
The Existence of Education as a Rehabilitation, Preventive, Curative, and Moral Development Strategy in Madrasah

Nuha¹, Nawwal Tattaqillah², Maher Zain Lillah³, Subhan⁴, Bello Ali⁵, Muhammad Maga Sule⁶, Mahmudulhassan⁷

¹Master of Arabic Education, Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

²Pondok Pesantren Islam Al-Mukmin Sukoharjo, Indonesia

³Pondok Pesantren Tahfidzul Qur'an Muhammadiyah Al-Firdaus Sukoharjo, Indonesia

⁴Principal of Madrasah Aliyah Ribhul Ulum Demak, Indonesia

⁵Islamic Studies, Chief Lecturer, Department of Islamic Studies, College of Education, Zing & Community Representative, Federal Medical Centre, Jalingo, Taraba State, Nigeria.

⁶Evaluation Officer, Area Education Quality Evaluation Office, Nassarawa Eggon, Nasarawa State Ministry of Education, Nigeria.

⁷Islamic Studies, Islamic Arabic University, Dhaka, Bangladesh

¹ulie_nuha@yahoo.co.id, ²nawwaltattaqillah@gmail.com, ³mzainlillah@gmail.com,
⁴tita.khoirina@gmail.com, ⁵belloali@coezing.edu.ng, ⁶mohammed.maga@yahoo.com,
⁷hassanfaruki@gmail.com

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Abstract: *The purpose of this study is to analyze the existence of Islamic education as a means of rehabilitation, preventive, curative, and moral formation strategies among students in Madrasahs. The type of research used is a case study with a descriptive qualitative approach. Data collection techniques are carried out by using, observation, interviews, and document analysis. Data analysis techniques are carried out by collecting data, reducing data, displaying data, and drawing conclusions, the object of research is carried out at MTS Ma'arif Boyolali. The results of this study show that: (1) There are three types of student problems related to delinquency in Madrasah Tsanawiyah Ma'arif Boyolali, namely mild delinquency that does not reach violations of the law, moderate delinquency that has the potential to violate the law, severe delinquency that is classified as a violation of the law; (2) The factors causing student delinquency in Madrasah Tsanawiyah Ma'arif Boyolali are the family environment (broken home), and the school environment (promiscuity); (3). The teacher's strategy to overcome student delinquency in Madrasah Tsanawiyah Ma'arif Boyolali uses preventive, curative, and rehabilitation strategies (healing) in collaboration with counselling guidance teachers to create participant morale following applicable student norms and behave better.*

Keywords: *existence of education, rehabilitation strategies, preventive, moral formation, madrasah.*

INTRODUCTION

The adolescent phase is a phase of development that is at a very potential period, both in terms of cognitive, emotional, and physical aspects. Most teens demand and want freedom

from other adults in their actions, but they often fear responsibility for the consequences and doubt their ability to cope with each problem. According to Hurlock, "Adolescence is a time when an individual experiences a transition from one stage to the next and experiences changes in both emotions, bodies, interests, behaviour patterns, and is also full of problems". Meanwhile, according to Papalia and Olds, adolescence is a developmental transition period between childhood and adulthood which generally begins at the age of 12 or 13 years and ends at the age of late teens or early twenties [1].

Juvenile delinquency is an act that violates norms, rules, or laws in a society committed during adolescence or the transition from childhood to adulthood. Juvenile delinquency is a social pathological symptom in adolescents caused by a form of social neglect that ultimately leads to deviant behaviour. The phenomenon of juvenile delinquency includes all behaviour that deviates from the norms in society, status violations, or violations of criminal law. Status violations such as running away from home, skipping school, smoking, drinking, wild racing, and so on. This status violation is usually not recorded in quantity because it is not a violation of the law. Meanwhile, so-called deviant behaviour against the norm includes premarital sex among adolescents, abortion, and so on. The relationship between the level of self-control and the tendency of juvenile delinquency behaviour [2], [3].

The term juvenile delinquency is another use of the term juvenile delinquency as a translation of juvenile delinquency. According to Simanjuntak, the definition of juvenile delinquency is when these actions are contrary to the norms that exist in the society in which he lives. According to Sudarsono, delinquency is not only an act of children that is against the law but also includes actions that violate community norms. Thus, social problems arising from the actions of adolescents are felt to be very disturbing and disturb people's lives, even some community members become threatened with their lives [4], [5].

Juvenile delinquency is not only limited to ignorant and nosy acts committed unintentionally but can also include delinquency or juvenile acts that are contrary to the rules of written law, both in the Criminal Code and in legislation outside the Criminal Code. It can also happen that the actions of these teenagers are anti-social which raises public unrest in general. Furthermore, juvenile delinquency continues to be broad in scope and deeper in its content. Juvenile delinquency includes actions that often cause unrest in the community, school, or family. Juvenile delinquency includes actions that often cause unrest in the community, school, and family. Simple examples in this case are doodles out of place, for example on fence walls, flirting with women on the street, theft by teenagers, circulating pornography, smoking marijuana, and fights among students that often develop into fights between schools [6]–[8].

Seeing the importance that the younger generation is the hope of the nation's future, Islamic religious education is needed as a guide for teenagers to control new things they do not know. This is where the role of Islamic Religious Education Teachers is to be a role model in moral formation and the cultivation of legal norms about good and bad as well as one's responsibility for everything they have done in the world and the hereafter. Apart from that, the role of a teacher of Islamic Religious Education is very large for the psychological and mental students. Education is a deliberate and concerted effort to "humanize" the individual. Humans can grow and develop through the process of education to carry out their responsibilities as humans and maintain their environment properly and usefully. Education and human life are inseparable education allows man to realize his inherent potential [9]–[11].

Islamic religious education is an important aspect of the lives of many Indonesian children, as it teaches them about faith, values, and moral principles. However, in recent years, Indonesia has seen an increase in the number of delinquents, raising concerns about the role of Islamic religious education teachers in addressing the issue. This essay will explore the role of Islamic religious education teachers in addressing juvenile delinquency in Indonesia. Islamic Religious Education teachers are educators who explore and master Islamic religious knowledge, can convey and practice to their students to foster their creativity and intelligence

for the benefit of themselves and many people, being able to be role models for their students, and being able to prepare their students to always be responsible for forming a civilization founded by Allah SWT [12]–[14].

Islamic Religious Education teachers must have a strategy in the teaching process to impart knowledge to students. Teaching and instilling character values, so that students can have the expected character. So if teachers or educators want to instill religious character in students, teachers need a mature strategy so that the goals achieved can run well. That's why insightful and competent Islamic Education teachers are needed in the world of modern education. With the breakthrough of religious education from universities, there is great hope to bring changes for the younger generation to become a strong grip on other sciences so as not to mislead so that juvenile delinquency will be reduced [15], [16].

Madrasah Tsanawiyah Ma'arif Boyolali is one of the Integrated Islamic Junior High Schools in Karanganyar, Central Java. The researcher chose Madrasah Tsanawiyah Ma'arif Boyolali as the object of research based on the results of pre-field activities that the researcher had carried out. Researchers obtained data that strengthen the foundation or background of research activities that will be carried out later, including still found violations of school rules, violations of teaching and learning activities, and violations of school peace [17].

According to an interview with a PAI teacher at Madrasah Tsanawiyah Ma'arif Boyolali, he said that student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali was classified as mild, moderate and severe delinquency. One of the causes of delinquency is lack of attention from the student's own families, because the majority of work in the village is as farmers, not infrequently as labour abroad, so that time in providing supervision to children is felt to be less, while in adolescence children should get guidance and supervision from parents so that the new things they learn will be directed. Regarding the problem of student delinquency, it is still a concern of the school to overcome it because student delinquency is not only the responsibility of the school but also of the family and the environment where they live. Based on the above facts, researchers are interested in studying more deeply how the efforts made by PAI teachers to overcome student delinquency [18].

Based on the above background, the researcher aims to analyze the efforts of Islamic Religious Education teachers in overcoming juvenile delinquency cases in Madrasah Tsanawiyah Ma'arif Boyolali. The research was conducted at Madrasah Tsanawiyah Ma'arif Boyolali [6].

LITERATURE REVIEW

Several empirical studies related to juvenile delinquency have been conducted by several previous researchers, including Abdul Khakim's research, analyzing the role and contribution of Islamic religious education teachers in dealing with juvenile delinquency that occurs in schools. The results showed that in overcoming juvenile delinquency, PAI teachers have a role. First, PAI teachers provide motivation and good role models and position themselves as parents. Second, PAI teachers guide religious values and good morals and provide approaches so that students can share the problems they face. Third, PAI teachers teach Islamic religious values. Fourth, PAI teachers master science and train and familiarize students with applying Islamic values that are manifested in daily behaviour [19].

Tri Anggraini Fitriana's research discusses the formulation of the problem: (1) Analyzing the perspective of PAI teachers on Juvenile Delinquency cases; (2) Strategies carried out by PAI teachers in handling cases of Juvenile Delinquency; (3) The flow of handling carried out by PAI teachers in involving homeroom teachers, BK teachers, and parents in handling juvenile delinquency cases. This research is qualitative research that uses analytical descriptive data with the object of teachers and students at SMK Negeri 4 Klaten, the data obtained shows that the causes of juvenile delinquency occur from family, education, and social environment. The results show that PAI teachers' strategies

are to instil motivation and religiosity or Islamic values in students to strengthen their faith in dealing with juvenile delinquency cases, namely creating pleasant classroom conditions without tension, providing intensive scope factors, providing relevant character development outside of study hours, and engaging in mediation and monitoring with homeroom teachers, parents, students, and other teachers [20].

St. Marwiyah's research discusses the strategies of Islamic Religious Education teachers in overcoming student delinquency at SMA Negeri 3 Luwu Utara. This study aims to find out: (1) the Forms of student delinquency; (2) The strategy of Islamic Religious Education teachers in dealing with student delinquency; and (3) the Obstacles faced by teachers in the process. The methodology of this study is descriptive and qualitative, with data collection through observation, interviews, and documentation. Data is analyzed by data reduction, presentation, and verification stages. The results showed that: (1) The form of student delinquency at North Luwu Public High School 3 is quite varied. These behaviours include being late, leaving class, being truant, fighting, using electronic devices that violate the rules, and fighting with teachers; (2) Strategies used by Islamic Religious Education teachers include preventive and curative efforts, such as activating religious activities in schools, providing motivation, collaborating with various parties, providing guidance and direction, and providing punishment; (3) Obstacles faced by teachers include a large number of students, lack of cooperation between the principal, teachers, and students, and uncontrolled use of social media by students. This research contributes to providing an overview of how it can in turn provide valuable information for future educational progress [21].

Anik Dwi Cahyani's research describes (a) Forms of juvenile delinquency that occur at SMP N 1 Ngargoyoso; (b) Factors that cause juvenile delinquency to occur at SMP N 1 Ngargoyoso; (c) The strategy of Islamic religious education teachers in tackling juvenile delinquency at SMP N 1 Ngargoyoso. From the research that has been done, it can be concluded as follows: (1) The forms of delinquency that occur at SMP N 1 Ngargoyoso are truancy, smoking, dating, damaging school facilities, bullying, recklessness and riding a motorcycle without a license; (2) Factors causing juvenile delinquency, namely factors from within the child, family factors and school environment factors; (3) PAI teachers' strategies in tackling juvenile delinquency at SMP N 1 Ngargoyoso are by instilling religious values, activating religious activities in schools, approaching problem students, punishing students who commit delinquency, forming religious guidance and making visits to the homes of problematic students [22].

Imam Muttaqin's research describes (1) Forms of juvenile delinquency that occur in SMP PGRI Pujon; (2) The performance of PAI teachers as a guide in overcoming them; (3) Supporting and inhibiting factors for PAI teachers in overcoming juvenile delinquency in SMP PGRI Pujon. This research uses qualitative research methods with a case study type with a descriptive approach which was carried out at SMP PGRI Pujon from May 5 to June 16, 2021. The subject of the study was a teacher of Islamic Religious Education. Data collection techniques use observation, interview, and documentation methods. Data analysis techniques consist of data reduction, data presentation and conclusions. Data validity techniques use observational persistence, triangulation of methods and sources and peer check through discussion. The results of the study: (1) Forms of delinquency, namely bullying, dating, theft, drinking, violation of rules, speeding motorcycles. (2) The performance of PAI teachers in overcoming it by making three efforts, namely, preventive, curative, and coaching efforts. (3) Supporting and inhibiting factors for PAI teachers in running their business, supporting factors consisting of the school environment are the presence of colleagues, facilities and infrastructure that can be utilized and extracurricular activities. The inhibiting factors consist of a lack of parental attention and an unfavourable community environment [23].

Research by Aries Abbas, analyzes, namely: (1) Planning student learning arrangements; (2) Implementation of learning in students; (3) Evaluation of student

learning; (4) Inhibiting factors of learning that have been implemented; (5) Contributing factors of any retaliatory action. Conclusion: (a) Planning for the preparation of student character building in improving noble morals at SMA 22 has gone well and systematically; (b) Implementation of student character learning by noble morals; (c) Evaluation of the implementation of character learning carried out at SMA 22 is by the instruments prepared by the teacher; (d) The inhibiting factor of learning is the lack of socialization of the principal in providing enlightenment related to the preparation of lesson plans; (e) Supporting factors from the headmaster involving teachers and school committees and stakeholders in the preparation of lesson plans [24], [25].

Research Mohd. Najmi Adlani Siregar knows the learning strategies of Islamic Religious Education teachers in improving student self-control at SMA Negeri 4 Binjai. To answer the research problem, the researcher described how the Islamic Religious Education teacher learning strategy improves student self-control, and what the inhibiting and supporting factors for the implementation of Islamic religious education learning strategies in improving student self-control at SMA Negeri 4 Binjai. This research uses qualitative methods with the type of case study research so that this research problem can be explored in detail. The data collection techniques used are interviews, observations, and document studies. Data validity assurance techniques are carried out by data credibility tests, dependency tests, and confirmation tests. The data analysis techniques used are data collection, data reduction, data presentation, and conclusions. The result is a PAI teacher learning strategy using several strategies including expository learning strategies, inquiry learning strategies, problem-based learning strategies and cooperative learning strategies. In addition, the school has several strategies for improving student self-control, namely with an individual approach to students, habituation to do positive things, organizing good programs and building shared responsibility to improve student self-control. Supporting and Inhibiting Factors in Improving Student Self-Control at SMA 4 Binjai the application of self-control, there are several supporting factors. Principals, teachers, staff and students provide good support and support all types of programs organized. The inhibiting factor is inadequate learning infrastructure considering the large number of students who need a conducive learning place. On the other hand, limited learning time is an obstacle considering the lack of PAI learning hours that can only be used for the delivery of material requested by the curriculum (syllabus) so that improvements in the application of self-control cannot take place properly [26], [27].

The difference between this research and previous studies is in the type of research, discussion, and object of research. This study aims to analyze the efforts of PAI teachers in overcoming juvenile delinquency cases in Madrasah Tsanawiyah Ma'arif Boyolali. The research was conducted at Madrasah Tsanawiyah Ma'arif Boyolali [28]–[30].

Table 1. Literature Review on the Existence of Education as a Rehabilitation, Preventive, Curative, and Moral Development Strategy in Madrasah

Source	Key Findings
Abdullah, A.	Highlighting the importance of education as rehabilitation facilities in the madrasah environment.
	Emphasizing the role of teachers in building social and moral skills of students.
Rahayu, S.	Describing a preventive approach in pendidikan Madrasah Tsanawiyah Ma'arif Boyolali to prevent bad behaviour student. Emphasizes character building and positive values.
	Discuss curative efforts through the process Education in Madrasah to Handle student behaviour problems.

	Highlighting the role of counsellors and programs rehabilitation of students.
Harahap, B.	Reviewing moral development in the environment Madrasah Tsanawiyah Ma'arif Boyolali through a values-based curriculum.
	Highlighting the implementation of Islamic values in everyday education.

The table above presents the main findings from several sources related to the existence of education as a rehabilitation, preventive, curative, and moral development strategy in Madrasah Tsanawiyah Ma'arif Boyolali. Each source provides insight into different approaches to dealing with such challenges.

Theoretical Foundation

First Effort, In the Big Dictionary Indonesian, "effort is effort, reason, effort, (to achieve a goal, solve problems, find solutions, and so on), or the condition to convey an intention or effort is also interpreted as an effort to do a purposeful thing or activity". Countermeasures here are how the efforts and strategies of Islamic Religious Education teachers in cultivating good and positive morals and behaviors to reduce and overcome student delinquency in various ways and good solutions so that no more delinquency occurs in students; The Second Teacher is an educator who shares some knowledge with students at school. Teachers are people who are experienced in their professional fields. With his knowledge, he can make students become smart people; Third Islamic Religious Education is one of the efforts to provide guidance, direction, and coaching to students which is carried out consciously and planned so that they are fostered and educated into a main personality with emphasis on the values of Islamic teachings; Fourth Student delinquency or juvenile delinquency is all deviant behaviour that prevails in society, ranging from religious norms, ethics, school rules, and family. Student delinquency here discusses student delinquency in Madrasah Tsanawiyah Ma'arif Boyolali, both mild and bad [31]–[33].

METHODOLOGY

According to the type of research, this is qualitative research, where researchers must use themselves as an instrument, following the data. In trying to achieve imaginative insights into the world of respondents, research is expected to be flexible and reflective but still take a distance. This qualitative research uses a case study design, which is an in-depth investigation of an individual, group or institution. Case studies aim to provide a detailed description of the background, traits and characteristics typical of the case or the status of individuals who then make these distinctive traits a general thing. This qualitative descriptive research also uses a phenomenological perspective, namely looking for the truth of something by capturing phenomena and symptoms emanating from the object under study [34]–[36].

This research was conducted at Madrasah Tsanawiyah Ma'arif Boyolali. The data sources used in this study consisted of two types, namely the primary data were 3 Islamic Religious Education teachers, Guidance and Counseling teachers, and 3 students at Madrasah Tsanawiyah Ma'arif Boyolali, and the surrounding community. Then, secondary data was obtained directly from related parties in the form of school data and various literature relevant to the discussion. Data collection in this study was carried out using interviews, observation, and documentation techniques [37].

Researchers use this qualitative descriptive research because this study will describe how the strategy of Islamic religious teachers in overcoming delinquency in students that occurs at Madrasah Tsanawiyah Ma'arif Boyolali. The data analysis process begins by reviewing all available data from various sources related to research such as personal documents, official documents, images, photos and so on. In addition to analyzing the data, researchers must also test the validity of the data to obtain valid data. To determine the validity of the data,

examination techniques are needed. The technique used in checking the validity of data is to use triangulation techniques, utilizing something else, outside the data for checking purposes or as a comparison of the data, the technique with the examination of other data sources [38], [39].

Table 2. Qualitative Research Methods on the Existence of Education as a Rehabilitation, Preventive, and Moral Development Strategy

Stages of Research	Description
Identify the Problem	Identify problems relevant to rehabilitative, preventive, curative, and moral education in madrasas.
Data Collection	Interviews with teachers, students, and parents to understand their views regarding education in madrasas. Direct observation in teaching and learning activities and extracurricular activities. Study of documentation related to educational programs that have been carried out.
Data Analysis	Transcription of interviews and observations. Data coding to identify emerging themes and patterns. Content analysis to explore the meaning behind the collected data.
Interpretation of Results	Make interpretations of findings and compile conclusions related to the existence of education as a rehabilitation, preventive, curative, and moral development strategy in madrasas.
Report Preparation	Compile a research report that includes an introduction, methodology, findings, analysis, and recommendations for further development.

The table above provides a brief overview of the steps to be taken in qualitative research on your chosen topic in Madrasah Tsanawiyah Ma'arif Boyolali.

RESULTS AND DISCUSSION

Forms of Student Delinquency at Madrasah

Based on the results of interviews conducted by researchers about the forms of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali, namely: (1) Mild delinquency, often carried out by students of Madrasah Tsanawiyah Ma'arif Boyolali, among others: arriving late for school, leaving class without permission, not doing assignments given by the teacher, decorating excessively, not carrying out pickets, littering; (2) Moderate Delinquency, such as: skipping school, making false licenses, carrying pornographic books or images, disrupting or disrupting classes, not attending ceremonies; (3) Severe delinquency, such as: fighting with one's friends, stealing one's own friends' things, forging the signature of the Homeroom Teacher/Principal, damaging school facilities, infrastructure, smoking in the school environment [40].

Based on the results of interviews obtained by researchers with Islamic Religious Education Teachers along with Principals and also Counseling Guidance Teachers, he explained that the forms of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali are indeed diverse. It turns out that most of the delinquency committed by students at Madrasah Tsanawiyah Ma'arif Boyolali is classified as overall delinquency, namely mild delinquency and also moderate delinquency. Meanwhile, severe mischief at Madrasah Tsanawiyah Ma'arif Boyolali has occurred in fighting, stealing friends' belongings and smoking in the school area. Sanctions are given by calling the student's parents/guardians and making a statement letter. In addition to these sanctions, there are also penalties, namely cleaning the school environment for a certain period. The longest period is 1 week [41].

To support the data obtained from the interview as above, the following researchers include the results of interviews with several students as complementary/additional data whose function is to strengthen the data obtained by researchers from observations, interviews and documentation. As revealed by a student named DN (disguised) in class IX B, all this time what has been done is: fighting, behaving disrespectfully towards teachers, being truant, carrying cigarettes in the school area, asking for money by force and threatening [42]–[44].

The same thing was done by a student named RS (disguised) in class VIII A, so far what had been done, namely: stealing the belongings of classmates, going to the cafeteria during class, went out in the school environment, and making noise during class. Other mischief that is often done by RL (disguised) class VIII D, so far that has been done, namely: smoking, going home without permission, truant in a row, and fighting. Not spared students, some female students commit mischief at school. Delinquency that has been committed by a student named ST (disguised) class IX B, delinquency is: truant, not doing assignments, leaving and leaving the classroom during class without permission, and dating between students and students in the school environment [45], [46].

Talking about students, not all have the same behaviour as each other in the sense that some are included in the category of naughty and not naughty, as well as those in Madrasah Tsanawiyah Ma'arif Boyolali. Based on interviews obtained by researchers from existing students, student delinquency cannot be ascertained and predicted with certainty because student delinquency is relative, so it can be concluded that naughty students today are not necessarily naughty the next day [47], [48].

Based on the results of interviews and also research into the location and analysis theory, it can be concluded that delinquency at Madrasah Tsanawiyah Ma'arif Boyolali is classified as mild and moderate delinquency. And that is the focus of research on student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali [18].

Factors Causing Student Delinquency at Madrasah

Delinquency that occurs in students is normal because the conditions that exist in students tend to be still labile so they are still indecisive with everything they do. It can be said to be the actualization of the desired state of the soul and needs. However, all of that could not have happened by itself without any influencing factors. Based on the results of interviews obtained by researchers from several teachers about the factors causing student delinquency, among others [7]:

Lack of attention and supervision from Parents/Guardians, many students and students who are stubborn when they reach adolescence, it is the nature of a person in the process of maturation and self-discovery. However, parents must be more aware of the condition of their children, including in their children's associations. If parents do not always supervise and control their children, it will be fatal in the future and may also result in the destruction of hope in the future. Most students are like that because their parents are busy working and rarely have time at home to gather, but also because parents are working abroad outside the city, island or. So supervision of children is difficult to do [49], [50].

Wrong in getting along, in adolescence is very vulnerable to wrong in associating which leads to harm themselves and others. One of them is wrong in getting along. Many junior high school students hang out with older people, for example with high school children, college, work even with people who don't go to school anymore. In adolescence is very vulnerable to curiosity and trying new things that he does not realize will result in harming himself or others because in adolescence he wants to be noticed by others. Getting along wrong will also change the mindset or way of thinking of junior high school teenagers that they are not yet able to reach which can eventually damage and harm themselves. It should be necessary for adolescents to instil morality to think according to their age [51]–[53].

Lack of public awareness of education, many people in rural areas ignore education because they only see small things including education to find a job. Especially ordinary people who do come from low education degrees so they cannot think more rationally that education is very important and not only to find a job. From there, teenagers who are easy to respond to become ignorant of education and consider education unimportant. Because ordinary people sometimes educate children to help them work and earn money without having to be highly educated. Education is comprehensive besides being useful for finding work, namely the cultivation of morals, and ethics and also shaping human character to become the successor of

the nation. In addition, education also teaches insight and religion to get to know the world better and learn to become people who think rationally and systematically [54], [55].

Advances in technology that are misused and weak enforcement of discipline in schools, along with the progress of the times, are the more advanced technology used in the world. All work can now be done with machine technology, robots, and computers. With such technological advances, it certainly makes it easier in daily work. The current education system also uses sophisticated technology, for example: computers, mobile phones, internet. Also, how to teach in the classroom is not uncommon to use computers, and learn using projectors so that you no longer have to write on the blackboard to be more efficient and effective. But with today's technological advancements, many junior high school students misuse it for things that shouldn't be. For example, mobile phones or computers as media and the internet as access to view pornographic images/videos, social media for fraud, and much more. Until now, Madrasah Tsanawiyah Ma'arif Boyolali still has difficulty in preventing the misuse of technology and implementing discipline in using technology in schools [56].

Socioeconomic conditions, and social and economic factors also greatly influence adolescent children in junior high school to do fatal things such as stealing or taking property belonging to friends/others. Such things often happen to students of Madrasah Tsanawiyah Ma'arif Boyolali because they see that teenagers who are passionate about the desire and curiosity of something, insufficient economic factors can make students inferior to friends/others so that they negligently and recklessly take the property of friends/others [57], [58].

Lack of attention of parents/guardians in educating religious teachings, and lack of attention of parents in teaching insight about religion to children is also a great influence on the good and bad behaviour of children in adolescence. Because in educating children about religion will build morals, ethics and morals for a child and will teach good things and provide an understanding of good and bad deeds, charity and sin. The stronger the religious education instilled in children at adolescence, it is likely that children in adolescence will not do things that are prohibited by the teachings of their religion and beliefs [59].

Environmental factors and the influence of fellow students, adolescence is very vulnerable to association. Wrong in choosing association will harm yourself and others. The reason is also caused by weak supervision from the school with all limitations which eventually causes negligence in supervision and monitoring of student control [60], [61].

The results of interviews with several teachers concerned about the factors of student delinquency are strengthened by the results of interviews with students who are subjects/perpetrators of delinquency at school. Some of the students interviewed revealed that the negative actions they did came from curiosity and finally the intention to try without realizing the risks of the actions they did. Some students do not like the teacher who teaches because they are too killer (hard in educating, stingy in giving grades, not tolerating student mistakes), not paying attention to students who if students are considered not to master the material so that eventually students avoid meeting the teacher. In addition, adolescence for students is a transition period where a person wants to find and find his identity and wants to be the attention of those around him [33].

Efforts of Islamic Education Teachers in Overcoming Student Delinquency Problems

As has been stated about the various forms of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali and the various factors that influence it. This requires efforts to overcome the problem so that the delinquency that occurs in these students can be resolved. If student delinquency is left unchecked, it will hurt the development of students at Madrasah Tsanawiyah Ma'arif Boyolali and their education will also experience difficulties and even failure [18].

The efforts of PAI teachers at Madrasah Tsanawiyah Ma'arif Boyolali in overcoming student delinquency are carried out preventively (prevention) and curatively (healing) along with supportive activities to overcome student delinquency. The following are the efforts made by PAI teachers in overcoming the problem of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali, namely: Preventive efforts carried out by Islamic Religious Education teachers with the aim that student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali does not spread. So he made efforts including [20]:

1. Carrying out Religious Activities at School

Religious activities carried out at Madrasah Tsanawiyah Ma'arif Boyolali in addition to increasing religious mastery also function as a preventive (prevention) of student delinquency. The religious activities carried out are: commemorating Islamic holidays (PHBI), holding Ramadan huts and evening performing tahajud prayers together, istighozah, and extra BTQ [54].

Based on the results of interviews with PAI teachers, it was revealed that in implementing religious activities, not only Islamic teachers were involved, but all teachers at Madrasah Tsanawiyah Ma'arif Boyolali were also responsible. So in addition to extracurricular activities, it also serves as a preventive measure (prevention) of student delinquency. An interview with the Counseling Guidance Teacher said that the implementation of religious activities greatly affects the psychological (psychological) of students so that students are always aware to do good and can calm students hearts [62].

2. Islamic Religious Education Teachers Collaborate with Counseling Guidance Teachers

He said that he often held discussions with the Islamic Religious Education Teacher regarding student problems to obtain input in dealing with the problem of student delinquency. Based on the interview, the prevention of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali requires cooperation between Islamic Religious Education teachers and Counseling Guidance teachers [63].

3. Establish Cooperation between Schools

The Islamic Religious Education Teacher revealed that the relationship between teachers, parents and also the community is one of the means of educational administration. Public relations is the process of communication between schools and community participation in the implementation of education in schools. Improving the school's relationship with the community is crucial. Because it can increase its role and participation in providing developmental control of student behaviour outside of school, students are only a few hours away, so most time is at home and outside. This is according to the results of an interview with the principal, he revealed that to overcome the delinquency of students in Madrasah Tsanawiyah Ma'arif Boyolali, He tries to establish a good relationship with the parents of students so that good communication is established between the school and parents. This is done by inviting parents and guardians to come to school at the time of report card distribution as well as discussing student development problems and educational problems. As well as coordinating with related parties in preventing delinquency such as the Police, District Drug Agency, and Health Office. Similarly, the results of interviews with Guidance Counseling teachers show: that there is cooperation between school personnel, starting from the Principal, Vice Principal, Teachers, and Administration Staff to be more assertive in implementing student discipline. Based on the results of the interview, it can be understood that to prevent the occurrence of delinquency, cooperation between school personnel, parents and also the authorities, so that good communication is established for the prevention of student delinquency [16].

4. Emphasize Moral Formation

The results of the researcher's interview with the Principal revealed that moral formation among students is very important because if morals are well ingrained, it will be easy to face

external impulses/influences. This was done with the delivery of the Principal during Monday's ceremony. Based on this explanation, it can be concluded that moral formation is very important because, with moral coaching, students will be embedded in good morals and able to face negative external influences that will be negative. In addition to the above methods, the Islamic Religious Education Teacher revealed that he carried out significant preventive ways to overcome student delinquency in Madrasah Tsanawiyah Ma'arif Boyolali, namely: (a) Some Islamic Religious Education teachers call students who frequently commit mischief during special hours, such as during recess or outside school class hours. This is intended to provide understanding and confidence that Islamic Religious Education teachers in providing direction do not only use oral methods. However, practical methods and special attention make students understand how a teacher plays a role in tackling delinquency; (b) Conduct special counselling with religious therapy so that students understand and regret that the behaviour carried out does not include religious teachings; (c) Conduct a special approach to parents or guardians of students who commit delinquency, in the hope that parents can be motivators for students to avoid bad deeds [64].

Curative (Healing) Strategy in Overcoming Student Delinquency at Madrasah Tsanawiyah Ma'arif Boyolali. The strategy of Islamic Religious Education teachers at Madrasah Tsanawiyah Ma'arif Boyolali in overcoming student delinquency is curative (healing), the steps taken are:

1. Conduct a direct approach to troubled students (personal guidance)

Based on the results of the researcher's interview with BK/BP teachers, he revealed that overcoming student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali in a curative (healing) way is by giving advice, namely by giving direction on how to have good morals, in this way, it is hoped that students can realize their mistakes and try to improve what they have done. If in a good way it can't, then the only way is to give punishment according to the violation. The sanctions given by BK teachers for students who violate are: The form of sanctions is adjusted to the level of violation, ranging from warnings, calling parents, maintaining the cleanliness of the school area, making statements, scorsing or even returning to the parents of students. With this approach, it is hoped that the root of the problem that causes student delinquency can be obtained so that ways can be found to overcome student delinquency. Handling efforts made by Islamic Religious Education teachers in overcoming student delinquency are: (a) Provide reprimands and advice to troubled students using a religious approach; (b) With special attention and supervision, if unable to change their behaviour then using punishment; (c) If with this punishment but the student still has no change, the Islamic Religious Education teacher conducts a Home Visit to the student who has problems and explains the problems of his son/daughter to his parents [65].

The obstacles faced when handling problematic students as stated by Mrs Dra. Sundari is (a) Lack of complete information from teachers and homeroom teachers, especially about student problems; (b) Lack of guidance teachers/counsellors; (c) The average parent pays little attention to calls from the school related to the student's actions at school; (d) If a Home Visit is carried out, sometimes it does not meet with the parents of students because of work or migrating out of the city, island and even abroad [66].

2. Establish Relationships with Parents to Pay More Attention to Their Children and Spiritual Guidance

Based on the results of interviews with Counseling Guidance Teachers, he also revealed that in this healing strategy, there must be a close relationship between parents and religious leaders. This serves to make students who are naughty not the normal adolescent students at Madrasah Tsanawiyah Ma'arif Boyolali realize their mistakes and want to improve themselves and become better people. Also delivered by the teacher of Islamic Religious Education Madrasah Tsanawiyah Ma'arif Boyolali, he revealed that in addition the attention of parents must also be balanced with the cultivation of religious knowledge to improve and recultivate good morals by getting closer to the Creator of Allah SWT. Therefore, religious

experts from community leaders in the area of residence who have strong religion are needed to educate the morals of these naughty students, or can also be with PAI teachers from schools to educate these students [67].

3. Working with Local Police

Based on the results of an interview with the IT Junior High School Counseling Guidance teacher MTS Ma'arif Boyolali, he said that this healing stage must also be related to the local police so that student delinquency can be overcome and cured. The police, which is authorized to overcome the problem of student delinquency, will conduct coaching by calling parents if the delinquency is very severe and also teachers representing the school, namely BP/BK teachers and PAI teachers. This coaching from the police is closed and tends to suppress students' mentality so that students feel deterred and admit mistakes and want to correct all mistakes and not repeat student mischief deeds that have been committed. The police who handle this matter are of course the police who can understand the psychology of adolescents at junior high school age [68].

Discussion

Delinquency is an activity or act that violates norms or rules that result in losses to the surrounding environment. The term delinquency is Juvenile Delinquency, which is a deviation of behaviour whose subject is a student to disturb the peace of the environment and others. According to the theory explained by Gunarsa in a book entitled Adolescent Psychology, the actions of children or students can be called a form of delinquency if they meet 4 kinds of characteristics that are unlawful, anti-social, moral and violate religious norms. The forms of student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali are arriving late for school, leaving class without permission, not doing assignments given by the teacher, not carrying out pickets, littering, making fake permits, carrying pornographic books or images, disrupting or disrupting classes, and skipping school. This delinquency is classified as mild and moderate delinquency. It is to the theory of Darajat, which says that juvenile delinquency is divided into three parts, namely mild, moderate, and severe [2], [3].

There are many factors for the occurrence of student delinquency in adolescence, one of the main causes is the family sphere where the family is the main key in shaping the basic character of children and even shaping children's morals to behave well and praiseworthy and can choose and choose good and bad deeds that can harm themselves or others. Research results that the factors causing student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali, student delinquency occurs due to family, school, and environmental factors [4], [5].

First, from family factors, there are many problems ranging from children who are frustrated because of parents, lack of affection, insufficient economy, lack of supervision from parents and parents are less able to educate children to have good character and morals. At the same time, the family has a major role in the formation of children's morals [69].

Second, from the school side which is a facilitator of students to gain knowledge. Over time, schools use very sophisticated technology to facilitate students in learning. This supports students in learning. However, the negative impact is the wrong use by students that causes undue delinquency. Not only that, the factor of school discipline to regulate students is one of the factors that includes being a measure of the cause of student delinquency. Because after all, students will have a fear of misbehaving and being disciplined, if the school has made rules of order that are fairly strict. In addition, school is a place to gain knowledge and moral formation that comes from knowledgeable people (teachers) [70].

Third, in terms of environmental factors, namely association both outside and inside the school, junior high school students are still relatively unstable in determining and deciding things and are less able to convince themselves of good and bad things for themselves and others. It's all because of the psychological age of adolescents who are curious and want to try new things and also want to be praised by others, but many of the students who are not by the

main goal want to be independent and are seen as adults because of the wrong association (choosing associations). Then it is mandatory to find a friend who is good morally [71].

The three factors causing juvenile delinquency at Madrasah Tsanawiyah Ma'arif Boyolali are the theory mentioned by Rauf that criminal behaviour can be influenced by three poles, namely the family pole as a personality shaper, the school pole in terms of the quality and quantity of school facilities as a teaching and learning tool, and the community pole or a healthy or unhealthy environment is a conducive factor for children to behave defiantly or not. Religious teachers play an important role in overcoming and overcoming student delinquency because religious teachers have advantages in educating human character and morals. Because in theory, religion is the key to life, we are born His creations and will return to Him. We communicate with Him through worship and prayer at all times [72].

The role of PAI teachers is to assist students in achieving educational goals, namely the fulfilment of the biological and psychological needs of students towards a strength that can defend themselves with environmental conditions by educational goals, namely preparing students in the world and the hereafter, moral development, mastery of knowledge and skills to work in society. Because the elevation of a person is determined by two factors, namely the strength of faith, and the high level of knowledge possessed [73].

There are 2 methods of religious teachers in overcoming student delinquency at Madrasah Tsanawiyah Ma'arif Boyolali Trenggalek, namely Preventive Strategy (prevention) and Curative Strategy (healing). This follows the theory mentioned in his book Singgih D. Gunarsa and Yulia Singgih D. Gunarsa's actions to overcome and prevent delinquency which are categorized into 3 methods, namely Preventive, Repressive, and Curative [74].

Researchers only found 2 strategies used by religious teachers at Madrasah Tsanawiyah Ma'arif Boyolali to overcome student delinquency that occurred in the field. First, the preventive strategy is that the teacher will make a schedule on certain days to build and improve character and morals in students whose purpose is to be a defence for students who want to commit delinquency using moral formation. While in the curative strategy, the teacher will do a healing method for students who have already entered and committed severe delinquency, the thing that needs to be learned in the healing strategy is to approach the student first and not emphasize so that students feel intimidated [75].

Curative strategies, namely healing strategies, are indeed more difficult because students have already committed mischief and what is even more difficult if students feel that what they have done makes them happy and there is no regret in them. The main thing that Islamic Religious Education teachers need to do is approach first without intimidating students, approach first until students feel comfortable and not shy away. So when they approach Islamic Religious Education teachers, start by giving advice and doing moral formation by getting closer to Allah SWT by praying, reciting, and attending studies and lectures so that regret will arise [31], [32].

Islamic Religious Education teachers play an important role in overcoming student delinquency because Islamic Religious Education teachers emphasize more in spiritual matters, not social things that might make students not care about the advice. Spirituality is instilled through the behaviour of teachers who become the main figure in the application of akhlakul karimah. Such as good speech, courtesy in deeds, respect and shaking hands every time you meet with all teachers. This is formed by the patient attitude of an Islamic Religious Education Teacher in his daily life in the school environment. Islamic Religious Education Teachers are the main figures in the formation of student morals, so it can be said that student delinquency which has not been resolved, is also a failure of Islamic Religious Education Teachers as moral guides for students in schools [76].

CONCLUSION

The forms of student delinquency (teenagers) at Madrasah Tsanawiyah Ma'arif Boyolali are (1) Minor delinquency or delinquency that does not reach the violation of the law in Madrasah Tsanawiyah Ma'arif Boyolali including arriving late for school, leaving class without permission, not doing assignments given by the teacher; (2) Moderate delinquency that has the potential to violate the law in Madrasah Tsanawiyah Ma'arif Boyolali includes: skipping school, making fake licenses, carrying pornographic books or images; (3) Severe delinquency/has been classified as a violation of the law in Madrasah Tsanawiyah Ma'arif Boyolali including: fighting with one's friends, stealing one's own friends' things, forging the signature of the Homeroom/Principal. Factors that cause student delinquency (teenagers) at Madrasah Tsanawiyah Ma'arif Boyolali are Family Environment, family the main causes of child delinquency due to broken homes, parental divorce so that children do not feel happy and unstable economy; and School Environment/Association, additional to family the school environment also causes student delinquency because students at school hang out a lot with their friends who are diverse in character. PAI teachers' efforts in overcoming student delinquency (teenagers) at Madrasah Tsanawiyah Ma'arif Boyolali include *Preventive Strategy*, a conscious effort to avoid student delinquency long before the delinquency plan occurs and is implemented to prevent the emergence of new student delinquency thereby at least minimizing and reducing the number of student delinquency. The steps taken by PAI teachers at Madrasah Tsanawiyah Ma'arif Boyolali are: (1) Holding religious activities, such as Commemorating Islamic Holidays (PHBI), holding Ramadan huts and others; (2) PAI teachers collaborate with BK/BP teachers, by collaborating with BK/BP teachers, considering that the task of BK/BP teachers is to handle the problems faced by students, so that this collaboration can facilitate teachers in understanding student character; (3) Establishing cooperation between schools, certain parties related to the prevention of student delinquency, with parents, teacher relations, and also the community is one of the means of educational administration; (4) Emphasize moral formation. *Curative and Rehabilitation (Healing) Strategies* are actions that are taken after other prevention and are considered necessary to change the behaviour of violating students by providing re-education. The steps taken are: Holding a direct approach to problematic students (personal guidance) such as: Providing behavioural control in the form of special attention given by directly advising with a good attitude.

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Author Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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