



The Role of Islamic Religious Education Teachers in Overcome Mischief Participant Educate

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Abstract

Study This against the backdrop Because Still There is participant students who do action mischief at school. Form mischief teenagers at school the type various, starting from from case light until case the heaviest. Objective from study This is (1) for know How the role of Islamic Religious Education teachers as the keeper in overcome mischief participant educate, (2) to know How the role of Islamic Religious Education teachers as navigator in overcome mischief participant educate, (3) to know How the role of Islamic Religious Education teachers as young in overcome mischief participant educate (4) for know How the role of Islamic Religious Education teachers as muaddib in overcome mischief participant educate. Type study This is studies case with approach qualitative descriptive. Technique data collection using interview, observation And documentation. Results study show forms mischief teenagers at SMPN 30 Padang are still classified as light, like late come to school, no discipline use attributes, coloring hair, smoking, skipping school, saying No polite And bring HP and played when learning ongoing

INTRODUCTION

Education is a planned and directed effort to humanize people. human. Through an educational process, humans can grow and develop so that they can carry out their duties as humans and maintain their surroundings well and usefully. Education cannot be separated from human life. Because with education, humans can develop their potential.

Education will continue throughout human life. When humans are born into the world, parents are the first people tasked with educating their children. Although parental education is the main thing, parental knowledge is limited. Therefore, parents need a more professional educator who can provide better education to their children, namely by taking their children to educational institutions or schools (Syafuruddin, 2023) .

Basically, the implementation of education does not always run smoothly according to what has become the goal of education. In reality, the world of education is always faced with various new challenges or problems that demand to be solved in the right and wise way. Of the many educational challenges, juvenile delinquency is one of the most common problems and is always found in almost all educational institutions (Darmadi & MM, 2018) .

According to Ramayulis, understanding the objectives of national education should be as a whole, integrated, mutually complementary and strengthening unity and should not be understood separately. In Islam, faith and piety are the main supports in the structure of religious and life buildings. Faith as the foundation of life and piety are the goals (Ramayulis, 2008) .

According to Ahmad D. Marimba, Islamic religious education is conscious guidance or leadership by educators towards the physical and spiritual development of students based on Islamic religious laws leading to the formation of the main personality according to Islamic standards (Ali & Ali, 2004) .

Muhaimin argues that Islamic religious education means efforts to educate Islamic religion or Islamic teachings and its values to become a person's outlook and attitude in life. The aim of Islamic religious education activities is to help a person or group of students in instilling and developing Islamic teachings and its values to be used as a view of life (A. Rahman, 2012) .

Islamic education aims to form a complete Muslim person, develop all human potential, both physical and spiritual, foster a harmonious relationship between humans and God, each other and the universe. Islamic education is in the form of developing a complete individual who can inherit Islamic values (Daulay & Dalimunthe, 2004) .

Islamic education can be obtained in the school environment, where there are educators or teachers who are one of the factors that influence the formation of a complete person. By educating, transmitting his appreciation or personality to students to then be manifested in the form of attitudes and practices in his daily life or spiritual values, training and devoting all his attention, thoughts, feelings and abilities to educate.

It can be concluded that Islamic religious education is a guidance effort carried out by educators to develop the abilities of all existing potentials, both physical and spiritual, and also to make students into human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Teachers can be interpreted as educators, educators are people who educate, while educating itself means maintaining and providing training in morals and intellectual intelligence (Poerwadarminta, 1966) .

The definition of an educator in Islam is as a *murabbi*, *mu'allim*, and *mu'addib* (Mursalin, 2022) . The definition of *murabbi* implies that religious teachers must be people who have *rabbani* qualities, namely people who are wise, educated in the field of knowledge about *ar-rabb*. Besides that, they also have a responsible attitude, full of compassion for students.

Mu'allim means that a teacher is a knowledgeable person who not only masters knowledge theoretically but also has a high commitment to developing the knowledge he has (C. Rahman & Gunawan, 2011) .

While *mu'addib* literally means a person who has morals and manners. More broadly, *mu'addib* is an educated person so that he has moral rights and the drive to improve society. As a *mu'addib*, a teacher is someone who displays an ideal self-image (Nata, 2016) .

Teachers have the task of educating, teaching, guiding or directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Especially when religious teachers are faced with students who are at the junior high school (SMP) level who are generally at the age of adolescence, an age full of turmoil (Dacholfany & Handoko, nd) .

Junior high school (SMP) age students are students whose age is included in the early adolescent category, namely 13-15 years old. Adolescence is generally divided into three parts, namely early adolescence with ages 12-15 years, middle adolescence with ages 15-18 years, and late adolescence with ages 19-22 years (Agustiani, 2006) . Age 13-15 years is included in the social period or youth (Wati, 2016) .

Adolescence is a transition period from childhood to adulthood. During this period, adolescents experience various changes, both physical (menstruation in girls and wet dreams in boys) and psychological (emotional). As a result of the many changes that occur in adolescents, adolescents begin to enter a period full of shocks and challenges (Wendari et al., 2016) .

Lately, the problem of juvenile delinquency has become increasingly unavoidable. This delinquency refers to behavior that is a deviation or violation of applicable rules or norms, be it social, religious, or legal norms. Juvenile delinquency is a complex problem and is triggered by various factors, but the main root is due to the individual's weakness in self-control. Various adolescent behaviors are concerning, and not infrequently in community life they cause chaos and disrupt public order such as motorcycle parades. Meanwhile, in the school environment, cases of student delinquency vary in type, from minor violations such as skipping school, swearing, being rude to teachers and parents to the most serious cases such as bullying, fights between students, brawls between schools, pornography cases, drugs, immoral acts and so on (Wendari et al., 2016).

Furthermore, in the school environment, the person who plays a very important role in educating children is the teacher. Teachers are the second parents of children at school. Education will not be successful without the intervention of a teacher's struggle. In the problem of overcoming student delinquency, not only guidance and counseling teachers but also Islamic religious education teachers have a very important role in overcoming student delinquency. Among all teachers, Islamic religious education teachers are teachers who have a very important responsibility and role in instilling religious values in children as well as in fostering students' morals and ethics.

With targeted coaching efforts, students will develop themselves well so that a harmonious balance between the rational and emotional aspects will be achieved. A healthy mind will direct students to appropriate, polite and responsible actions that are needed to solve each difficulty or problem. Efforts to educate and foster students include continuing to observe, provide special attention and supervise any deviations in student behavior at school (Sumara et al., 2017).

Based on the results of the author's interview with the head of administration and guidance and counseling teachers regarding student delinquency at school. According to Ismalina Rasyid as the head of administration, this happens because students with teenage age are currently very chaotic. It is getting harder to fix. If fixed harshly, students will find it difficult to change and the school will also have to deal with the National Human Rights Commission (Komnas HAM).

Based on the description above, the author is interested in conducting a deeper research on the role of an Islamic religious education teacher in overcoming student delinquency that occurs in schools. This is important to study so that we know the struggle of a religious teacher in fostering student morals while overcoming their delinquency so that they return to being Islamic and noble individuals. Thus, the author is interested in conducting a research with the title: "The Role of Islamic Religious Education Teachers in Overcoming Student Delinquency".

Research methods

For data collection in this study used several data collection techniques, namely Observation, Interview, and Documentation. The level of validity of the data researchers use triangulation techniques. The triangulation technique used in the study is an examination through other sources, namely comparing data to re-check the degree of trust of information through time and different tools in qualitative research. To obtain data analysis techniques in this study using the following three stages. First, *Data Reduction* (Data Editorial). Second, *Data Display* (data presentation). Third, *Conclusion Drawing* (drawing conclusions). The informants in this study are as follows: Principal, Head of Administration, Islamic Religious Education Teacher, Guidance and Counseling Teacher (BK), and Students.

RESULTS AND DISCUSSION

In overcoming delinquency participant Educate, Islamic religious education teachers have 4 main roles, namely:

1. The Role of PAI Teachers as *Murabbi*.

Acting as a teacher murabbi not only guides but is also able to convey and apply the indicators of the murabbi. In providing direction to students, Islamic Religious Education teachers provide a lot of direction regarding the politeness and morals of students. In providing direction, teachers also involve students who commit delinquent acts in solving problems from actions taken by students, and also instill

a sense of responsibility in students. In disciplining students, Islamic Religious Education teachers explain the rules that apply in schools, provide warnings and punishments in stages, the punishments given are punishments that are educational for students. In protecting students from delinquent acts or negative influences, Islamic Religious Education teachers provide appropriate direction to students, do not label students who commit delinquent acts as naughty children with the aim of changing student behavior, and creating a conducive atmosphere. As seen in the following interview excerpt from the informant.

“Teachers act as murabbi, meaning they are able to provide guidance and direction to students. What I see is that Islamic Religious Education teachers here are able to provide guidance to students when there are students who misbehave. Usually, for misbehavior that is categorized as mild, it is handled by the Islamic Religious Education teacher himself, but if it is categorized as severe, it is handled by the BK or the student affairs vice principal. In guiding, I usually only direct what is good and bad. I also approach students gently when there are those who misbehave or students who are uncomfortable during the learning process.”

As a murabbi in overcoming juvenile delinquency, Islamic Religious Education teachers should carry out their roles in accordance with the indicators of teachers as murabbi. In directing students who commit delinquent acts, Islamic Religious Education teachers should provide good direction for the delinquent acts committed by students. Then in educating students who commit delinquency, Islamic Religious Education teachers should provide good examples.

2. The Role of Islamic Religious Education Teachers as *Mu'allim*.

In carrying out their role as mu'allim or teachers, Islamic Religious Education teachers not only master knowledge but are also able to develop it and explain its function in life. Islamic Religious Education teachers provide teachings about Islamic religious values. Personal guidance carried out by Islamic Religious Education teachers is by providing advice to students who have problems. In providing personal guidance, Islamic Religious Education teachers do this by providing advice, finding out the root causes of students' misbehavior and holding discussion and dialogue sessions so that teachers can also understand students' problems. As seen in the following interview excerpt from the informant.

“Of course, as a teacher in overcoming student delinquency, provide an understanding of Islamic values. Provide an understanding of behaving in accordance with Islamic law. For example, there is a student who deliberately makes her school uniform smaller, which means her body shape will be visible. That's where I provide an understanding of how to dress according to Islamic teachings. To provide an understanding of Islamic teachings to students, I use interactive learning methods. Students who are categorized as naughty may feel bored or not interested in conventional teaching methods, so interactive methods are usually used, such as group discussions or occasional educational games.”

As a mu'allim in overcoming juvenile delinquency, Islamic Religious Education teachers should foster the development of knowledge, attitudes and skills of students step by step. Islamic Religious Education teachers must also have in-depth knowledge and have the ability to convey to students. Then provide personal guidance to students who commit acts of delinquency.

3. The Role of PAI Teachers as *Mudarris*

In implementing their role as mudarris, in dealing with problematic students, Islamic Religious Education teachers do it with coaching techniques, namely training students to solve their own problems whose changes are long-term. In developing religious understanding, Islamic Religious Education teachers train students to carry out their obligations, namely praying, and also through the Al-Qur'an reading program. In managing inclusive learning, Islamic Religious Education teachers make changes to the classroom atmosphere and classroom layout. Using learning methods by adjusting the needs of students and then also giving varied assignments according to the abilities of students. Thus, students are no longer lazy when there is learning and are not busy with their own world. As seen in the following informant interview excerpt.

“As a PAI teacher, in addition to having to continuously update their knowledge and expertise on religious knowledge, PAI teachers must also train and accustom students to apply Islamic values that are manifested in the form of attitudes or behavior in everyday life. I often do this through coaching. For example, if there is a student who has a problem, I will call him, I will ask the student, the solution is from him. I do not give any kind of

punishment. If what I often find in the field is that many students are late to class and do not do their assignments, well that is what I do through coaching. For example, there are students who take a break beyond break time, I ask what they do outside. Usually after this coaching they do not repeat it again because the solution to the problem is in themselves."

As a mudarris in overcoming juvenile delinquency, Islamic Religious Education teachers should be able to train students in practicing Islamic teachings. As well as continuously updating their knowledge and expertise about religious knowledge, Islamic religious education teachers must also train and accustom students to apply the values of Islamic teachings that are manifested in the form of attitudes or behaviors into everyday life, such as performing congregational prayers and getting used to reading the Qur'an before carrying out learning.

4. **The Role of PAI Teachers as *Muaddib*.**

Teachers as muaddib or educators in overcoming student delinquency are not only by providing education limited to subjects. But also conveying how the nature of humans to be good to others. Then in instilling ethics and morals to students, it is very important for teachers to be role models for students. And it is important for teachers to provide personal spiritual guidance to students. In providing spiritual guidance to students, Islamic Religious Education teachers take a personal approach by providing personal spiritual counseling for students who have problems, then linking the consequences of delinquent actions carried out by students with the values of Islamic teachings, and Islamic Religious Education teachers also invite people who understand religion or scholars when Islamic holidays are celebrated. As seen in the following interview excerpt from the informant.

"In educating their students, Islamic Religious Education teachers build affection with students without seeing any differences, treat them equally even to students who have problems. Islamic Religious Education teachers have also provided examples by exemplifying good things in terms of discipline, politeness in appearance and speech, faith and so on. In educating students, lessons in books alone are not enough, especially to overcome juvenile delinquency. When I am in class as an educator, I often convey or provide understanding to students about the nature of humans as social beings, humans need each other so that we should not be evil or cruel or do things that harm others and we should not be cruel to ourselves. "

As a muaddib in overcoming juvenile delinquency, Islamic Religious Education teachers should be role models on how to think, act and make decisions when interacting with students and in social life that can be accessed by them. Then, teachers advise and dedicate their time to students when they need consultative services, guidance or assistance.

CONCLUSION

The role of Islamic religious education teachers as murabbi in overcoming student delinquency is that Islamic religious education teachers provide direction to students regarding the politeness and morals of students. In providing direction, Islamic religious education teachers also involve students who commit delinquency in solving problems from the actions taken. Then in motivating students, Islamic religious education teachers implement a religious approach and explain the arguments related to good behavior. And of course Islamic religious education teachers try to create a safe environment both in the school environment and in the classroom.

The role of Islamic religious education teachers as mu'allim in overcoming student delinquency is by providing moral examples to students through positive activities or through video media such as watching stories of Islamic figures who have good morals. Islamic religious education teachers also provide personal guidance to students who commit delinquent acts, namely by giving advice, finding out the root cause of students committing delinquent acts.

The role of Islamic religious education teachers as mudarris in overcoming student delinquency is by developing religious understanding in students. In this case, Islamic religious education teachers work together with the school in practicing religious teachings in everyday life. One of them is performing obligatory congregational prayers. Then Islamic religious education teachers also make changes to the atmosphere of the classroom layout, this aims to create inclusive learning and so that students do not feel

bored when learning takes place. Then Islamic religious education teachers carry out coaching techniques for students who commit delinquent acts, namely training students to solve their own problems whose changes are long-term.

The role of Islamic religious education teachers as muaddib in overcoming student delinquency is by providing spiritual guidance, carried out with a personal approach, providing counseling for students who have problems, then linking the consequences of delinquent actions carried out by students with the values of Islamic teachings.

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