TEACHER PAI'S EFFORTS IN PREVENTING DEVIOUS ASSOCIATIONS OF TEENAGERS AT SMAN 2 GARUT DISTRICT

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Abstract

Juvenile delinquency can include a variety of behaviors, such as vandalism, theft, substance abuse, gang involvement, absenteeism, or violent behavior. Many factors contribute to juvenile delinquency, including socioeconomic status, family dynamics, peer influence, educational problems, and exposure to violence or crime in the community. Personal factors such as psychological, emotional, or behavioral problems may also play a role. This research focuses on the main problem, namely the efforts of Islamic religious education teachers to prevent associations that ostracize teenagers at SMAN 2 Garut Regency. This research aims to achieve two objectives: (1) explore teachers' efforts in Islamic religious education to prevent students from committing crimes at school, and (2) identify factors that help or hinder teachers' efforts to remediate student delinquency. The implications of this research indicate that the efforts of Islamic religious education teachers at SMAN 2 Garut Regency have not been effective in dealing with student delinquency. Therefore, it is recommended that these teachers strengthen their guidance work in order to fulfill their responsibilities in moral training for students. Based on the information provided, it appears that this research aims to determine the role of Islamic Religious Education teachers in dealing with student delinquency and implementing the corrective strategies needed to overcome this problem effectively.

Keywords: Teacher's, Deviant Behavior, Youth

INTRODUCTION

Indeed, parents often experience difficulties in dealing with their children's behavior during the transition period commonly known as adolescence. This phase is characterized by significant changes in the physical, emotional, and social aspects of a child's life. This usually occurs between the ages of 13 to 14 and extends into late adolescence.1

During adolescence, children try to establish their own identity and gain more independence. They may engage in risky behavior, experiment with new things, and be influenced by peers and society at large. This can lead to conflict with parents because children may ignore parental authority and make decisions without fully considering the consequences.

In the book The Psychology of Development by A.R. Shaleh Soependi Soerjadinata, said that: Sometimes during this negative period, children often get angry when they see that something they can do at an early age does not match reality. He always realized that he

had to stand alone, grow alone, but he was still hesitant and what he did in the past was not suitable for him.

Allah Subhanahu Wa Ta'ala says:

Meaning: "So face your face straight towards the religion (Islam); (according to) Allah's fitrah because He has created humans according to that (fitrah). There is no change in Allah's creation. (That is) the straight religion, but most people do not know, "(QS. Ar-Rum 30: Verse 30)

And in accordance with the hadith of Rasulullah Sallallahu 'Alaihi Wa Sallam narrated by Abi Hurairah,

From Abi Hurairah, Rasulullah Sallallahu 'Alaihi Wa Sallam said: "Every child is born in a fitrah condition unless his parents make him a Jew, Christian or Magian." (HR. Bukhari Muslim No. 4803 - Book of Destiny)

Sourced from the National Education System Law number 20 of 2003, training is required to be ready to form the personality of students with noble character. This sentence makes it very clear that students' personalities and characters are greatly influenced by Islamic religious education. Thus, the efforts of educational educators Strict Islam is fundamental, because religion is only a source of ethical qualities. Therefore, the ultimate goal of Islamic religious education is to train students to become individuals with noble, devout and virtuous character who adhere to and practice the teachings of the religion as a whole.

According to an-Nahlavi, the aim of strict Islamic teaching is that schools are responsible for improving reason, as well as regulating human behavior in depth based on Islamic lessons. The aim of Islamic education is to acknowledge accommodation to God in human existence, individual or entire world.

In the educational process, the role of teachers is very important. Teachers are like the brains of education who are responsible not only for conveying knowledge but also for maintaining student development. This responsibility extends beyond academics; Teachers play a central role in shaping the personalities of their students and instilling noble values. This emphasis on character formation is seen as an essential aspect of contemporary Islamic religious education. Overall, this section highlights the important role of Islamic religious education in building character and guiding students to become morally upright individuals who make positive contributions to society. The teacher's efforts are very important to achieve these educational goals.

Several research findings regarding the factors that cause student delinquency, namely from individual factors or from the students themselves, family factors, and environmental factors that are not good for society can be seen from the results of interviews, observations, and documentation. student delinquency at SMAN 2 Garut Regency. The purpose of this review is to determine the efforts of Islamic religious education educators in preventing student delinquency at school, and identify factors that help or hinder

teachers' efforts to overcome errors in class X students at SMAN 2 Garut Regency who are currently studying. pubescence.

Several research findings regarding the factors that cause incidents of teenage hoarding, namely, individual or student factors themselves, family and environmental factors that cause unfavorable outcomes for society, can be seen from the results of interviews, observations and documents regarding the conditions of students who behave deviantly in school. The reason for this research at SMAN 2 Garut Regency is to investigate the efforts of educators in strict Islamic education to keep students from making mistakes at school and to identify the elements that work with or undermine teachers' efforts to improve the delinquency situation of class X students at SMAN 2 Garut Regency who are going through puberty

RESEARCH METHODS

The research method used in this research is a qualitative method, especially descriptive methods. The primary data source for this research is class VIII students. Primary data was collected directly from 22 participating students, 1 PAI (Islamic Religious Education) teacher and 1 principal of SMAN 2 Garut Regency. Secondary data sources include student notebooks and photos depicting juvenile delinquency. To collect data, this research uses various techniques, including interviews, observation and documentation. The tools used in this research are interview guidelines, observation guidelines and implementation guidelines (if referring to research implementation guidelines). To analyze the data, the study followed the steps outlined by Milles and Hubberman, which typically include data reduction, data presentation, and drawing conclusions.6 This analytical process allows for full discovery and interpretation of the data collected. Overall, the research method presented in this study aims to provide a detailed understanding of the level of adolescent deviant behavior through qualitative methods, using interviews, observations, etc. as well as materials as primary data collection techniques. Data analysis follows established procedures to obtain meaningful information and draw valid conclusions.

Theoritical Review

1. The Role of Islamic Religious Education Teachers

Islamic religious education teachers play an important role in the education and development of students. Their responsibilities go beyond imparting knowledge of Islamic teachings; they also act as moral and spiritual guides to their students.

Because these responsibilities and efforts are very sensitive, an Islamic religious education teacher must be able to carry them out well and responsibly according to the orders of Allah SWT.

Allah Subhanahu Wa Ta'ala says:

It means; "Indeed, Allah commands you to convey the message to those who are entitled to receive it, and when you determine a law between people, you must determine it fairly.

Indeed, Allah is the best who teaches you. Indeed, Allah is All-Hearing, All-Seeing." (QS. An-Nisa' 4: Verse 58).

As a show organizer, an instructor is expected to have the ability to design educational and learning exercises successfully. Thus, instructors must have adequate information about the learning rules that underlie educational plans and learning exercises such as setting objectives, selecting performance materials, having a variety of strategies, determining evaluation techniques, etc.

In the conventional education system, teachers are individuals who present information to the class. According to education experts, an educator is someone who knows or can follow something or provide knowledge or expertise." According to the American Association of Teachers, teachers are all public employees involved in educational tasks.9 According to the Ministry of Education and Culture, teachers are people whose ideas must be able to become students in order to improve good relations with students, so that they can maintain higher education, develop and practice virtues related to religion, culture and science.

In the Big Indonesian Dictionary, a teacher is a person whose job is (his livelihood, his profession as a teacher). Therefore, if teaching a subject is prohibited, teachers should not only focus on the cognitive aspects of students but also pay attention to their psychological development. Islamic religious education teachers hold a position of great responsibility because they shape the religious and moral development of their students. Their role goes beyond academic instruction, as they too serves as a mentor and role model, helping students develop into responsible and compassionate individuals who make positive contributions to the community and society at large.

2. Duties of Islamic Religious Education Teachers

Islamic religious education teachers play an important role in providing knowledge and understanding about Islam to their students. Their duties include a wide range of responsibilities related to educating, guiding, and enhancing students' spiritual growth. The teacher's mission as a calling is to teach, educate and prepare. Education is about continuing and growing one's life values. Showing means creating knowledge and innovation. While preparing means creating abilities in students.12

According to Soedjana, quoted by Ahmad Tafsir, the duties of teachers are as follows:

a) It is very important to determine the nature of students in various ways such as observation, interviews, through associations, questionnaires, etc.

b) Striving to help students develop good character and prevent the development of bad character.

c) Evaluate at any time to see whether student development is going well.

d) Provide guidance and advice as students comply with their own career development policies.

The position of Islamic religious teachers in schools as teaching staff is very important, because they are role models for students and can prohibit students from following admirable moral and religious directions. Among the efforts of religious teachers are as follows:

a) Religious teachers have the responsibility to teach and educate their students, so that they become virtuous and talented human beings, as well as democratic citizens who are responsible for the welfare of their community and hometown.

b) Ustadz as a preacher, meaning that the ustadz can work to provide positive direction to his colleagues so that religious education is not hampered.

c) As religious teachers act as mentors for their students, religious teachers must be sensitive to their parenting behavior.

d) Ustadz is a position that does not only apply when serving or serving only before a group, but the title and title must be maintained in society so that the ustadz cannot be carried out as someone who is considered a professional in the field of religion.

e) Religious teachers must be able to cultivate the formation of habits. Business professionals in the world of Islamic education, the aim of education and teaching is not to educate students with all the knowledge and theories so that they become smart, but to educate their morals and spirituality so that they can achieve what is expected. Teachers are the ultimate goal of the educational process, both as teachers and as students who are moral and responsible.[14]

3. Definition and Factors Causing Juvenile Delinquency

a. Understanding juvenile delinquency

Juvenile crime refers to the practice of minors, usually individuals under the age of 18, engaging in illegal or anti-social behavior. This behavior may include, but is not limited to, misdemeanors, vandalism, theft, drug-related crimes, gang-related activities, truancy (next door school) and other misdemeanors, violations of the law or other social norms.

The word delinquency comes from the word "naughty" which means preferring to do less (disobedient, annoying, etc., especially towards children. [15] Another term for juvenile delinquency is juvenile delinquecy, especially juvenile delinquency (dursila) or, social symptoms (pathological). Diseases in children and adolescents are caused by a form of social service that gives rise to deviant behavior.[16]

Etymologically, juvenile comes from the Latin juvenilis which means child, youth, characteristic of youth. Delinquent comes from another word "deliquere" which means to ignore, neglect, expanded to mean lawbreaker, usurper, it can be interpreted that juveneli means children, and delinquecy means crime.

Student delinquency is a social phenomenon that arises from various developments, which may be caused by social conditions that are not conducive to student development. Students who break the law We also talk about deviant behavior in social life. The fact

that students break the law is not entirely to blame for the deviation, but there are personal external causes.

According to Singgih Gunarsa, juvenile delinquency is behavior that causes trouble to other people. Depends on the nature of the problem, from the level severity to consequences, violations are divided into two types, namely: "falsifying the law and actually breaking the law."

Apparent delinquency and real delinquency are terms used in the fields of criminology and sociology to describe two types of deviant behavior or behavior that deviates from the social norms that apply in society. These two terms have fundamental differences in their severity and impact on individuals and society.

1) Pseudo-Delinquency (Secondary Deviance):

Pseudo-delinquency refers to deviant acts that arise as a result of the process of labeling or marking by society or the authorities. When someone commits certain deviant behavior and is arrested or identified as the perpetrator, society tends to assign certain labels or nicknames to that individual, such as "criminal" or "delinquent". As a result, these individuals may begin to internalize the label and identify themselves with the deviant behavior.

By internalizing the label, individuals may be inclined to continue engaging in the deviant behavior, because the label has become part of their identity. This can lead to a negative spiral where the behavior gets worse and occurs more frequently. In this context, pseudo-delinquency is the result of society's response to deviant behavior, and not just the behavior itself.

2) Real Delinquency (Primary Deviance):

Overt delinquency refers to deviant behavior that occurs before an individual accepts a label or identity as a "delinquent" by society or authorities. At this stage, the behavior has not yet received a negative label attached to it, and individuals may not identify themselves as delinquent perpetrators.

Real delinquency is a form of child behavior that harms themselves and others by complying with moral and social norms. Another term for true misconduct is the actual type of misconduct. Nicholoh Emler defines juvenile delinquency, or "delinquency", in this case as: "A sense of delinquency determined by this act, a pattern of behavior displayed by a youth who was condemned by society as immoral and evil."

Deviant behavior in real delinquency can be in the form of minor criminal acts, such as stealing small items, consuming drugs, or carrying out social actions that violate certain norms. However, if this behavior continues and is eventually recognized by society or the legal system, it can develop into pseudo-delinquency, where individuals then identify themselves with this deviant behavior.

It is important to remember that the line between apparent and real delinquency is not always clear and can vary in different situations and societies. However, understanding

this concept helps us to see how society's labels and responses to deviant behavior can influence how that behavior develops over time.

b. Factors that cause student delinquency

Many factors cause student delinquency to drag them into moral degradation and academic failure including educational, family, economic, community, social and political factors.22

Abdullah Nashih Ulwan stated several factors that cause student delinquency, namely:

1) Poverty hits the family.

2) Dispute/divorce between parents.

3) Negative associations with bad friends.

4) Parental violence against children.

5) Sad and pornographic films.

6) Disseminate feedback in the community.

7) Indifference of both parents towards their child's education.

8) Orphanage disaster.

Actual delinquency is one that harms oneself and others by complying with moral and social norms. Another term for true misconduct is the actual type of misconduct. Nicholoh Emler defines juvenile delinquency, or "delinquency", in this case as: "the meaning of delinguence is determined by that action which is a pattern of behavior manifested by a young person attracting public condemnation as immoral and wrong".

Student delinquency or problematic behavior in students can be caused by various factors. Several factors that generally influence students' delinquent behavior include:

1) Family Environment: A family environment that is less supportive, family conflict, household instability, inappropriate parenting patterns, lack of attention, or the presence of family members who are involved in negative behavior can contribute to students' delinquent behavior.

2) Peers: Negative peer influence can influence student behavior. If they are involved with friends who tend to engage in delinquent behavior, there is a possibility that they will imitate or be influenced by these actions.

3) Individual Factors: Some students may have individual factors, such as behavioral disorders or mental health, that can lead to delinquent behavior.

4) Lack of Social Support: Inability or difficulty in building positive social relationships with friends or teachers can lead to delinquent behavior as a form of concern or frustration.

5) Low Academic Achievement: Students who experience academic difficulties or feel inadequate in academic achievement tend to show delinquent behavior as a form of outlet or feelings of inferiority.

6) Influence of Media and Technology: Excessive exposure to age-inappropriate content, violence, or games that stimulate aggression in media and technology can affect student behavior.

7) School Environmental Factors: Unsupportive schools, lack of supervision and inconsistent rules, as well as an unhealthy school culture can contribute to students' delinquent behavior.

8) Economic Problems: Economic problems in the family can cause stress and instability, which in turn can affect student behavior.

9) Influence of Culture and Social Environment: Social norms and values in a particular society or environment can also influence students' delinquent behavior.

It is important to understand that students' delinquent behavior is complex and is often influenced by a combination of several factors above. It is important for teachers, parents and other stakeholders to work together to identify and address these factors to help students develop more positive and productive behavior.

4. PAI Teachers' Efforts in Tackling Juvenile Delinquency

This appears to have improved the situation for students who break the law, as evidenced by research findings. To be able to carry out tasks that can only be completed through education and training, Islamic religious education teachers must have competence.25 The efforts of Islamic boarding school educators are in accordance with the duties of Islamic boarding school educators as educators, namely specifically conveying clear information, while as teachers, specifically directing, forming morals, cultivating morals, encouraging and fostering self-confidence and devotion. Students in teaching.26 Islamic religious education teachers can play an important role in helping improve juvenile delinquency by focusing on different approaches. The following are some efforts that can be made, among others:

a. Moral and Ethical Education: Islamic religious education teachers can emphasize the importance of moral and ethical values in Islam. By instilling strong moral principles, they can guide young individuals to make responsible decisions and avoid delinquent behavior.

b. Teaching Compassion and Empathy: Encouraging students to develop compassion and empathy toward others can increase a sense of community and reduce tendencies toward violence or harm.

c. Offer Guidance and Guidance: Islamic religious education teachers can serve as mentors to students, offering guidance and support in various aspects of life. This mentoring relationship can be a positive influence on their behavior.

d. Addressing Root Causes: Often, delinquency can be caused by underlying problems such as family problems, poverty, or lack of access to education. Teachers can work with other professionals and community members to address these root causes and provide holistic support to at-risk youth.

Encourage Positive Peer Relationships: Teachers can foster an environment where positive peer relationships are encouraged. This can help prevent teens from engaging in delinquent activities to gain acceptance or respect from their peers.

f. Using Real Life Examples: Sharing stories of exemplary individuals from Islamic history who overcame challenges and adversity through positive means can inspire young people to follow the same path.

g. Collaboration with Families: Teachers can involve parents or guardians in the educational process, helping them understand their child's behavior and providing necessary support and supervision at home.

h. Community Engagement: Collaborating with local community organizations and mosques can create a broader network of support for at-risk youth and provide them with more resources and opportunities.27

By adopting this approach, Islamic religious education teachers can contribute significantly to reducing juvenile delinquency and forming responsible and conscientious individuals in society. It should be remembered that tackling juvenile delinquency is a multidimensional effort involving various stakeholders, including parents, schools, the community and law enforcement officials.

RESEARCH RESULTS AND DISCUSSION

1. PAI Teachers' Efforts in Overcoming Student Delinquency at SMAN 2 Garut Regency:

From the results of the author's interview with one of the PAI teachers at SMAN 2 Garut Regency, data was obtained regarding the efforts of PAI teachers in dealing with student delinquency at SMAN 2 Garut Regency as follows:

a. Students create chaos in the classroom: PAI teachers' efforts to overcome this can start by communicating with each student. Open a dialogue or conversation to understand why they behave disorderly in class. Listening to their feelings and perspectives with empathy helps build trust and stronger relationships.

b. Crimes in the form of rebellion, smoking, truancy, and blackmailing friends: Efforts of Islamic religious education teachers to overcome them This problem is by taking an individual approach and working together with teachers and counselors to explore the student's family situation and try to create an orientation and understanding of discipline. If the student still commits a violation, the PAI teacher and counselor call the student's parents to inform them about their child's deviant behavior, and then instruct both parents

about the standard of family life and the meaning of life, students at school, as well as the applicable rules. in schools and their children, must be respected.

c. Form of fighting involvement: In this case Islamic boarding school educators collect information about students who are involved in fighting and collect and provide direction about the importance of strict living in daily life, not fighting each other by instilling empathy and social diversity. In addition to outlining the importance of religious activities in schools, the risks associated with their participation are also discussed. Furthermore, adding strict practices at school, for example celebrating major holidays at school, midday prayers in congregation at school mosques, tambourine qasidah, Islamic boarding schools and other schools. After these efforts have been made, if students are found to repeat bad actions again, the Islamic religious education teacher will provide specified sanctions or punishments. Punish students who commit deviant acts with the intention of making the student feel guilty by the school and also so that the student does not commit the violation again. The author quotes the words of an Islamic religious education teacher at SMAN 2 Garut Regency, to the following question: "How do students break the law, will they be punished?" The answer of the Islamic religious teaching teacher is as follows:

Before imposing sanctions, as teachers we must first ask ourselves about the background of students who behave dishonestly. Because maybe the mistake he made was due to problems in the family. When we know the root of the problem, of course we can find a good solution rather than giving direct punishment. Regarding the form of punishment for students who commit deviant acts, we adjust it according to the level of the crime they committed. But we often give advice and reprimand students, and give appropriate punishment. Based on feedback from PAI teachers, it appears that the physical and non-physical punishments imposed on students who commit deviant acts are only intended to provide them with quality education. Before committing a rejection, strict Islamic training instructors first investigate the situation that prompted the student to commit the offense. That means getting useful information to deal with problems. In this way, Islamic religious education teachers can easily find the best solution.

The sanctions given by teachers to students who commit deviant acts at SMAN 2 Garut Regency are as follows:

1. Punish students who are not orderly in class.

a. Students who are disorganized during class time are asked to leave the class until the topic is finished.

b. Affected students received advice and warnings.

2. Punish students who violate discipline.

a. Students are not allowed to enter the classroom for approximately 15 minutes.

b. If a student is frequently misbehaving, the affected individual is not allowed to enter the classroom until after school.

3. Sanctions for students who play truant.

    a. For students who commit violations in the form of truancy, they are summoned, then consulted and asked about the reasons for truancy.

    b. Offer benefits in the form of low scores. Call both students' parents.

4. Sanctions for students who blackmail their friends.

    a. Students who are caught extorting their friends must immediately return the money, be informed and warned.

    b. If the violation is repeated, both parents will be summoned to school.

5. Punish students who smoke.

    a. Students caught smoking are immediately called and warned.

    b. Call parents and students. (Zulhafidz, 2023)

2. Factors that support and hinder PAI teachers' efforts to tackle juvenile delinquency.

To overcome student mistakes at the Medan Legend Center Public School, what PAI educators have done cannot be separated from several factors that influence this performance. PAI teachers' efforts to reduce Student delinquency is hampered or assisted by various factors. Variables that help or hinder educators' efforts are as follows:

a. Supporting factors

At SMAN 2 Garut Regency there is a detailed inscription about Islamic teachings. This is reflected in the existence of religious activities carried out outside school hours. There is good cooperation between PAI teachers, school principals, other teachers, especially BK, and school staff in carrying out teaching and learning activities so that they run smoothly.

b. Obstacle factor

Islamic religious education teachers' efforts to overcome student delinquency have not gone smoothly because of several obstacles that need to be overcome:

a. Lack of cooperation between schools, especially schools and parents, to overcome situations where students violate the law.

b. Lack of parental supervision over children's lives and relationships in society.

c. Some students do not understand the school rules and regulations.31 For a solution to the problem of juvenile delinquency at SMAN 2 Garut Regency, the author tries to offer the following solution:

a. Schools, especially teachers, should establish good cooperative relationships with students' parents, because it cannot be denied that parents are the most influential factor in shaping students' personalities in learning.

b.   Schools, especially teachers, should provide a platform for students to accommodate their creativity so that they can be guided towards their potential. This is done to predict that students will not act negatively.

c.   Schools, especially Islamic religious education teachers, should invite their students to carry out religious activities.

d.   In dealing with juvenile delinquency, it is important for PAI teachers to get to know teenagers individually, understand the challenges they face, and use appropriate approaches based on their context. Apart from that, collaboration with teachers and other parties at school can also strengthen efforts to guide teenagers towards more positive behavior.

CONCLUSION

Based on the results of data analysis, it can be concluded that the following are the efforts of PAI teachers in overcoming the problem of student delinquency at SMAN 2 Garut Regency:

a.   Providing a continuous understanding of the strict teachings of Islam to students both inside and outside the classroom.

b.   Have a separate way of dealing with students who make mistakes, prompting and giving warnings.

c.   More dynamic in strict training, for example celebrating strict events at school.

d.   Give permission or discipline to students who continue to make mistakes. However, these efforts are still not running seriously and optimally. This can be seen from the existence of students who skip classes and are not methodical in class. Nevertheless, Islamic Religious Education teachers can at least reduce student delinquency through their efforts. This is shown by the fact that students who skip class rarely do it again, students who smoke begin to realize the harmful effects of smoking and start to stop the habit, and students who resist rarely do so.

Factors that support and hinder teacher efforts:

a.   Supporting factors are the instillation of Islamic teachings in students, good cooperation between PAI teachers, school principals and other teachers, especially instructors and counselors, and school staff.

b.   The obstacles are a lack of cooperation between schools and parents, advances in technology and a lack of awareness among some students in understanding school rules.

It should be understood that each child has a different character, and there is no one-size-fits-all approach to parenting during this phase. Being patient, understanding, and supportive can make a significant difference in helping children navigate the teenage years successfully. It's also important to remember that this transition is temporary, and

with the right guidance and support, most children eventually develop into well-adjusted young adults.

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