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OVERCOMING JUVENILE DELINQUENCY
AMONG HIGH SCHOOL STUDENTS
THROUGH THE IMPLEMENTATION OF
A CURRICULUM FOR COMMENDABLE MORALITY

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Abstract

The juvenile delinquency among high school students occurs in quarrels for no apparent reason. And sometime it leads to brawl between schools causing injury and even death of students. This troubling situation has made other students, teachers and parents and the community in general to be concerned and insecure. Religion value, spescifically speaking Islamic value that designated to be the alternative preventing tools seems difficult to ammalgamated to the existing educaional system in Indonesia. Using qualitative descriptive research, this research found out the difficulties are; first the insuficiency of indonesian awarness at early parental education about morals adn good deed; second, the need of Islamic educational institution to improve the quality of teaching and learning program entirely.

Based on these findings the proposed solution from this research are; first at the societal level, the improvement of societal awarness to teach about living harmoniously, honestly, in well-mannered, and democratic model. Second, at the educational level, the teachers and educators need to be improved continually. Following the development era, for instance, they should have the knowledge of psychology development, mental hygiene, assessment and measurement, respect, sympathy, understanding the students as individual who needs special attention and supervision. And themost important is demonstrate a commendable attitude that could be the role model for the child attitude.

Conclusion : Empowerment of both societal and educational level is a crucial prerequisite for the succed of the formulation and implementation of the delinquency prevention program.

Keyword : Juvenile delinquency, prevention, societal awarness, educational system

Introduction

1. Background

Youth nowadays, regardless of gender, social origin or country of residence, are subject to individual risks but are also being presented with new individual opportunities—some beneficial and some potentially harmful. Quite often, advantage is being taken of illegal opportunities as young people commit various offences, become addicted to drugs, and use violence against their peers. Statistical data indicate that in virtually all parts of the world, with the exception of the United States, rates of youth crime rose in the 1990s (World youth Report Juvenile Delinquency, 2003).

In Indonesia it self According to the Police criminal statistics, there were more than 11,344 children that allegedly committed offences in 2003. From January until May 2003, 4,325 children were detained in prison throughout the country (Mardite, 2003). The data on Juvenile Delinquency in Indonesia shows that quantitatively and qualitatively speaking it is a serious problem that needs more attention from every layer of the society.

Of course it is impossible to develop effective prevention programs without understanding the reasons behind juvenile involvement in criminal activity. Relying on criminologists, juvenile delinquency encompasses all public wrongs committed by young people between the ages of 12 and 20; 18 in Indonesia. On the other hand, Sociologists view the concept more broadly, believing that it covers a multitude of different violations of legal and social norms, from minor offences to serious crimes, committed by juveniles. Included under the umbrella of juvenile delinquency are status offences, so called because they are closely connected with the age status of an offender; a particular action or behaviour is considered a violation of the law only if it is committed by a juvenile (examples include truancy and running away). In an attempt to explain the theoretical underpinnings of delinquency, sociologists associate the specifics of youth behaviour with the home, family, neighbourhood, peers and many other variables that together or separately influence the formation of young people's social environment.

From two point above it is clear that every violation of law, norms and cultural offences is not given characteristic brought by youth at the first time. It is the product of environment around them. Starting from family, peers, neighborhood etc. It is a sincere view considering that at the youth ages of 12 and 18/20 school is the most likely place for youth to spend its time -the first environment outside the family they have to dealt. In this environment the youth not only interact with outer individual from their family but also guided, dictated, and driven by a set of beliefs, values, norms, understanding from the adult generation.

There have been so many research that highlighting the correlation between school as an environment that may cause the juvenile dilequent attitude. Shortly speaking they agreed that changing educational performance and behavior simultaneously is more likely than either alone to result in durable positive outcomes (Joan McCord, 2000). What first to do in terms of preventing juvenile delinquency is how to raise awareness espescially amongst parents of being responsible to their children. Due to their role as the first environment that would create the character of the child. The

Not only on scientific view, these opinions even sounded by every religion that exist. Specifically speaking in Islam -and of course by other fellow religions- children are viewed as a mandate bestowed upon parents by Allah. Muslim parents, in the afterlife, will be asked about their treatment to their children whether or not the children's rights of getting both spiritual and material needs are fulfilled by parents.

In Islam the obligation for every muslim teaching good deed to their family member is not only normative instruction that instructed by ideational believe. It is clearly stated by their Prophet Muhammad :

“Everyone of you is a guardian and everyone of you is responsible (for his wards). A ruler is a guardian and is responsible (for his subjects); a man (Husband) is a guardian of his family and responsible (for them); a wife is a guardian of her husband's house and she is responsible (for it); a slave is a guardian of his master's property and is responsible (for that). Beware! All of you are guardians and are responsible (for your wards)” (Narrated by Bukhari in Wedlock, Marriage [nikaah] Chapter, Hadith number 116).

“The best of you are those who treat their family the best. And I am the best amongst you in treating my family,” (Narrated by Al-Hakim).

The above hadith also reflects a message that if one carries out good deeds; hence, he/she must show (read: educate) them to his/her family first, then other people. This, likewise, implicates that Muslim parents must first struggle to establish an a small-scale “Islamic State” at their home, at their family.

From that two point of view –that normaly seen as an assymetrical paradigm– we could underlining that the most important step to prevent the delinquent attitude is raising awareness of responsibility amongst parents in order and giving priority in the teaching of good deeds to children since their very early ages. They should not merely emphasize on the teaching of worldly affairs, but also – and most importantly – the spiritual education.

Not only on parental level these spiritual education should be continued on formaly educational environment. It is due, as we seen before, that educational environment is the place where youth spend most of their time. Where the transmitting process of a common set of beliefs, values, norms, understanding from the adult generation taken place. In these environment the youth are faced with various value, norms and knowledge that they never known before. If there was no spiritual strengtening on formal education level, the faith they have brought from the family before will evaporate and suppressed as time goes by.

2. Statement of The Problems

As sated above, it is clear that religion values are an alternative solution that would likely prevent the delinquent attitude by youth. And it is also clear that the envolvment of every layer of society to participate in is a crucial aspect for the succed of this alternative. Due to that conclusion we have to know how to include these value to the environment surrounds the youth. So the proposed questionof this research are :

1. How to include Islamic value on the educational system as the effort of shaping the students character to avoid the delinquent behaviors?
2. How society could actively participating in overcoming the juvenile delinquency by preventing method?

3. Research Methodology

The purpose of the section is to review the methods employed to prepare this conceptual paper. The methods used to collect the literature were using the library research specifically identifying books and journals that dealt with the juvenile delinquents prevention,.

For this inquiry a qualitative method is the best method to use because of the nature of this research. Qualitative descriptive research: should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs (Vickie A. Lambert, 2012).

The researcher will be conducting research which seeks the general outline of the juvenile delinquent prevention method. And then will be used as the conceptual basis to proposing solutions that are being faced. But first of all the researcher will define what juvenile delinquency is, what is its motive, and the various types of this attitude. Then followed by explanation of juvenile delinquency prevention grandline while depicting the actual condition faced by Indonesia.

4. Definition of Juvenile delinquency

Youth offending has been and still is a social problem across many countries, it is a problem that affects and shakes the very fabric of society. The problem with the youth in modern society is both a national concern and an important subject for academic study. This particular study focuses on youth offending and the (predisposing) factors building up to it. A difficult question that arises in any society, is why some of its members break its rules: why only some individuals commit crime. As a response to this question, one begins with the developmental consideration of how an individual advances into delinquent and criminal behaviour. As a result, studying delinquent and criminal youth becomes a focus for trying to understand the risk factors related to criminal behaviour in general (<http://uir.unisa.ac.za/bitstream/handle/10500/1467/03chapter1.pdf>). If an understanding can be reached as to how a youth becomes an offender, then there exists some hope that perchance the conditions which are contributing to criminal behaviour may be altered or ameliorated.

Current theoretical explanations of juvenile delinquency can be divided roughly into two major types (David Matza, 1957). On the one hand, juvenile delinquency is seen as a product of personality disturbances or emotional conflicts within the individual. On the other hand, delinquency is viewed as a result of relatively normal personalities exposed to a "disturbed" social environment-particularly in the form of a deviant sub-culture in which the individual learns to be delinquent as others learn to conform to the law.

In conjunction with these views, the delinquency or mental-health disorder (psikopatologi) in Islam itself is seen generally defined equally the same. It stated that juvenile delinquency can be divided in two categories. The first is characteristically *eschatologic* matters (*ukhrowi*), in the form of mental illness as the effects of deviance to norms or moral, spiritual, and religious values. And the second is characteristically secular/worldly (*duniawi*). Kinds of psychopathology in this category in the form of symptoms or mental-illness that have been formulated in contemporary psychology discourse (Mahmud, 1984). In other words the juvenile delinquency is caused by internal and external factors. It is described by emphasizing in the root cause of the attitude.

Citing the work of K. M. Banham Bridges (Bridges, 1927) that stated the juvenile delinquency is caused by a wide range of aspects is a validation of both points of view above. Bridges generally listed the source of delinquent attitude at 6 categorical causes. That is Physical Factors, Mental Factors, Home Conditions, School Conditions, Neighborhood Conditions, Occupational Conditions.

What would be different is if only we change our point of view, if we see it from the legal view juvenile delinquency is defined only by its attitude and the age status of an offender (attorney, 2016). As cited from United States attorney website juvenile delinquency is defined as follows:

A "juvenile" is a person who has not attained his eighteenth birthday, and "juvenile delinquency" is the violation of a law of the United States committed by a person prior to his eighteenth birthday which would have been a crime if committed by an adult. A person over eighteen but under twenty-one years of age is also accorded juvenile treatment if the act of juvenile delinquency occurred prior to his eighteenth birthday.

Concluding above explanation, researcher inclined to agree with the sociologist view stated before. Juvenile delinquency is an act of offence attitude that done only by youthful age. It is really unclear what its cause is. Is it external, internal, or even both of them are the main cause of the attitude. But at the grand view it is true that all those factors could be the main reason behind the juvenile delinquency.

5. Juvenile Delinquency Prevention

There are many reasons to prevent juveniles from becoming delinquents or from continuing to engage in delinquent behavior. The most obvious reason is that delinquency puts a youth at risk for drug use and dependency, school drop-out, incarceration, injury, early pregnancy, and adult criminality. Saving youth from delinquency saves them from wasted lives.

The prospect of reaping such savings by preventing delinquency is a new one. During the early 1990s, when crime rates had soared to historic levels, it was unclear how to go about preventing or stopping delinquency. Many of the most popular delinquency-prevention programs of that time, were ineffective at best. Some even increased the risks of future delinquency (Greenwood, 2008).

Only during the past fifteen years have researchers begun clearly identifying both the risk factors that produce delinquency and the interventions that consistently reduce the likelihood that it will occur. Some of the identified risk factors for delinquency are genetic or biological and cannot easily be changed. Others are dynamic, involving the quality of parenting, school involvement, peer group associations, or skill deficits.

Generally speaking the grandlines of the prevention program that have been proven effectively hold the young age to the delinquent attitude are listed below :

1) Phases of Prevention and Intervention

Delinquency prevention and intervention efforts primarily are comprised of identifying the risk factors that contribute to delinquency, addressing those factors early, and building on protective factors to offset the risks. Although traditional delinquency prevention policies were targeted at school-age youth, more modern delinquency prevention and intervention efforts focus on pre-birth into childhood and adolescence. The most recent research suggests that the earliest prevention should begin in the womb and in the first years of a baby's life (legislature, 2010).

2) Pre-natal

For instance, research on brain development shows that neural connections regulating responses to stress are formed in utero and into the first 33 months of life. A child who grows up in a chaotic or abusive environment is more likely to have an over-reactive flight-or-fight reflex. Furthermore, someone who cannot maintain self-control under stress has a greater inclination to violence.

3) Early Childhood

Social research has shown a strong association between childhood abuse and neglect and delinquent behavior. A National Institute of Justice study showed that a history of child abuse and neglect increased the likelihood of juvenile arrest by 59 percent, adult arrest by 27 percent and violent crime by 29 percent. Other studies have shown that violence begets more violence. One study showed that children who were victims of violence were 24 percent more likely to report engaging in violence. One-third of the victims of child abuse or neglect are likely to subject their own children to abuse. In cases of extreme exposure to violence, children may develop post-traumatic stress syndrome, which makes it more difficult to form appropriate relationships, cause an increased tolerance for violence and lead to difficulty learning new information.

Quality early child care and education provide the bases for healthy growth and development, which includes physical well-being and structured early learning and educational opportunities. Nutrition, health care, parental involvement and interaction, and quality pre-school experiences also contribute. Positive early child care includes adequate staff qualifications and training, low staff-to-child ratios, adequate staff compensation and developmental curriculum.

4) School Age

The next crucial phase of prevention and intervention occurs during the pre-teen years. During this time, the strongest risk factor for delinquency is influence from a delinquent peer group. Other prominent risk factors for school-age children are involvement of family members in crime, academic failure and disinterest in school, family violence, drug use, and gang influence and membership. Schools play a particularly important role during the school-age years. They provide a forum within which to promulgate programs and policies aligned with delinquency prevention and intervention. These programs can address a range of topics, such as drug and alcohol use, bullying, and gang prevention. In fact, most gang resistance programs are schoolbased. The school role also includes their discretion in disciplining and reporting juveniles, sometimes resulting in delinquency proceedings.

6. Research Finding

1. Indonesia and Islamic education on preventing juvenile delinquency

Islamic schools play an important role in Indonesian society and the lives of many millions of muslim youth. For many, including a majority of poor rural girls, local madrasah and pesantren are the only available path to literacy and are regarded as providing a moral and spiritual education for children and young people within an Islamic environment (USAID, 2005).

Islamic teaching in Indonesia itself started as early as around the 13th century in the form of Qur'anic study in village mosques, prayer houses and the private homes of community religious teachers for young children of six to eleven years (Tan, 2014). Over time, different types of Islamic schools came into existence in different parts of Indonesia, such as *pesantren* and *pondok* (both mostly in Java and Kalimantan), *surau* (in West Sumatra), *dayah* (in Aceh), *madrasah* and *sekolah Islam* (Islamic schools).

In Indonesia today, there are two key Islamic education institutions which offer formal education: *madrasah* and *pesantren*. There are three levels of madrasah education: *madrasah ibtidayah* (primary school), *madrasah tsanawiyah* (junior secondary school), and *madrasah aliyah* (senior secondary school). Madrasah may be either state or private, although a majority are private. With the passing of the 1989 Law on National Education (Indonesian, 1989), madrasah at all three levels were given equal status with general schools. This means that madrasah apply the national curriculum determined by Ministry of National Education (MoNE) for general subjects, in addition to a more intensive course of religious studies set by Ministry of Religious Affairs (MoRA).

Like madrasah, *sekolah Islam* (Islamic schools) also offer the national curriculum, although their program of religious studies is in general not as intensive as that of madrasah. Some of these schools also have boarding facilities so that religious education may proceed to a greater extent through the practices within the school

environment, such as communal daily prayers, and extracurricular learning rather than through the formal curriculum.

Many pesantren also now offer the national curriculum. Of the almost 15,000 pesantren in Indonesia, approximately 31 percent are characterized as pesantren *ashriyah* or pesantren *khalafiyah*, meaning that they offer a formal education and include general subjects such as science, languages and social studies. Twenty-two percent are characterized as *salafiyah*. These pesantren teach only the traditional Islamic texts and do not offer any formal curriculum. The remainder (47 percent) offer an integrated curriculum of both traditional Islamic texts and general subjects (USAID, 2005).

Unfortunately, even islamic educational system has developed for along period many *madrasahs*, particularly the private ones, doesn't offer High-quality education. They are neither able to meet the minimum standards for learning outcomes, nor provide an adequate teaching and learning environment (<http://www.adb.org/>).

Based on Bandung Institute of Governance Studies (Studies, 2014) the research that have been done on december 2014 revealed that the problem of madrasah lies on some issues:(1) minimum funds; (2) wrong perception of local government on madrasah institution; (3) weak coordination of Ministry of Religion and local government; and (4) lack of attention from local government. These problems cause weak service quality of madrasah and low interest of people to send their children to pursue education in madrasah. Directly speaking the islamic educational institution which can support the shaping of the improvement of educational quality needs attempts in improving the quality entirely.

Furthermore, the problem is not only found at institutional level but also at the learning process at madrasah it self. For instance the religion subjects at school is still less, especially for its very limited time/duration, that makes the goal of religion subjects at school is difficult to achieve. Another thing that also seen is the low quality of behaviors in religious living between students in the daily lives. It is due to the lack of school activities or programe at the certain time outside the school-hour that focus on improving the faith and piety of the pupils, and also the good deed/morals in the form of habits actualization of religious living.

Abdurrahman al-Nahlawi proposes that the faith is the base and target in child education. If somebody's faith is sturdy, every his/her behavior will be based to his/her justified thoughts and their hearts are also becoming peaceful (Jacobson, 1991). The right faith is the strong base for the educational concepts. With the modal of faith, *mukmin* person (or even non-muslim) has extraordinary attitudes because his/her life is full equipped with system, law, order, and harmony.

According to that view, it is assumed as correct and normal if the values being applied in the formulation of juvenile delinquency prevention in high school involves:

- 1) The instillation of moral value especially faith and piety, and also *akhlaqul karimah* (good deed).
- 2) The integration of student lives in family, school, and society environments.
- 3) The kinship between teachers and students.
- 4) The application of discipline togetherness creativities in developing creativities.

Of course these prevention could be succed merely if the whole layer of society taken for granted support the delinquent prevention program at the school. The low quality of religious behaviors of the child environment can raise the actions which not only harm and affect the child' mental development but also may disturb the safety of child it self. The great quantities of gang-fights, drugs abuse, and the amount of amoral behaviors happen in students circle has to decrease gradually. Of course these typical environment would interfere the progress of the program.

Families as the first social environment for the cild serve as one of the strongest socializing forces in a person's life (Kevin N. Wright, 1993). They help teach children to control unacceptable behavior, to delay gratification, and to respect the rights of others. Conversely, families can also teach children aggressive, antisocial, and violent behavior. Therefore family have a great role at the mental development of the child.

Sadly speaking the disharmony –which is called broken home or quasi broken home– and the societal environment which has limited capability in facing the rapid modernization and globalization, are the main condition that found in Indonesian environment nowadays (Simanjuntak, 1987).

This condition strongly pushes everyone to take the responsiblilty to collaborate and solve the problems. Not only the educational and family element, it is also called the judges and public prosecutor in the maintenance and illuminations sectors, the government as the general policy maker in guiding, creating, and maintining the societies security, peacefulness, and orderliness and the society at all (Sudarsono, 1992).

7. CONCLUSION AND RECOMMENDATION

a) Conclusion

Essentially, the juvenile delinquency is not the real characteristics brought by adults/students since birth. However, because of the influence from environment, family, and their social interaction. The juvenile delinquency is not a strange/new case in this globalized era, which suffering adults themselves, country, and also the nation. The juvenile delinquency will not be worse if there is serious involvement from families, societies, as well as the closest people in anticipating the worse delinquent attitude by child. Because the societies' awareness in developing the young generation is strongly needed, and hopefully there is related and continuing participation in

building the adults'/students' identities to the better future, in order to create the generation for nation continuity who have morality and noble characteristics.

b) Recommendation

In this situation the role of society are very important. It is necessary for them to give model about living harmoniously, honestly, in well-mannered, and democratic. Espescially as first social environment family awareness to the mental deveopment of the child has to improved. They should be the sources of motivation for their children to conceal the delinquent attitude. Schools as the place of learning process receive the responsibility to create and strengthening the fundamental aspect of the child mental development. It has to create a rigid learning program that would make the youth mental more stronger and thicker to conceal the deliquent attitude as learned from their family first. Therefore, the teachers and educators quality need to be improved continually. Following the development era, for instance, they should have the knowledge of psychology development, mental hygiene, assessment and measurement, respect, sympathy, understanding the students as individual who needs special attention and supervision. And themost important is demonstrate a commendable attitude that could be the role model for the child attitude.

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