

The Roles of Islamic Educational Psychology in Suppressing the Rate of Juvenile Delinquency (A Case Study of Sma Muhammadiyah Pakem Sleman and Smk Muhammadiyah Seyegan)

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Abstract

Juvenile delinquency shows an increasing trend from year to year. It needs serious concern and immediate treatment, securing the young generation. The research is aimed to 1) identify the factors causing juvenile delinquency in SMA Muhammadiyah Pakem Sleman and SMK Muhammadiyah Seyegan Sleman, and 2) describe the Islamic educational psychology perspective in the treatment of juvenile delinquency in SMA Muhammadiyah Pakem Sleman and SMK Muhammadiyah Seyegan Sleman. The research design is descriptive with a case study approach. The data were collected through interviews and field notes. Meanwhile, the data were analyzed through organization, coding, and concluding.

Keywords: *Juvenile Delinquency, Islamic Educational Psychology*

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I. INTRODUCTION

Advanced science in the last decade has contributed to all aspects of life. However, each progress has double effects: negative and positive. One of the negative effects of progress is complex relations in society. The complexities are caused by the difficulties in adapting and adjusting to modern society, leading to worry, confusion, anxiety, and conflicts.

Another effect is deviant behavior, which adolescents often show. Adolescence refers to the transition period between childhood and adulthood where an individual experiences physical and psychological changes (Hurlock, 2003). The psychological changes include intellectual, emotional, and social aspects. Meanwhile, the physical changes consist of the

functional maturity of the sexual organs, such as the reproductive organs (Sarwono, 2006).

The adolescence period has several characteristics. 1) The changes at this stage are significant in that it directly influences the individual's next development. 2) It is a training period. 3) It is a transitional period, referring to the changes of the emotional and physical aspects, interests and roles (an independent adult), values, as well as the desire for freedom. 4) It is a period where an individual seeks his self-identity by explaining himself and his roles in society. 5) It is a period where fears arise. 6) It is an unrealistic period. 7) It is adulthood (Hurlock, 2003).

Santrock (2003) mentioned that adolescence is a transition period. Adolescents experience rapid changes, psychically and psychologically. The most common

psychological change is related to emotion, known as the storm and stress period. The emotional increase results from the physical changes, especially the hormones. In terms of social condition, the emotional increase signifies that adolescents enter a different and new condition.

The condition demands and pressures adolescents to be more mature, independent, and responsible at this period. Independence and responsibility develop and become evident when the individuals are in the late adolescent period or in the first year of college life.

According to Hurlock (2008), adolescence is when an individual experience an identity crisis or has an issue with his ego. Hence, individuals at this age tend to do deviant behavior. It is frequently associated with juvenile delinquency. Fuad Hasan (2011) stated that juvenile delinquency is anti-social action by teenagers, which is qualified as a crime if an adult commits it.

Juvenile delinquency in Indonesia has become an iceberg phenomenon. In 2012, the Statistic Central Body reported 4.000 cases of law violation committed by minors each year, and 3.772 children were sent to juvenile correctional facilities (Konsist 59th edition, 2012). The number of juvenile delinquencies increases since it receives less concern and comprehension.

Kartini (2010) revealed that juvenile delinquency is caused by complex factors, leading the minors to act intentionally or spontaneously. Teenagers have a mental illness caused by the social condition in which they live. Besides, juvenile delinquency is also caused by teenagers' failure in mental development. The periods of childhood and adolescence are short, with rapid physical, psychological, and emotional development. Besides, juvenile delinquency manifests unresolved conflicts of individuals when they are younger. Frequently, adolescents develop trauma from the past, such as an economic condition that causes them to feel inferior.

During adolescence, peers greatly influence adolescents' lives (Ahmadi, 2004). Adolescents try to identify themselves among their peers. Besides, peers create an environment where adolescents encounter new

values that the adults do not set. At this stage, there is a potential risk to the adolescents' mental development, in that the values they learn can be harmful.

Meanwhile, Hastuti (2002) identified the increasing trend of juvenile delinquency as a sign of a nation's destruction. Juvenile delinquency signifies a moral crisis among the youths. The moral is a significant aspect of living his life (Malik, 2002). Hawari (1997) proposed that adolescents with a low religiosity tend to have higher risks of drug abuse and alcoholism.

Therefore, juvenile delinquency can be prevented more effectively through moral education, such as an appropriate method of religious assistance, to students. This way, adolescents will prevent themselves from committing juvenile delinquency. A teenager's characteristics are highly influenced by norms and values of religion, since it can control the devotees to follow the rules mentioned in the holy book. Other than ritual worshipping, religion also regulates five aspects of human life. In other words, religion highly contributes to controlling society's norms and values. Religion sets some rules regarding family, such as the relationship between husband and wife and the best ways to educate children. Further, the values taught by the family must not violate and ignore religious teachings.

According to Hastuti (2001), the belief that supernatural power can help and supervise is the essence of traditional moral education. Hence, individuals will perform good conduct when the teachers or subordinates are around and when they are alone. The essence of selfless action (sincerity in Islam) becomes the spirit of individual morality. Therefore, the most appropriate solution to overcome juvenile delinquency is through intensive moral education, encouraging students to be aware of and consistently preventing themselves from doing so. Another emphasis is that the approach must consider the adolescents' characteristics, such as focusing on how they interact with their peers.

Therefore, it is interesting to study juvenile delinquency from Islamic Educational psychology. In Islamic education, the focus is on empowering humans based on the Quran

and Hadith. Islamic education is observed from the normative level and the implementation in an institution, culture, value, and impacts on human empowerment. Hence, understanding the materials, culture, and educational system is holistic, instead of partial, in developing human resources with faith (*iman*), Islamic values, and *ihsan* (Sri Minarti, 2013).

Islamic educational psychology is a discipline that studies all aspects of the human soul based on the Islamic teachings as mentioned in the Quran, Hadith, and opinions of ulama (Abuddin Nata, 2018). The purpose of Islamic educational psychology is to design the concept of education, especially the one that is related to designing the curriculum, teaching materials, and teaching and learning process. The present study focuses on students at senior high school because they are categorized into mid-teens. Sarlito (2011) proposed that mid-teens are the critical period where adolescents experience turmoil, leading them into confusion and unstable psychological conditions because of external factors, such as peers. It is different from the early-teens, where childhood experiences greatly influence them, and from the late-teens, where they can think and prepare for adulthood.

The research was conducted in SMA Muhammadiyah Pakem Sleman and SMK Muhammadiyah Seyegan Sleman. The target was not limited to the grade but the classification of mid-teens. In other words, the participants were students aged 15-18 years. The research answered two questions. First, what factors influence juvenile delinquency in SMA Muhammadiyah Pakem Sleman and SMK Muhammadiyah Seyegan Sleman? Second, how is the perspective of Islamic educational psychology in handling the juvenile delinquency committed by students of SMA Muhammadiyah Pakem Sleman and SMK Muhammadiyah Seyegan Sleman?

II. METHODS

The research employed a descriptive design with a case study approach. According to Sugiyono (2005), descriptive is a method to draw a broad conclusion. Meanwhile, Nawawi (1994) defined descriptive research as a problem-solving procedure by illustrating the

current condition of the research objects. Hence, the approach used was qualitative.

The subjects were determined immediately after and during the research, considering the roles and responsibilities of the subjects. At the same time, they were interviewed and invited for a Forum Group Discussion (FGD). Meanwhile, the samples were based on the previous data, allowing the research to obtain comprehensive data (Sugiyono, 2008). The research subjects included the teachers of Counseling and Guidance (BK) and the adolescents of both schools indicated as committing juvenile delinquency.

The data were obtained using interviews and field notes, then analyzed in several steps. The first was data organization. The data were arranged systematically and comprehensively. Highlen and Finley (1996) mentioned that systematic data organization allows a researcher to obtain appropriate data, document the analysis, and store the data. The second is coding and analyzing. Coding means organizing and systematizing the data comprehensively to illustrate the topic under study.

III. RESULTS AND DISCUSSION

A. Result

The research was conducted in two schools: SMK Muhammadiyah Pakem and SMK Muhammadiyah Seyegan, Sleman. The informants of the former were the principal (Pak Abdul Wachid), a counseling and guidance teacher (Pak Marsudi), a homeroom teacher (Ibu Fitri Wulandari, S.Pd), and students. Meanwhile, the informants of the latter included the principal (Pak Roni Elistanto), a counseling and guidance teacher (Pak Arvenia Hari Wahyu Ramdhanty), and the students.

Forms of Juvenile Delinquency

Each school has different rules, depending on the environment and the school characteristics. However, schools have generic rules, such as students being prohibited from smoking around the school area, obliged to wear neat and polite uniforms, not allowed to litter, and urged to come to school on time.

According to the principal of SMA Muhammadiyah Pakem, the forms of juvenile delinquency included skipping schools, coming late to class, not wearing a complete uniform, smoking during school hours, dating, and bullying their peers. The students mentioned that they were ignorant of their deeds and did not listen to the advice given by the teachers and parents. However, the students did not commit a fatal mistake. The principal had supervised and monitored the students' activities.

Meanwhile, according to Marsudi, the counseling and guidance teacher, students of SMA Muhammadiyah Pakem usually smoke, come late to class, skip classes, date, and disobey the teachers' orders. Besides, juvenile delinquency also included the bad attitude of the students towards their parents. To this, the teacher advises the students and implements a home visit. If the mistake is repeated, the students are coached. The highest level of punishment is tolerance.

According to Fitri Wulandari (the homeroom teacher), the students commit deviant behaviors in the classroom. They disturbed their friends, ignored the teachers' explanations, and joked with friends during class. In terms of teaching and learning activities, the students were reluctant to follow the material and disturbed their friends. Further, students who commit juvenile delinquency did not do the tasks given by the teachers.

Meanwhile, based on the interview with the students, the juvenile delinquency in SMA Muhammadiyah Pakem consisted of drinking, gang violence (klitih), promiscuity, brawl, illegal race, smoking, disobeying the orders and advice of parents and teachers. Like the teachers mentioned, the students mentioned that they skipped classes, smoked, and came late to class. The students are aware of their wrong deeds. Nevertheless, they have received advice from the teachers and homeroom teachers. Meanwhile, parents also advised them not to repeat the actions if they know that their children committed delinquency.

a. Forms of Juvenile Delinquency in SMK Muhammadiyah Seyegan Sleman

According to the principal of SMK Muhammadiyah Seyegan Sleman, the juvenile delinquency committed there included smoking, fighting among peers, coming late to class, skipping classes, disobeying the teachers and parents, pregnancy outside of marriage, jumping off the school gate, and stealing the school's facility. The number of juvenile delinquencies towards parents was considered low. The students were lazy and often disturbed their peers.

Arvenia Hari Wahyu Ramdhanty (the counseling and guidance teacher of SMK Muhammadiyah Seyegan) mentioned that the delinquencies in the school are normal. The common ones included skipping school and coming late to class. They ignored the teachers' explanations in the class because they did not like him/her. Other forms were drinking, gang violence, promiscuity, brawl, illegal race, smoking, disobeying the parents and teachers. On the other hand, the students of SMK Muhammadiyah Seyegan mentioned that almost all of them have ever committed juvenile delinquency at school. However, they never found promiscuity, gang violence, drug abuse, and brawl cases. They committed the deeds consciously

Table 1
Forms of Juvenile Delinquency in SMK Muhammadiyah Pakem and SMK Muhammadiyah Seyegan

School	Forms of Juvenile Delinquency
SMK Muhammadiyah Pakem	1. Skipping school, coming late to class, wearing an incomplete uniform, smoking during school hours, dating, bullying, and disobeying the teachers and parents
SMK Muhammadiyah Seyegan	1. Fighting, coming late to class, skipping school, disobeying parents and teachers,

	pregnancy outside of marriage, stealing the school facilities.
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Source: primary data, 2021

The Characteristics of Adolescents Committing Juvenile Delinquency

a. Students of SMA Muhammadiyah Pakem

According to the principal of SMA Muhammadiyah Pakem, the students committing juvenile delinquency often disobey the advice from teachers and parents; they are indifferent towards the environment. Meanwhile, Marsudi (counseling and guidance teacher) mentioned that those students are emotionally unstable and temperamental. They feel lazy to complete the tasks from school and tend to ignore their study.

Further, juvenile delinquency can be observed when the doers have reached puberty (*baligh*) and or adulthood. Similarly, Drs Marsudi (guidance and counseling teacher) mentioned that the behavior changes are shown by teenagers when they reach puberty. Further, Fitri Wulandari S.Pd. (the homeroom teacher) claimed that naughty students tend to be ignorant, selective in making friends, and disrespect teachers. Another example, delinquency, is observable in the students' social relations, especially in group work. Delinquent students almost always gave the least contribution and left the task to other group members.

b. Student of SMK Muhammadiyah Seyegan Sleman

According to the principal of SMK Muhammadiyah Seyegan Sleman, students committing juvenile delinquency showed deviant behaviors. For example, they often repeat the mistake they made to their parents, lie to the teachers and parents, and show undisciplined behavior. The deviant behaviors are evident when teenagers reach puberty or *baligh*.

The principal mentioned that the students lied and disobeyed their parents. They often yelled at their parents and ignored their words.

Meanwhile, Arvenia Hari Wahyu Ramdhanty (the counseling and guidance teacher) described the characteristics of those committing juvenile delinquency: ignorant, silent, loner, and self-centered.

Table 1

The Characteristics of Students Committing Juvenile Delinquency

Schools	Characteristics
SMK Muhammadiyah Pakem	1. Disobeying the parents and teachers' advice, ignoring the environment, unstable emotion, temperamental, and lazy
SMK Muhammadiyah Seyegan	1. Repeating the mistakes towards parents, lying to parents and teachers, undiscipline

Source: Primary data, 2021

The Factors Causing Juvenile Delinquency

a. SMA Muhammadiyah Pakem

According to the principal of SMA Muhammadiyah Pakem, the students committed juvenile delinquency due to several factors. For example, they have to work as a parking attendant to help their parents' financial condition. Other factors include peers and dating habits.

Similarly, Drs. Marsudi (the guidance and counseling teacher) mentioned that their friends outside the school influenced the students. They are introduced to breaking norms and develop bad habits. Besides, they received less attention from their parents. Further, the guidance and counseling teacher revealed other causes of juvenile delinquency, such as lack of parents' attention, negative peers, family's economic condition, and pressure.

b. SMK Muhammadiyah Seyegan Sleman

The principal of SMK Muhammadiyah Seyegan Sleman mentioned several factors of juvenile delinquency in the school, such as

family background, bad association, loose control from family, and child-rearing pattern. Arvenia Hari Wahyu Ramdhanty (the counseling and guidance teacher) supported the report, in that the students received less attention from parents. Further, the students disrespected their parents because they felt disappointed, developed bad associations, and could not accept the condition and the environment. The behavior is also the result of the students' religious education from parents.

The Effects of Juvenile Delinquency

Fitri Wulandari, S.Pd (a homeroom teacher) revealed the effects of delinquency, such as decreasing the students' achievement. They were left behind other students in the class. Another cause was mentioned by the principal of SMK Muhammadiyah Seyegan Sleman, such as fighting. Meanwhile, Arvenia Hari Wahyu Ramdhanty mentioned that their friends do not like those committing juvenile delinquency, making these students lonely.

The Treatment of Juvenile Delinquency

a. Intensive Supervision towards Students

The principal of SMA Muhammadiyah Pakem proposed some treatments for juvenile delinquents. They observed the students having the potential to commit deviant behaviors, both at school and at home. The observation becomes the consideration for the treatment. Students who are categorized as problematic receive regular treatment. Meanwhile, according to the principal of SMA Muhammadiyah Pakem, the treatment includes regular and incidental programs. For example, tadarus (Quran recital) every morning before the school hour (06.45-07.00), Dhuha prayer, congregational Dhuhr prayer, taking a turn in delivering seven-minute preach after Dhuhr prayer and being a Friday prayer khatib, a home visit by the teachers, a discussion program about akhlaq once a month.

Drs. Marsudi, the guidance and counseling teacher, also stated that the treatment for juvenile delinquency involved other parties, such as the police, community health center (*puskemas*), faculty of psychology of Universitas Islam Indonesia (UII), and local government.

b. Cooperation with Other Institutions

According to the principal of SMA Muhammadiyah Pakem, the treatment of juvenile delinquency was conducted by cooperating with other parties, such as Universitas Islam Indonesia, government, private institutions. The cooperation has proven to decrease the number of juvenile delinquencies. Further, the treatment of juvenile delinquencies in SMK Muhammadiyah Seyegan Sleman was conducted as follows.

1) Prevention

According to SMK Muhammadiyah Seyegan Sleman, the school has designed several programs to anticipate juvenile delinquency. For example, 1) Dhuha prayer; 2) Congregational Zuhr prayer; 3) taking a turn in being the Friday prayer khatib; 4) Home visit; 5) active communication with the students' parents; 6) instilling moral values (*akhlaq*) during the flag ceremony; 7) coordination and cooperation with the police; and 8) extracurricular (*Hizbul Wathan* [scouting] and *Tapak Suci* [martial arts]).

Besides, the school also provides regular guidance and counseling sessions and invites the parents to go to school if the students commit delinquency. The school also prepares a database for the cases and students' statements regarding their actions.

2) Cooperation

SMK Muhammadiyah Seyegan Sleman cooperates with other parties, such as Muhammadiyah Branches (PCM and PWM), police, and the local government. The cooperation took the form of socialization and public lectures about juvenile delinquency discipline, orderliness, and attitudes for the students.

Further, the school also cooperates with the students' parents. They are involved in preventing juvenile delinquency, which has proven effective in decreasing the number of cases.

Sanctions for the Juvenile Delinquents

The principal of SMA Muhammadiyah Pakem mentioned that the school had imposed several

sanctions aimed to educate the students. Among the sanctions are reciting the Quran and cleaning up the mosque. For the recurrent actions, the parents are called upon.

For recurring breaches, the students are given tiered sanctions. However, in general, the sanctions are educative. The first tier is memorizing the Quran and cleaning the school environment. The next tier is calling upon the parents.

Meanwhile, Arvenia Hari Wahyu Ramdhanty (guidance and counseling teachers of SMK Muhammadiyah Seyegan) mentioned that the students are often asked to do push-ups when they come late to school or skip the classes. In terms of tiered sanctions, the principal of SMK Muhammadiyah Seyegan claimed that the students are asked to clean the school environment. If another violation happens, the parents are called upon. The worst, the students must write a statement letter and are suspended. Based on the explanation, juvenile delinquency happened not without a cause. There are several factors causing students to commit juvenile delinquency. According to M. Arifin (1982: 81-92), the factors are categorized into two: internal and external. Internal factors come from within the students, such as mental condition, while external factors include the environment or the social condition.

Meanwhile, Abdullah Nasih Ulwan (1992: 113) proposed several factors causing juvenile delinquencies.

a. Disadvantageous family's economic condition

Poverty becomes one factor of an adolescent committing juvenile delinquency. Children prefer leaving the house when they cannot find what they need, such as food and clothing. Those who are underprivileged are easily misled by other people, such as peers.

Based on the research, it was found that the economic factor became one of the causes of juvenile delinquency, as mentioned by the principal of SMA Muhammadiyah Pakem. The delinquents were usually from low-income families, leading them to skip classes to work by becoming parking attendants. The job has distracted their focus on their study.

b. Poor Knowledge of Religious Education

A lack of religious knowledge also causes juvenile delinquency. The adolescents committing juvenile delinquencies receive minimum religious education from parents. It leads them to misbehave and break the religious norms, such as disrespecting and disobeying the parents.

c. Negative Association

Another cause of juvenile delinquency is a negative association. Peers sometimes have bad influences. It gets worse when the adolescents do not have a strong religious hold. They tend to follow bad habits and develop a bad attitude. Hence, bad deed and delinquencies become their new routines. According to the principal of SMA Muhammadiyah Pakem, dating habit also causes juvenile delinquency among students.

The research also found that deviant behaviors resulted from parents' ignorance at home. The principal of SMK Muhammadiyah Seyegan mentioned that the students were disappointed in their parents and had a bad association. Besides, they cannot accept their family and environmental condition.

d. Disharmonious parents

A disharmonious family can also cause juvenile delinquency. When adolescents are aware of their parents' condition and have witnessed their parents' fight, they tend to find an escape. They will seek a place and an environment that helps them feel better. If they get along with bad associations, they will develop destructive behavior. The worst, it leads to harm to the nation. Similarly, the juvenile delinquents in SMK Muhammadiyah Seyegan were from disharmonious families. They are lack attention and control.

e. Leisure Time

A fundamental factor causing juvenile delinquency is unwise time management. The adolescents have much leisure time, and they spend the time playing and joking around.

B. Discussion

Adolescence is a critical period in human development. It is the period when an individual seeks identity (Hurlock, 2008). Adolescents try to find who they are and their roles in society. They seek continuity and

similarity, placing another individual as an ideal figure to identify themselves. Similar to Hurlock, Papalia, and Olds (2009), adolescence is a transitional period between childhood and adulthood, when an individual reaches 12 or 13 years old. It stops when they reach teenage or early twenty.

Juvenile delinquency has been a serious social issue in the modern era. It occurs in almost all countries, both in the underdeveloped and developed ones. It is closely related to modernization, industrialization, urbanization, wellbeing, and prosperity.

Juvenile delinquency is mainly committed by male adolescents, with a ratio of 50:1. The delinquencies by male adolescents are often in the form of violence, attack, vandalism, intrusion, hijacking, and aggressivity. Meanwhile, female adolescents tend to commit actions related to sexual behavior (e.g., promiscuity), running away from home, and escapism. They also suffer from a mental disorder

According to M. Arifin (1982), the treatment for juvenile delinquency is divided into general and specific. The general prevention includes 1) building the children's characters long before they were born (through the mother); 2) fostering and educating the children in stable, enjoyable, and optimistic conditions; 3) educating the children at school. A school is the second place for the children to build their characters. Besides, it plays a significant role in developing their knowledge and skills. School may create an opportunity for the students to misbehave. 4) non-formal education and family. Non-formal education is necessary to help adolescents use their time more wisely. 5) improving the environmental and social condition.

Meanwhile, the specific treatments consist of 1) supervision; 2) guidance and counseling. Intensive guidance and counseling for the parents help them guide and educate their children seriously and appropriately. 3) Early prevention using specific approaches. Another form of treatment is a repressive action. It can be conducted by cooperating with the Police of the Republic of Indonesia and the relevant judiciary. The efforts should be imbued with affection since the delinquents develop

misconducts due to internal and external factors that can harm themselves and the environment (Arifin, 1982:81).

In the context of Islamic educational psychology, the treatment for juvenile delinquency should consider the subjects. It should be pedagogical because the subjects are students seeking identity. The treatment should be based on the perception that adolescents are God's servants in the process of development/growth. As mentioned in the Quran and Hadith, they need adults to guide them to reach maturity, allowing them to be responsible for their actions.

The sanction for juvenile delinquents is not adequate. The treatment should be adjusted to the forms and characteristics of the behaviors. Each student should receive specific treatment in accordance with their characteristics. Further, strengthening the students' religious knowledge with the parents' and teachers' assistance is necessary.

Zakiah Daradjat (2003:120) proposed that the first treatment for juvenile delinquency should be from the parents. They are the adolescents' closest people, allowing them to influence the children's behavior. Parents must be directly involved in helping children understand and guiding them following the religious teachings. Further, children should be introduced to religious values. Religious education starts from the family since it is the child's first environment. Besides, religious education is about ritual worship, prayers, fasting, reciting the Quran, and relationship with other people. Religious education should cover all aspects of life and control individuals' actions.

According to Zakiah Daradjat (2003:66), parents must instill religious values in children from birth, preparing them to live with society. Hence, the government, religious figures, and educators should improve the quality of religious education for families, schools, and society.

Religious education should accompany an individual's growth in family, school, and society. The more religious experiences they have, the more religious their attitude, action, behavior, and ways in facing life (Zakiah Daradjat, 2003:66).

The second treatment can be performed if parents understand the principles of education. Zakiah Daradjat (2003: 66) mentioned that if the causes of juvenile delinquency are children's education and treatment, parents must know about the principles of education, at least about their children's mental condition and how to deal with them. Besides, parents need to understand the characteristics of the psychological condition of adolescents.

Based on the explanation, juvenile delinquency needs comprehensive action. Several steps can be taken. 1) A family needs to improve their wellbeing and introduce religious values to the children. 2) A school plays essential roles, such as a) providing psychological and educative clinics to treat the students' behavior and help them to deal with their problems; b) establishing a wellbeing unit for the students; c) establishing a supervision and controlling unit for the students' activities along with the corrective programs; d) organizing a group discussion and group counseling to develop interaction among peers.

IV. CONCLUSION/RECOMENDATION

It can be concluded that juvenile delinquency is one interaction developed by humans with the environment. Juvenile delinquency is caused not only by the adolescents' internal factors but also by the environment. Adolescents are labile, especially when they interact with peers from the various social background. The worst, the freedom was not controlled by the parents. The treatment for juvenile delinquency needs the cooperation of various parties. The main one is parents since teachers or schools have more limited time with adolescents. Religious education should be introduced to the children. Schools can provide psychological and educative clinics and organize group discussions and guidance to help adolescents interact with other people.

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