Juvenile Delinquency and Its Coping Strategy: An Islamic Education Perspective

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Abstract

This research is aimed to portrait the juvenile delinquency and strategy to cope it from Islamic education point of view. The fact that numbers of juvenile delinquency is increasing from time to time has become ironic because the adolescents involved in delinquency and crime are also students. School is a place that formally not only to provide students with knowledge and science, but also to educate them to have good character and attitude. This type of research, seen from the data collection point of view, is a type of library research by using content analysis method in analysing data. The research found that from the islamic education perspective, the synchronization of education between the family environment, community environment and school environment in the form of cultivation of morality/religion in the family, cultivation of morals/religion in schools and also by widening knowledge is the best strategy in coping juvenile delinquency.
Keywords: Juvenile Delinquency, Islami Education.

Abstrak
Penelitian ini bertujuan untuk mengambil gambaran tentang kenakalan remaja dan strategi menghadapinya dari perspektif pendidikan Islam. Fakta bahwa angka kenakalan remaja yang terus meningkat dari waktu ke waktu menjadi ironis karena remaja yang terlibat dalam kenakalan dan kriminalitas tersebut merupakan pelajar. Sekolah merupakan wadah yang secara formal tidak hanya membekali siswa dengan ilmu dan pengetahuan, tetapi juga mendidik siswa agar memiliki karakter dan sikap yang baik. Jenis penelitian ini dilihat dari segi pengumpulan datanya adalah jenis penelitian kepustakaan dengan menggunakan metode analisis isi dalam menganalisis data. Hasil penelitian menemukan bahwa dari perspektif pendidikan Islam, sinkronisasi pendidikan antara lingkungan keluarga, lingkungan masyarakat dan lingkungan sekolah berupa penanaman akhlak/agama dalam keluarga, penanaman akhlak/agama di sekolah dan juga dengan memperluas pengetahuan merupakan strategi terbaik untuk menangani masalah kenakalan remaja.

Kata kunci: Kenakalan Remaja, Pendidikan Islam.

Introduction

Entering the twenty first century, the world is undergoing a major change known as the globalization era. Along with the advancement of information technology, everything will become easier to be known. Transparency of world civilization can lead to multi-culture, whether it tends towards the positive, or vice versa. The problem develops and reads its own effects throughout time, according to the community that are formed.

The rapid pace of globalization does not only affect adults, but also adolescents who incidentally are at the level of high school age. In terms of age, adolescent ranges between 15-21 years which consists of several phases. The phases are: early adolescence, middle adolescence and late adolescence. (Albanjari, 2018).

Adolescence is a period of transition from childhood to adulthood. These teenagers are in the search for identity and passion, so extra attention is needed from their closest person so that they don't fall into juvenile delinquency or even crime.

Recent study by Aw (2019) showed that there was an increase in the quality and quantity of delinquency and other deviant behaviors performed by adolescents. The juvenile delinquency including vandalism, brawls, motorbike gangs, smoking, alcoholic drinking, drugs, theft, and street children, still color the world of education in Indonesia and Malaysia.

Furthermore, Aw et al. (2020) stated that the trends of juvenile delinquency and crime which include physical violence, sexual violence and psychological violence show an increasing number from year to year. In 2015, it was recorded that 3145 adolescents aged =18 years became criminals; it increased to 280 and 4123 adolescents in 2018 (Central Statistics Agency, 2019). Moreover, there were 47 brawls between students in the middle of 2019 and there were 255 cases in 2020. Of the 15,000 drug cases during the last two years in Indonesia, 46% of them involve students or teenagers (National Commission for Child Protection, 2020 in Aw et al. 2020).

Those facts become ironic because the adolescents involved in delinquency and crime are also students. School is a place that formally not only to provide students with knowledge and science, but also to educate them to have good character and attitude.

Teaching and learning activities led by teachers, including Islamic Education teachers, are efforts to shape and improve the process of the changes mentioned above in a directed and integrated manner.

Considering the importance of teachers in education, Usman (2001) said that the duties and roles of teachers are not limited to society, in fact they are a strategic component who have an important role in determining the progress of the nation's life.

This paper is aimed to portrait the juvenile delinquency and strategy to cope it from Islamic education point of view.

Research Method

This type of research, seen from the data collection point of view, is a type of library research, where the results of literature search are used as the main source of all research, starting from searching for similar research information, deepening theoretical studies, to research data also using literature sources (Sugiyono, 2012). In this research, data about juvenile delinquency are obtained from many sources, including books and journals. Practically, this research is used to solve conceptual-theoretical problems (Zeid, 2004). This research also applies qualitative approach as the purpose of the research is to describe and explain certain theories or phenomena. (Cohen et al., 2018).

Data analysis in this study uses content analysis method, which is a study aimed at making conclusions by identifying certain characteristics of messages from a text systematically and objectively. (Titscher et al., 2000).

Result and Discussion

The term "delinquency" appeared in school-age teenagers which can be identified through a variety of actions and behaviours that they do, including showing a rude attitude, opposing when directed, arguing when ordered, drinking alcohol, smoking, hanging out on the street, doing vandalism, tend to be selfish and doing everything based on their free will. Clearly, the term juvenile delinquency according to Bimo Walgito as quoted by Sudarsono (2011) is "any crime or unlawful act committed by teenage children (school age, student)".

According to Binti Muawanah (2012), Juvenile delinquency is the behavior of adolescents who violate status, endanger themselves, cause material victims to others, and behavior cause physical victims to others.

Adolescence is a transition from childhood to adulthood. During this transition, there is usually an acceleration of growth in physical and

psychological terms, such as body, attitudes, ways of thinking and acting. They are also not said to be mature yet in every way.

There is a slight difference of the age limit of teenagers based on several studies. According to Darajat (1997), the age of teenagers that is almost agreed by many psychologists is ranging from 13 to 21 years. Meanwhile, according to Sarwono (2004) the age limit for teenagers (for Indonesian people) ranges from 11 to 24 years.

There are several reasons to call children as a teenager, including:

a. At this age, generally signs of secondary sex will be seen (physical criteria)
b. At this age, Indonesians are considered to be *baligh* according to both tradition or religion, thus society will no longer treat them as children (social criteria)
c. At this age, there are signs of perfecting soul development
d. 24 years old is the maximum age for developing themselves after they were still dependent on their parents.

Muhibbin Syah quoted the opinion of Jean Piaget that said children entering the age of 11 have experienced formal stages of cognitive operational development, they have reached adolescence and had the ability to coordinate themselves simultaneously or sequentially. There are two types of cognitive abilities, namely:

1. The capacity to use hypotheses to think about something specifically in terms of problem solving by using basic assumptions that are relevant to the environment in which he responds;
2. The capacity to use abstract principles to be able to study abstract subject matter, such as religious knowledge, mathematics, and others with breadth and depth. (Syah, 2009)

School-age teenagers, especially at the senior secondary level (SHS), are included in puberty. At this time a child tends to be emotional. Psychologists specialize this period as a time of development of child sexuality. Children at this time will experience changes, both physical and psychological quickly. Puberty occurs at different ages. This period is a short period which happens for around 4 years. The emergence of this period is due to the start of sex glands to produce hormones occurring physical and psychological changes. It is known that about five years before children enter puberty there is a sex

hormone in the body, and this hormone gradually increases and brings maturity to the structure and function of the genitals.

Puberty as the most influential period on a child's physical and psychological growth, will have a serious impact on a child's behaviour. They sometimes experience confusion and excessive happiness. The effect of puberty on a child's behaviour can be detailed as follows:

a. The desire to be alone, which tends to isolate themselves from the environment when they have problems in relationships or feel there are things that are less suited to him. This behaviour is generally referred to as inferior.

b. Being reluctant to work, i. e. when the surrounding environment (family or community) considers children in puberty as adults, they will assume them as teenagers who have to work. This condition seems to be a problem for children in puberty, because previously they were not accustomed to work seriously. As a result, when a job comes to them, they often get tired quickly or even refuse the job at the first place. It because their children are accustomed to playing and working is just a new thing for them.

c. Feeling bored with the games once he loved, his school assignments, and various other social activities. This is caused by physical changes that are not matched by physical exercise.

d. Acting uneasy, uncomfortable, and tend to be in a hurry. Children in puberty cannot sit or stand in the same position for long periods. This is caused by emotions that are so overflowing, even the physical body feels its mental aggressiveness.

e. Social antagonism, that is, puberty is a period of self-discovery that tends to oppose the norms, behaviour or invitations of other people that are not liked.

f. Sex antagonism, is characterized by aggressiveness in associatingthose who havethe opposite sex. They like what they really like, and vice versa. When they have certain things, they will not need other reason, they will just hate them. Thus, this period can be said as the moment when they make consideration only based on emotional aspect.

g. Emotionality is characterized by anger and sad feeling in which it is caused by small things.

h. Lack of confidence, causing him to be inferior.

i.   Experiencing excessive shame that tends to be illogical.

j.   Like to have daydreaming, is expressed by creating a variety of very grandiose imagination, so that he can smile or even laugh by himself. (Windradini, n.d.)

Those behaviours can lead a teenager to a juvenile when they are not able to control emotions more precisely and express emotions in ways that are accepted by society (Binti Muawanah, 2012). Furthermore, the low ability to control emotions leads to behavioral disorders, choosing aggressive action as their solution. (Yanti, 2005 in Binti Muawanah, 2012).

Forms of Juvenile Delinquency

Referring to research conducted by "the soul of kids and teenagers", a study group in Jakarta in 1988, the group divides the forms of juvenile delinquency based on their behaviour in dealing with life changes in environment into 4 (four) categories, namely:

1.   School-age teenagers without problems, can adapt the changes properly without difficulties. This can be demonstrated by academic achievement in accordance with his abilities; having behaviours that are acceptable in the environment; and able to adjust to the demands of their social environment.

2.   School-aged teenagers who are volatile, constantly adapt the changes. During this period of adjustment, there will be eases and difficulties. This child's behaviour is called "windy" nature. Sometimes their attitudes and traits are easy to understand and control, but sometimes it happens in the opposite way. Their academic achievement and social skills tend to change.

3.   School-age teenagers who have problems. In this type, a child is difficult to adjust, except in her circle or group. Their social and academic behaviour is classified as a failure. Achievement at school is very disappointing; making trouble at home; making trouble at society; and never been so guilty in getting in trouble.

4.   School-age teenagers with huge problems. In this type, a total failure has occurred. They enter into the circle of "Shaytan". Their behaviour is classified as a crime; dealing a lot with the police; having no academic achievement; getting used to drink, drugs, and free sex.

In addition, Jensen in Sarwono (2004) classified several forms of juvenile delinquency into four forms:

a) Delinquency that causes physical victims to others, such as fights, robberies, murders
b) Delinquency that causes material casualties, such as vandalism, theft, pickpocketing, extortion
c) Social delinquency that does not cause victims, such as prostitution, drug abuse, sex before marriage
d) Delinquency that is against status, such as skipping school, running away from home or denying parental orders.

Meanwhile, Kwiatek and Matusiewicz in Noszczyk-Bernasiewicz (2016) included the following in common anti-social behavior among children and adolescents:

1. use of aggression and violence against family,
2. manifesting aggressive behavior at school in the form of fights, destruction of property or bullying other students,
3. entering the criminal path, which has its beginning in committing minor offenses from acts of vandalism, drug use, running away to serious offenses,
4. self-injury or acts of self-aggression including suicide
5. belonging to gangs.

The Causes of Juvenile Delinquency

1. Parental Behaviour

Family (or parents) is the closest environment for teenagers, which will shape them both physically, psychologically, and socially. Brouwer (2009) stated "Children reflect the attitude of the parents. That is called the social self which explains that the child becomes a person in accordance with the attitude of their parents

Many parents have too strong sense of belonging towards their children, regarding their child's body and soul. They have an assumption that their children must follow their wants and can be treated whatever they want to. Thus, this condition causes the attitude of "excessive" on parents towards their children, which in this case appears in various forms; including: First, parents who are always worried and always protect their children. Children who are

treated like this will grow up to be timid, have no self-confidence, are full of worries, and cannot stand alone. In an effort to deal with such parental attitudes, children may resist and do prohibited things instead.

Second, parents who are too demanding. Children who are ambitiously educated with high demands may take over those values that are not realistic anymore. If he fails, he will be frustrated, followed by feelings of guilt and sin. Even in such conditions, children can resist and deliberately frustrate themselves.

Third, parents who are too harsh. Children who are treated too harshly, where parents play a very dominant role in making decisions and life choices for their children, tend to grow into obedient, timid, not initiative and afraid of making mistakes. They do not have confidence and always hesitate in doing something. If they resist from the dominance of their parents, they will become opponents who do whatever they want, avoid difficulties, run away from their problems, do things their parents hate.

Fourth, Parents who always spoil. Children who are always spoiled tend to be selfish, easily frustrated, seeking attention, demanding too much but cannot give, and refusing to struggle to achieve something and lack a sense of responsibility.

Fifth, parents are too permissive (completely permissible). Children who are permissively educated will be weak in discipline. He will always tend to follow his own desires and less restrained to frustration. He also tends to justify any means, wasteful, and does not have good self-management.

Sixth, parents who are always being indifferent and objective. Children who feel ignored by parents tend to feel rejected, alienated and think no one loves them. They will have low self-esteem, be afraid and defensive. Conversely, they can also do whatever they want, ignoring the rules or others' desires, being selfish. Their behaviour is more likely a psychopath.

Seventh, parents who criticize too much. Children who are constantly criticized and highlighted for their mistakes will feel increasingly wrong. Their behaviour will become awkward, lack of self-confidence, lack of self-respect and gradually become passive. On the other hand, he can rebel, and deliberately do things that his parents don't like.

Eighth, Inconsistent parents. Children whose parents are inconsistent will feel confused about the values and norms that are considered good and bad,

right and wrong in society. They will be a child who is always shrouded in doubt in making decisions, and have no confidence at all.

2. Close friend

As humans in a heterogeneous social environment, school-age teenagers cannot live alone. They need friends, whether at school, at home or near where they live. School-age adolescents as humans who continue to develop towards adulthood will always look for who is beside them, who accompanies them to study, play, and even to show their principles of life. Friends are people who will comfort him when he is in grief, advocate when he is attacked both physically and mentally.

Friends have a tremendous influence on school-age teenagers. They can be more courageous, kinder, or more self-centered and aggressive than usual. Children can be more submissive to their friends than their parents; and the words from friends are more influential than the words from their parents, even prefer a new environment with friends over a family environment with parents.

3. Divorced Parents

Divorce often ends up painful for the parties involved, including children. Divorce can also cause stress and trauma to start a new relationship. In large part, the consequences of divorce will leave children in worse conditions, both in educational, financial and psychological aspects.

Things that are usually felt by children when their parents are divorced are: (a) feeling uncomfortable, (b) feeling unwanted or rejected by their leaving parents, (c) feeling sad and lonely, (d) being irritable, (e) feel lost, and (f) feel guilty. They blame themselves for the cause of thedivorce.

The feelings mentioned above can be manifested in the form of behaviour: (a) like tantrums, being rude and aggressive, (b) being quiet, not cheerful and not sociable, (c) having difficulty concentrating and not being interested in school work, thus their school achievement tends to decline; and (d) daydreaming, especially fantasizing about having his parents reunited.

4. Misuse of Technology Functions

The technology of this modern era has taken many forms that are interesting, sophisticated, and exciting. This technology is increasingly spoiling humans in various fields.

Progress in technology, if not accompanied by the cultivation of noble morals, will backfire on school-age teenagers who are struggling to find their identity. Confusion will be more widespread and security will be very expensive. Moreover, free sites on the internet that provides pornography, violence, crime etc can be accessed easily via a computer or cell phone. As a result, modern juvenile crime sometimes goes beyond its limit. It is not uncommon for sadism to be done because of trivial things that are not motivated by serious problems. The act was done just for fun and trial and error, which comes from an instant behaviour.

The Coping Strategy to the Juvenile Delinquency: Islamic Education Perspective

1. Cultivation of morality/religion in the family

The principle to educate children in Islamic education starts from the smallest unit i. e. the family. Family is an important factor in the psychological development of children. Parents provide the basis for children's emotional and moral life. The emotional life of the family can ensure the emotional development of the child in the formation of his personality. Likewise, the model of parents in speaking and behaving daily will be a way for moral education for children to form moral human beings. The family is the foundation of moral (*akhlak)* education and a religious outlook on life. The nature and character of children are mostly taken from both parents and other family members. (Sriyanto et al., 2014). In addition, Sudarsono (2011) said:

> *Basically juvenile delinquency is not a social problem that presents itself in the midst of society, but the problem arises because of several conditions that are related, even supporters of delinquency;unharmonious family life, divorce in the form of broken home. These all give a strong affection for making children become naughty.*

In children's education it is important to pay attention to the treatment of parents received by the child for example, affection, adequate attention fair and a place to share stories. Thus, the child will feel safe and secure without fear and being scolded, compared to other siblings. (Burhanudin, 1999)

Religious education in the family is the first and foremost education that has a central role in the formation of pious children. The role of father and mother in religious education in the family is the teacher who is obliged to bring their children to the Islamic path with great care and compassion. Darajat (2005) stated, only religion can control humans and lead to good deeds, helping each other and helping to achieve a good life for everyone. The foundation of the importance of this education, here are various syar'i statements as a foundation or principle in educating children:

a. Every believer must protect himself and his family from the fires of hell. This is in line with the word of Allah SWT. which is contained in the Qur'an.

<div dir="rtl">يأيهاألذين أمنواقواأنفسكم وأهليكم نارا</div>

O believers, protect yourself and your family from the fires of hell ... (At Tahrim: 6)

<div dir="rtl">وأنذرعشيرتك ألآاقربين</div>

And give warnings to your closest relatives. (As-Shuraa: 214)

b. Every muslim must be responsible for all the mandate given to him. This refers to the hadith of the Prophet Muhammad:

   "*Each of you is a leader and will be held accountable for his leadership later ...*" (Hr Bukhari)

c. Educate in a wise way. This is confirmed by Allah SWT. That is in the Qur'an in surah An-Nahl verse 125.

<div dir="rtl">ادع إلى سبيل ربك بالحكمةوالموعظة الحسنه ، وجادلهم بالتى هى أحسن ، ...</div>

   Call on (people) your Lord's path with wisdom and good learning and help them in good ways, ...

d. Improve the quality of godliness. The quality of piety according to Islam consists of three elements, namely: a. The quality of personal piety (self and family). Affirmed by Allah SWT on surah Al-Hujurat verse 6. "*O you who believe, if you come to you the wicked bring a message, then examine it carefully, so that you do not inflict a disaster on a people without knowing the situation that causes you to regret for your actions.* "; b. The quality of the piety of the surrounding community; c. The quality of the piety of the state system.

The family has also a responsibility to form child's assertive attitude. Assertive behavior according to Rini (2001) in Imani Khan (2012) is the ability

to communicate what you want, feel, and think to others but still maintain and respect the rights and feelings of others. Assertive behavior for adolescents is useful for making it easier to socialize in their environment, avoiding conflict because of being honest and straightforward, and being able to solve problems faced effectively (Sriyanto et al., 2014). Thus, the formation of assertive attitudes and behavior is very important in adolescents because this period is a determining period for further personality development. Assertive behavior can stem adolescent from juvenile delinquency. (Sriyanto et al., 2014)

2. Cultivation of Morals/Religion in Schools

School is the second place after the household. All school officials, including principals, school assistants and teachers, are very decisive in the personality of their students. Especially in instilling religious morals and souls in students, the role of religious teachers is highly demanded to be able to socialize and internalize in children. Efforts to form children's morals/religions are not only carried out in the learning process (cognitive) but also in the form of real "exemplary" behavior so that the cultivation of morals/religion through affective and psychomotor work together. In this development, religious teachers must understand the student's psychology. During this period, Darajat (2005) stated that "a religious teacher who is wise and understands the erratic development of adolescents, can inspire him to religious instructions regarding the growth and development of a person who is entering puberty".

3. Widening knowledge

Imam Al-Ghozali said, there are five insights that need to be mastered by every school-age teenager to be able to take part in the life of society, nation and state, namely: First, Scientific insights, school-age teenagers need to improve their intellectual abilities by unrelenting learning and knowledge from both the literature and the natural surroundings, mastering mastery and trying to improve the quality and human resources in order to be able to design with other countries which has advanced and catch up in some sectors of life both in terms of quality and quantity; Second, a religious perspective, school-age teenagers need to strengthen faith and increase devotion, especially in facing the process of demoralization among today's youth.

Third, National insight, school-age teenagers as future future nation leaders, need to equip themselves with national insight including political science, constitutional science, knowledge of national history, insight into the archipelago, and always follow the development of the nation from various sources of information both in print media. and electronic media. Thus, school-age adolescents will have a high spirit of patriotism and nationalism, and are also responsible for the fate and progress of their nation.

Fourth, Social insight, as an inseparable part of society, teenagers become a motivator for driving dynamics for their society. School age teenagers must have high social awareness, be responsive to the problems that are being faced by the community and try to find alternative solutions. Fifth, Organizational insight. A truth without being supported by a good organizationwill be defeated by organized crime. Therefore, school-age adolescents must have good organizational knowledge so that they can foster the community to be successful and on target, also by cultivating the world of organization they will be able to nurture the soul and support the distribution of leadership talents.

Conclusion

The adolescents are the future assets of a nation. Therefore, their thinking patterns, behavior patterns, actions, and attitude must be formatted optimally, so that they have a directed and integrated lifestyle, full of creation and innovation in a positive way. From the islamic education perspective, the synchronization of education between the family environment, community environment and school environment in the form of cultivation of morality/religion in the family, cultivation of morals/religion in schools and also by widening knowledge is the best strategy in coping juvenile delinquency.

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