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**Correlation of Islamic Spirituality in Reducing Student's
Delinquency Problems**

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CORRELATION OF ISLAMIC SPIRITUALITY IN REDUCING STUDENT'S DELINQUENCY PROBLEMS

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Abstract

This study aimed to identify the relationship between Islamic spirituality and the level of delinquent behavior. Islamic spirituality among students is studied in terms of belief and faith, extrinsic and intrinsic aspects. This study used the survey method. The sample of this study was selected using random sampling. Data was collected from a pilot sample of 120 Malay students studying in ordinary secondary schools in Johor using questionnaires. The research questionnaire used Islamic Spiritual Disposition Questionnaire (ISDQ) developed by Mohd Zailani (2009) and Delinquency Behaviour Disposition questionnaires developed by Carl Jung's (1997). Quantitative data were analyzed using descriptive statistics and Pearson correlation. The analysis of the study showed that there is a significant relationship between the dimensions of Islamic spirituality and the level of delinquent behavior among students. The findings of the study showed that the domains involved in Islamic spirituality may reduce the tendency of delinquent behavior among students.

Keywords: *Islamic Spirituality; Delinquent Behavior; Student's Delinquency.*



A. Introduction

Delinquent behavior is a violation of regulations involving students who are still in school. For example, delinquent behavior is school abandonment, involvement in criminal matters, bullying, vandalism, hanging out, free sex, out-of-wedlock, smoking and so on. Student involvement in delinquent issues is often featured in print and electronic media. The frequency of media coverage of delinquent issues has alarmed everyone. This concern arises because adolescents' involvement in delinquency issues has a serious impact on the process of moral development that occurs within them (Kretsch & Harden, 2014). If this problem is not properly addressed, the problem of delinquency among adolescents has implications not only on themselves but on the social system of society in the future (Ellis et al., 2012). As a result of the effects of delinquent behavior on oneself and society, scholars in theology and religion have identified the role of religious and spiritual factors as factors that may reduce students' tendency to engage in delinquent behavior (Norenzayan, 2014).

The role of religion in influencing behavior is a study often conducted by past and present scholars. There is no denying that there are various studies on the effectiveness of religion in influencing aspects of life such as the impact of religion on household aspects, employment, social systems, education, politics, gender and so on. However, studies on the nature of religious and spiritual reasoning in the development of adolescent moral behavior are empirically limited (King & Furrow, 2004). Therefore, this study was conducted to identify the role of students' Islamic spiritual tendencies based on their faith intrinsic and extrinsic domains in influencing students' behavioral tendencies.

B. Background of Study

According to Statistics of School Disciplinary Discrimination by the Ministry of Malaysia Education (KPM, 2017) the number of students involved in disciplinary or delinquent cases is increasing. Statistics released

by the KPM show that there are some fatal delinquent cases involving students such as genocide, bullying, school abandonment, extortion, and criminal cases. According to the MOE statistics, 2,266 students were involved in genocide, 2795 students were involved in bullying, 6917 students were involved in criminal elements, 1868 students were involved in extortion and 62,055 students were involved in skipping school. In 2018 the Bukit Aman Crime and Community Prevention Department reported that the number of youth crime indexes in 2018 increased by 138 cases compared to 1440 cases the previous year (Metro Daily, 2018). The statistics cited indicate that today's students are increasingly daring to engage in serious offenses that a teenager should not commit. Thus, to identify the problem of adolescent delinquent behavior, the researcher is interested in identifying the role of Islamic spirituality in influencing aspects of student moral development and how spiritual aspects can reduce the tendency of delinquent behavior among students.

In Malaysia, studies on the role of religion and spirituality have been studied in aspects related to moral development by Mohd Zailani Mohd Yusoff (2009). This study conducted a study on the role of religion and spirituality in influencing the moral considerations of students studying in religious secondary schools. The findings show that the spiritual inclinations of religious school students influence the process of moral judgment they have. Students studying in religious secondary schools receive a deeper religious education and focus on a comprehensive religious education curriculum. Through exposure to the religious education curriculum as a whole the researcher found that the findings of the study conducted by these scholars are relevant to the situation and context of the respondents being studied.

In addition there are scholars who also conduct research on adolescent psychology by developing instruments related to Islamic psychology approaches. This scholar develops a psychometric instrument based on the ideals of contemporary transformation, culture and social development based on Islamic teachings. Studies on the construction of this



instrument were conducted by scholars (Anwar, 2017). This study was conducted to provide an alternative to the use of benchmarks for psychometric testing. Previously, the psychometric gauge used in Malaysia was a western conceptual gauge. Therefore, when measuring the concept of the Islamic perspective it is possible to explain the impact of Islamic teachings in influencing individual perspectives. The study on instrumentation was conducted based on the Islamic mindset among 490 adolescents in drug rehabilitation centers. The findings show that thinking based on Islamic concepts among adolescents in drug rehabilitation centers is at a low level. The findings of the study obtained by scholars (Anwar, 2017) are similar to those conducted by (Yahya et al., 2016). A study by (Yahya et al., 2016) examined the level of religious appreciation among unmarried pregnant students. The findings of the study show that students who are pregnant without marriage have low levels of religious appreciation.

However, there are studies of knowledge and moral reasoning conducted among polytechnic students (Mohd Khairi Shafie, 2017). The study by (Mohd Khairi Shafie, 2017) focuses on adolescents who are still studying in college. The findings of this study show that the level of understanding of Islamic teaching and the practice of morality possessed by polytechnic students is high. Based on the findings from these studies, researchers have found that the level of religious appreciation among students is based on their life process. The process of life is meant to be related to the process of development of life experienced within them. High levels of religious devotion are formed from positive personal development while low levels of religious devotion are formed from negative personal development.

However, scholars who study issues related to the role of religion do not discuss in detail the forms of religion and spirituality that can develop students' personal development. Studies conducted by (Stepp, Pardini, Loeber, & Morris, 2011) have found that studies on spiritual and religious development in adolescent identity formation should be the main focus in discussing adolescent developmental processes. This is

because, development based on the spiritual and religious aspects of adolescence occurs in two aspects, namely, those that lead to the development of behavioral prevention and those that lead to the formation of good behavior (Barry, 2015). Behavior prevention refers to non-religious activities and behavior formation refers to what religion wants their believer to do.

Adolescents' knowledge of the domains of faith and beliefs, intrinsic and extrinsic, are among the major factors that drive the formation of good behavior in themselves. This is supported by a study conducted by Mohd Zailani (2009) who shows that the integration of faith, beneficial knowledge, good deeds, and good morals are the basis for shaping good moral development and are thus translated into positive behavior. Positive behavior occurs when students are able to integrate the domain of religion. The domains are faith and belief, intrinsic and extrinsic.

C. Method

1. Research Design

This research used a quantitative approach. The technique of research is cross-sectional studies in Johor Malaysia. The sampling of study selected using targeted sampling techniques, which focused on samples that were reported to frequently commit disciplinary errors through their respective counselors and school teachers. Table 1 presents the distribution of study subjects based on demographic factors. Table 1 presents the distribution of study subjects based on demographic factors. Table 1 shows that the quantity of female students is higher than that of male students. This study involved grade 4 students 16 years old.

Table 1 The distribution of study subjects based on demographic factors

		N	Percentage (%)
Gender	Male	53	44.16
	Female	67	55.83
Age	16		100
Form	Four		100



2. Research Instrument

In this study, the instrument used was a set of a questionnaire consisting of 3 parts. Part A contains student information such as gender, age, and level. Part B is a measure of spiritual inclination. The researcher uses the survey instrument Islamic Spiritual Disposition Questionnaire (ISDQ) developed by Mohd Zailani (2009). In this study, the researcher selected 34 items only. Each item is measured on a 5-point Likert scale. There are 5 possible answers from strongly agree (5 points) to strongly disagree (1 point). The reliability of this questionnaire was 0.94. These values indicate that this instrument is suitable for measuring spiritual inclination among students. The instrument used to study delinquent behavior tendencies is Carl Jung's (1997) delinquent behavior instrument. There are five answer options ranging from never to doing to always doing. The reliability of this questionnaire was 0.93. These values indicate that this benchmark is suitable for use in the context of school students.

D. Finding and Discussion

1. Finding

The tendency of delinquent behavior among students is measured based on the level of the tendency of students involved in delinquent problems. The researcher uses the degree of determinants discussed in explaining the degree of behavioral tendency. Table 2 shows the degree of the tendency of delinquent behavior among students.

Table 2 Distribution of delinquent behavior levels among students

Level	Frequency	Percentage (%)
Low	78	65
Medium	32	26.67
High	10	8.3
Total	120	100

The Relationship between delinquent behavior tendencies. Table 3 shows the relationship between students' delinquent behavior tendencies to the domain of faith and spirituality, intrinsic and extrinsic.



Table 3 Correlation analysis of delinquent behavioral tendencies with faith and spirituality and intrinsic

Variable	Delinquent behavioral tendencies	Sig
Faith and spirituality	$r = -.340^{**}$.00
Intrinsic	$r = -.293^{**}$.01

Pearson correlation was used to examine the relationship of delinquent behavior to faith and spirituality as well as to intrinsic. The findings indicate that there was a significant relationship between delinquent behavior and faith and spirituality ($r = .340$, $p < 0.05$). Delinquent behavioral tendencies were also significantly associated with intrinsic factors ($r = -.293$, $p < 0.05$). Negative values on correlation coefficients indicate that when the delinquency tendency is low its shows that, the student's faith and spirituality and intrinsic is high.

2. Discussion

The results of this study show that there is a significant relationship between the domain of trust and faith and the tendency of delinquent behavior. In addition, the findings from the analysis also show that intrinsic factors are also significantly associated with the degree of the tendency of students' delinquent behavior. The results obtained from the study indicate that religious factors possessed by individuals have a tendency to influence one's behavior. In other words, any change in one's religious beliefs affects their involvement in negative behaviors. Researchers have concluded that in order to reduce student involvement in delinquent issues, they need to be well-educated on the religious appreciation. Having a strong religious belief in one can be a guide for students to choose behaviors that can positively impact their self.

There is a positive effect on students when their religious beliefs are high. This is because in religious teachings things are forbidden and things are asked to be set in the teachings of the religion being followed



(Mayasari, 2014). Therefore, when teenagers adhere to religious teachings, they can consider their actions as their own choice. The elements of religion, especially in relation to belief and faith, are factors that can shape behavior. This is because when students hold on to the one and only God, the inner element is especially spiritual and they can strengthen themselves to love something positive (Saparudin, 2018). At the same time, the effects of this inhalation, the individual's heart calms down and helps to cleanse themselves from the influence of evil elements that constantly tempt people to commit evil (Salleh et al., 2017) The study's findings show that 'spiritual guidance' are some of the key factors influencing adolescent behavior.

Intrinsic factors need to be constantly reinforced in adolescents. Weakening the tendency of delinquent behavior among students should be driven by internal motivation. In the context of behavior and the role of religion, researchers have found intrinsic elements to be self-regulating of delinquent behavior tendencies. Items or elements that enhance students' intrinsic strength should be identified so that delinquent behavioral tendencies can be mitigated.

D. Conclusion

Based on the findings of this study the researcher can identify several implications of the study. The first implication is that this study can help the counselor identify programs that enhance student religious identity and programs that can provide intrinsic motivation in strengthening students' religious beliefs and beliefs. The programs created should be more up-to-date because in addition to strengthening the religious beliefs and practices of the personal development process, too. In this regard, when students are formed with a religious program they not only form a belief in religion but also stimulate the process of development within themselves. Specifically, this study aimed to examine the relationship of delinquent behavior to the domain of trust and faith as



well as to the intrinsic domain among school students in Johor. The findings show that serious attention needs to be given to schools and parents in addressing student delinquency problems. The role of religion cannot be denied in shaping student behavior. Creating positive behaviors among students is important because it can shape a harmonious society.

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