

Religious Guidance Approach To Tacking Juvenile Delinquency Kota Banda Aceh

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Abstrak

Penanganan kenakalan remaja dalam proses belajar mengajar masih kurang, kasus kenakalan yang dilakukan siswa SMK Banda Aceh terlihat sangat memprihatinkan, dan perlu dicarikan solusi yang efisien untuk mengatasinya. Kompetensi Pedagogik dan Personal guru Pendidikan Agama Islam dalam mendidik remaja di sekolah menjadi salah satu solusi utama. Nilai-nilai luhur yang diajarkan dalam pendidikan agama dapat menjadi benteng yang kuat jika diberikan secara benar dan tepat. Penelitian ini bertujuan untuk mengetahui model pencegahan kenakalan siswa yang dilakukan oleh guru Pendidikan Agama Islam SMKN di Banda Aceh. Metodologi yang digunakan dalam penelitian ini adalah pendekatan Mix Method, dengan teknik pengumpulan data berupa angket, wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: Model penanggulangan kenakalan siswa yang diterapkan oleh guru Pendidikan Agama Islam di SMK Banda Aceh dilakukan dengan memberikan bimbingan agama, melaksanakan shalat Dhuha, memberikan bimbingan pribadi dan kelompok, dan memberikan hukuman bagi siswa yang melanggar, model sebagai upaya preventif, represif dan kuratif. Model Preventif dilaksanakan melalui penerapan keteladanan (berperilaku santun, tampil santun), menghargai perbedaan setiap siswa, menerapkan bimbingan kelas sebelum belajar, melalui proses pembelajaran (saat membuka atau menutup pembelajaran selalu diawali dengan membaca doa) dan motivasi siswa dengan menggunakan bahasa yang santun. b). Model represif dan kuratif dilakukan dengan memberikan hukuman bagi yang melanggar aturan (hukuman berupa hafalan surah pendek Al-Qur'an yang ditentukan oleh guru), dan memberikan pembinaan khusus melalui guru BK atau guru Pendidikan Agama Islam. . Beberapa penerapan model pengendalian kenakalan remaja mengacu pada tiga komponen dasar pembelajaran, yaitu mengetahui, merasakan, dan bertindak. Namun kesamaan tujuan penerapannya adalah untuk membentuk akhlak anak dalam konteks pendidikan agama Islam dengan mengedepankan akhlak mulia.

Kata kunci: Kompetensi Guru Pendidikan Agama Islam, Kenakalan Remaja

Abstract

The handling of juvenile delinquency in the teaching and learning process is still lacking, the cases of delinquency committed by students of SMK Banda Aceh look very alarming, and need to find efficient solutions to overcome them. Pedagogic and Personal Competences of Islamic Education teachers in educating adolescents in schools is one of the main solutions. The noble values taught in religious education can be a strong fortress if they are given correctly and appropriately. This study aims to find the student delinquency prevention models carried out by the Islamic Education teachers at SMKN in Banda Aceh. The methodology used in this research is a Mix Method approach, with data collection techniques in the form of questionnaires, interviews, observation, and documentation. The results showed that: The models for overcoming student delinquency implemented by Islamic Education teachers in SMK Banda Aceh were carried out by providing religious guidance, performing Dhuha

prayer, providing personal and group guidance, and providing punishment for students who violate, the model as a preventive, repressive and curative effort. a). The Preventive Model is implemented through the application of exemplary (behave politely, appear politely), respect for the differences of each student, applying classroom guidance before studying, through the learning process (when opening or closing learning always begins with reading prayers) and motivation for students by using polite language. b). Repressive and curative models are carried out by providing punishment for those who violate the rules (punishment in the form of memorizing the short surah of Al-Qur'an as determined by the teacher), and providing special guidance through BK teachers or Islamic Education teachers. Some of the applications of the juvenile delinquency control model refer to the three basic components of learning, namely knowing, feeling, and action. However, the similarity in the purpose of its application is to form children's morals in the context of Islamic religious education by emphasizing the noble characters.

Keywords: Competence of Islamic Education Teachers, Juvenile Delinquency

INTRODUCTION

Personal competence is a teacher's personality ability that has characteristics of noble character, steady, stable, mature, wise and wise, being a role model, evaluating one's own performance, self-development and religion. The teacher bears the main responsibility in transforming the orientation of students from ignorance to knowing, from dependence to being independent, from unskilled to skilled, with learning methods no longer preparing passive students, but knowledgeable students who are always able to absorb and adapt themselves with new information by thinking, asking, exploring, creating and developing certain ways of solving problems related to their lives (Rahman Getteng, 2010: 75).

Learning is basically an activity process that is carried out in an orderly and orderly manner, runs logically and systematically following pre-agreed rules. Each learning activity is not a one-sided projection of the teacher's wishes, but is a manifestation of the various wishes packaged in a curriculum (Abdul Majid, 2006: 130). The teaching and learning process needs to be planned so that learning takes place well and achieves the expected results. Learning program planning estimates the actions to be taken when carrying out learning. The first step in the planning stage is to set some type of goal. The next step is to choose an instructional strategy, organize learning activities, and collect supporting materials

In the activities of carrying out the teaching and learning process, the teacher must actively create and foster learning activities in accordance with the plans that have been prepared. At this stage, in addition to knowledge of teaching and learning theory and knowledge of students, skills and learning techniques are also needed, for example teaching principles, use of teaching aids, use of teaching methods, and skills in assessing student learning outcomes (Triwiyanto, 2010:55). Learning (instruction) is an accumulation of the concept of teaching (teaching) and the concept of learning (learning). The emphasis lies on the combination of the two, namely on the growth of student activity.

Based on the results of interviews with the principal of SMK Negeri 4 Banda Aceh said that one of the roles that can overcome juvenile delinquency that is rife in schools today that has long been implemented is through the pedagogic competence and personality competence of PAI teachers at school. Pedagogic competence is the teacher's ability to understand students in depth and organize educational learning. This is an approach that focuses on the mentoring process in education that aims to help problems that arise to change student behavior. The pedagogic competence and personality of PAI teachers in learning are believed to be able to form *akhlakul karimah*, because they are based on worship. Thus, every job is done sincerely, selflessly, full of awareness, responsible because they feel valued by Allah SWT.

Based on the results of interviews with PAI teachers at SMK Negeri 4 Banda Aceh, they said that so far the school has attempted to deal with juvenile delinquency at school by increasing the pedagogic competence and personality of PAI teachers as an effort to foster Islamic attitudes of youth by prioritizing Islamic values, such as emphasizing the dimensions spiritual, moral, emotional, intellectual and social dimensions that can prevent delinquency from occurring among the students themselves. This research will specifically analyze delinquency among adolescents, especially in SMK students in Banda Aceh. Based on the description above, the author is motivated to conduct a study on the problem of juvenile delinquency as a means of prevention, so the author is very interested in studying it under the title "Competence of Islamic Religious Education Teachers in Overcoming Juvenile Delinquency at Vocational High Schools in Banda Aceh".

METHODS

The research method used in this study is the Mixed Methods method (John W. Creswell, 2016: 164). Mixed research is a research approach that combines qualitative research with quantitative research. Sugiyono stated that the mixed research method (Mixed Methods) is a research method that combines or combines quantitative methods with qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data.

1. Data Collection Techniques

Data collection techniques are the most important step in the research process, because the main goal of research is to collect data which is the most appropriate, so that valid and reliable data can be obtained. The data collection techniques in this study were carried out by:

a. Questionnaire

As we know, more questionnaires are used to measure non-cognitive attributes (Saifuddin, 2015: 6). The questionnaire in this study is a questionnaire related to the personality competence variables of PAI teachers which are included in psychological attributes or non-cognitive attributes, so that the measurement uses a questionnaire.

b. Interview

In this study, interviews were conducted with informants, namely school principals, teachers, counseling teachers, and students. The interviews were flexible and open, meaning that the interviews were not limited to regular, predetermined dialogues, but additional interviews could be conducted if deemed important and could be a source of data. The purpose of this interview is to find information more openly, where the parties invited to the interview are asked for their opinions and ideas.

c. Observation

The observation used in this study is the Participant Observer technique, a form of observation in which the observer is directly involved in the activity direct observation by the researcher of student behavior in the classroom and in the school environment.

d. Documentation

In this study the documentation used was student portfolios, lesson plans, notes on students' conditions at school.

RESEARCH RESULTS AND DISCUSSION

1. Teacher Personality Competence

a. Act in accordance with religious, legal, social and national cultural norms

What is the teacher's task in these activities is that the teacher respects and promotes the principles of Pancasila as an ideology and ethics, the teacher develops cooperation and fosters

togetherness regardless of differences, the teacher respects and values each other's friends, the teacher has a sense of unity and oneness.

b. Shows an exemplary personality

What is the teacher's task in this activity is that the teacher must behave well, the teacher behaves politely in speaking, looking, and acting towards all students, parents, and all components of the school

c. Shows a mature personality

What is the teacher's task in this activity is that the teacher is able to manage learning which proves that the teacher is respected by students, so students always follow the lesson well and the teacher is mature in receiving input from students and giving students full participation in learning

2. Teacher Pedagogic Competence

a. Have a work ethic, high responsibility and have a sense of pride in being a teacher

Based on the results of observations, AS, MR, and DY teachers had opened the lesson by reading a prayer and continued by providing guidance and motivation and asking students' readiness to take part in learning. For AS teachers (meetings 1 and 2), the teacher asks the class leader to prepare and lead a prayer together before starting the lesson, then for the MR teacher also in the first and second hours but different classes (meetings 1 and 2) start the lesson by saying greeting first, asking the children to prepare their stationery and asking the students if there were any problems this morning while providing special motivation and guidance. Then the teacher asked how students were doing today. Students simultaneously answered "Alhamdulillah, always healthy, spirited". This has become a routine activity before starting learning which is useful for arousing student enthusiasm for learning. the next activity is the teacher conducts questions and answers about the material to be studied, as well as to explore students' prior knowledge.

b) Providing Motivation and Guidance

Based on the results of observations the teacher provides motivation verbally and non-verbally. Words that are often used in motivating students are good, smart, intelligent words, and sometimes the teacher gives a thumbs up as a sign of reinforcement to students who have been successful and courageous in answering and doing assignments given by the teacher and with this motivation it is hoped that they will be able to arouse enthusiasm for learning so that they are more successful in learning.

Apart from being a supporter of academic success, giving motivation is also carried out by the teacher in terms of helping friends and other people, the teacher always asks who has done good yesterday and today, this question is asked to students every day so that students compete to do good every day even though this the smallest, after reading the prayer at the beginning of the lesson the teacher opens the class book which has a note of kindness written on it and after that the teacher asks who did good yesterday and today please submit the name and goodness of what was done then the teacher records the names of the students, this note becomes supporting the student's affective value which will be written in the report card and given a review at the end of the semester.

The guidance process carried out by Islamic Religious Education teachers aims to overcome delinquency that occurs in schools and uses a humanistic approach. The guidance process is carried out in a special room in order to protect students' privacy rights and so that students are more open to problems. Giving motivation and guidance is always done by teachers who teach in the early hours in order to arouse students' enthusiasm to learn and do good at school, community and home.

c) Use of Polite Language

The use of polite and courteous language must also be applied in communicating with students, this is also often done by teachers when communicating with fellow teachers to set an example for students. This is as expressed by Mrs. SA who was found when after teaching Mrs. SA as a PAI teacher said that: If there are students who speak impolite language, we immediately call them into the teacher's room and we even immediately warn them when they are talking, children if not being reprimanded will become a habit, some even answer the teacher's call with this impolite language, we immediately give advice, sometimes the child cannot be blamed. This behavior also arises because of his habits with his parents at home.

Regarding what treatment is given to children if they are caught speaking in harsh language, Mrs. MR added that communication is an activity that we do every day, even every second, communication patterns that arise are caused by this habituation, so we as PAI teachers try to always apply communication. Islamic by telling how friends used to communicate with friends, familiarize children with gentle calls.

3. The model for dealing with student delinquency implemented by PAI teachers at SMKN Kota Banda Aceh

Countermeasures carried out by Islamic education teachers in overcoming student behavior at SMK Negeri Banda Aceh were carried out after knowing the forms of irregularities with the following coping model:

a. Religious Guidance

Providing religious guidance is an effort made to reduce, even to eliminate the reasons that encourage students to commit deviant acts with any motive. Besides that, no less important is the effort to minimize, even eliminate the factors that make students fall into deviant acts. These factors include: broken home, frustration, unemployment and lack of entertainment facilities for students.

The efforts of Islamic religious education teachers at the Banda Aceh State Vocational School by holding several activities so that students for a moment forget the irregularities in their minds. Extracurricular facilities which can be said a lot make students who have certain talents and hobbies can be channeled properly. In addition, religious teachers maintain good relations with parents and the community around the madrasa so that they can create a learning environment and activities with positive elements. The presence of extracurricular activities and activities with religious elements is a form of preventive effort.

b. Read/memorize the Quran

Islamic Religious Education teachers try to increase student activities such as extracurricular activities in the form of religion. As for activities in the form of religion in collaboration with other teachers: Qiroah (the art of reading the Qur'an), Memorization of the Qur'an, Memorization of Juz amma, Translation of the Qur'an, Mosque youth, Art of Calligraphy, Art Hadrah, Muslim and Muslimah Fashion. So that you don't get to do deviant acts by doing various activities. Ms. Dian said that our efforts to prevent students from doing things that deviate from a religious activity, this religious activity is a supporting activity

to keep students busy. Because children in puberty are more dangerous if they are not directed properly. Of course, SMK does not have a religious basis compared to other public schools.

This is in accordance with the statement from the deputy head of the SMK regarding the form of countermeasures with various activities in which there are religious and extracurricular activities. SMK is expected that they can participate in one or even more than one activity so that they can

momentarily forget about activities that are not productive for them.

c. Do Duha prayer

The application of Duha Prayer is a repressive effort by Islamic religious education teachers in tackling juvenile delinquency with the aim of reducing the forms of student juvenile delinquency, so that hopes from SMK will not arise any more deviations which in turn have an impact on other students. Repressive is also said to be an attempt or action to restrain and prevent student delinquency as often as possible or prevent stronger events from occurring. The efforts of the Islamic religious education teacher at the Banda Aceh State Vocational School by following up such as advising him that this is bad behavior and this is good, the example of an Islamic religious education teacher is indispensable in repressive efforts

d. Give Punishment

Efforts of Islamic religious education teachers in tackling deviant behavior with curative efforts. By providing exemplary attitudes and motivation from Islamic religious education teachers and also exemplary coaching. Curative is also said to be an attempt to recover (helping children involved in delinquency to return to normal development or in accordance with applicable legal rules/norms). So that students grow awareness and avoid decisions (frustration).

This is also the same as the results of interviews with guidance and counseling teachers, who said that, Between BK and Tatib worked together in handling it. Sanctions from tatib and BK provide counseling and suggestions for disgraceful acts that should not be carried out. Islamic Religious Education teachers have made efforts to overcome deviant behavior in students at SMK Banda Aceh. He also assisted the school in providing outreach to the community and coaching for those who commit excess deviant behavior.

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D. CONCLUSION

Personality competence of PAI teachers at SMK Negeri Banda Aceh in dealing with juvenile delinquency such as polite behavior, good appearance, a). Demonstrate an exemplary personal The teacher's task in this activity is that the teacher must behave well, the teacher behaves politely in speaking, looking, and acting kindly towards all students, parents, and all components of the school; b). Showing a mature personality The teacher's task in this activity is that the teacher is able to manage learning which proves that the teacher is respected by students, so that students always follow the lesson well and the teacher is mature in receiving input from students and giving students full participation in learning.

The model for dealing with student delinquency implemented by PAI teachers at SMKs in the city of Banda Aceh is carried out by a). Providing religious guidance to students as a preventive measure against juvenile delinquency; b). Reading the Koran every day and especially on Fridays as a preventive and repressive effort against juvenile delinquency in the school environment; c) Perform Duha prayer; d). Carry out group and personal guidance and provide punishment to students who commit juvenile delinquency in three models, namely preventive, repressive and curative. Several applications of the juvenile delinquency control model are preventive, repressive and curative efforts against juvenile delinquency.

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