IMPLEMENTATION OF RELIGIOUS APPROACHES IN FORMING SOCIAL BEHAVIOR IN ADOLESCENTS IN LKSA NURUSYIFA BANDUNG

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Abstract

Adolescence is one of the toughest transitions in life. Changes that occur in adolescents are not only in their physical condition but simultaneously in social, cognitive, language, and creative development. So with the changes that occur in adolescence, it is vulnerable to the emergence of social problems caused by low emotional maturity, not only in the low emotional maturity which ultimately impacts social problems in adolescents. But also, the development of a person's religious life is in line with his physical and spiritual development, adolescents need to get assistance in gaining religious awareness which will become a basis for life in social behavior in society. In the process of forming adolescent social behavior using a religious approach is one of the most important elements. This research is entitled "Children's Assistance Using a Religious Approach in the Social Formation of Adolescents at LKSA Nurusyifa Bandung". The purpose of this study was to find out the religious approach taken by the companion in forming the social behavior of the foster youth in the LKSA. The theory used in this study is the theory of social behavior by B.F Skinner and the theory of social behavior can be seen from the interpersonal responses of individuals to their environment by David & Krech. This research approach uses a descriptive qualitative method. The technique used in collecting data uses the results of interviews. The results of this study indicate that the religious approach taken by the companion in the formation of social behavior is in the form of providing material namely; (1) strengthening faith, (2) cultivating worship, (3) personality and social development, (4) material for opposite-sex relationships. Adolescent social behavior seen from; (1) The tendency of role behavior; consisting of ascendance or social fear, dominance or submission, social passivity or social initiative, independence or dependency. (2) Sociometric tendencies/social relations; which consists of accepting others or rejecting others, sociability or unsociability, sympathy or no sympathy. (3) The tendency of expressive behavior; which consists of competitiveness or non-competitiveness, aggressive or non-aggressive, social calm or social unrest, showing off or not showing off. Practical and theoretical implications include (1) the role of social workers in social services for adolescents in LKSA (2) the religious approach influences the formation of adolescent social behavior (3) The theory of social behavior.

Keywords:
Youth; social behavior; Islamic religion

INTRODUCTION

Problems during puberty are often associated with low emotional maturity, which then has an impact on social problems, where teenagers should already have mature attitudes and behavior in socializing. Social maturity is a person's ability to participate in activities that lead to independence. People with good social maturity can easily help themselves, communicate, adapt and interact with their environment with a sense of security.

It is not only low emotional maturity that ultimately causes social problems in teenagers. However, the development of a person's religious life is in line with their physical and spiritual development, especially in adolescence which is known as a vulnerable age, full of conflict and has special characteristics so that it needs coaching and guidance, in order to gain religious awareness which will then become a driving force and guide in the process of forming an established religious soul (Yuhani`ah, 2021).

Hurlock also stated that social behavior is a person's physical and psychological activity towards others or vice versa in order to fulfill themselves or others in accordance with social demands. The theory of social behavior according to B.F. Skinner emphasizes the relationship between actor behavior and environmental behavior. The basic concept is the existence of reinforcement which can be interpreted as a reward. This concept is also related to other concepts, namely reward and punishment, namely reward and punishment. If an action produces a pleasant reward, then the action will be repeated; and if the action brings painful punishment, then the work will not be repeated.

According to David Krech, discussed in the book Individual in Society (Krech et al., 1962), individual social behavior is channeled by the characteristics of his interpersonal responses that are relatively consistent and stable to respond to others in their own way. The forms of social behavior are role behavior tendencies; sociometric tendencies; and expressive behavior tendencies. In a particular society, each person develops a typical pattern of individual traits that characterize social behavior towards responding to others.

Poniman (2015) stated about religion that religion should not only be understood as a dogma and moral system, but also must be seen as a phenomenon of life, because in essence religion is not just values that are directed at a person, but more deeply religion actually fosters social values in humans. Thus, religion becomes one of the important elements in the formation of cultural values, this is a real contribution from religion to the formation of moral systems and social norms for society. Religious teachings are embraced and practiced as a guide to life, various actions and patterns of human behavior, and religious values can be constructed into values that are believed and practiced by society.

METHOD

This study uses a qualitative research method. The data collection techniques used by researchers in this study are interviews, observations, and documentation studies. Informants in this study were taken through purposive sampling techniques. Data validity checks use triangulation and member checks. Data analysis techniques use coding and categorization.

RESULT

The answer to the research results based on the first question, gave rise to 4 themes, namely strengthening faith, fostering worship, fostering social personality, and material on opposite sex relationships. The answer to the research results based on the second question,

gave rise to 3 themes, namely (1) role behavior tendencies, consisting of ascendance or social fear, dominance or submission, social passive or social initiative, independence or independence. (2) sociometric/social relationship tendencies, consisting of accepting others or rejecting others, sociability or unsociability, sympathy or lack of sympathy; (3) Expressive behavior tendencies; consisting of competitiveness or lack of competitiveness, aggressive or non-aggressive, social calm or not social calm, showing off or not showing off. The answer to the research results based on the third question, gave rise to 3 themes, namely: the role of social workers in services at the Child Welfare Institution (LKSA), religious approaches influence the formation of adolescent social behavior, social behavior theory

DISCUSSION

1. Religious Approaches Carried Out by Companions at LKSA Nurusyifa Bandung

a. Strengthening Faith

In the Qur'an, Surah Al-Luqman verse 13, Allah says: "And remember when Luqman said to his son. When teaching him "O my son, do not associate partners with Allah, because shirk is a great injustice" (QS 31:13). Zakiyah Daradjat provides an opinion in (Lubis, 2019) by providing a new understanding of the meaning and wisdom of religion for mental health and the interests of life in general, teenagers will be able to overcome difficulties and be able to control themselves so as not to fall into the abyss of error

b. Worship Development

Islam, according to the words of the Prophet, recommends that its people be taught to worship from an early age starting from the age of 7, namely: "From Amr bin Syu'aib from his father and grandfather, that the Prophet SAW

said: order your children to pray when they are seven years old, and beat them for ignoring them when they are ten years old. And separate them in their beds" (HR. Abu Daud). The habit of implementing religious teachings from an early age will be carried over until the child grows up from adolescence to adulthood. However, sometimes people feel lazy about worship. In this regard, the religious education material given to teenagers is the guidance and strengthening of worship.

c. Social Personality Development

This personality and social development emerges when adolescents have a desire to be appreciated, recognized, and trusted by their environment, especially by their peers. Personality formation according to Zakiah Daradjat (2019), occurs over a long period. Starting from when a child is in the womb until the age of approximately 21 years. This is because it is closely related to moral development. In general, mental health experts (Lubis, 2019) assume that personality is a mechanism that controls and directs an individual's attitudes and behavior..

d. Material on Opposite Sex Relations

Sex education is an effort to teach, raise awareness and provide information about sexual issues to children, from the time they become familiar with issues relating to sex and marriage. In the Qur'an, Allah says how to interact between the opposite sex, namely in Surah An-Nur verses 30-31 which means: "Say to the men who believe: "let them restrain their gaze, and guard their genitals, so that is purer for them, indeed Allah is All-Knowing of what they do" (QS. 24:30). "Say to the believing women, "let them restrain their gaze, their private parts, and let them not reveal their jewellery, except what is (normally) visible from them. And let them cover their veils over their breasts, and do not reveal their ornaments except to their husbands, or their fathers, or

their husbands' fathers, or their sons, or their husbands' sons, or their brothers, or Muslim women, or the slaves they own, or male servants who have no desire (for women) or children who do not yet understand about women's private parts. And let them not strike their feet so that the jewels they are hiding may be discovered. And repent all of you to Allah, O you who believe, so that you may be successful" (QS 24:31).

2. Social Behavior of Adolescents at LKSA Nurusyifa Bandung

a. Role Behavior Tendency

In the tendency of role behavior or role disposition, placing on ascendance (social fear), dominance (submission), social passive (social initiative), and independence (independence). These points show when individuals are interacting or socializing with their environment, whether they show social fear or are happy when meeting many people. Furthermore, dominance (submission) shows how they are when they are in a situation in the environment, whether they are dominant or quiet. Furthermore, when in a situation requiring initiative, does the individual have the courage to move forward. And when the adolescent individual has a problem, how does he deal with it?

b. Sociometric Tendencies

In sociometric tendencies or social relationships according to David & Krech in his book emphasizes on how individuals accept or reject others, socialbility or unsocialbility, and sympathy or dissympathy. The meaning of accepting or rejecting others is whether the individual can accept others when they have weaknesses or shortcomings, whether rejecting people because the individual does not like them. Furthermore, in socialbility or unsocialbility is how the individual interacts with the surrounding environment, namely at school, in society, or in an orphanage. And

sympathy and dissympathy, seen how the individual responds when seeing his friend having problems

c. Tendency of Expressive Behavior

Expressive behavioral tendencies according to David & Krech are seen from how the individual has a sense of wanting to compete or not compete, being aggressive or not aggressive, social calmness, and showing off or liking to seek attention from others. The meaning of competing or not competing is to see how the individual responds when he is competed with by others. Furthermore, the meaning of being aggressive or not aggressive is how the individual responds when someone doesn't like him, whether he will attack the person or not. Furthermore, social calmness is how the individual feels when he is in a crowded atmosphere and has to speak in front of many people. And showing off is whether he is an individual who likes to seek attention from others, wants to be seen by others

3. Practical and Theoretical Implications for the Development of Social Welfare Science

Practical and theoretical implications for social welfare science provide an overview that social workers are concerned with handling problems experienced by individuals with different backgrounds based on knowledge with the aim of restoring the functioning of individuals, families, groups, and communities. The role of social workers in providing services at Child Welfare Institutions (LKSA) includes being a facilitator, broker, educator, expert

a. Practical Implications

As a facilitator, social workers play a role in facilitating children in making changes that have been agreed upon and determined together. As a broker, social workers act as intermediaries to help children connect with other parties who have the necessary resources. As an educator, the role of social workers as

educators in handling foster youth in LKSA (Child Welfare Institutions) is: educating children to have knowledge and values that can be applied to life to carry out their social roles well, providing skills and experience for individuals. As a counselor, social workers help provide services regarding the disclosure of problems experienced by children and provide alternative solutions to problems that have been agreed upon together. The role of social workers as counselors is also able to provide reinforcement and motivation to children so that they can restore their social functioning.

b. Theoretical Implications

1) Religious approaches influence the formation of adolescent social behavior

The theoretical implications obtained in this study are that in this study the approach through religious education can influence the formation of social behavior of foster adolescents in LKSA. As stated by Poniman (2015) who revealed about religion that: Religion should not only be understood as a dogma and moral system, but must also be seen as a phenomenon of life, because in essence religion is not just values that are directed at a person, but more deeply religion actually fosters social values in humans. Thus, religion becomes one of the important elements in the formation of cultural values, this is a real contribution from religion to the formation of moral systems and social norms for society. Religious teachings are embraced and practiced as a guide to life, various actions and patterns of human behavior, and religious values can be constructed into values that are believed and practiced by society.

The statement says that religion is not just a belief, but religion can actually give rise to social values in individuals, so that religion becomes an important element in the formation of human actions and behavioral patterns by practicing religious values to form social

behavior that can function well socially in its environment.

2) Social behavior theory

The theory of social behavior according to B.F. Skinner emphasizes the relationship between actor behavior and environmental behavior. The basic concept is the existence of reinforcement which can be interpreted as a reward. This concept is also related to other concepts, namely reward and punishment, namely reward and punishment. If an action produces a pleasant reward, then the action will be repeated; and if the action brings painful punishment, then the work will not be repeated

This study found that a religious approach can influence the formation of social behavior of foster adolescents in orphanages. This is supported by a statement from the hadith of the Prophet Muhammad SAW: "From Abu Hurairah R.A he said; Rasulullah SAW said: "Every joint of all humans is obligatory for him to give alms every day when the sun rises. You reconcile those who are in dispute in a fair manner is alms. Helping someone on his vehicle then lifting him on his vehicle or lifting his belongings there, that is also alms, good words are also alms, and every step he takes to go to prayer is also alms, removing dangerous objects from the road is also alms "(Muttafaq'alaih).

The hadith above means that the social actions we make are counted as charity in religion. As in the theory of social behavior by BF. Skinner, if an action results in a pleasant reward, then the action will be repeated, the same is true with Islam, namely if good actions are in accordance with the teachings of Islam which are sourced from the Qur'an and Hadith, then they will get rewards. Conversely, if the action brings painful punishment, then the action will not be repeated, the same is true in Islam, an issue that is prohibited by religion, then there must be rewards and punishments.

According to Faul in (Fahrudin, 2012) put forward the definition of social functioning with individual behavior patterns in different roles and systems where the individual is part of his environment. Individuals react with conformity between the four dimensions of their inner world at different levels related to achieving satisfaction and hope on the one hand, frustration, stress, and helplessness on the other. Optimal social functioning assumes that positive forces will be stronger than regressive forces. The social function of an individual always takes place within a certain time frame which is integrated with the developmental phase in which the individual functions.

Researchers conclude that when individuals show social behavior that is acceptable to others or the community around them, then the individual has social functioning. Social functioning is when individuals can carry out their social roles in their environment.

CONCLUSION

Based on the results of the research conducted by the researcher, it can be concluded by dividing the categories according to the researcher's title, namely Child Assistance using a Religious Approach in the Formation of Adolescent Social Behavior at LKSA Nurusyifa Bandung. The relationship between the categories that have gone through the process until finally compiled by the researcher, is able to provide answers to the questions in the research. The researcher draws the following conclusions into several points:

1. The religious approach carried out by religious counselors at LKSA Nurusyifa Bandung in the formation of adolescent social behavior gave rise to 4 themes, namely Islamic education material on strengthening faith and monotheism, fostering worship, fostering personality and social, introducing education on opposite-sex relationships.

2. The social behavior of adolescents at LKSA Nurusyifa Bandung gave rise to 3 themes, namely, (1) Role Behavior Tendency, with sub-themes (a) social fear (ascendance); (b) submission (dominance); (c) social initiative leader (social passive); and (d) independence (independence). (2) Sociometric Tendency (social relationships), with sub-themes: (a) accepting/rejecting others, (b) friendly/unfriendly, and (c) sympathy/unsympathetic. (3) expressive behavior tendency, with sub-themes: (a) competing/not competing, (b) aggressive/not aggressive, (c) social calm, and (d) showing off/not showing off.

3. Practical implications for the development of social welfare science are (1) the role of social workers in social services at LKSA (Children's Social Welfare Institution).

Theoretical implications for the development of social welfare science are (1) Religious Approach Influences the Formation of Adolescent Social Behavior (2) Social Behavior Theory Based on the results of the researcher's analysis conducted on Child Assistance using a Religious Approach in the Formation of Adolescent Social Behavior at LKSA Nurusyifa Bandung, it was found that the religious approach in the formation of adolescent social behavior has a positive influence.

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