

## Strategies of Islamic Religious Education Teachers in Preventing Deviant Behavior among Students at SMA Utama Medan

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**Abstract:** This study aims to analyze the strategies implemented by Islamic Religious Education (IRE) teachers in preventing deviant behavior among students at SMA Utama Medan. Deviant behavior among adolescents, such as violations of school rules, risky social interactions, and lack of discipline, has become a serious challenge in the educational context. Islamic Religious Education plays a strategic role in shaping students' morality, religious attitudes, and social behavior. This research employed a qualitative approach using a descriptive method. Data were collected through classroom observations, in-depth interviews with IRE teachers, and documentation of learning activities and religious programs at the school. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings reveal that the strategies used by IRE teachers include value-based Islamic learning, teacher role modeling, habituation of religious activities, persuasive approaches and Islamic counseling, as well as collaboration with homeroom teachers and parents. These strategies contribute positively to the development of students' religious character and to the prevention of deviant behavior at SMA Utama Medan.

**Keywords:** Islamic Religious Education Teacher Strategies; Deviant Behavior; Islamic Education; Senior High School.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis strategi yang diterapkan oleh guru Pendidikan Agama Islam (PAI) dalam mencegah perilaku menyimpang siswa di SMA Utama Medan. Perilaku menyimpang pada remaja, seperti pelanggaran tata tertib, pergaulan bebas, dan rendahnya disiplin, menjadi tantangan serius dalam dunia pendidikan. Pendidikan Agama Islam memiliki peran strategis dalam membentuk akhlak, sikap religius, dan perilaku sosial siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam dengan guru PAI, dan dokumentasi kegiatan pembelajaran serta pembinaan keagamaan di sekolah. Teknik

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analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi guru PAI dalam mencegah perilaku menyimpang siswa meliputi pembelajaran berbasis nilai-nilai Islam, keteladanan guru, pembiasaan kegiatan keagamaan, pendekatan persuasif dan konseling Islami, serta kerja sama dengan wali kelas dan orang tua. Strategi tersebut terbukti berkontribusi positif dalam membentuk perilaku religius dan mengurangi kecenderungan perilaku menyimpang siswa di SMA Utama Medan.

**Kata Kunci:** Strategi Guru PAI; Perilaku Menyimpang; Pendidikan Agama Islam; Sekolah Menengah Atas.

## **A. Introduction**

Education plays a vital role in shaping students' intellectual, moral, and social development. Schools are not only institutions for knowledge transfer but also environments for character formation and value internalization. In this context, education is expected to guide students toward positive behavior and prevent them from engaging in actions that deviate from social and moral norms.

Adolescence is a critical phase in human development, marked by emotional instability, identity exploration, and increased susceptibility to external influences. At this stage, students are vulnerable to various forms of deviant behavior, such as disobedience to school rules, delinquency, substance abuse, and unhealthy social relationships. These behaviors pose serious challenges to educational institutions and society as a whole.

Deviant behavior among high school students has become an increasing concern in many educational settings. Rapid social change, technological advancement, and exposure to negative influences through social media have contributed to the emergence of moral and behavioral problems among adolescents. As a result, schools are required to take proactive measures to address these issues effectively.

Islamic Religious Education (IRE) holds a strategic position in guiding students toward moral and ethical conduct. Unlike other subjects, IRE emphasizes the integration of knowledge, faith, and behavior. Its primary objective is not only to enhance students'

understanding of Islamic teachings but also to shape their character and daily conduct in accordance with Islamic values.

Teachers of Islamic Religious Education play a crucial role in preventing deviant behavior among students. They are expected to act not only as instructors but also as moral guides, role models, and counselors. Through their interactions with students, IRE teachers have the opportunity to instill religious values that can serve as internal controls against negative behavior.

Effective prevention of deviant behavior requires well-planned and consistent strategies. These strategies may include value-based instruction, moral guidance, habituation of positive behavior, and personal mentoring. When applied systematically, such strategies can help students develop self-discipline, responsibility, and moral awareness.

One of the most important strategies employed by IRE teachers is the integration of Islamic values into daily learning activities. By relating religious teachings to real-life situations, teachers can help students understand the practical relevance of Islamic principles. This approach encourages students to reflect on their actions and make responsible decisions.

Teacher role modeling is another essential strategy in preventing deviant behavior. Students tend to imitate the attitudes and behaviors of their teachers. When IRE teachers demonstrate honesty, discipline, empathy, and religious commitment, they provide concrete examples for students to follow. Such modeling strengthens the moral influence of religious education.

In addition, the habituation of religious activities plays a significant role in shaping students' behavior. Activities such as congregational prayers, Qur'an recitation, religious discussions, and moral reminders create a religious atmosphere within the school environment. This atmosphere supports the internalization of Islamic values and discourages deviant behavior.

A persuasive and counseling-based approach is also essential in addressing students' behavioral problems. Rather than relying solely on punishment, IRE teachers often employ dialogue, advice, and Islamic counseling to help students understand the

consequences of their actions. This approach fosters trust and openness between teachers and students.

Collaboration between IRE teachers, homeroom teachers, school counselors, and parents is another important aspect of behavior prevention. Deviant behavior cannot be addressed effectively through individual efforts alone. Cooperative strategies ensure consistency in guidance and supervision both at school and at home.

SMA Utama Medan, as a senior high school, faces various challenges related to student behavior. Like many other schools, it encounters issues such as discipline problems and social misconduct among students. These challenges highlight the importance of examining how Islamic Religious Education teachers contribute to behavior prevention in this specific context.

Understanding the strategies used by IRE teachers is essential for improving educational practices. By identifying effective approaches, schools can strengthen their preventive programs and enhance the role of religious education in character development. This understanding also provides insights into how moral education can respond to contemporary challenges.

From a theoretical perspective, this study is grounded in the concept of character education and moral development. Islamic education emphasizes the formation of *akhlak al-karimah* (noble character) as a foundation for individual and social well-being. Therefore, preventing deviant behavior is closely linked to the successful internalization of Islamic values.

Previous studies have highlighted the positive impact of religious education on students' moral behavior. However, there is still a need for in-depth qualitative research that explores the specific strategies used by teachers in real school settings. Such research can provide contextual and practical insights that enrich existing literature.

Based on these considerations, this study aims to explore and analyze the strategies of Islamic Religious Education teachers in preventing deviant behavior among students at SMA Utama Medan. The findings are expected to contribute to the development of effective educational strategies and to strengthen the role of Islamic education in fostering morally responsible and socially responsible students.

## **B. Research Methodology**

This study employed a qualitative research approach with a descriptive design to explore the strategies used by Islamic Religious Education (IRE) teachers in preventing deviant behavior among students at SMA Utama Medan. A qualitative approach was chosen because it allows for an in-depth understanding of social phenomena, particularly teacher strategies and student behavior, within their natural context.

The research was conducted at SMA Utama Medan, a senior high school that implements Islamic Religious Education as part of its curriculum. The research subjects consisted of Islamic Religious Education teachers as the primary informants, supported by homeroom teachers, school counselors, and students as secondary informants. The selection of informants was carried out using purposive sampling to obtain rich and relevant data.

Data collection techniques included observation, in-depth interviews, and documentation. Classroom observations were conducted to examine how IRE teachers implement learning strategies and guide student behavior during instructional activities. In-depth interviews were used to gather detailed information regarding teachers' experiences, perceptions, and strategies in preventing deviant behavior. Documentation included lesson plans, school regulations, and records of religious activities.

To ensure the credibility of the data, triangulation of data sources and methods was applied. Information obtained from interviews was cross-checked with observation results and relevant documents. This process helped to validate the findings and minimize researcher bias, thereby enhancing the trustworthiness of the study.

Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. During data reduction, relevant information related to teacher strategies and student behavior was selected and organized. The data were then presented in narrative form to facilitate interpretation, followed by the drawing of conclusions based on recurring patterns and themes.

Ethical considerations were carefully observed throughout the research process. Permission to conduct the study was obtained from school authorities, and informed

consent was secured from all participants. Confidentiality and anonymity of the participants were maintained, and the data were used solely for academic purposes to ensure ethical integrity and research accountability.

### **C. Results and Discussion**

The results of this study indicate that Islamic Religious Education (IRE) teachers at SMA Utama Medan play a significant role in preventing deviant behavior among students through various structured and unstructured strategies. These strategies are implemented both inside and outside the classroom and are integrated into daily learning activities as well as school religious programs.

One of the primary strategies identified is value-based Islamic instruction. IRE teachers consistently integrate Islamic moral values such as honesty, discipline, responsibility, and respect into their teaching materials. By contextualizing religious teachings with students' daily experiences, teachers help students understand the moral consequences of deviant behavior from an Islamic perspective.

Teacher role modeling emerged as another important finding. The teachers demonstrated commendable attitudes and behaviors, including punctuality, politeness, fairness, and commitment to religious practices. Students tended to observe and imitate these behaviors, indicating that exemplary conduct by teachers significantly influences students' moral development.

The habituation of religious activities also plays a crucial role in shaping student behavior. Activities such as congregational prayers, Qur'an recitation sessions, and religious lectures create a positive religious atmosphere within the school. This environment fosters students' spiritual awareness and discourages behaviors that contradict Islamic values.

In addition to instructional strategies, IRE teachers employ persuasive and counseling-based approaches when dealing with students who display deviant behavior. Rather than immediately applying punitive measures, teachers engage students in dialogue, provide advice grounded in Islamic teachings, and encourage self-reflection.

This approach helps students recognize their mistakes and motivates them to improve their behavior.

Collaboration with other school stakeholders is another key strategy identified in this study. IRE teachers work closely with homeroom teachers, school counselors, and school administrators to monitor student behavior and provide consistent guidance. This collaborative approach ensures that students receive comprehensive support from various educational agents.

Parental involvement also contributes significantly to the effectiveness of behavior prevention strategies. IRE teachers communicate with parents to inform them about students' behavior and to coordinate guidance at home. This partnership strengthens moral supervision and reinforces positive behavior both inside and outside the school environment.

The findings indicate that these combined strategies contribute to a noticeable reduction in deviant behavior among students. Teachers reported improvements in student discipline, respect for school rules, and interpersonal relationships. Students also showed increased awareness of moral values and a greater sense of responsibility for their actions.

From a theoretical perspective, these findings align with character education theory, which emphasizes the importance of moral instruction, habituation, and role modeling in shaping behavior. Islamic education, in particular, focuses on the formation of *akhlak al-karimah* (noble character) as a foundation for preventing moral deviation.

The results also support social learning theory, which suggests that individuals learn behavior by observing and imitating others. The exemplary behavior demonstrated by IRE teachers serves as a powerful source of moral learning for students, reinforcing positive conduct and discouraging deviant actions.

Despite the overall effectiveness of these strategies, the study found that some students still exhibit deviant behavior due to external factors. Peer influence, family background, and exposure to negative content through digital media were identified as contributing factors that are beyond the full control of the school.



These challenges highlight the need for continuous evaluation and adaptation of preventive strategies. IRE teachers must remain responsive to changing social conditions and student needs by updating their approaches and incorporating relevant issues into religious instruction.

The vocational and social diversity of students at SMA Utama Medan also influences the implementation of prevention strategies. Teachers must tailor their approaches to accommodate different student characteristics, learning styles, and behavioral tendencies to ensure inclusivity and effectiveness.

The findings of this study are consistent with previous research indicating that religious education plays a significant role in shaping students' moral behavior. Studies have shown that schools that emphasize value-based education and moral guidance tend to experience lower levels of student misconduct.

From a practical standpoint, this study underscores the importance of empowering IRE teachers through professional development and institutional support. Training programs that enhance teachers' pedagogical, counseling, and communication skills can further strengthen their ability to prevent deviant behavior.

In conclusion, the results and discussion demonstrate that the strategies employed by Islamic Religious Education teachers at SMA Utama Medan contribute positively to the prevention of deviant behavior among students. Through value-based instruction, role modeling, religious habituation, counseling, and collaboration with parents and school stakeholders, IRE teachers play a vital role in fostering moral awareness and promoting positive student behavior.

#### **D. Conclusion**

This study concludes that Islamic Religious Education (IRE) teachers at SMA Utama Medan play a crucial role in preventing deviant behavior among students through the implementation of various strategic approaches. These strategies include value-based Islamic instruction, teacher role modeling, habituation of religious activities, persuasive guidance, and Islamic counseling. The integration of these



strategies into both instructional and extracurricular activities contributes to the formation of students' moral awareness and positive behavior.

Furthermore, the findings indicate that collaboration among IRE teachers, homeroom teachers, school counselors, and parents strengthens the effectiveness of behavior prevention efforts. Consistent supervision and guidance across school and home environments help students internalize Islamic values and reduce the likelihood of engaging in deviant behavior. Despite external challenges such as peer influence and digital media exposure, these collaborative strategies provide meaningful support for students' moral development.

Based on these conclusions, it is recommended that schools continue to support and enhance the role of Islamic Religious Education teachers through professional development and institutional policies. Future research may explore similar strategies in different educational settings or examine the long-term impact of Islamic education on students' character formation. Strengthening preventive strategies grounded in Islamic values remains essential for fostering disciplined, morally responsible, and socially conscious students.

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