

The Importance Of Prophetic Learning Model For Delinquent Students

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ABSTRACT

To understand how pattern and strategy of prophetic-based character learning to deal with delinquent behavior in MAN 2 and efforts made by the school. This study used qualitative method and produced descriptive data. The data were collected in MAN 2 (Islamic Senior High School) Semarang, Central Java, Indonesia. The data were taken by observation, in-depth interview and documentation. Analysis of data is a process of data organizing into categorization, basic description was carried out to find and formulate hypothesis. The stages were data reduction, exploration and verification of data. This study found three issues indicating that the analysis of prophetic learning model cause was necessarily applied to the delinquent students in the following conditions: (1) many students had delinquent behavior in the Madrasah; (2) factors affecting delinquency were internal and environmental factors of individual family; (3) the school had made efforts to reduce delinquency events of students, however there was not sustainability and survival of the applied method. This model is innovation and development of syllabus and Learning Plan including prophetic values (humanization, liberation and transcendence) in classical learning process. Innovation of prophetic-based character learning model was found able to reduce delinquency, but it was not performed in the learning process in this school. In context of character education, the innovation of prophetic-based character learning model was necessary to give positive change impact to the character of students, in both thought and behavior aspects.

Keywords: Delinquency, Prophetic Learning, Humanization, Transcendence.

Introduction

Impact of globalization era is a trigger of speedy change occurring in various social life aspects; if there is no indeed effort to anticipate it, it will be serious problem. Therefore, educational world plays a great role, especially in preparing reliable human resources in order to be adaptive and able to give benefit to society. Data of UNICEF indicate that percentage of mistreatment against juvenile peers was estimated by 50% in 2016. Data of Health Ministry of Republic of Indonesia show that 3.8% of students ever misused hazardous drugs in 2017. According to KPAI, in 2017, gang fight case percentage was 12.9%; however, in 2018, the rate increased by 14%. Essentially, education is a directed socialization process to students. Education as a process to give social life color and moral to students in society and future life. Education is long-term investment where its result is invisible and cannot be felt instantly, so that school as spearhead has direction of long-term development with clear achievement

and keeps coordinating requirement of current factual problems facing people in field (Gabriele Marconi, 2018). The challenge occurs in middle and higher educational level institutions, students experience development physically and psychically. In this phase, they have independence to understand various issues associated with morality. Kohlberg (1995) suggested that, in age of 13 years old or more, children experienced conventional phase. In this phase, children recognized alternative moral actions, explored choices and then decided a personal moral code. Delinquent children are those having characteristic to bias rules, but they only violate little rules. Sometimes, we frequently find such children in schools. Both consciously and unconsciously, they did not comply with school rules, such as, they did not wear a specified uniform, came late, did not attend without reasonable information, left school, did not do homework, and fought or made noise in classroom. Soekanto (2003) suggested that delinquent behavior is an illegal behavioral form

reflecting continuous delinquency role, where the people find the behavior as a very serious bias. Delinquent behavior of the children included theft, robbery, pickpocket, mistreatment, immoral action, misuse of drugs, and driving car (vehicle) without caring for traffic norms.

Delinquency rate of students in MAN 2 Semarang was still relatively high, 17% or 129 for 562 students, while character education was implemented. It is necessary to have implementation of education model. One of education model which was necessarily applied to students of Senior High School, such as MAN, was prophetic education model. In education, word *prophetic* is meant as an education imbued by prophecy values. Word *prophetic* derives from English "*prophetical*" having prophecy meaning or character existing in a prophet (Kontowijoyo, 2007).

The students were asked to master of lessons imbued by prophecy characteristics such as honest, reliable, informative, and innovative characteristics. The prophetic education also has 3 main missions, namely, humanism, liberation and transcendence. Delinquency forms educational challenge especially in MAN 2 Semarang. Therefore, we need to make efforts to overcome it through prophetic-based character learning where expectation has direct impact, namely, ability to reduce delinquency and quality education.

Based on the results observation, it seemed that there was still delinquency of students in MAN 2 Semarang in Central Java. Referring to the facing problems and data, it was necessary to have alternative solution by improving prophetic-based character learning model. Therefore, the focus of this study was to: (1) identify cases of delinquent students; (2) see causal factor; and (3) improve prophetic-based character learning model to reduce delinquency of students.

Method

This study used qualitative method also called as interpretative method because the data of research results widely concerned with interpretation of data found in field (Arikunto, 2013). Qualitative research design is a research method producing descriptive data, written and oral data and behavior to observe research objects. This study was to understand types of delinquent behavior of students, factors affecting delinquent behavior of

students, strategy of prophetic-based character learning to solve delinquent behavior problems of Madrasah students. The research data were collected by observation, in- depth interview and documentation. In this study in which the researchers played a role as main instrument, this study was conducted in the Semarang District, Central Java, Indonesia. The Semarang District has MAN school being Islamic religion- based school under religious ministry, MAN 2 of Semarang District.

Data and Sources of Data

Sources of data would classified into three groups, namely: informants, documents and research location evidences. Sources of collected data had been classified into two groups, namely, primary and secondary data. The former were collected directly from the Madrasah school, MAN 2 of Semarang District, Central Java, that was research location; whereas the latter were collected from sources relevant to the research. To specify data validity, the researcher used inspection techniques such as widening research participation in order to possible increase confidence interval on the collected data. Second validity was to observe diligence meaning that the researchers did observation accurately and sustainably. Moreover, the researchers could also describe the data accurately and systematically. The data were also taken by triangulation. Sources were triangulated by checking data obtained through several sources. The data collected from the sources were described, categorized and finally agreed (member of check) to make conclusions. Triangulation technique was used by checking data of similar sources similar by different technique. Triangulation of time was associated with time effectiveness. The data collected by interview in the morning when the informants were still fresh and without many problems would give valid data, so that the data were credible.

. Data Analysis

Data analysis is a process to organize data in patterns, categories and one basic description, so that these could be found and formulated for work hypothesis. There were some stages to do. First, data reduction consisted of selection, categorization, and sorting. Second, data were

explored to explain and deepen the found data. Third, the data were verified to prove accuracy and truth of available data, by re-examining other data. Data analysis is inductive-qualitative, and the results of qualitative study emphasized significance than generalization.

Result and Discussion

Delinquent Behavior of Madrasah Students

Madrasah Aliyah Negeri (MAN) 2 Semarang has 562 students, 45 teachers, and 4 guidance & counseling teachers. Institutionally, this school has vision to integrate dzikir, fikir, and skill to prepare Islamic generations, high performance and independent life. Its mission is to implement democratic and quality education, prepare future Islamic generation mastering of sciences & technology and skill as life provisions, able to develop innovative creativity, improve students' faith and fear, to establish Islamic behavior in daily life. The results of data collected by in-depth interview showed information of delinquent behavior of students in MAN 2 Semarang such as finding of early leaving activities, including absent, promiscuity, *bullying*, smoking in Madrasah, impolite to teacher, and indiscipline.

These behaviors were performed by various motives or goals. Reasons of students taking delinquent behavior action were caused by friends, boredom, height factor of them to act and seem to be impressive. The results of collected data indicate that factors affecting delinquent behavior of students in MAN 2 found students with broken home condition in family, including inharmonic family and working in both domestic and foreign countries, busy to work so that their children felt less care. The broken home family might be caused by divorce, death of mother or father or both, unhappiness to live at home, and conflict against parents. The students were at home of family whose social interaction worked improperly and poorly. Other factors were false environment and promiscuity of students. According to the results of study, most of delinquent students were from broken home family. It occurred due to loss of sympathy and affection in the family.

There are several causal factors of delinquent behavior occurring in children at juvenile age. Graham (2006) classified the causal factors of delinquent behavior widely based on aspect of

mental health of juveniles, these are: (1) environmental factor in which the children live, including malnutrition, poverty, environmental disorder (pollution, traffic accident, natural disaster, etc.), migration (urbanization, refugees, etc.). The place in which the children live plays a vital role in establishing one's character. Desire to try anything motivates juveniles to take action; in this case, the writer shows that juveniles who were born and grown in anomy environment where most of the juveniles living in the anomy had similar behavior pattern. Environmental factor consists of false education, curriculum factor, etc. The school is plural environment. Why is it called plural environment. Because students in the school do not only come from one village, but they also come from other villages near their village. School environment consisting of students with various backgrounds affects juvenile promiscuity especially juvenile delinquency. Factor of school environment can affect the juvenile delinquency in one location where the school is plural environment in which specific behavior may affect other juveniles who are never involved in negative juvenile promiscuity (juvenile delinquency).

Environment of similar game friends in which the juveniles select false friends in the similar game with negative behavior would affect normal juveniles to be delinquent ones. In sociologic term, play group was also with peer group. In child age, the playing group consists of neighbor friends, family, and relatives. In juvenile age, the similar game group developed into wider promiscuity group. Some of developments might be caused by wider promiscuity scope of juveniles inside both school and outside school. Friends and promiscuity are social groups involving people with intimate relation to others. (2) Family factor. The broken home family factors (divorce, long separation, etc.).

Family is basic education to establish mental and character for children and juveniles where education of family environment plays a vital role in giving higher attention than juveniles in formal education desks (Sosiowati, 2011). We have understood that family is the smallest unit giving foundation to children, while surrounding environment and school also give nuance to the children. It is associated closely with family task as first education institution to persuade the generations, grow and fertilize high, discipline

and responsible spirits. Family, especially parents, is figure that the children follow, so that parents have a good personality concerning attitude, habit, behavior and life order (Sarwono, 2006). Intact family, according to Shen (2013), would give wider chance to individuals in it to receive social experiences for collective life in community. So far, family becomes an organization to establish individual member, especially children experiencing physical and psychical growth. Home and situation created in it have great effect on behavior and life of children. If a family experiences conflict and disharmony, that finally results in divorce, children become victims. According to Motti (2016), as result of parent's divorce, children experience social discrimination from the environment so that it affects children's life, especially in self- adapting. Family, parents, or mother and father, are figures highly affecting all members of family, especially children. Conflict in the family is one of the caused of family disharmony. The family harmony can be maintained if family functions were implemented in balanced condition. The results of the research by Fabrizio (2014) show that parental divorce is negatively associated with children's tertiary education attainment.

Facing the delinquency problem, school family plays a role in intervening. School as an institution is not only to increase level of students' intelligence. However, the school plays a wider role, increasing quality and character of the students. Therefore, the integrated model such as teaching and role of teacher is required to solve the problem of this students' delinquency. Teacher must be able to solve problem of children's delinquency according to one of functions, as counselor; moreover, teacher functions as trainer, leader and educator.

As suggested by Haryanti (2017) in pedagogic-psychological perspective, the students' delinquency is affected by many factors, one of them is school. Yustika (2017) suggested that family, school, and friends as playing peers are causal factors of delinquent behavior in juveniles. Willis also stated that school is a causal factor of juvenile delinquency, in addition to factors existing in the children, family environment, and social environment. Koesoema (2009) frankly concluded that one of delinquency causes for students is education in Indonesia widely emphasizing on mere intellectual development.

Other aspects existing in children, such as, affective and benevolence aspects, poorly get attention. Linear conclusion of Koesoema with signal of National Education Ministry in Indonesia indicates that sources of disasters and accidents destroying this national morality is ignorance of character education. This argument is based on history of nations that always prioritized character as solution to various problems facing them.

Socially, the students needed to get conductive promiscuity environment, caring for parents, teacher's guidance and promiscuity filter that could save them from moral deviation and social pathology. Some examples of delinquent cases described above are pathological cases that, according to Kartini (2017), occurred because there were elements of social ignorance. Crime and unethical action (*juvenile delinquency*) or crime/delinquency of the young; these are disease (pathologic) symptoms in children and juveniles caused by a social ignorance, so that they developed bias behavior. Spiritually, students must be placed by Islamic teaching values in order that they do not lack of theological systems. That various criminal actions facing the society, starting from juveniles to adult level, are impacts of ineffective moral-spiritual education in formal education institution. Behavior of corruption, collusion and nepotism (KKN), wider conflict between residents, and criminal actions during reform in this country, were widely taken by those who ever followed formal education. It becomes vital indicator of ineffective tauhid education.

Strategy to Solve Delinquent behavior Problems

Some of strategies to solve delinquent behavior problems occurring in students of MAN 2 Semarang, including curative aspect, consisted of guidance, teaching, education and socialization persuasively. So far, role of teachers of MAN 2 is in solving problems personally by making efforts to give advice, personal approach to students and absence of sustainable model. The school ever involved their parents in asking the parents to always control, monitor development of children and supervise without comparing to others.

Factor of learning process is important variable and it becomes spirit of education success determinant, so that functionally the learning

process could support the idealism. The learning process, according to Wirman (2018), is key of success in increasing quality of education; unfortunately, many schools do not implement the learning directly because the teachers lacked of understanding classroom condition (learning need) of students and the commitment was also low. Ironically, “inability” of teachers to create quality learning habitat really became serious problem, because teachers lacked of roles and functions in implementing mission to educate national life through school desks. Therefore, innovation of teachers in managing learning in classroom need to increase continuously in order that the learning process was actually able to contribute really.

Innovation of teachers in managing the learning needs to develop dynamically in order to create an effective learning process. Nearly all of survey results concerning teacher effectiveness reported that *classroom management skills* reduced primary position in determining *teaching success*. The assumption that innovative teaching has a positive impact on the performance of students' diversity (Farah, 2017).

Concept of classroom (learning) management concerned many items, such as, ability of teachers to motivate involvement of students in all learning activities, arrange learning environment, including use of attractive learning model. In relation to learning model, specifically a learning model that must touch basic issues to give characteristics according to vision and missions of education, namely, glorious spiritual and moral ethics. Dewey (2004) found that, if educational process has no positive effect on nature (environment) and community (students), please do not mention education, because education must give effect of change and growth. Martin Luther even concluded intelligence plus character that is the goal of true education. Intelligence with character is actually the end goal of education.

School plays vital role in developing religious culture aiming at preparing the students deeply to self-approach the only God, learn Islamic education truly and all of mission in future are to create generation of Moslems fearing to the God and having noble character so that the school will gain intelligent and moral alumni. Islamic education is responsible for developing students by achieving full potentials, whether these are affective, cognitive or psychological

characteristics (Tafsir, 1992). As counselor, teacher would become close friend for students, figure in individual inviting respect and intimacy from the students. Herewith teacher and students have similarity, namely, they exist in educational world. Teacher is found profitable for teacher to enter personal area of students. Teacher is found understanding character of students so that he/she can explore what is really happening and what is desired by students. Using humanistic personal approach, students would feel intimate to their teacher. Herewith teacher can implant great effect in students through attractive learning and including advice, suggestion, criticism and recommendation.

Discussions

Model of Prophetic Learning Application

In context of character education, learning model innovation in school is very necessary to give positive change impact on students' character, in both aspects of thinking and behaving. Dewey (2004) suggested that empathy, truth, honesty, holiness and friendliness are moral values that must be taught in school. Schiller (2002) suggested that various moral values are necessarily implanted in children, such as: care, cooperation, braveness, firmness and commitment, justness, helpfulness, honesty and integrity, humor, independence and self-reliance, loyalty, patience, proud, mindfulness, respect, responsibility, and tolerance. In Islam, word similarity that is always used for moral is character. Character is defined as behavior occurring spontaneously in individual. The spontaneous behaviors are classified into two groups, namely, praised character (*akhlaq al-mahmudah*) and blamed behavior (*akhlaq al-mazmumah*).

Establishment of character can be performed by prophetic education. Definitively, term prophetic in education can be understood as a set of theories that do not only describe and transform social symptoms and not only change anything for the sake of change, but also it is expected that it can direct change based on ethical aspiration and prophetic. Kuntowijoyo as creator of prophetic education ideas suggested that three loads of values as prophetic- social science characteristics are: (1) humanization (recommending *ma'ruf* or enforcing beneficences); (2) liberation (preventing

ignorance); (3) transcendence (faith in the only God). As Prophetic Social Science thinker, concepts, namely, recommendation in order that human uses prophecy philosophy from Islam.

Implementation of prophetic values by Kuntowijoyo in MAN 2 Semarang is necessary, seen from activities conducted in MAN 2 reflecting actualizing the prophetic values of Kuntowijoyo. The following are descriptions of activities that reflect prophetic values, including 1) the character of humanization; namely maintaining brotherhood despite different religions, faiths, states, social and traditions are different, avoid hatred against the peers, eliminate various mistreatments, not discriminate other individuals. For example, the conducted activities were to habituate *tawaduk* to teachers, pardon, lover, respecting friends. These activities reflect humanization values and these are very useful for the students because they found that the activities could develop psychomotor and social care and grow sensitiveness to environment surrounding and always take good actions to the peers. 2) Character of liberation (freedom). Liberation in education contains meaning that freedom given to students is to self-determine what is their interest. Paulo Freire stated that education of liberation is situation where teachers and students must learn together, collectively have cognitive subject, and collectively become critical subject. Moreover, education of liberation is a moment making you self-believe in anything and you make others believe in anything (Shor, 2001). Some actions of liberation prophetic are to eliminate oppression and mistreatments, enforce justice and truth, eradicate stupidity and social-economic lag, favor of students' interest. Some examples of liberation are to avoid bullying, comply with school rules and regulations, learn/work diligently, and sacrifice for the sake of other persons. 3) Character of transcendence; is to take an action followed by expectation for happiness in the doomsday, recognize the power of the only God, associate behavior, action and events with teachings of Al-Quran, understand an event using mystic approach, try to obtain beneficence of the God on which we depend and make efforts to self-approach the only God, do *dzikir*, pray 5 times, fast in Ramadhon month. Some of the performed habituation in MAN 2 Semarang were, every morning, to read *asmaul husna*, *tadarus Al-Quran*, do *dhuha* praying, do *dzuhur* praying

together, seven-minute course, perform *mujahadah* once every month, give Friday infaq or give infaq (contribution) when there was accident, etc.

The goal of classical education is required and designed in order that students will be able to construct moral values creatively and functional science & technology theory for their own life issues, not past experiences of a teacher, parents. The experiences of teacher, parents, past education are only important when these are represented in learning situation. It is not problem solution technique, it is a science & technology theory of value selection alone. Rembangy (2010) suggested that each of students, community, epoch, and every individual or family have typical and unique experiences that can only be solved by typical and unique methods too.

Yucel (2019) The findings reveal that his motivational techniques for teaching and educating are likely to use in the promotion of appropriate teaching and learning. Through this learning model, prophetic values are expected to internalize in students of the Madrasah learning institution. It is consistent with study by Hakim (2017) suggesting that it is necessary to have implemented prophetic education model of Madrasah school based on school specification in at least three points as follows: (1) to help students explore and respond to need of innovation or social reform; (2) to provide information and skills the students need to learn effectively for them; (3) to teach students on how to solve practical problems by applying problem solving technique individually or collectively.

Prophetic values are religious character whose philosophy returns to the *founding father* of character education, namely, Prophet Muhammad SAW. Religious approach or prophetic-based character learning, according to conclusions of studies by Laird, Robert D., et. Al, (2011) is effective to reduce and discontinue bias behavior of students. Prophetic strategy is found effective to develop character because important items of prophecy, according to Moslem theologians, have represented truth, belief, and communicate messages of the God, intelligence, infallibility, and free of mental and physical disability. The results of research by Harper (2014) conclude that mission of prophecy found externally (by many people) about thought in the Prophet, is proper to learn accurately because many issues directly

depend on environment conditioned by the thought of Prophet.

Conclusion

Most of students still had delinquent behaviors, such as, leaving school before specified time, smoking, bullying. Most of students' delinquencies were caused by various factors, such as, internal factor of individual, less harmonic family and environment factors, friends, namely, false promiscuity. There were efforts made by the school to reduce delinquency events of students but these were not optimum yet, but these were still partial. Therefore, a recommendation of these study results with spirit gave contribution to reduction of delinquent behaviors of students by offering character learning innovation in the Madrasah. The delinquent behaviors of students must be minimized urgently and reduced until smallest possible, because negative excess of these behaviors is very inflicting the students alone (inhibiting *psycho-physic* development) and disturbing people surrounding. The offered innovation is 'prophetic-based pedagogic values' in the learning process in classroom.

Thank you for the parties in MAN 2 Semarang, teachers and students involved in this study. The writer suggests that the presented data have no interest conflict.

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