

The Role of Islamic Teachers in Overcoming Student Delinquency through the "Tarbiyah, Ta'lim, and Ta'dib" Approach

Andri Adnan Syafari¹, Hanifah Nurtoyibin², Muhammad Ilham Nugraha³
 andriadnansyafari@gmail.com¹, hanifahtoyibin@gmail.com²,
 ilhamnugraha119@gmail.com³

UIN Siber Syekh Nurjati Cirebon

Abstract : *This research aims to analyze the role of Islamic teachers in dealing with student delinquency through the "Tarbiyah, ta'lim, and ta'dib" approach. The method used is literature study; with this method, various literature sources related to the concept of Islamic education and strategies for handling student delinquency are studied. The research results show that the "Tarbiyah, ta'lim, and ta'dib" approach offers a holistic solution in shaping student character. Islamic education has three main concepts: Tarbiyah, Ta'lim, and Ta'dib. Tarbiyah is a comprehensive educational process, covering affective, cognitive, and psychomotor aspects. Ta'lim then plays a role in developing cognitive aspects, emphasizing understanding and mastery of knowledge. Lastly, Ta'dib focuses on the affective aspect, forming character and noble morals. The implementation of this approach by Islamic teachers has proven effective in dealing with various forms of student delinquency, such as brawls, drug abuse, and promiscuity. In conclusion, the role of Islamic religious teachers is very strategic in guiding students, instilling religious values, and forming characters with noble morals. Through the "Tarbiyah, ta'lim, and ta'dib" approach, Islamic religious teachers can help students overcome deviant behavioral tendencies and develop responsible personalities that are beneficial to society.*

Keywords: *Student Delinquency, Islamic Religion Teachers, Tarbiyah Ta'lim Ta'dib, Character Education.*

Abstrak : Penelitian ini bertujuan untuk menganalisis peran guru agama Islam dalam mengatasi kenakalan siswa melalui pendekatan "Tarbiyah, ta'lim dan ta'dib". Metode yang digunakan adalah studi pustaka, dengan metode ini dikaji berbagai sumber literatur terkait konsep pendidikan Islam dan strategi penanganan kenakalan siswa. Hasil penelitian menunjukkan bahwa pendekatan "Tarbiyah, ta'lim dan ta'dib" menawarkan solusi holistik dalam membentuk karakter siswa. Pendidikan Islam memiliki tiga konsep utama: Tarbiyah, Ta'lim, dan Ta'dib. Tarbiyah merupakan proses pendidikan yang menyeluruh, mencakup aspek afektif, kognitif, dan psikomotorik. Ta'lim kemudian berperan dalam mengembangkan aspek kognitif, menekankan pada pemahaman dan penguasaan pengetahuan. Terakhir, Ta'dib berfokus pada aspek afektif, membentuk karakter dan akhlak mulia. Implementasi pendekatan ini oleh guru agama Islam terbukti efektif dalam mengatasi berbagai bentuk kenakalan siswa, seperti tawuran, penyalahgunaan narkoba, dan pergaulan bebas. Kesimpulannya, peran guru agama Islam sangat strategis dalam membimbing siswa, menanamkan nilai-nilai religius, dan membentuk karakter yang berakhlak mulia. Melalui pendekatan "Tarbiyah, ta'lim dan ta'dib", guru agama Islam dapat membantu siswa mengatasi kecenderungan perilaku menyimpang dan mengembangkan kepribadian yang bertanggung jawab serta bermanfaat bagi masyarakat.

Kata kunci : Kenakalan Siswa, Guru Agama Islam, Tarbiyah Ta'lim Ta'dib, Pendidikan Karakter

Introduction

Juvenile delinquency, including among school students, is a phenomenon that accompanies the times. In the midst of globalization, which has a great influence on the behavior of the younger generation, deviant behavior in various forms of delinquency is increasingly prevalent. Ranging from minor offenses to serious offenses, such as brawls, drug abuse, and promiscuity, this phenomenon is not only a serious problem faced by various levels of society, but also a big challenge for the world of education.

The negative impact of juvenile delinquency is extensive. Not only do they harm themselves, such as falling into criminal acts, decreased learning achievement, and mental damage, but they also have a negative impact on the surrounding environment. Deviant behavior by students can adversely affect the conduciveness of learning in the classroom, damage the image of the school, disrupt public order, and even threaten life safety.

In this context, the role of Islamic religion teachers becomes very important in efforts to overcome student delinquency. Islamic religion teachers have a moral and professional responsibility to guide and shape the character of students so that they become noble and virtuous individuals. They have a strategic role in instilling strong religious, moral, and ethical values in students, so that they can become a bulwark against negative influences from outside.

Islamic religion teachers act as spiritual guides by helping students find the meaning of life and spiritual values in Islam. They act as motivators, helping students find purpose in life and build a strong relationship with God. Islamic religion teachers are also role models, demonstrating behaviors and attitudes that reflect Islamic values. They guide students in understanding and practicing religious teachings, and provide spiritual advice and support when students face life challenges (Fitriani, A., & Yanuarti, E., 2018).

The "*Tarbiyah, Ta'lim, and Ta'dib*" approach offers a holistic solution in an effort to shape the character of students who are noble and avoid deviant behavior. This concept of Islamic education emphasizes character building, knowledge development, and the formation of commendable morals.

In the context of Islamic education, *tarbiyah, ta'lim and ta'dib* have different but complementary focuses. *Tarbiyah* is understood as the most comprehensive concept of education, covering the development of human physical and spiritual aspects as a whole, including affective, cognitive and psychomotor. Meanwhile, *ta'lim* focuses more on the process of transferring knowledge and developing cognitive aspects, generally associated with teaching and information delivery activities. On the other hand, *ta'dib* emphasizes the formation of morals and character, aiming to develop adab or ethics in a person. Although they have different emphases, these three concepts are often used together in the practice of Islamic education to achieve the goal of forming a whole, knowledgeable, and noble

human being (Pulungan, M. A. A., 2023). By implementing these three aspects in an integrated manner, it is hoped that Islamic religion teachers can help students overcome delinquency and build responsible, noble, and beneficial individuals for society.

This research will discuss in depth about the role of Islamic religion teachers in overcoming student delinquency through the *"Tarbiyah, Ta'lim, and Ta'dib"* approach. The discussion will include the definition and scope of *"Tarbiyah, Ta'lim, and Ta'dib"* as well as its implementation strategy in overcoming various forms of student delinquency. Through the discussion in this study, it is hoped that it can be understood how "the role of Islamic religion teachers in overcoming student delinquency through the *Tarbiyah, Ta'lim, and Ta'dib* approach".

Research Methods

This article uses the literature study method (Literature Review) in the writing process. Literature study is a series of activities related to library data collection methods, reading, recording, and processing research materials and this process consists of several important stages that are interrelated (Zed, 2014).

Based on this, the first stage is library data collection. At this stage, researchers identify and search for sources that are relevant to their research topic. These sources can be various types of literature such as books, journals, scientific articles, research reports, and so on. The aim is to build a theoretical foundation and obtain comprehensive information related to the research subject.

After the sources are collected, the next stage is reading. Researchers carefully study and understand the contents of the sources that have been collected. This reading process is done carefully to explore the information needed and relevant to the research being conducted.

The third stage is note-taking. During the reading process, important information found is then recorded. This can be in the form of summaries, direct quotes, or other forms of notes that make it easier for researchers to organize and re-access the information when needed.

The final stage is processing the research material. At this stage, the data and information that has been collected and recorded is then processed and analyzed. This processing process aims to produce conclusions or research findings that are meaningful and can answer the research questions or objectives that have been previously set.

Results And Discussion

1. The Concept of Tarbiyah, Ta'lim, and Ta'dib in Islamic Education

Islamic education, as understood in Islamic teachings, is not just a process of transferring knowledge, but a holistic process that aims to shape the whole person.

The three main concepts in Islamic education that are interrelated and complementary are *tarbiyah*, *ta'lim*, and *ta'dib*.

a. *Tarbiyah*

Tarbiyah is derived from the root word *Robba*, *Yurobbi*, *Tarbiyatan*, which means nurturing, growing, raising, educating, training, developing (Munawwir, 1967). While in terms of "*Tarbiyah*" is a broad concept of education, covering all efforts to form a complete and noble individual, the aim is to equip students with the ability to think systematically, sharp intuition, high creativity, tolerance, and qualified oral and written communication skills, besides that, *tarbiyah* also encourages the development of various other skills needed to achieve perfection in life (Al Abrashi in Zulkifli et al, 2022: 18).

Based on this, *tarbiyah* is the most comprehensive concept of education in Islam, covering the development of all aspects of human personality including affective aspects (emotional and spiritual), cognitive aspects (intellectual), and psychomotor aspects (physical skills). This concept aims to form a complete and balanced individual in all aspects of his life, making *tarbiyah* a holistic approach in Islamic education that integrates various dimensions of human development.

b. *Ta'lim*

Ta'lim comes from the root word 'Allama, *Yu'allimu*, *Ta'liman* which means giving lessons, teaching, telling (Munawwir, 1967). As for the term *ta'lim* is the transfer of various knowledge into a person's soul without being bound by certain rules or restrictions (Rida in Ihsanudin, 2022: 797). This definition is based on the Qur'an letter Al Baqarah verse 31 which reads "He taught Adam the names of all things, then He showed them to the angels, saying, "Tell me the names of these things if you are right" (Kemenag RI, 2018: 6).

From the description above, *Ta'lim* means a concept that focuses on the process of transferring knowledge and developing cognitive aspects, generally associated with conveying information and developing intellectual abilities. This concept plays an important role in ensuring students have a strong understanding of Islamic teachings and general knowledge, with an emphasis on transmitting insights and improving learners' thinking capacity.

c. *Ta'dib*

Ta'dib is a masdar form of the root word *Addaba*, *Yuaddibu*, *Ta'diban* which means improving morals, teaching adab, manners, manners. *Ta'dib* is the process of forming noble character and morals in a person, in line with the values of the Qur'an and Sunnah (Ridhwan, 2020: 17).

Ta'dib is one of the important concepts in Islamic education that focuses on character building and manners. This concept emphasizes the development of morals, ethics, and good behavior in accordance with Islamic teachings. *Ta'dib* aims to form individuals who are not only knowledgeable, but also have noble morals and can apply Islamic values in daily life. The *ta'dib* process involves instilling values such as politeness, respect, integrity and social responsibility. Unlike *ta'lim*

which focuses more on the transfer of knowledge, ta'dib emphasizes the formation of a holistic personality that includes the spiritual, moral, and social aspects of a Muslim.

2. The Role of Islamic Religion Teachers in Overcoming Student Delinquency

Islamic religious education teachers are professionals in the field of Islamic education. His main responsibility is to convey knowledge, provide direction, and assist the development of students towards maturity. This development includes three aspects: cognitive (knowledge), affective (attitude), and psychomotor (skills). All of this is done in line with Islamic teachings, which emphasize obedience to Allah SWT and His Messenger, and avoid things that are prohibited in religion (Nurfuadi, 2021: 8). Thus, the role of Islamic teachers is not only limited to transferring knowledge, but also shaping the character and behavior of students in accordance with Islamic values.

Islamic Religious Education (PAI) teachers play a vital role in dealing with student delinquency in schools. As role models, they are required to demonstrate noble morals according to Islamic teachings, such as honesty, discipline, politeness, and responsibility. This example has the potential to inspire students to imitate these positive behaviors (Ridwan et al, 2023: 6). Thus, the role of PAI teachers is very important in overcoming the problem of student delinquency, considering that they have a great influence in shaping the character and morals of students. PAI teachers are expected to be role models for students by showing behavior in accordance with Islamic values. Noble morals such as honesty, discipline, politeness, and responsibility are examples of behavior that PAI teachers need to demonstrate. By directly seeing and experiencing the positive behavior of PAI teachers, students can be inspired to imitate and apply it in their daily lives.

The role of PAI teachers also includes providing Islamic counseling. An Islamic values-based counseling approach can help students overcome personal problems effectively (Mulyasa in Putri, 2020: 6). By integrating Islamic values in counseling, PAI teachers not only help students solve problems, but also strengthen their spiritual foundation. The collaboration between PAI teachers, counseling teachers, and homeroom teachers is crucial to ensure that each student gets holistic and continuous support, so that they can develop both academically and emotionally.

In addition, Islamic teachers act as educators, teachers, mentors, and trainers. As educators, teachers become role models for students with quality standards that include responsibility, authority, independence, and discipline. As a teacher, teachers help students learn new material and develop competencies. In their role as mentors, teachers are responsible for the smooth journey of students, both physically and mentally, emotionally, and spiritually. Finally, as a trainer, the teacher supports the learning process through intellectual and motor skill practice. By carrying out these roles consistently and with high dedication, PAI teachers can

contribute significantly in overcoming student delinquency and forming a young generation with noble character (Mulyasa, 2016: 37).

To fill students' spare time constructively, as the results of a study by Rizkina et al, (2024: 441), PAI teachers can design interesting and creative religious activities, such as fun religion-based extracurricular activities. Such activities not only help students develop their interests and talents, but also deepen their religious understanding. Thus, PAI teachers contribute to creating a religious school environment, where an atmosphere that supports the practice of Islamic values in daily life can have a long-term positive impact on student behavior. In this case, Islamic teachers not only act as teachers, but also as mentors, motivators, and facilitators.

3. The effectiveness of the Tarbiyah, Ta'lim and Ta'dib approaches in dealing with student delinquency

Student delinquency is a serious problem that often occurs in schools. It can disrupt the learning process and adversely affect student development. To overcome it, Islamic education offers three ways that can be used: Tarbiyah, Ta'lim, and Ta'dib. Let's discuss how these three methods can help overcome student delinquency.

Tarbiyah, as an approach that emphasizes the development of learners' potential as a whole, has an important role in shaping students' character. This approach does not only focus on cognitive aspects, but also pays attention to affective and psychomotor development. In the context of overcoming student delinquency, Tarbiyah plays a role in character building and developing students' positive potential. By viewing students as whole individuals, Tarbiyah allows handling delinquency problems from various aspects of student life. Tarbiyah also involves parents in education, so that there is cooperation between school and home to guide students.

Ta'lim is a way of teaching that focuses on providing knowledge and skills. In the context of overcoming delinquency, Ta'lim can be very helpful. By providing the right knowledge, students can better understand the consequences of their actions. For example, teachers can teach about the laws and rules of society, so that students understand the importance of good behavior. Ta'lim can also be used to teach how to communicate well and solve problems without violence. This is important to prevent delinquency that often occurs due to misunderstandings or not being able to control emotions.

Ta'dib is a way of educating that emphasizes the cultivation of manners. This method is very important in shaping students with good morals. Ta'dib helps students understand what is right and wrong, so they can make good decisions. For example, teachers can teach the importance of respecting others and maintaining behavior in public places. That way, students will be more self-aware and not easily involved in delinquency.

These three methods (Tarbiyah, Ta'lim, and Ta'dib) will be more effective if used together. The combination of the three can overcome student delinquency from various sides. Tarbiyah helps develop students' positive potential, Ta'lim provides the necessary knowledge and skills, and Ta'dib reinforces moral values. With this holistic approach, schools can address not only delinquent behavior, but also its causes.

To implement these three methods in schools, there are several steps that can be taken. First, schools could set up a mentoring program, where older students or mentor teachers help other students. This program could combine Tarbiyah (potential development), Ta'lim (knowledge sharing) and Ta'dib (behavioral guidance). Second, schools can design a curriculum that not only focuses on lessons, but also character development and life skills.

In addition, parents and communities should be involved in school programs. With this cooperation, students will be supported to behave well, both at school and outside of school. In addition, teachers need to be trained to apply these three ways in their daily teaching. Teachers who are skilled in combining Tarbiyah, Ta'lim, and Ta'dib will be better able to prevent and deal with student delinquency.

In conclusion, Tarbiyah, Ta'lim, and Ta'dib approaches can be an effective way to address student delinquency. These methods not only reduce delinquent behavior, but also help students become responsible individuals with good morals. However, keep in mind that implementing these methods takes time and cooperation from all parties - schools, teachers, parents and communities. With commitment and consistent implementation, these approaches can be a long-term solution to the problem of student delinquency and create a positive learning environment.

Conclusions

The phenomenon of student delinquency in the era of globalization is a serious challenge for the world of education, especially Islamic education. In this context, the role of Islamic religion teachers becomes very vital in an effort to overcome and prevent deviant behavior among students. This research has examined the effectiveness of the Tarbiyah, Ta'lim, and Ta'dib approach as a holistic solution in dealing with the problem.

The integrated approach of Tarbiyah, Ta'lim, and Ta'dib offers a comprehensive framework. Tarbiyah plays a role in developing students' overall personality, covering affective, cognitive, and psychomotor aspects. Ta'lim focuses on knowledge transfer and intellectual development, providing a deep understanding of Islamic teachings and general knowledge. Meanwhile, Ta'dib emphasizes character building and noble character, teaching manners and ethics according to Islamic values.

The implementation of this approach by Islamic religion teachers has proven effective in shaping students' noble character, developing students' positive

potential, providing an understanding of the consequences of actions, and instilling Islamic moral and ethical values. The success of this approach depends on several key factors, such as consistency in implementation, close cooperation between schools, teachers, parents and communities, continuous training for Islamic religion teachers, curriculum development that integrates the three aspects of the approach, as well as mentoring programs and supportive extracurricular activities.

The role of Islamic teachers in this process is crucial. They not only act as teachers, but also as role models who model noble morals, spiritual guides and counselors, motivators who encourage the development of student potential, and facilitators in the learning process and student self-development.

The Tarbiyah, Ta'lim, and Ta'dib approach is not just a short-term solution, but a long-term strategy in forming a generation of Muslims who are knowledgeable, noble, and able to face the challenges of the times. Through this approach, it is hoped that a positive and conducive learning environment can be created, which is not only free from student delinquency, but also able to produce individuals who contribute positively to society and religion.

The integration of Tarbiyah, Ta'lim, and Ta'dib in Islamic education, implemented consistently and supported by all parties, offers great hope in overcoming student delinquency and forming a superior generation of Muslims. This approach reaffirms the central role of Islamic education in character building and the development of full human potential, in line with the purpose of education in Islam.

References

- Fitriani, A., & Yanuarti, E. (2018). Upaya Guru Pendidikan Agama Islam Dalam Menumbuhkan Kecerdasan Spiritual Siswa. *BELAJEA: Jurnal Pendidikan Islam*, 3(2), 173-202.
- Pulungan, M. A. A. (2022). Konsep Dasar Pendidikan Dalam Islam: Ta'lim, Tarbiyah, Dan Ta'dib. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 2(3), 247-256.
- Zed, M. (2014). *Metode penelitian kepustakaan*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Munawwir, A. W. (1967). *Al-Munawwir: Kamus Arab-Indonesia*. Yogyakarta: Pustaka Pelajar.
- KEMENAG RI. (2018). *Al-Qur'an dan Terjemahnya*. Bandung: PT SYGMA EXAMEDIA ARKANLEEMA,
- Zulkifli, Z., Hanafie, I., Firman, F., Riadi, A., Fauzi, M. L., Ifendi, M., & Basri, B. (2022). *Konsep dasar pengajaran dan pembelajaran pendidikan agama Islam*. Yogyakarta: Deepublish.
- Ihsanudin, N. (2022). PENDIDIKAN ISLAM DALAM PERSPEKTIF HADITS; Kajian Konsep al-Tarbiyah, al-Ta' lim, al-Ta' dib dan al-Tazkiyah. *Al-Ihda': Jurnal Pendidikan dan Pemikiran*, 17(2), 795-803.
- Ridhwan, D. S. (2020). *Metode pendidikan Islam: Metode Qur'ani dalam mendidik manusia*. Depok: Rajawali Pers.

- Nurfuadi. (2021). *Kompetensi Profesional guru Pendidikan agama Islam Dalam manajemen mutu pembelajaran*. Banyumas: CV Lutfi Gilang.
- Ridwan, A., Asmita, D., & Wulandari, N. P. (2023). Fungsi dan Peran Guru Pendidikan Agama Islam untuk Peningkatkan Kedisiplinan Pelaksanaan Sholat Berjamaah Siswa. *Journal on Education*, 5(4).
- Putri, Z. (2020). Peran Guru Pendidikan Agama Islam terhadap Perilaku Keagamaan Siswa Di MTS Tarbiyah Islamiyah Sungai Pinang Kecamatan Hulu Kuantan. *AL-HIKMAH (Jurnal Pendidikan dan Pendidikan Agama Islam)*. 2(2).
- Mulyasa, E. (2016). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- Layyinawati, R. R., Haryanto, B., & Pujiastutik, A. (2024). Peran Guru PAI dalam Mengatasi Kenakalan Siswa Sekolah Menengah Pertama. *Jurnal Ilmiah Universitas Batanghari Jambi*, 24(1).