

EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN OVERCOMING YOUTH DELINQUENCY IN THE DIGITAL ERA CASE STUDY OF SMKS BINONG PERMAI

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Submission Track:

Submission : xx-xx-20xx

Accept Submission : xx-xx-20xx

Available Online : xx-xx-20xx

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ABSTRACT

This study aims to determine the efforts of Islamic religious education (PAI) teachers and is based on the phenomenon of increasing juvenile delinquency due to the rapid development of technology and digital media, which affects students' morals, ethics and behavior. PAI teachers have an important role in fostering students' character through a religious approach and value education. The research method used is qualitative descriptive with data collection techniques through interviews, observations and documentation. The results of the study indicate that the efforts of Islamic Religious Education teachers are carried out through three main approaches, namely preventive (moral and spiritual development to prevent delinquency), curative (direct handling of problematic students) and rehabilitative (continued development for students who have committed violations). In addition, collaboration between teachers, parents and schools is key to creating a conducive educational environment. The results of this study emphasize the importance of the role of PAI teachers in shaping students' character in the digital era, as well as the need for a religious education strategy that is relevant and adaptive to the development of information technology.



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Keywords: *Islamic religious education teacher, juvenile delinquency, digital era, character education, guidance strategy.*

INTRODUCTION

Islamic Religious Education is an organized and directed program aimed at instilling respect, knowledge, faith, and noble behavior in accordance with Islamic beliefs as taught in the Qur'an and Hadith. As an effort to realize national unity and integrity, it is necessary to incorporate the obligation to respect followers of other religions in the context of maintaining interfaith harmony into guidance, education, training, and experience utilization activities. Islamic religious education can serve as a means of fostering faith and piety, reflected in obedience in worship and noble behavior or ethics in personal life, family life, community life, national life, and state life.

The development of information technology in the digital era has had a significant impact on human life, including teenagers. Easy access to information through the internet and social media provides positive opportunities, but it also causes serious negative effects. Juvenile delinquency is now becoming more diverse, ranging from school truancy, undisciplined behavior, to criminal acts triggered by free social interactions and misuse of digital technology. (Saman, 2023)

From the perspective of Islamic education, teenagers are the future generation of the nation who need guidance to possess noble character and good self-control. Islamic religious education (PAI) has a strategic function in shaping religious character. PAI teachers are not only tasked with delivering material but also guiding and serving as role models. Previous studies have shown that religious education can reduce deviant behavior and increase students' religious awareness. (Kusumawati, 2021)

However, the challenges faced by teachers have become increasingly complex in the digital era. Social media, online games, and the culture of globalization often influence teenage behavior. Therefore, specific strategies are needed so that PAI teachers can address these challenges. This study focuses on the efforts of PAI teachers at SMKS Binong Permai in tackling juvenile delinquency, the supporting and inhibiting factors, as well as the results achieved.

METHOD

This study uses a qualitative descriptive approach. The research was conducted at SMKS Binong Permai, Tangerang from January to June 2025. The subjects of the study include the principal, Islamic education teachers,

and students. Data were obtained through observation, interviews, and documentation. Data analysis was carried out using the Miles & Huberman model, which consists of data reduction, data display, and drawing conclusions. The validity of the data was tested through source and technique triangulation, as well as member checking.

RESULTS AND DISCUSSION

1. Islamic Religious Education Teacher (PAI)

In this study, the author will discuss the role of Islamic education teachers in addressing and overcoming teenage delinquency that occurs within the school environment, especially in the digital era where technology is highly advanced. As we know, adolescence is a period in which students experience changes, both physically and emotionally. (Siregar, 2022)

PAI teachers have a very important role in shaping students' character at school. They are not only responsible for delivering lesson materials but also serve as role models in terms of attitude, behavior, and daily interactions. (Ramadhani, 2018)

In addition, Islamic education teachers often encourage students to be more active in religious activities, such as congregational prayers, study sessions, or short-term Islamic boarding schools. These activities help foster awareness and a sense of responsibility in students. As a result, they become more understanding of what is right and wrong according to Islamic teachings.

PAI teachers also collaborate with class teachers, guidance counselors, and parents to supervise and guide children who often cause problems. With good communication between school and home, juvenile delinquency can be prevented or at least reduced. (Nur, 2024a)

Thus, it can be concluded that Islamic education teachers play a very significant role in addressing juvenile delinquency. Not only through lessons, but also through exemplary behavior, personal guidance, and positive religious activities. Islamic education teachers strive to guide students to avoid negative behaviors, such as skipping school, using foul language, or behaving aggressively towards friends.

2. Juvenile Delinquency at SMKS Binong Permai

From the data obtained through interviews and observations conducted, it can be concluded that juvenile delinquency occurring in the school environment is largely caused by factors within the teenagers themselves, the family environment, and also the influence of peers.

Common delinquencies include skipping school, secretly smoking, using foul language, and even participating in student brawls.

Looking at the students' stories, many of them do these things because they want to be considered cool by their friends. They feel that if they join in smoking or skipping school, they will be more accepted within their group. This shows that peer influence is very strong, especially during adolescence, which is still unstable and easily swayed.

On the other hand, the school has actually tried to address this issue, such as by providing counseling guidance, calling in parents, and imposing sanctions. However, the approach taken is sometimes still not close enough to the students. Students feel that being simply advised is not enough, because what they need is a place to share their stories and be understood, not just be judged.

One form of teenage delinquency that often appears in the digital era is cyberbullying or bullying on social media. Some students admit to having been victims, but there are also those who confess to having participated in mocking or spreading negative things about their friends through chats or posts. This happens because they feel safe doing it behind a screen, without having to meet the person they are mocking face-to-face. (Jurnadi, 2020)

From a family perspective, many parents do not fully understand how to accompany their children in the digital world. Some parents are too busy working, so they supervise their children's activities on the internet less. Meanwhile, in the school environment, teachers often find it difficult to control phone usage because almost all students already have their own smartphones.

The results of the analysis from this research are based on data collected using direct observation techniques in the field and in-depth interviews with students, PAI subject teachers, along with the head of the educational institution. Based on the results obtained from interviews and observations, namely: Based on the results of observations, interviews, and documentation, it was found that teenage delinquency at SMKS Binong Permai can be categorized into three levels:

- a. Forms of Juvenile Delinquency
- b. Factors of Juvenile Delinquency
- c. The Impact of Juvenile Delinquency
- d. Mitigation Efforts by the School

3. The Role of Islamic Education Teachers in Overcoming Juvenile Delinquency in the Digital Era at SMKS Binong Permai

In today's digital era, juvenile delinquency does not only occur in the surrounding environment or at school, but also frequently happens in the online world. For example, accessing age-inappropriate content, using abusive language on social media, following negative trends, and some even becoming involved in online bullying or cyberbullying. Such things indicate that the influence of technology can have harmful effects if not accompanied by proper guidance.

From the results of interviews and field observations, many Islamic Education teachers try to get closer to their students, both formally during lessons and informally outside the classroom. When a good relationship between teachers and students has been established, students are usually more open and easier to guide. Islamic Education teachers also often give advice in a light manner, such as through stories or casual discussions, so that students can more easily understand the impact of negative actions in the digital era.

In addition, Islamic education teachers actively contribute to the implementation of religious activities within the school environment, such as performing prayers together, commemorating Islamic religious occasions, and short Islamic education programs (flash pesantren). These activities greatly help in shaping students' character to be more disciplined, responsible, and have clear boundaries in behavior, both in the real world and in the virtual world. (Surismi, 2023)

Overall, Islamic education teachers play a very important role in addressing juvenile delinquency in the digital era. They not only teach but also serve as guides, listeners, and role models for students. With a relaxed yet serious approach, Islamic education teachers can help shape students' character so that they are not easily influenced by the negative effects of the digital world. (Saman, 2023)

Pembahasan

1. The Role of Islamic Education Teachers

In such conditions, PAI teachers not only perform their duties as religion subject instructors but also serve as moral and character guides for students. Based on the interview results and direct observations in the field, the role of PAI teachers can be seen in the following aspects:

- a. As a Morals and Character Educator
- b. As an Example (Uswatun Hasanah)
- c. As a Counselor and Guide
- d. Through Religious Activities
- e. Providing Education on Digital Ethics

From the data obtained, it can be seen that the approach used by the Islamic Education teacher is quite effective in shaping students' awareness. Students become more understanding of boundaries in digital interactions and begin to avoid things that could harm themselves or others. Although challenges still exist, the role of the Islamic Education teacher as a spiritual guide is very much needed, especially amidst the fast-paced developments of this era. This is in line with Fatimah's theory. (Gofar, 2022), It is said that the approach taken is a humanistic approach applied to build closeness between educators and students, with the aim of preventing brawls, both in and outside the school environment. In addition, to address student delinquency, encouragement is given to the students to prevent them from repeating the same mistakes, and if this motivation is still insufficient to make them aware, special guidance will be provided.

2. Teachers' Efforts in Addressing Juvenile Delinquency in the Digital Era at SMKS Binong Permai

The following are various efforts carried out by educators in the field of Islamic religious education (PAI) to address juvenile delinquency, including:

- a. Providing Positive Role Models and Habits
- b. Religious Guidance and Moral Education
- c. Supervision and Restriction of the Negative Influence of Technology
- d. Preventive Efforts (Prevention)
- e. Curative Efforts (Treatment)
- f. Rehabilitative/Advanced Development Efforts
- g. Collaboration with the School Environment and Parents

Based on the research results, it can be concluded that Islamic Education teachers (PAI) play a strategic role in addressing juvenile delinquency in the digital era through various religious and character-building approaches. The efforts carried out by PAI teachers include providing behavioral role models, fostering habitual worship, such as prayer and reading the Quran, as well as developing students' morals through personal and educational approaches. The strategies implemented by teachers include preventive actions, curative measures, and rehabilitative programs, all comprehensively aimed at shaping students into religious individuals with noble character.

This statement aligns with the view of ETTY Durratun Nafisah, who emphasizes the importance of preventive measures, firm enforcement, and recovery efforts, which have a significant impact on efforts and actions carried out by Islamic education teachers in addressing juvenile delinquent behavior. Repressive actions are applied when students engage

in delinquent behavior, through warnings, reprimands, or direct guidance. Curative actions are a form of follow-up handling for students who have shown deviant behavior, with an emphasis on the recovery process and continuous guidance. PAI teachers strive to help students improve themselves through spiritual guidance, participation in religious activities, and providing opportunities for students to change and readapt to a positive environment. Of the three actions mentioned above, each has its own function aimed at shaping students' character so that they always remain on the path in accordance with Islamic teachings. They also complement each other and reflect the role of the Islamic Education teacher as an educator, guide, and moral mentor, who plays an important role in shaping students' personality and character amid the challenges of the digital era.

This aligns with Lely Andira's theory (Sawalaini, 2022), which states that teachers do not merely provide or transfer knowledge, but they also need to nurture, guide, and instruct on proper conduct and behavior, in accordance with applicable rules and norms. Teachers are key to achieving educational goals, and they also play a role in addressing student delinquency. Additionally, teachers are the main actors in implementing educational programs, so they should find strategic efforts to tackle student delinquency, thereby achieving the desired educational objectives.

3. The Results of Islamic Education Teachers' Efforts in Overcoming Juvenile Delinquency

Based on the research conducted at SMKS Binong Permai, it is known that educators in Islamic religious education (PAI) subjects have implemented various strategic methods to address juvenile delinquency in the digital era. These efforts are divided into three types of approaches, namely:

- a. Preventive Efforts (Prevention)
- b. Curative Efforts (Treatment)
- c. Rehabilitative Efforts (Guidance)

This effort has shown positive results, such as a significant decrease in cases of student delinquency, an improvement in students' morals and religious awareness, a closer and more open relationship between teachers and students, and students being more motivated to improve themselves and stay away from the negative influences of the digital age.

This statement is in line with the view of Yetty Yulinda Sari (Nur, 2024b), which emphasizes the importance of these three efforts: preventive, curative, and rehabilitative. The efforts of Islamic Education teachers through these three actions are proven by the results achieved by the teachers

in shaping students' morals, reducing juvenile delinquency, and creating a school environment that is more supportive (comfortable for the learning process), religious, and full of moral guidance.

CONCLUSION

Based on the study data obtained at SMKS Binong Permai, it can be concluded that: First, Islamic Religious Education (PAI) teachers play a very important role in addressing juvenile delinquency in this digital era. PAI teachers not only act as educators but also as moral and spiritual guides who help students develop virtuous character. Through learning approaches that emphasize exemplary behavior, habitual worship, and the delivery of religious values, PAI teachers also contribute to preventing and handling students' deviant behavior.

Second, the efforts made by teachers can be divided into three, namely preventive efforts, curative efforts, and guidance. All three go hand in hand and complement each other, so that students can return to the right path and not repeat the same mistakes.

Efforts to overcome juvenile delinquency are not only the responsibility of one person or one party. There must be cooperation from teachers, schools, parents, and the surrounding environment. In this way, student character development can run optimally, especially in today's digital era which is full of challenges.

Third, to address this, PAI teachers carry out various methods, ranging from providing advice and regular guidance, encouraging students to be active in religious and extracurricular activities, to collaborating with homeroom teachers, school counselors, and parents. Teachers also guide students to use social media and technology more wisely, as much delinquency nowadays occurs in the virtual world.

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