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Research paper



Spiritual Well-Being of Adolescents that are Difficult to Manage at School

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Abstract

This research aims to find out the spiritual well being of adolescents that are difficult to manage at school. The method used is the intrinsic case study which aims to understand an intrinsic characteristic of certain cases. The participants consist of 5 students from one of the junior high schools in Jakarta. The researcher conducted a thorough interview and provided assistance by using religious approaches (by praying dhuha, reciting Al-Qur'an, and sharing which is done every morning before the class starts, in other words at 6.30-7.00). The result of this research is that students that are difficult to manage possess lower level of spiritual well being, due to the family's lack of attention on both the students and their improvements. Parents, school, and friends influence them in many ways. To them, they should listen to what their friends say and act in the same way as their friends. This research also finds out that the reason for students to not listen to their teachers, obey the school rules, and to not listen to their parents are social medias and gadgets. After the assistance using religious approaches, changes in the behavior of the students that are difficult to manage can be found. Among those changes are their willingness to study, devote (pray and reciting Al-Qur'an), utter less harsh words, not play their gadgets during lessons, and try to become a better person.

Keywords: *Spiritual Well Being, Adolescents, Difficult to Manage*.

1. Introduction

Adolescents' (students') misbehavior in schools is very apprehensive. Along with the developments of technology and gadgets among the society, the values of kindness become less appreciated. It has led students into uttering harsh words repeatedly, and made uttering harsh words, ditching classes, not obeying the school rules, and not listening to the teachers as habits. This is based on a researcher's observation on March 20, 2017 (at a junior high school). Sun (1) explains students' misbehaviors, such as interrupting conversations, avoiding heavy school tasks, snatching things from other people, disturbing the teaching activities, harassing classmates, insulting, being rude to teachers, being disobedient, and being hostile, (i) from seldom to mild, mild to severe are happening everyday in the classroom. Teachers usually report that disturbing actions in classroom cannot be tolerated, (ii) and may cause stress, (iii) they also have to spend a lot of time and energies to manage the class. In fact, students' inability to learn may postpone teaching fluency and effectiveness. It may also prevent the students and their classmates to understand the lesson.

Stewart (2) focuses his research on students' disciplinary violations at school, such as being late, vandalism, fighting, stealing, and drinking alcohol at school. If the school and classroom already own comprehensible rules, such violations may be seen as "a misbehavior or disciplinary issue." However, there is a possibility that certain problematic actions are considered violating the rules, yet it is considered inappropriate or disturbing the classroom. Arrangement. For example daydreaming during classes, not handing in homework, talking during classes, disturbing the teaching and learning process, intimidating, and violence against teachers are considered as "problematic behavior" by Ho (3), as "behavior issues" by Wheldall (4), or "disruptive behavior" (5).

These behaviors refer to "activities that distress teachers, disturb the learning process, and make teachers continuously talking to students" (6) or "various activities that disturb and detain the teaching and learning process" (7). Seeing that school fault is one of the manifestations of problematic behavior syndrome (8). The term "problematic behavior" is used to refer to all external behaviors that violate explicit rules or implicit norms, disturb the class orders, and irritate the teaching and learning process within this research.

There are many ways to cope with problematic adolescents such as the ones that are difficult to manage, which include providing assistance and religious approaches. As the research conducted by Fernander (9) related to the relation between criminality and religiosity with black and white people as the subject. Yet still, there are only a few people have discussed about the relation between spirituality and religiosity. The reason is because spirituality has been identified as the nature of black people's personality. The research analyzes the differences in their relation to spirituality conducted on ethnic groups in order to understand the disparity of the level of sentences in prison between black and white people.

The findings of Fernander (9) should be noted keeping in mind that several literatures report that black people show a higher level of spirituality and religious belief compared to other ethnic groups. It is also possible that, as stated by Hill (10), with the relation of spirituality and religious belief, religion has provided spiritual foundation to obstruct criminal activities of black people. Therefore black people with an intact spiritual foundation are not represented by the participants within prison.

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From some of the above research, the authors are interested to examine students with unruly behavior in school. The problem of unruly students in schools is the concern of many people in the world of education and need a solution in overcoming this problem.

2. Literature Review

Adolescent that are difficult to manage at school one of part behavior deliquency at school, and like a circle that never breaks up, connect continuously over time, from time to time, from year to year and even from day to day more complicated. The mischievous behavior of these adolescent emerges as a reaction to the experience of failed and targeted adolescent social interactions to gain satisfaction over the need to be accepted and to avoid rejection. Coupled with the many models, identification figures are not good in the environment, lack of moral education and mental coaching adolescent and various situations of violence that occur in the community very large influence on the emergence of misbehavior in adolescents.

Research by Animasahun (11) showed the has correlation among the influence of age, the warmth of families and school that cannot be asserted when the behavior of deliquent teenagers becomes noticeable. Families have a very important role to ensure that they do not get lost. Their parents should be watchful in keeping them as they will be adult. However, with the decisive factor and the commitment, they will leave what they want. Parental firmness is needed. In addition, their teachers at school should not leave them when the delinquent behavior happens continuously. This becomes a source of school attention when the teenagers do the activities that do not suit with the expectations of teenagers. Therefore, it should combine efforts among parents, teachers, psychological counseling and school counselors in ensuring teenagers who already have delinquent behaviors that have preparation at the level of disturbance. This is a level that must be taken by taking care of them, if it were otherwise the struggle will be worthless.

In his research, Myers in Fernander (9) stated that the spirituality among black people has influenced their relationship with nature and other individuals. Another research has found that spirituality has a positive effect, which may be seen in the way one copes with its problems. It is possible that a person with poor ability in handling problems represents lower level of spirituality compared to a person who can handle his own problems. It is proven from how people who are involved in a criminal activity have lower ability in handling problems compared to most people. It is also reported that black people are able to handle their problems spiritually and religiously. There is the possibility that the participant sample of imprisoned black people have lower capability in solving problems than not imprisoned black people.

In relation to spirituality, such as how a person in overcoming himself, in Islam there are several ways such as religious-based therapy. Sholikhah (12) in research related to stress therapy through Islamic psychotherapy Dadang Hawari thought, from the results of his research concluded that there are several therapies that can be used to eliminate the stress of someone Islam is (i) therapy psikofarmaka, (ii) somatic therapy, (iii) psychiatric psychotherapy, (iv) psychoreligious therapy that is belief in aqidah and tawhid, the practice of worship (establishing prayer, fasting, zakat, pilgrimage, familiarizing prayer and dhikr) and patient, (v) behavioral therapy and (vi) relaxation therapy.

Dadang Hawari in Sholikhah (12) incorporates the religious aspect of his therapy. His rationale for stress therapy can not be separated from his understanding of the four elements that exist in humans is bio-psycho-social-spiritual. This approach focuses on the essence of man himself, namely the existence of the relationship between the four elements. The linkage of all these elements resulted in a thorough therapy. The four elements are carried out simultaneously, not separate or stand-alone, but one unity. That is, the implementation of therapy patterns tailored to meet the needs of the 4 elements possessed by humans.

It can be concluded that religious-based therapy such as murottal therapy, listening to Al- Fatihah, psychoreligious treatment of faith to aqidah and tawhid, worship practice (Shalat, fasting, zakat, go to Baitullah Makkah, pray and dzikir) and patient, behavioral therapy, relaxation therapy can make a person calm and can reduce the condition of the ill so that the recovery and healing process can occur and dzikir therapy becomes a medium to be able to provide peace and decrease against someone when in anxiety, anxiety, aggressive, hyperactive and impulsivity.

Religion-based therapy in general in studies results in emotional changes in the subject so that subjects feel calm, peace, a more meaningful life and a better purpose. All that is a process of spirituality that occurs in the individual. The connection with the spirituality of Utsey (13) states that spirituality is described as seeking meaning and purpose in life, harmony, peace, and transcendence. While most religious people consider themselves to be spiritual or there may be no participation in religion. It is therefore very important to clearly separate the spiritual beliefs of the forms of practice arising from other beliefs.

According to Cartwright (14) that cognitive and spiritual developments aimed at providing connections between those two domains (cognitive and spiritual). A recent research of spiritual development is presented and it explained the features of each individual's perspective on the changing conceptions of their relationship with External Power. To find out the individual's spirituality is deeper, the focus of the study should be extended including the individual's understanding of themselves as well as the feedback others get. Future research should consider the application of cognitive development theory with spiritual understanding within the framework of certain religions, such as Buddhism, Christianity, Judaism, and different cultures.

The spiritual relating here is related to religion, according to Hill (10) that religion or spirituality should be considered for a clear understanding to everyone. In addition to the desire that arises in spirituality and sources of information that shows the belief in religion and spirituality that should make them learning to psychology so important. Here is one list of these characteristics in the basic psychological research as well as the application of psychological knowledge namely religion and spirituality that developed throughout lifetime. Dealing with children, teenagers, or adults, the development of religion is not only parallel to the process of general development, but may shed at least the light nuances in these processes; Some phenomena may be integral in the life span of development as religious and spiritual concerns (Elkind, 1964, Fowler, 1982; Goldman, 1964; Oser & Scarlett, 1991; Tamminen, 1991 in Hill (10). Furthermore, both clinical (Rizzuto, 1991; Shafranske, 1996 in Hill (10) and experimental research (Hood, Spilka, Hunsberger, & Gorsuch, 1996, pp.44-182 in Hill (10) have clearly recorded the relevance of spiritual and religious issues in psychological development in different cultures, even among people with few or no formal religious training.

In connection with the spirituality which there are religious values inside to be very meaningful for many people, as well as teenagers or students who are still unstable conditions, it causes problems in school. According to Retnoningsih (15), the development of values taught as early as possible will shape human behavior, attitudes, and beliefs. Therefore, it needs a variety of comprehensive development innovations in accordance with the development and ability of students. To implement the learning program of values, teachers should study various approaches with counseling guidance that is expected to overcome deviant behavior on the students so that educational goals can be implemented and adapted to the applicable curriculum, as well as the continuity of one development program with other programs. To minimize the deviation of the students, it is necessary to intensify the guidance and counseling services.

Setianingsih (16) argued differently from the above explanation related to the risks and the tendency of adolescent delinquency. According to their research, adolescents that have failed in coping

with their problems tend to have no self-confidence, experiencing a decline in school performance, bad relationship with peers, and other problems and conflicts that may happen. The result of this research is that the tendency of delinquency of the subject is relatively low. This is shown by the empirical average for 87.449 larger than the hypothetical average for
117.5. The subject's social adjustment is relatively high, which is shown by the empirical average for 110.449 and hypothetical average for 90.
The subject's ability in solving problems is relatively moderate, which is shown by the empirical average for 103.692 and hypothetical average for 90. According to the research done by Setianingsih (16), it can be concluded that: 1) there is a significant relation between the social adjustment and the ability to solve problems and the tendency of students' delinquency, 2) there is a very significant negative relation between the social adjustment and the tendency of students' delinquency, 3) there is a significant negative relation between the ability to solve problems and the tendency of students' delinquency. Keeping the result of this research in mind, the subjects are hoped to maintain this condition by always obeying the rules or norms in the society, and to increase their social skills. Based on the above research, delinquent adolescents/ students require assistance and guidance from other people in order to become a better person, which will comfort them. The norms among the society on delinquent students (16) are related to religious values. Therefore, from several researches mentioned above, it can be concluded that there are several approaches in coping with delinquent adolescents, and one of them is religious approach.
According to Randolph & Banks in Fernander (9), research, black people view spirituality as the believing that there is a much greater power than themselves, and that spiritual wealth is more important than material. This concept is a part of SWBS. In their research, Miller (17) found a spiritual recognition on God's existence, which it is more important among black people than white people. Moreover, the SWBS factor analysis on black and white people has resulted in three factors for white people (religious prosperity, life satisfaction/ goal, and the future), and five factors for black people (relationship with God, everyday life satisfaction, life satisfaction/ the future, personal relationship with God, and bravery). The preliminary factor analysis in this research does not show significant variations of subscale factor. However the prisoner samples in this research have probably calculated the differences. Therefore, further SWBS observation on the scale of adult male prisoners. The result of this research shows that white male have higher score on both factors (relationship with God and life satisfaction/ the future) compared to black male. This unexpected finding discusses about the meaning of spirituality in black people's personality and coping style.
According to several research results above, God's existence becomes more important (17). Relevant to the norms among society, religion also takes part in this. Through their research which is based on classical social opinion, Lee (18) often emphasize the importance of religion in managing social life and human behavior. This opinion explains that religion is the basic mechanism to maintain social rules and help the development of values and beliefs hold by the society. Especially, religion becomes the consideration to adapt and control the deviations among society, such as supporting the development of moral values and acceptance and participate in religious activities. On the other hand, there is also an opinion that religion does not interfere with criminality and delinquency; also, "church has nothing to do with criminality". To be precise, there are so many researches on adolescents to measure the relationship between religion and the decrease of criminality. These researches state that there are several factors which influence of the level of religious understanding and criminality.
From Lee (18) research, this research discusses about the relationship between religious understanding and delinquency which are influenced by secularism, social relationship, and friendship factors. This research took place in five different Sunday schools managed by a Korean Catholic church in Southern California. This research aims to prove the community with moral, especially to find out the relation between cultural influence through acculturation process and religious level and delinquency.
Overall, the result of the research done by Lee (18) shows that by combining several variables, such as adolescents who are not obedient to their religion, men, old, huge number of family member, huge number of friends, not commit in schooling, and is very acculturated to the American culture, decides the possibility of adolescent delinquency. Another result shows that Korean adolescents who are not influenced much by the American culture and are very obedient toward their religion will likely have a lower possibility of committing serious cases of adolescent delinquency, such as stealing and misusage of narcotics.
Lee (18) research is particular because it focuses on Korean Catholic adolescents in California, with the same ethnic and religion. Therefore it is highly useful in avoiding several comparisons and provides several advantages. Firstly, all of the subjects that are chosen have similarities, which are participating in a Korean Catholic Sunday school that represents moral community as the basic influence to evaluate the level of religiosity. Second, besides on conducting a research on the relationship between the level of religiosity and delinquency on Korean-American adolescents, the researcher examined the influence of culture. Third, using heterogeneous samples of the same belief made it possible to enlighten the unidentified relationship. This research concludes that moral community, those who conduct religious activities, will be connected to the decrease of adolescent delinquency. This relationship is consistent to the three types of adolescent delinquencies (serious crime, misusage of narcotics, and delinquencies at school).
The above findings are related to adolescents on drug use. However, this research focuses on students that are difficult to manage during the teaching and learning process at school. Based on early observations, it is found that there are students who repeatedly violate the rules, and even to the extent that the school has to suspend them. Often, students who are difficult to manage persuade their classmate to also ignore the lesson, skip classes, and smoke before the class started.
The main objective of this research is to test the behaviors of students who are difficult to manage in a junior high school in Jakarta based on the data provided by the counseling teacher. Hence, the objective of this research is to (i) form a list of behavioral categories of students that are difficult to manage felt by the teachers of a junior high school in Jakarta, and (ii) identify the most common problematic and bothersome behaviors during classes of students that are difficult to manage. Looking at the most often objectively observed delinquent, behaviors that are considered to be the most difficult to manage or cannot be accepted depend on the assessment and the teacher' subjective valuation. Therefore, this research involves the counseling teacher who knows best about the condition of the students who are difficult to manage.
This research is a descriptive and explorative research. Academically, the findings of this research may add to the literature, because there have not been many researches done on this topic (19)(20)(15). Although there are several researches done (21)(22)(23), those researches only focus on students ditching classes and adolescents delinquency in general. Practically, the findings of this research is hoped to become very important to the counseling teacher at the school.

3. Method

3.1 Participant and Procedure

The participants of the research is gained through an observation done on March 2017 and research conducted on April-October 2017 with on students aged 14-15 years old. The criteria for students who are difficult to manage are do not put their whole attention on the lesson, often found ditching school, often break the school rules, and talk harshly or use a lot of curse words. The participants consists of five students who are difficult to manage

(based on the data and reports of the counseling teacher). It is done through assistance and religious approaches in the form of reciting Al-Qur'an every day, pray dhuha together, and have a discussion on life values which is done 30 minutes before school starts every day. This becomes the school's special program.

The method used qualitative research is case study. Stake (1994, 1995, as cited by Berg (24) stated that there are three objectives of case study, which are intrinsic case study, instrumental case study, and collective case study. The researcher has chosen intrinsic case study to be applied in this research which aims to understand the intrinsic characteristic of a certain case, such as students who are difficult to manage at school. It is an example of a unique case and needs special handling. Assistance and religious approach are done only when the participants have the chance to share before the class starts. This activity is always accompanied by the counseling teacher.

3.2 Instrument

This research uses the interview guide provided to find out the information about individuals that are going to be interviewed. Within the guide, questions and opinions are used to explore students' perceptions on students who are difficult to manage at school. Students that are interviewed were asked to define "difficult to manage" based on their own understanding and interpretation. They were asked to do a discussion by using everyday life as an example to describe their view on the term. The average time for the interview is 60 minutes. Every interview is done by the interviewer (by using the language and terms that are more understandable by today's adolescents). The interview was done by using an audio recording which has been agreed by the informant before the interview and transcript verbally after the interview. There are many questions provided by the interview guide, but only the data that are connected to the following questions are analyzed in this writing. 1) Why did you choose this school? 2) What do you expect to gain from attending school? 3) Are you happy with choosing this school? 4) How's the class condition on every day basis? 5) Among the activities in this school, which one do you favor most? 6) If the teacher gives you an exercise duty, what would you do? 7) Have you been punished at school? If yes, what kind of violation have you done? 8) Why did you do the violation? 9) Are you often late coming to school? 10) If you are suspended, what do you do at home? 11) What if you were given a task and asked to choose, what would you do? Please describe the answers.

3.3 Data Analysis

The findings of this research are related to spiritual well-being on students who are difficult to manage at school. The data were analyzed using qualitative analysis technique (case study). According to Willig (25), case study is not actually a research method. It is said that case study is an approach in order to understand a case by using several methods. For this research, the researcher uses observation and exploration data which is gained from the interview with 5 students of the school. The researcher uses single case design which refers to the case study design that only research one case (26). Coding is done by the researcher and it is grouped systematically. Moreover, problems that happen to the students that are difficult to manage at school are categorized based on the result of the observation done by the counseling teacher, following the routine activities at school, and deep interview on the students and school environment.

4. Result

4.1 Difficult-to-Manage Student Categories

The results that have been obtained and grouped against students who are difficult to set in school there are 6 categories among them : 1) Lazy to learn in class; 2) Play Gadget; 3) Glad to bother friends are learning; 4) Mobile in class and school; 5) Said dirty and rude (verbal aggression); 6) Do not want to follow the activities (teaching and learning) school

4.2 Interview result with the counseling teacher on students who are difficult to manage at school

1. The counseling teacher is always participating in the students' activities (from 7th to 9th grade). The counseling teacher usually arrives early before the students come because there is a morning activities before starting the class, which are religious activities such as pray dhuha, reciting Al-Qur'an together and one by one in rotation, and listening to the deepening of religious material.
2. These morning activities which are done 30 minutes before class starts must be followed by every student from 7th to 9th grade. If they do not participate in the activities, they will be punished by not being allowed to attend the first class, receiving certain tasks from the counseling teacher, suspended (not allowed to go to school) as the rules applied in the school, and the students' parents will be informed about their child's misbehavior.
3. The students who often do not attend the morning activities before class are known by the counseling teacher. They do not attend it several times and it becomes a habit for them to not participate in the activities.

4.3 The problems of students who are difficult to manage at school

1. The students deliberately and repeatedly come late to school. Even though they were given a warning, they still come late. When they were done with the punishment that was given due to being late, the students do not go to their class. Instead, they visit the cafeteria to hang out or go to the highest room to smoke. They always say that they do not feel like studying "I was not in the mood to study. At least I come to school".
   When they come late, their reason is "There was a traffic jam, and I woke up late, I watched soccer, played games, and hanged out with my friends by my house last night". (C1 Student).
2. According to the school rule, gadgets were to be handed in to the counseling teacher's room before the first class starts, and to be used again when school ends. However, some students often lie and do not hand in their gadget. They even deliberately play with their gadget during classes.
   When they were found out, their reason was "they were lazy to study and were tired with listening to the explanations on mathematics". (C2 Student).
3. The students often bother their classmates who were seriously studying in the classroom, such as repeatedly throwing papers at them, deliberately taking their stationeries, and trying to talk to them.
4. Students who are difficult to manage are usually mobile and cannot stay still during classes. They often go around the class and visit their friends, especially girls, during an active class and utter harsh words. This has become a habit and was done repeatedly.
   "The harsh words that they use in class are related to animal names and other inappropriate words such as stupid, idiot, and many other words". (C1, C2, C3, C4, and C5 Students).
   "I was just teasing the girls". (C4 and C5 Students).
5. During classes, students that are difficult to manage often fall asleep, daydream, and even not hand in the assignment. Even if they do hand in the assignments, they were never on time.
   They are always asleep during classes, by reasoning "I am sleepy. Last night I stayed up late hanging out and watching soccer". (C5 Students).

4.4 Assistance through morning religious approach activities 30 minutes before class

1. Students who are difficult to manage were given intensive motivations and assistances when they arrive at school. Using persuasive approach to make them promise to meet up by meeting them several times for a long time at a different interval of times. Students who are difficult to manage find it difficult to come on time to school. By approaching them for several times, they finally arrive on time and are able to participate in the 30 minutes activities nicely.
2. The counseling teacher accompanies from the beginning until the end and the researcher was given time to talk with the students.
3. In the beginning, the students who are difficult to manage are reluctant about telling the reason for being repeatedly late coming to school, bothering their classmates who are studying, lazy in studying, using their gadget without the teacher's notice, and uttering harsh words. The students in the end provided their reasons and told their problems. The meeting was done several times until the students that are difficult to manage accept a routine meeting and are willing to participate in the 30 minute morning activities done before the first class starts.

5. Discussion

Based on the assisting result through religious approaches, this research tries to categorize students who are difficult to manage at a junior high school in Jakarta. There are 6 categories of students who are difficult to manage and 5 categories of students' problem, which include: do not pay attention to the lesson during classes (there are external and internal factor for why they do not pay attention during classes). According to the received information, the students do not receive encouragement to study from their family. The important thing for the family is for the student to "go to school, graduate, and receive their qualification". However, the less amount of motivation towards the students who are difficult to manage will become an obstacle for the teacher during the teaching and learning process. Moreover, based on several information received by the researcher, the students play with their gadget during classes without the notice of their teacher is because the students are addicted to their gadgets.

The same thing is mentioned in a research done by Sun (1). This category includes things that have nothing to do with school such as personal belongings, conducting other house chores, reading, and drawing. This research shows that the usage of electronic devices (for example is cellular phone) to text, play games, browse the internet, and listen to music is considered problematic. The focus of cellular phone is popular among adolescents. The reason is because this electronic device is multifunctional and stimulates the audio visual, therefore some students are tempted to use it to communicate and satisfy their personal satisfaction even during classes. Focusing on personal matters is a behavior which is not included in the task, where students focus on irrelevant things during the teaching and learning process.

There is a unique finding within the research of Sun (1), although most problematic behavior categorized are identified to be similar to the ones reported in the previous research. Moreover, students become uninterested in studying and focus more on the content of their gadget. As a result, the students lie and do not follow the school or class rule by not putting down their gadget. Even though the teacher finally finds out about it and the students are punished or asked to leave the classroom, the students would rather accept the punishment and leave the class. As stated in the research of Sun (1), irregularities, laziness, and daydreaming are grouped into the same category in this research, which is problematic behavior because it is related to the fact that the students are tired, lazy, or have very little motivation in studying. Sleep is the main category, because this is an off-task behavior which will certainly become bothersome if other students imitate it.

Students who find it fun to bother their classmates that are studying begin from being unwilling to study and less of motivation from the students themselves to study along in the classroom, mobile in the classroom and school, uttering harsh and inappropriate words (verbal aggression), and unwilling to participate in school activities (teaching and learning). The mentioned behaviors are included within the category of students that are difficult to manage. When in their classroom, the students often utter words that refer to verbal aggression (harsh and inappropriate), often cause chaos/ problems with their classmates until a little fight take place and they become enemies. All of those are part of students who are difficult to manage.

There are several unique findings observed in this research. First, students who are difficult to manage are those who have less motivation internally and externally, such as craving attention and seeking for attention during the 30 minute morning religious activities. Second, by having an intensive approach to the students, they at the end follow the school rules, though it is only to the extent of participating in the morning religious activities done 30 minute before the first class starts. The approach done requires a lot of time, through dialogue and appreciating their existence. Third, the atmosphere of the classroom should be comfortable and the teachers should not only focus on students with achievements, but also focus to these students who are difficult to manage. Another finding is that when receiving assistance in reciting short surah of Al-Qur'an (Al-Ikhlas, An-Nas, AL-Falaq) by reciting them repeatedly and telling the students the meaning of those surah, the students admit that they have been guilty. They realize that they always do things that bother their classmates and teachers. Moreover, the students are committed to always pray to fulfill their obligation as Muslims and learn how to recite Al- Qur'an correctly. This is a decision from students who are difficult to manage to change themselves into a better person.

6. Conclusion

Assistance through religious approaches becomes one of the alternatives in handling students who are difficult to manage in school. These religious activities should be conducted routinely and become the school's program. The activities could be varied, such as reciting and memorizing Al-Qur'an (especially in the 30th juz) routinely, pray dhuha together, listening to da'wah, doing social service, and other things. Moreover, persuasive approach on students who are difficult to manage needs to be done continuously by the counseling teacher and other teachers. The school should also support the activities done to help the students. Students who are difficult to manage need special attention and strong motivation to be willing to study. There needs to be a good cooperation from every party to develop the students into a better person and student.

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