triggers were conditions at home and family.

Students saw friends in the home environment and even adults with low education could make money and could afford all their needs, this was a problem of perspective that must be corrected so as not to imitate. Regarding religious conditions, most students saw that their family and even the environment around the house did not place too much importance on values that were embedded in religion such as prayer, reading the Qur'an and helping others.

This is the foundation or foundation that must be instilled from an early age and starting at home because in Islam that the first education is mother and house (nuclear family). Second, through a religious approach, students wanted to comply with school rules at least following religious activities in the morning 30 minutes before entering class according to the agreed time. The intensive religious approach, mentoring and coaching took a long time and required collaboration with schools (teachers), through discussions or small talk about teenagers and respecting their existence. Third, the atmosphere at religious activities was made as comfortable as possible and given various variations.

Another finding, when receiving assistance in the form of reading the Koran in 10 short letters (Al-Ikhlās, An-Nas, Al-Falaq, Al-Lahab, An-Nashr, Al-Kaafiruun, Al-Kautsar, Al-Ma'un, Al-Quraish, and Al-Fiil,) by reading over and over and informing the contents contained in the translation of these short letters in the Qur'an by inserting examples of real life values.

From this condition there were some students who felt guilty so far, there was awareness that they always do things that are detrimental to others, such as friends in class and teachers at school. Interestingly, students asked the school to continue to receive

religious guidance in the form of reading the Al-Qur'an, discussion and space for them to confide in with a teacher or a suitable companion which means understanding the student's situation.

For a Moeslim, the problem of inner peace would refer to two main things, namely the Al-Qur'an and the Sunnah of the Prophet. As the foundation for life, Al-Qur'an itself is a medicine for one of them calming someone both physically and psychologically. Al-Quran is a medicine that can cure all diseases. Qs. Al-Isra ': 17: 82) which means: We bring down from the Qur'an something that is an antidote and a mercy for those who believe and the Koran does not add to the wrongdoers other than loss ". (Surah Al-Isra ': 17: 82).

Al-Qur'an is a therapy and a blessing for believers, namely: it can eliminate something that is in the heart in the form of various diseases such as doubt, hypocrisy, polytheism and heresy. Al-Qur'anul Karim can heal from all that and also as a blessing that can be found in him faith, wisdom, seeking goodness and desire in him. And this does not apply except for those who believe in it, justify it and follow it, and then it will become therapy and grace. Likewise, delinquent behavior is part of the problems faced by schools and communities.

Therefore, through this religious approach it is expected to be able to provide a better influence at least there is a change from students with delinquent behavior to carry out their duties as students and have a high enthusiasm to keep learning. With conditions like this students are slowly able to control themselves and the inner peace of students is better at carrying out their duties as learners.

Conclusion

Adolescents as individuals who are vulnerable to internal and external influences, especially adolescents with delinquent behavior feel isolated from the family and

community environment. They need inner peace in carrying out their duties as students. The religious approach is one alternative in dealing with students with delinquent behavior at school.

This religious activity must take place regularly, be interesting and can be part of the program in the school. This religious activity can be carried out in various ways, such as regularly reading and memorizing the Qur'an, especially at juz 30, praying dhuha together, competitions, listening to tausiah and social service. Students with delinquent behavior in school need special attention and strong motivation from all parties to be able to complete learning tasks continuously and well according to their development.

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