



Research Article

Collaboration Between Islamic Religious Education Teachers And Counseling Guidance Teachers In Overcoming Student Delinquency At Smpn 9 Bima City

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Abstract. This study aims to examine the response to collaboration between PAI and BK teachers at SMPN 9 Bima City related to the issue of student delinquency. The focus of the research is on how the collaboration between the two groups of teachers in dealing with student delinquency. The research method used is field research with a qualitative approach, with data collection techniques including observation, interviews, and documentation. The results showed that PAI teachers focused more on the religious and moral aspects of students, while counseling teachers paid more attention to the psychological aspects and provided diagnosis and treatment of student delinquency. The cooperation between the two groups of teachers is coordinative, competitive, productive, evaluative, and transparent. The program receives strong support from the principal and other teachers who are concerned about changes in student behavior. The main obstacles come from the lack of cooperation from some homerooms and students' resistance and closedness to the guidance and solutions offered.

Keywords: Synergy, PAI Teacher, BK Teacher, Student Delinquency.

INTRODUCTION

Education is a basic human need. Through education, humans can explore their potential to achieve maturity, which will ultimately lead them to happiness. The purpose of education is to form individual maturity, both physically and spiritually, so that they are able to face and solve various challenges in life (Susmita, 2017).

According to Law Number 20 of 2003 concerning the National Education System, Article 3 states that the purpose of national education is to develop abilities and form noble character and civilization for the nation, with a view to improving the nation's intelligence. Education aims to optimize the potential of students to become individuals who are religiously devout, have good morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Because of the importance of education in human life, every Indonesian individual has the right to get it and is expected to continue to develop through the education process. Education is basically a life process that helps the development of each individual to be able to live and face life well (Yayan Alpian, M.Pd., Sri Wulan Anggraeni, M.Pd., Unika Wiharti., 2019). Education is a process that is deliberate, planned, designed, and organized in accordance with the provisions of the law (Omeri, n.d.).

In the context of education, learners are not only objects, but also subjects. Therefore, educators need to understand the general characteristics of learners, including: (1) The initial condition of learners who need encouragement to use their potential and willingness, (2) The desire of learners to grow and develop into adult individuals, (3) The diversity of cultural, ethnic, and religious backgrounds of learners, and (4) Learners' exploration of the surrounding environment with their basic potential individually (Puspita, 2018).

From the Functions and Objectives of National Education, it can be seen that education at all levels, including junior high school, must be organized in a structured manner in order to achieve the set goals. This is important to shape the character of

students so that they can compete, have good ethics and morals, good manners, and are able to interact with society (Sahroni, 201 C.E.).

However, in reality, the education sector has still not succeeded in fully shaping the character of students who have good morals and morals. At the junior high school level, there are frequent incidents of brawls between students, which then increase at the high school level with a higher frequency, including teasing, swearing, throwing stones, hitting, even the use of sharp weapons and in some cases, physical violence that results in fatalities (Nawawi, 2011).

Schools have the duty and responsibility to instill and develop positive values and help students build their character with good principles. The role of teachers in schools is very significant in achieving success in the learning process. Teachers are responsible for the supervision of all things that happen in the classroom to support student development (Eka, 2021). Teachers also not only teach various complex theories, but also provide guidance and advice to solve problems faced by students.

Therefore, it is important for teachers in schools, especially PAI and BK teachers, to work together effectively. PAI teachers are not only responsible for religious education, but are also involved in the formation of moral values that are important for learners so that they avoid behaviors that are inappropriate for their age. In addition, counseling teachers not only help students solve their problems, but also address delinquent behaviors that may disrupt the teaching-learning process, as students are in a developmental stage towards adulthood. Therefore, counseling teachers need to have the ability to overcome student delinquency in schools so that the education process can run smoothly (Saputra, 2020).

By considering these challenges, researchers are interested in conducting research at SMPN 9 Bima City, which is located in Kodo Village, East Rasana'e District, Bima City. The school is known for its attention to the development of students' personalities, with the hope that they will develop good character and morals. Although this school has a record of student delinquency in the past, over time, various changes have been made in an effort to overcome the problem. The efforts are mainly made by PAI and BK teachers.

The focus of this research is to explain the cooperation between PAI teachers and counseling teachers in overcoming student delinquency.

RESEARCH METHOD

The research method applied is a field research technique with a qualitative approach. This qualitative approach focuses on collecting descriptive data in the form of words, pictures, and not numbers. This data is obtained from observations of people and behaviors that can be observed (Abdul; Fina, 2021) Data collection techniques involve observation, interviews, and documentation methods. The data sources used consist of primary data and secondary data. Primary data was obtained directly from the main sources, such as the principal, PAI teachers, counseling teachers, and students. Meanwhile, secondary data is information obtained from written documents such as journals and books relevant to the focus of research at school.

RESULTS AND DISCUSSION

Based on the field results, student delinquency is very diverse, such as: being late for school, not obeying the dress code, disturbing friends, mischievous behavior in class such as going in and out when the teacher is teaching, playing cellphones, or speeding on the road. In addition, there is also skipping school, not wanting to go to school, brawls both with fellow students and students from other schools, and bullying actions such as ridicule, insults, and dating.

These delinquencies can be caused by several factors, including family factors, community factors, and school factors. Family factors include situations where parents have divorced, lack of attention and affection, low family economic conditions, absence of parenting due to parents working abroad, lack of religious education, and acts of violence that traumatize children. Community factors include influence from peers, unhealthy relationships, lack of self-control, the impact of media and technology, and the easy availability of alcohol and drugs. School factors involve a monotonous learning atmosphere and a non-conducive learning environment.

To overcome student delinquency, among others, PAI teachers provide continuous advice and coaching as needed, provide adequate attention to students who are experiencing problems, present idol figures as good examples, implement consequences or rules with well-defined procedures in accordance with students' delinquent actions, and conduct learning contracts with students during the learning process, such as the prohibition of noise, eating in class, going in and out while studying, and using cell phones. In addition, on Fridays during IMTAQ activities, problematic students are given the responsibility of securing the activity, so they feel trusted and are less likely to commit delinquent acts. Every day before the Zuhur prayer, students are given the task of delivering a cultum in front of their friends for about 15 minutes. This task is given alternately to all students, regardless of whether they have problems or not, so that they are involved in positive activities and do not have free time to commit acts of delinquency.

The BK teacher takes various steps, including calling students specifically to the BK room to provide advice and guidance, diagnosing the causes of student delinquent behavior, training students to control feelings and emotions, and having intimate discussions with students regarding their actions.

In addition, the counseling teacher also applies stricter discipline by giving punishments that aim to educate according to the offense committed by the student. For students who are reluctant to come to school, the counseling teacher actively visits their homes by approaching the parents up to three times so that the students want to return to school. In order for students to engage in positive activities and reduce free time that could lead to delinquent behavior, they are given additional activities such as memorizing the Qur'an, speeches/lectures, as well as art and sports activities in accordance with their individual interests and talents.

To overcome the challenges mentioned above, PAI teachers and counseling teachers work together actively with planned strategies. They maintain open communication, especially in obtaining information about students and addressing problematic student behavior. In addition, PAI teachers and counseling teachers

strive to improve the quality of their professionalism by working together in self-development. They also collaborate effectively and respect each other by paying attention and sensitivity to students' needs, expectations and concerns. Inviting inspirational teachers from other schools to help provide guidance to students and then cooperating with related parties to tackle student delinquency such as BNN (National Narcotics Agency), police elements (Babinkabtibmas), and TNI elements (Babinsa). Working closely with parents (periodically calling them to come to school). And finally, monthly meetings are held between the principal and all teachers to discuss the overall development of students and also the issue of student delinquency.

From the results of the collaboration between PAI teachers and counseling teachers in overcoming student delinquency at SMPN 9 Bima City, it can be seen that both have excellent synergy. They always work together, coordinate, and provide ideas and solutions to each other in dealing with students who are experiencing problems. In addition, they also implement joint programs such as guidance before zuhur prayer in congregation, IMTAQ programs, and special guidance to students who have more complex problems. Furthermore, PAI teachers and counseling teachers routinely conduct evaluations and are transparent, in the hope that they can continue to contribute in overcoming various problems faced by students.

Forms of student delinquency

Tardiness to school occurs when students arrive after the time set by the school. According to the counseling teacher, tardiness often occurs for various reasons, such as long distances from home, traffic jams, and so on. However, despite this, the school still imposes sanctions for these violators..

Truancy is when a student leaves home for school, but does not get to school and deliberately leaves class time without a clear reason. This kind of incident often occurs in various schools, but is still considered as behavior that violates the rules. Schools or education providers have a responsibility to reduce such incidents (Rindra Risdiantoro, 2020).

Bullying is repeated physical, psychological, social, or verbal acts committed by someone in a position of power for their own benefit or gratification. It is an early form of aggressive behavior, in which a person uses violence physically, psychologically, or through words, or a combination of all three (Sulisrudatin, 2014). A brawl is an event of mass or gang fighting, which is generally considered an inappropriate act. Usually, brawls occur among teenage students (Paramaswasti et al., 2023). And if romantic relationships are not Supervised or monitored by parents or educators, students may fall into behaviors that contradict religious values (Paramida et al., 2021).

Into behavior that is contrary to religious values (Paramida et al., 2021) Delinquency that often occurs in Schools include various things such as: (1) growing long hair For male students, (2) coloring hair, (3) doing tattoos, (4) smoking, (5) Involved in fights, (6) stealing, (7) damaging friends' belongings, (8) Involved in promiscuous relationships, (9) dating, (10) frequent absences, (11) skipping School, (12) disobeying the rules, (13) making a crowd in the Class, (14) playing video games, (15) making the class and school yard dirty. School yard. In addition, delinquency can

also be in the form of consumption of alcoholic beverages, Drug abuse, free sexual behavior, and so on (Umi Kulsum¹, 2019).

Here are four types Of juvenile delinquency that can be identified:

1. Acts of juvenile delinquency that result in Physical harm to other individuals, such as being involved in fights, rape, robbery, murder, and the like.
2. Acts of juvenile delinquency that result in material loss, such as vandalism, theft, mugging, extortion, and so on.
3. Social delinquency that does not cause harm to others, such as prostitution activities, substance abuse, sexual relations before marriage, and the like.
4. Delinquency that violates social status, such as opposing status as a student by skipping class, opposing status as a child by running away from home or refusing their orders, and so on (Umi Kulsum¹, 2019).

Factors Causing Student

Delinquency The causes of student delinquency can be categorized into two factors: internal and external. Internal factors include identity crisis and lack of self-control. While external factors include influences from family and social environment (History, 2019). The causes of juvenile delinquency include: lack of religious education, lack of parental understanding of education, lack of regulation in filling spare time, moral and mental decline of adults, excessive exposure to bad media such as movies and books, and lack of community attention to children's education (Gularso & Indrianawati, 2022). Thus, student delinquency is basically influenced by three main factors, namely family, school, and society (Yaqin, 2016).

From the explanation above, it can be seen that students who skip school often do not attend lessons and do not complete the assigned tasks. Their reasons vary, ranging from feeling lazy to come to school, not having free time to do assignments because of helping parents, to being influenced by peers. There are also those who do not pay attention to the teacher's explanation because they find the lesson boring, so they lose interest in learning. This can be influenced by a lack of encouragement or motivation, as well as family socio-economic conditions that force students to help with homework (Maufiroh et al., 2021).

Islamic Religious Education Teacher Performance in Overcoming Student Delinquency

Islamic Religious Education teachers provide advice and motivation to students before starting lessons, with the intention of encouraging them to comply with school rules and be able to understand the difference between behavior that is in accordance with religious teachings and those that are not. In addition, PAI teachers also provide direction and counseling to students who are involved in mocking behavior towards fellow friends (Maufiroh et al., 2021).

IMTAQ activities aim to provide direction and guidance to individuals so that they want to carry out God's commands with sincere awareness and desire. These religious values have the potential to be a motivation to do good, not to live in delinquency for fear of sin. They become guidelines in making life choices that are in

accordance with the teachings of the religion they follow, encouraging individuals to act in accordance with the values they believe in (Rindra Risdiantoro, 2020).

BK Teacher Performance in Overcoming Student Delinquency

In particular, counseling guidance services at Junior High School (SMP) aim so that after receiving guidance, students can:

- a. Overcome difficulties in understanding themselves;
- b. Overcoming difficulties in understanding their relationship with the school environment, family, and society more broadly
- c. Overcoming difficulties in identifying and resolving problems encountered
- d. Overcoming difficulties in channeling their abilities, interests, and talents in the context of education and potential careers that may (ARSINI, 2017).

Guidance and Counseling (BK) teachers are active when there is a problem in the school/madrasah, using individual or group services according to the type of problem that arises. They work closely with the rest of the teaching staff to ensure effective and purposeful communication. In various cases or problems that arise with santri (students), counseling teachers and school principals will work together to handle the situation (Gumati & Cahya, 2024).

Several steps can be taken in dealing with juvenile delinquency in accordance with the functions and objectives of guidance and counseling, through three main approaches: preventive, repressive, and curative. For preventive efforts, school counseling programs can include Information Provision, Group Guidance, and Mediation Services. Meanwhile, for repressive efforts, school counseling programs can include Home Visit and Individual and Group Counseling. And for curative efforts, school counseling programs can include Case Conferences and Individual Case Handling (Saputra, 2020).

Guidance and counseling in schools is not only the responsibility of counseling teachers, given the complexity of the problems faced by students. Therefore, cooperation from various parties in educational institutions is needed. The services provided by the guidance counselor will not reach the optimal level of effectiveness and efficiency without the support of all parts of the madrasah (Gumati & Cahya, 2024).

Synergy Performance of Islamic Education Teachers and Guidance and Counseling Teachers to overcome student delinquency

Cooperation between Islamic Religious Education (PAI) and Guidance and Counseling (BK) teachers in preventing juvenile delinquency is carried out by collaborating in three educational environments, namely school, family, and community environments. This is realized in the form of concrete efforts. In this study, PAI teachers' efforts can be divided into three types: Preventive efforts, which are planned activities with the aim of preventing delinquency. PAI teachers in this study were involved in prevention efforts involving the school environment, family, and community. Here are the details (Maufiroh et al., 2021).

In the school environment, PAI teachers make preventive efforts by providing good examples and holding religious activities (Ruslan et al., 2020). The goal is to familiarize students with good behavior so that they do not commit bad acts. In the family environment, the influence is very large on the formation of children's character. Therefore, the family becomes an important factor in the development of children's character. Preventive efforts made by PAI teachers in the family environment are to establish good cooperation with parents. Teachers can collaborate with students' families in various ways, such as conducting regular meetings that discuss the importance of children's education, or with personal communication such as home visits (home visit) (Maufiroh et al., 2021).

CONCLUSION

The results of field research show that PAI teachers and counseling teachers at SMPN 9 Bima City have excellent performance synergy in handling student delinquency. They always work together, coordinate, and share ideas and solutions to overcome student problems. In addition, they also continue to develop themselves and improve the quality of their professionalism in order to overcome various student problems. Joint programs, such as guidance and counseling before zuhur prayer in congregation and during IMTAQ and special counseling for students with serious problems, have been carried out. Furthermore, evaluations are conducted jointly and transparently, with the hope that they can continue to contribute to solving problems faced by students.

Teachers at SMPN 9 Kota Bima take several steps to overcome student delinquency. This includes preventing the emergence of negative behavior by getting to know and understand the character and characteristics of students, understanding the family background of students, and knowing the difficulties faced by students. In addition, they also provide guidance on students' mental attitudes and impose punishments that aim to educate students who break the rules, with the hope of providing a deterrent effect so that other students do not follow the same behavior.

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