DEVELOPING ADOLESCENT SOCIAL BEHAVIOR THROUGH INTRODUCTION TO SOCIAL ENVIRONMENT IN ISLAMIC EDUCATION AT AL-IRSYAD ISLAMIC MODEL SENIOR HIGH SCHOOL OF PURWOKERTO

THESIS

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CHAPTER I

PREFACE

A. Background of the Problem

There were a lot of negative social behavior cases of adolescents that appeared in Purwokerto city. These problems occurred because Panut Panuju and Ida Umami stated that adolescence is a period of transition from childhood to adulthood. They are looking for the true identity about their social behavior but in the fact, they got problems in social behavior because they cannot take advantage from technology in this era. Therefore they got bad social behaviors.[1] It can be concluded from this explanation that they cannot adapt to the social environment. They will get social behavior degradation.[2]

There was one verse in the holy al-Qur'an that Allah said: "and know that your possessions and your children are but a trial and that surely with Allah is a mighty reward". (QS. al-Anfal: 28).[3] and also from Hadis, "Narrated from Nu'man ibn Bashir Peace be Upon Him: the mesengger of Allah Peace be Upon Him said ,"Perumpamaan orang-orang mukmin dalam saling mencintai, saling mengasihi, dan saling menyayangi, seperti satu tubuh.

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[1] Panut Panuju dan Ida Umami, *Psikologi Remaja* (Yogyakarta: PT Tiara Wacana Yogya, 1999), p. 4.

[2] Faturochman, *Pengantar Psikologi Sosial* (Yogyakarta: Penerbit Pinus, 2009), p. 18.

[3] Yayasan Penyelenggara Penerjamah Al-Qur'an, *Al-Qur'an Andalusia* (Solo: PT Tiga Serangkai Pustaka Mandiri, 2013), p. 358.

Apabila satu organ tubuh sakit, akan menjalar kepada semua organ tubuh, yaitu tidak dapat tidur dan merasa demam." (HR. Muslim).[4]

It can be concluded that the problems were a part of the test/trial from Allah in order to keep the children in the adolescence with Islamic values. The parents have to think about the methods that can develop their social behavior in the social environment. Because the social acceptance was adolescent's task that has to develop in andolescence.[5]

The adolescents were categorized as a students in Senior High School. They spent much time to learn science and knowledge. The teachers in the school have a role as a parents. Therefore this role will develop the adolescents social behavior. Their social behavior will become bad or good depend on the role of the teachers. This explanation was Hurlock's explanation that was cited by Syamsu Yusuf in his book. He explained that the school can give big influence to develop their social behavior.[6] There was also Mile's explanation that was cited by Syamsu Yusuf in his book. He explained that the school must run productively. The school has to get a productivity.[7]

The researcher found a Senior High School that was categorized as productive school in Purwokerto city. The school gave social education to the students. That school is *Sekolah Menengah Atas Islam Teladan al-Irsyad al-Islamiyyah Purwokerto* (Al-Irsyad Islamic Model Senior High School of

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[4] Zaki Al-Din 'Abd Al-'Azhim Al-Mundziri, *Ringkasan Shahih Muslim*, Trans. Syinqithy Djamaludidin H.M. Mochtar Zoerni (Bandung: Mizan, 2013), p. 1105.
[5] Panut Panuju dan Ida Umami, *Psikologi,* p. 40.
[6] Syamsu Yusuf, *Psikologi Perkembangan Anak Dan Remaja* (Bandung: PT Remaja Rosdakarya, 2014), p. 54.
[7] Syamsu Yusuf, *Psikologi Perkembangan*, p. 55-56.

Purwokerto). This school created a special activity that focused to develop the students social behavior to the society environment. This activity was *Pengenalan Lingkungan Masyarakat* (PLM). PLM is an activity to facilitate the students to interact directly for 3 days in a social environment. PLM has an activities to develop the students social behavior. The activities are *Benah Rumah Warga Miskin*, *Memasak bersama Masyarakat*, *Sembako Murah Sekali (SMS)*, *SMA IT Mengajar (SIM), Bazar Pakaian Syar'i and Pengajian Akbar*.[8]

PLM is the best activity in SMA IT al-Irsyad al-Islamiyyah Purwokerto. The school got the best achievement by al-Irsyad foundation centre in Jakarta. This achievement was proved by the curriculum of Islamic education and Arabic Language Education that was become reference for all al-Irsyad's school in Indonesia.[9] The school has achievements in the competition. The achievements were in ISPRO (*International Science Project Olympiad)* in Rusia (2014) as third winner and first winner in three championships. They are OPSI (*Olimpiade Penelitian Siswa Indonesia*), *National Sharia Economic Championship* (NaSEC) 2015, and OSN in computer area.[10]

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[8] The result of interview with the principal of SMA IT al-Irsyad al-Islamiyyah Purwokerto in 01 March 2016.
[9] The result of interview with the principal of SMA IT al-Irsyad al-Islamiyyah Purwokerto in 01 March 2016.
[10] The result of documentation at SMA IT al-Irsyad al-Islamiyyah Purwokerto in 02 March 2016.

From these explanations, The Researcher wanted to research about **"Developing Adolescent Social Behavior Through Introduction to Social Environment in Islamic Education at Al-Irsyad Model Islamic Senior High School of Purwokerto".**

B. **Operational Definition**

To understand about the definitions in this research, the researcher provided operational definition. The operational definitions are:

1. Developing Adolescent Social Behavior

The word of develop has a meaning "to (cause something to) grow or change into more advanced, larger, or stronger form".[11] Adolescence is a phase that included the biggest development with a limitation age of 12-22 years old. Therefore there is a process of social development in this phase.[12] David L. Watsen stated that "Social behavior refers to behavior based on ownership and control of areas or objects."[13] It can be concluded that social behavior is an action of person based on ownership and control of areas.

Therefore it can be concluded that developing adolescents social behavior is an effort in order to develop their social behavior potential in the social environment. The adolescents were the students from class of X and XI at Al-Irsyad Islamic Model Senior High School of Purwokerto.

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[11] www.dictionary.cambridge.org/dictionary/english/develop, accessed January 22, 2017.
[12] Panut Panuju dan Ida Umami, *Psikologi,* p.7.
[13] Slamet Santoso, *Teori-Teori Psikologi Sosial* (Bandung: PT Refika Aditama, 2010), p 71.

2. Introduction to Social Environment

Introduction is "an occasion when something is put into use or brought to a place for the first time".[14] Social is "relating to society and living together in an organized way".[15] Environment is "the conditions that you live or work in and the way that they influence how you feel or how effectively you can work".[16] Introduction of social environment in this research was *Pengenalan Lingkungan Masyarakat* (PLM). PLM is an activity to educate and facilitate the students to interact directly to the social environment. This matter was based by Sarlito Wirawan Sarwono's explanation. he stated that the adolescents need social acceptance in the society environment.[17]

Therefore PLM is an annual event that was aimed to introduce the students to a social environment in class of X and XI at Al-Irsyad Model Islamic Senior High School of Purwokerto.

3. Islamic Education

Mohammad al-Toumi Omar al-Syaibani, as quoted by Muhammad Muntahibun Nafis stated that Islamic education is an effort to change the individual behavior in personal life, society and universe by the methods of teaching, educating and training as a core activity.[18]

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[14] www.dictionary.cambridge.org/dictionary/english/introduction, accessed January 22, 2017.

[15] www.dictionary.cambridge.org/dictionary/english/social, accessed January 22, 2017.

[16] www.dictionary.cambridge.org/dictionary/english/environment, accessed January 22, 2017.

[17] Sarlito Wirawan Sarwono, *Psikologi Remaja* (Jakarta: PT Raja Grafindo Persada, 1994), p. 15.

[18] Muhammad Muntabihun Nafis, *Ilmu Pendidikan Islam* (Yogyakarta: Teras, 2011), p. 23.

Therefore Islamic education is an effort to develop good social behavior. It is based on the verse of *al-Qur'an*, *Hadis* and, *Ijtihad* that is used as a references in implementing the education in the social environment.[19]

4. Al-Irsyad Islamic Model Senior High School of Purwokerto

Al-Irsyad Model Islamic Senior High School of Purwokerto is derived from *Sekolah Menengah Atas Islam Teladan Purwokerto* that is abbriviated as SMA IT al-Irsyad al-Islamiyyah Purwokerto. The school is a private school in Purwokerto city which got best achievement by the central leader of al-Irsyad foundation in Jakarta. This achievement was proved by the curriculum of Islamic Education and Arabic Language Education that were become as the first reference by all Senior High School of al-Irsyad's Foundation in Indonesia.[20]

C. Problem Statement

The problem statement in this research is how to develop adolescents social behavior through introduction of social environment in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto?

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[19]Muhammad Idris Abdus Shomad, *Islam Moderat Konsepsi Peradaban Islam Perspektif Islam Rahmatan Lil-'alamin* (Jakarta: Ikadi, 2007), p. 200-203.
[20] The result of interview with the principal of SMA IT al-Irsyad al-Islamiyyah Purwokerto in 01 March 2016.

D. Objectives and Significance of the Research

1. Objectives of the Research

   a. To describe about how to develop students social behavior through introduction of social environment in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

   b. To provide an advice/feedback in developing students social behavior through introduction of social environment in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

2. Significance of the Research

   a. To provide insight to the author, educator, society, and readers about the development of adolescents social behavior through introduction of social environment in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

   b. To add and enrich the scientific insights about the development of students social behavior through introduction of social environment in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

   c. To add library materials of Islamic education science to the Faculty of Tarbiya and Teacher Training at IAIN Purwokerto with the topic about developing adolescents social behavior.

E. Literature Review

The literature reviews in this research are:

1. Thesis entitled *Upaya Guru Dalam Mengembangkan Akhlak Perilaku Sosial Melalui Metode Bermain Peran Di RA Masyithoh Tugurejo*

Semarang, written by Chaidaroh. The result of Chaidaroh's research is the implementation method of playing a role in the development of social behavior in RA masyithoh Tugurejo Semarang had implemented well. Application of this method of playing the role focus to the learner's activity. This activity is held collectively, Therefore it takes a good cooperation. The role of teachers in learning as a director who set up each scene and directed learners so they can take a lesson from The role play activities. The method of role playing can develop social behavior learners in RA masyithoh Tugurejo Semarang. The character development social behavior of students can be seen from the observation of the learners activities. At the stage of pre-cycle activity of learners is 46.43% which indicates that the social behavior of learners had not developed well. While in the first cycle of activity participants students reached 64.29% and showed that social behavior learners begin to develop well. Chaidaroh's research was different from this research. The researcher in this thesis focused on developing adolescent social behavior through introduction of social environment, namely PLM in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

2. Thesis entitled *Perilaku Sosial Remaja Dalam Memanfaatkan Ruang Publik Perkotaan (Studi Kasus Pemanfaatan Taman Kota Benteng Rotterdam Makassar),* written by RA. Yusrina K. Dip. The result of RA. Yusrina K. Dip's research is social behavior of adolescents which is in the castle, there are five forms were based on the answers and observations of

six informants with two of them have the same behavior, namely: making love, partying drinking, singing, photographing, gathering and talking. Meanwhile, if it leads to forms social behavior by Max Weber, the behavior that is in the Fortress there are only two, namely: instrumental rational behavior demonstrated through a positive attitude and behavior-oriented affective or emotional more leads to negative behavior. The reason the city park used by many adolescents are: first; there never was the observation of the parties involved so that more adolescents feel safe in the act, second; a location adjacent to Rotterdam Fort provides a classic feel that suitable as attractions and shooting, third; the lack of lighting makes adolescents more freedom to act or behave as freely possible, and the last no extra cost when visiting this park so adolescents who basically does not have the income to make castle garden as an alternative place to relax with someone. This is different with this thesis, because the reseacher in this thesis focused to describe about how to develop students social behavior through PLM in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

3. Thesis entitled *Pengembangan Sikap Sosial Siswa Menggunakan Pendekatan PAKEM Pada Pembelajaran IPS Kelas VB SD Negeri Mangiran, Kecamatan Srandakan, Kabupaten Bantul,* written by Siska Difki Rufaida. The result of Siska Difki Rufaida's research is Student activity observation results obtained during the learning Social Knowledge Science was 56% in the first cycle and increased to 83% in the second cycle. Apart the observation of student activities, obtained also a result of

the attitude test, while the increase is derived from the average indicator of the results of tests of attitude when before action stage is 66% to 71% in the first cycle, then on the second cycle increased to 84%, which has reached an indicator of success. So the final conclusions of the study of social attitudes students have Significant development using PAKEM approach in Social Knowledge Science learning. This is different with this research. the researcher in this thesis focused to describe about how to develop students social behavior through introduction of social environment namely PLM in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto.

F. Structure of the Study

In order to provide a structure of the study in this research systemaicaly, the researcher prepared the framework of this thesis in three parts. They are the first part, the core part, and the final part.

The first part included a title, statement of originality, endorsement, official memorandum of supervisor, motto, abstract, guideline of transliteration, acknowledgement, table of content, list of tables, list of pictures, list of abbreviations, and list of appendices.

The core part contained in five chapters. They are:

Chapter I contained an introduction about background of the problem, operational definition, problem statement, objectives and significance of the research, literature review, and structure of the study.

Chapter II contained the theoretical basis about Islamic education, social behavior, adolescent, social environment, developing adolescent social behavior through introduction of social environment.

Chapter III contained type of research, research location, subject and object of research, data sources, data collection techniques and data analysis techniques.

Chapter IV contained a general description of SMA IT al-Irsyad al-Islamiyyah Purwokerto, data presentation about the result of the research in developing students social behavior through PLM activity in Islamic education at SMA IT al-Irsyad al-Islamiyyah Purwokerto, and data analysis that was based on the theories in the chapter II.

Chapter V is a closing that included conclusion, suggestions, and closing statement.

The final part included bibliography, appendices, and curriculum vitae.

CHAPTER V

CLOSING

A. Conclusion

After the researcher collected data that was presented and analyzed with theories about learning in developing students social behavior through PLM at SMA IT al-Irsyad al-Islamiyyah Purwokerto that has chosen the location of PLM in grumbul Kampung Baru Arcawinangun village. The researcher able to conclude that the implementation of PLM at SMA IT al-Irsyad Al-Islamiyyah Purwokerto has not taken special reference to an expert in the field science of social psychology as the foundation of PLM implementation, but only anchored to the *Qur'an* and the *Hadis*.

The development of students social behavior had developed in accordance with the phases. The Phases are:

1. Planning

The contents of this part are planning the name of activity, the date of implementation, the core material, the basic program of activities, targeted forms of social behavior, methods and media, forms of activities, the purpose implementation of activities, the sources of funding, the committee activities, Beneficiary Assistance *Benah Rumah* Program, Budget Estimates Activity Fund, the steps to develop students social behavior, evaluation techniques.

2. Implementation

    a. Introduction

        This activity began with the opening ceremony held on Saturday, March 12, 2016 at Hall of SMA IT al-Irsyad Al-Islamiyyah Purwokerto with a symbolic form of giving hoe from SMA IT al-Irsyad Al-Islamiyyah Purwokerto to the leader committee of PLM. As well as giving insight knowledge of social education.

    b. Core activities

      1) *Benah Rumah*

      2) *Perbaikan Fasilitas Ibadah*

      3) *SMA IT Mengajar* (SIM)

      4) *Sembako Murah Sekali* (SMS)

      5) *Bazar Pakaian Syar'i* (BPS)

      6) *Pengajian Umum*

        In these core activities, there were three things that become the focus in social education, namely:

      a) Attitude / behavior

        1) Surrender

        2) Not to mock and bully

        3) Never fight

        4) Sharing

        5) Can obey the rules

        6) Can mingle

        7) Give support

        8) Friendly

        9) Cooperate

        10) Adaptable

        11) Initiative

    b) Knowledge about environmental education in society

    c) Skills to adapt in the social environment

c. Closing

  1) Feedback

      Closing formally implemented and there was a general question and answer process between the teacher/the commite of PLM with the students related experiences for 3 days in conducting PLM.

  2) Follow-up

      The students were required to follow the activities of this PLM for twice in the learning process in the school every year as a follow up of the first stage of PLM to the second stage of PLM in the next year.

3. Evaluation

    Evaluation by using evaluation techniques was asked questions in general and observations to the students of social behavior by merging / integrating the results of the assessment activities of PLM with two

subjects, namely Indonesian and Civic Education that will appear in the score at the end of the semester in rapot of the students.

B. Suggestion

1. For the Principal

    For principal should always maintain, improve and control-monitoring in developing students social behavior through PLM at SMA IT al-Irsyad al-Islamiyyah Purwokerto. And can refer to a scholar in the field science of social psychology in the implementation of PLM for the implementation of PLM can perform better than before.

2. For The Teachers

    For teachers should be role models for students at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto, and actively apply social behavior with the students in order to make good relationship among the students and teachers.

3. For the committee activities of PLM

    The committee should make a lesson plan for 3 days in PLM activities in writing in order to in the next year can be better organized and better planned than before.
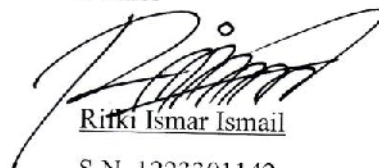
C. Closing Remarks

I thank Allah that has guided the authors to complete this thesis properly although many shortcomings and still very far from perfection. Hopefully the benefit of this thesis may contribute to the realm of science to students and the society.

I would like to thank and prayers are sincere and honest to all those who helped me in completing this thesis, especially my parents Mr. Muksin and Mrs. Robi'ah, my wife who still kept secret by God, as well as the lecturers as my thesis supervisor is Mr. Toifur, S.Ag, M. Si, and to all the people from SMA IT Al-Irsyad Al-Islamiyyah Purwokerto for allowing and assisting in the collection of data in this research. And I would like to apologize for any shortcomings or errors in writing.

I realizes that this thesis still need to be given criticism and suggestions from all people. Therefore, I as the author open criticism and suggestions as a correction and improvement of this thesis. Thank you very much and may Allah give us all the blessings and *sholawat* always flow to my beloved Prophet Muhammad Peace Be Upon Him.

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