

The Relationship Between Juvenile Delinquency and the Low Learning Achievement of the Nurul Qodiri Islamic Boarding School Students

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Abstract

This study aims to determine: the relationship between juvenile delinquency and the low learning achievement of the students of the Nurul Qodiri Islamic Boarding School. This research is a correlation research. The variables studied were juvenile delinquency and low learning achievement. The data collection method uses a scale, the tool is in the form of a juvenile delinquency scale and a scale of low learning achievement. The validity test was carried out with the help of a computer program SPSS 22 for windows. Reliability test using technique Cronbach's alpha, obtained $p = 0,540$ for juvenile delinquency variable and $p = 0,544$ for low learning achievement variable. The analysis technique used is descriptive and inferential statistics with SPSS 22 for windows program. The results showed that there was a relationship between juvenile delinquency and the low learning achievement of the students of the Nurul Qodiri Islamic Boarding School of 0.335, the probability number of T_s 5% was 0.000 ($p < 0.05$).

INTRODUCTION

The students of the Nurul Qodiri Islamic Boarding School still need more intensive guidance from parents and teachers or clerics and clerics who will help students in the learning process, so that students will feel comfortable in a conducive learning atmosphere to achieve optimal growth and development. According to Feist & Feist (2011, p.304) students in their teens are young people who struggle to find out who they are. The development of adolescent puberty helps students to find their identity. In this development, adolescents draw from various previously accepted and rejected self-images. Therefore, the seeds of identity begin to sprout during infancy and continue to grow during childhood, play age, and school age. Then during adolescence, this identity is reinforced in a crisis that students try to overcome with the psychosocial conflict of identity versus identity confusion (Astuti & Saputra, 2019). Teachers and parents should make observations on the development of their children in the school environment and in the community, in order to assist students in finding their identity and being able to socialize with their learning environment.

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Furthermore, according to Erikson (1968, p.126) of industrial conflict versus low self-esteem, school-age children develop basic strengths of competence, namely the confidence to use physical and cognitive abilities in solving problems that accompany school age. Competence provides the foundation for 'cooperative participation' in a more productive life. If the conflict between industry and low self-esteem is not skewed, either to low self-esteem or excessive industry, then teenagers will be stuck with genital fantasies and they spend most of their time on unproductive things. School as a forum for formal education learning to carry out the learning process optimally in developing the competencies of students. In accordance with their role, guidance and counseling teachers help students to develop physical and cognitive abilities in solving learning problems, so that students have good abilities to have good learning achievements.

According to Yesinta L, Shinta O, and Sri Adi W. (2016, p.667) education is very important for the survival and progress of a nation. With education, students are able to develop their knowledge and skills. There are several things that determine the success or failure of education, namely juvenile delinquency, interest in learning and learning motivation. The development of quality Human Resources (HR) is very important for the survival and progress of a nation. One of the quality human resources can be formed through fostering interest in learning and providing motivation to learn and guiding to reduce the level of juvenile delinquency. In addition, human resources who have high fighting power, have adequate capabilities, noble identity, and strong national spirit.

With this, it can help improve the resulting learning achievement. In this case, it shows that education is so important for the sake of upholding and strengthening the national identity so that it can be competitive in the global world. Education is an important component of life. This education helps students in developing their knowledge, values, attitudes, and abilities. Learning is a series of activities ranging from reading, listening, observing, and imitating where all aim to achieve something desired. According to Hartanti, Y and Esti H. (2016, p.397), in the whole educational process, schools must create a conducive situation so that students can study comfortably and can achieve good learning outcomes. In the world of education, subjects are one of the important things to learn. In the implementation of education, subjects are given at all levels of education from elementary school to university.

According to Amelia D and R. Rachmy D (2017, p. 48) The phenomenon of juvenile delinquency seems to be a never-ending theme to be discussed. Although many studies have been carried out, but no solution has been found to solve it. Even juvenile delinquency cases continue to increase both in terms of quantity and quality. At first the deviations of adolescent

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behavior were cheating, truancy, smoking, leaving the house without permission, disobeying parents. But now it has transformed into criminal behavior such as brawls, liquor, drug abuse, rape, and even murder.

According to Dadan S, Sahadi H, Meilanny B. (2017, p.346) adolescence is a period of transition from childhood to adulthood. A teenager can no longer be said to be a child, but he is still not mature enough to be considered an adult. He is looking for the most suitable way of life for him and this is often done through trial and error, though through many mistakes. His mistakes often cause worry and unpleasant feelings for his environment, his parents. Mistakes made by teenagers will only please their peers.

Research conducted by Yesinta L, Shinta O, and Sri Adi W. (2016, p.669) shows that delinquency is a behavior that deviates from existing and applicable norms. That in school, juvenile delinquency is often done so it is called juvenile delinquency. This delinquency can be in the form of a lack of respect for teachers or ustadz and clerics, truancy, and a sense of laziness. In learning, students with high levels of delinquency such as lack of respect for teachers or ustadz and clerics tend to make a noisy atmosphere in the classroom. So that the teaching and learning process becomes hampered. This allows the learning achievement to be obtained is low, because the class conditions are not conducive. On the other hand, students with low levels of delinquency make class conditions more conducive because the atmosphere in the class is not noisy. So that the teaching and learning process becomes smooth. This can allow the learning outcomes obtained to be high.

According to Wijayanto (2013, p.34) students' learning outcomes can be seen from the results of the evaluation exam. Good learning outcomes are realized by the interest in learning from the students themselves and the motivation from the people around them. But in fact, based on observations, many students lack interest in learning. This is caused by a lack of motivation from the family environment, school environment, and from within. So that deviant behavior arises which is often called delinquency from students. This is what is meant by delinquency, namely behavior that deviates from the established rules. In addition to interest in learning, learning motivation, and juvenile delinquency are factors that affect learning outcomes. Some learning outcomes are determined by interest and motivation to learn.

The presence of teachers and parents is very much needed in the school and community environment. This is evidenced by the opportunity for teachers and parents to educate students to have good behavior and proud learning achievements. The initial field study on March 23, 2018 obtained an interesting experience. The results of interviews with teachers and parents, that is, in fact, as happened at the Nurul Qodiri Islamic Boarding School, there are still students who

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have low learning achievements caused by bad student behavior. This study wanted to determine the relationship between juvenile delinquency and the low learning achievement of the students of the Nurul Qodiri Islamic Boarding School.

This research is very important to find out the reality faced by students to understand juvenile delinquency which can lead to bad behavior and affect low learning achievement. Starting from the description above, the following problems can be identified, there are still students who have low learning achievement, which can result in a lack of enthusiasm for the importance of learning.

The results of this study are expected to provide input in the development of science, can contribute to efforts to expand knowledge horizons in reducing juvenile delinquency and low learning achievement in students. For further researchers, as learning material in scientific writing that will provide information about the relationship between juvenile delinquency and low student achievement. For schools, the results of this study are expected to provide input in an effort to improve the quality of learning, good relations between parents and teachers and students.

METHOD

The method used in this study is a type of correlation research. Correlation design provides an opportunity for researchers to see scores and explain the relationship between variables. Researchers use statistical test relationships to describe and measure the degree of association (or relationship) between two or more variables (Creswell, 2012, p.338). The population of this study were all students of the Nurul Qodiri Islamic Boarding School. A sample of 250 students was determined using the *proportional stratified random sampling technique*.

The variables studied were juvenile delinquency and low learning achievement. The data collection method used a juvenile delinquency scale and a scale of low learning achievement. Data collection is done by circulating the scale to the sample. The scale was circulated with the aim of obtaining data on sample identity, sample characteristics and research variable data, namely juvenile delinquency with low learning achievement. The instruments or tools used in this study are statements of juvenile delinquency items and statements of low learning achievement items. The research instrument was arranged using 4 alternative answers, namely: very suitable (SS), suitable (S), not suitable (TS), and very inappropriate (STS), (Azwar, 2013, p.193).

Test the validity using the opinion of experts (*judgment experts*) and computer assistance SPSS 22 *for windows program*. Reliability test using technique *Cronbach's alpha*, obtained $p = 0,540$ for juvenile delinquency variable, and $p = 0,544$ for low learning achievement variable. The

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analysis technique used is descriptive and inferential statistics with SPSS 22 *for windows program*. The inferential statistics used in this study are parametric statistics. Parametric statistics requires that the data for each variable to be analyzed must be normally distributed. Thus the steps taken in the next data analysis, testing the requirements of testing the hypothesis, there are two kinds of test requirements, namely the normality test and the linearity test. In order for the regression line equation to be determined, it is necessary to first know the predictor correlation coefficient (a) and its constant number (k), then the regression line is tested for its significance level (5%).

FINDINGS AND RESULT

The data obtained from 250 students and 40 statement items which were declared valid with the SPSS 22 program computer *for Windows* can be described as follows: highest score = 158; lowest score = 104; mean = 123.80; median = 133.00; mode = 131; and standard deviation = 12,362. To determine the average trend of juvenile delinquency variable scores, there are 4 categories that have an ideal minimum score range of 40 to an ideal maximum score of 160. The ideal score range is the highest score minus the lowest score, which is $160 - 40 = 120$, and the length of the ideal score interval is divided with 4, i.e. $120 : 4 = 30$. Furthermore, the calculation starting from the lowest score can be made as follows:

No	Predicates
1.	Score 40 to 70 = low
2.	Score 71 to 100 = moderate
3.	Score 101 to 130 = high
4.	Score 131 to 160 = very high

Table 1. The average trend of juvenile delinquency variable scores

Based on the conversion guidelines above, the average result of the study is 113.40, which lies in the interval 101 – 130, which means that the juvenile delinquency rate is high. The data obtained from 250 students and 44 statement items which were declared valid with the SPSS 22program computer *for Windows* can be described as follows: highest score = 174; lowest score = 115; mean = 147.63; median = 148.00; mode = 152; and standard deviation = 13,941.

To find out the tendency of the average variable score for the low learning achievement of students, there are 4 categories that have an ideal minimum score range of 44 to an ideal maximum score of 176. The ideal score range is the highest score minus the lowest score, which is $176 - 44 = 132$, and the length of the score interval ideally divided by 4, which is $132 : 4 = 33$. Furthermore, the calculation from the lowest score can be made as follows:

No	Predicates
1.	Score 44 to 77 = low
2.	Score 78 to 110 = moderate
3.	Score 111 to 143 = high
4.	Score 144 to 176 = very high

Table 2. The tendency of the average variable score for the low learning achievement

Based on the conversion guidelines above, the average result of the study is 167.37 located in the interval 144 - 176, which means the low self-learning achievement of the students of the Nurul Qodiri Islamic Boarding School. Based on the results of calculations carried out with the help of a computer program SPSS 22 *for windows*, the juvenile delinquency variable was obtained $\text{Sig} > (0.077 > 0.05)$ meaning the juvenile delinquency variable was normally distributed. The variable of low learning achievement is obtained by $\text{Sig} > (0.070 > 0.05)$ which means that the variable of low learning achievement is normally distributed. This linearity test aims to determine whether or not there is a linear relationship between each predictor and the criteria. The rules used for the linearity test are as follows: The linearity test uses *Deviation from linearity*, if $\text{sig} <$ means non-linear, if $\text{sig} >$ means linear. 95% confidence level is used, significance level (α) = 100% - confidence level = 100% - 95% = 5% = 0.05. After the linearity test with the help of the SPSS 22 computer *for windows*, the results obtained: for the linearity of the relationship between the linearity of the relationship between juvenile delinquency variables and low learning achievement, it was obtained $\text{Sig} > (0.118 > 0.05)$.

The relationship between juvenile delinquency and low learning achievement

There is a relationship between juvenile delinquency and the low learning achievement of students at the Nurul Qodiri Islamic Boarding School. This shows that the higher the juvenile delinquency of the santri, the lower the student's learning achievement. This can be shown by the acquisition of a correlation number of 0.347, the probability number of T's 5% is 0.000 ($p < 0.05$). In line with the results of research by Yesinta L, Shinta O, and Sri Adi W. (2016, p.669) shows that delinquency is a behavior that deviates from existing and applicable norms. That in school, juvenile delinquency is often done so it is called juvenile delinquency. This delinquency can be in the form of a lack of respect for teachers or ustadz and clerics, truancy, and a sense of laziness. In learning, students with high levels of delinquency such as lack of respect for teachers or ustadz and clerics tend to make a noisy atmosphere in the classroom.

Furthermore, according to Wijayanto (2013, p.34) student learning outcomes can be seen from the results of the evaluation exam. Good learning outcomes are realized by the interest in learning from the students themselves and the motivation from the people around them. But in fact, based on the observations of many students who lack interest in learning, there are still

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many students who disturb their friends in class. This is caused by a lack of motivation from the family environment, school environment, as well as from within (ie having a naughty nature). So that deviant behavior arises which is often called delinquency from students. This is what is meant by student delinquency which results in the low learning achievement of students.

CONCLUSION

The results of the research on the students of the Nurul Qodiri Islamic Boarding School that have been carried out, can be concluded as follows, there is a relationship between juvenile delinquency and low learning achievement. Furthermore, the suggestions based on the conclusions above, to foster encouragement towards low learning achievement, it is recommended for the students of the Nurul Qodiri Islamic Boarding School which is beneficial for the success of students in particular. The suggestions include: Students, the findings show that there are still students who have juvenile delinquency and low learning achievement in the very high category, they have not been able to understand their learning achievement and behavior which greatly affects their next life. For schools, providing tutoring service strategies to teachers and parents, such as creating study groups outside of class hours, making it easier for schools to develop students' learning abilities optimally both in the school environment and in the community.

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