

The Relationship Between Emotional Intelligence And Adolescent Religiosity In Students Of SMA Negeri 2 Medan

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Abstract.

Abstract School is a determining factor for the development of a child's (student) personality, both in the way of thinking, behaving, and how to behave. Many problems (juvenile delinquency) arise in the process of adaptation and interaction between adolescents and their environment. The purpose of this study was to determine the relationship between emotional intelligence and religiosity together with juvenile delinquency in students of SMA Negeri 2 Medan. This study used a quantitative research method with a correlational approach with a sample of 208 teenagers. The results showed that there was a negative relationship between emotional intelligence and juvenile delinquency as seen from the value of the coefficient (r_{xy}) = -0.777 with $p = 0.000 < 0.050$, meaning that there was a negative relationship between emotional intelligence and juvenile delinquency. The higher the emotional intelligence, the lower the delinquency. teenager.

Keywords: Adolescents, Emotional Intelligence and religiosity.

I. INTRODUCTION

School as an institution that organizes formal education has a very important role in efforts to mature children and make them useful members of society. Schools are also responsible for the resulting community members. In addition, the school is also an educational institution that has an institutional goal which is nothing but a formulation of behavior that can be seen from the knowledge, values and attitudes and skills possessed by students after completing an educational program at the educational institution. Which in essence is the expected learning outcomes. (Ridwan, 2011). According to Hurlock (Yusuf, 2011) school is a determining factor for the development of the personality of children (students), both in the way of thinking, behaving, and how to behave. According to Havighurst (Joseph, 2011). Schools have an important role or responsibility in helping students complete their developmental tasks. On the one hand, school is a place for students to get education, on the other hand, at school students interact and learn to recognize many individual characteristics, so from this many problems arise related to the process of interaction and adaptation of students. Santrock (2003) reveals that according to the stages of development, adolescents are divided into two stages, namely the early developmental stage or *early adolescence* which starts at the age of 12-14 years and the final developmental stage or *late adolescence* which begins at the age of 15-20 years. Students at the high school level (SMA) are generally in the age range between 15-18 years, in the context of individual development psychology are in the late adolescent phase (Abin Syamsudin Makmum, 2003) Currently juvenile delinquency shows a very *trend* apprehensive. Juvenile delinquency does not only occur in big cities but has penetrated into small towns and rural areas.

Juvenile delinquency reported in various mass media is considered increasingly disturbing and dangerous to society. As is the fact that occurs in the field, the forms of juvenile delinquency include skipping school, smoking, brawls and reaching juvenile delinquency that are close to criminal such as drugs, motorcycle gangs, as well as acts of violence among the students themselves, such as teasing, yelling, and bullying friends or bullying. underclassmen on purpose. The facts that happened on the ground also show the same thing. Based on the results of observations and interviews that researchers conducted at SMA Negeri 2 Medan, information was obtained from the guidance and counseling teacher. Excerpt from interview I (BK

teacher): "In this school, for more or less 10 years, there have been two negative communities named "Geng Bibik" and "Geng Andara" where every year senior students recruit new students. The community was formed starting from students who like to hang out in the school parking lot during recess and when they come home from school. But unfortunately for them this association has become a negative arena and they have very often carried out acts of brawl which fall into the category of disturbing acts " (*M, interview in December 2022*). There are two forms of delinquency that are often carried out by students at the school, namely mild delinquency and serious delinquency. Examples of cases of mild or ordinary delinquency are skipping school, being late for school because of avoiding the first lesson or a teacher who brings these subjects that students don't like, missing school without explanation, pocketing cigarettes in class and smoking in the backyard of the school with friends. during class hours, wearing uniforms that are not according to the rules, stealing money from friends, opposing the teacher and deliberately not completing assignments given by the teacher, disturbing and even making the class situation noisy when there is a lesson, sitting in the canteen when class has started, still playing *cellphones* when school hours, lying, fighting parents and leaving the house without permission, wandering around, hanging out with friends who are a bad influence.

As for delinquency which is classified as a serious violation, it includes brawls, motorcycle gangs between students which result in physical victims, promiscuity, participating in prostitution or prostitution, online gambling, teasing, yelling, and bullying classmates or bullying underclassmen on *purpose* . which is not only done verbally but has reached the point of violence such as beatings. At the school there were two camps of students who joined different motorcycle gangs, namely the "Geng Bibik" and "Geng Andara". The case that recently occurred at the school was one of the " Geng Bibik" camps which was connected to another school inciting " Geng Andara" so that an attack occurred between schools which caused physical injuries and the victim had to be hospitalized. Researchers also got the latest information from several members of the Bibik community. It started with a feud between the Bibik community and the Andara community, who didn't know when it started, and who started it until now there was a kidnapping of a child from the Bibik community by the Andara community. In the new 2022 school year, a transfer student named JPM, who the Bibik community knows is a member of the Andara community, based on this information, the Bibik community tries to approach JPM to find out information about the Andara community and conduct recruitment to enter in the Bibik community, several members of the Bibik community divided tasks or roles, one of the tasks given was to approach JPM, the Bibik community tried to create the impression that he was a good friend and made friends with himself, the student had the initials MAT. JPM, who was intimidated by the Bibik community, had to hand over a member of the SM community to be held captive. Then there was the beating, and from information that is not very clear, electrocution was also carried out which is located near the cemetery next to SMAN 2 Medan, when the incident occurred around October, the exact date is not known.

After the incident, the Bibik community tried to convince JPM that it would be safe if they took refuge in the Bibik community, but the Bibik community suspected that JPM was still in touch with the Andara community. Furthermore, there was a member of the Bibik community who carried out the intimidation named RP, but the RP was not alone, this intimidation was carried out in groups. MJ and AF were in class when the bullying occurred, JPM complained about him to his older brother, who was about to be taken by his friend to the bathroom, but he escaped. Then JPM's older brother came to school and looked for the perpetrator who intimidated his younger sibling, but when JPM's brother had come to class to pick up JPM, MJ and AF were contacted by ZR (students who had been returned to their parents) who were at the time of the incident. in the school canteen to get out of the classroom, to be in the convenience store to create an alibi. Seeing the many negative phenomena that occur in the school, the researcher can conclude that juvenile delinquency is a problem that must be taken seriously because adolescence is a time for someone to find identity and is easily influenced by existing dynamics . We can have many friends, but we still have to be careful to choose friends, so Don't fall into the wrong company. As much as possible we stay away from these deviant behaviors, because this will only harm ourselves. Use the teenage years with positive and beneficial things for yourself, parents also nation and religion . Because basically, the

occurrence of juvenile delinquency indicates the existence of juvenile indiscipline towards the rules and norms that apply, be it family, school, community or self-norms as individuals, and the inculcation of these norms must of course be given to adolescents so that they have a good understanding regarding with these norms. For this reason, the participation of parents , families and teachers is needed in forming a good generation .

Table 1Types of Juvenile Delinquency in September-November 2022

| No | Type of Violation | Year 2022 |
|--------|---|-----------|
| 1. | Brawl between friends / outside school friends | 40 |
| 2. | Smoking, drinking alcohol, drugs | 10 |
| 3. | Bullying/bullying friends | 13 |
| 4. | Ditching | 12 |
| 5. | Viewing, collecting pornographic pictures/films | 11 |
| 6. | Promiscuity | 6 |
| Amount | | 92 |

Source: Counseling Guidance Section (BK) SMA Negeri 2 Medan.

According to the explanation from the counseling teacher at the school, all forms of juvenile delinquency as mentioned above are thought to be caused by the following factors:

1. Lack of attention and supervision from parents.
2. Lack of understanding of religious knowledge .
3. The low emotional intelligence of teenagers .
4. Divorced parents. So that children at home live with grandparents or other relatives.

Meanwhile according to Georgiou & Symeou: 2018, Goleman: 2016, White & Renk (2011) . One of the problems of teenagers who have increased every year is juvenile delinquency. Several factors cause delinquency in adolescents, including: :

1. Unstable adolescent emotional control.
2. Teenage conflict with parents.
3. Genetic and psychosocial factors of adolescents.
4. Environmental factors around adolescents.

Most adolescents with student status are individuals who are experiencing a transition from children to adults. These changes encourage adolescents to find their identity, and changes in behavior will appear in accordance with those influenced by internal and external factors. In terms of internal factors, the one that has the greatest contribution to adolescent behavior is the value of religiosity in adolescents. According to the guidance and counseling teacher at the school,

Interview excerpt 4 (Counseling Teacher)

"Student delinquency is caused by a weak level of understanding of religion in students, so that in behaving students are often unable to control their emotions." (*M, interview in December 2022*) The explanation from the guidance and counseling teacher is in line with what the researchers got when conducting interviews with Islamic religion teachers at the school.

Interview excerpt 5 (Islamic Religion Teacher)

"When I gave tests to read the Koran and write Arabic script, it turned out that there were still many students who could not read the Koran, especially to be able to write in Arabic script, there were still many male students who also did not understand the pillars the funeral prayer went well, the male students still went back and forth between the readings in the first takbir and so on, and when asked to call the call to prayer at the mosque, the male students still pushed each other back and forth" (*Z, interview in December 2022*).The researcher also got the same thing when conducting interviews with Christian Religion Teachers at the school.

Interview excerpt 6 (Christian Religious Teacher)

"We have made a service program once a week at this school, but the students are still lazy to join because they say we go to church every Sunday, ma'am, even though we often skip cooking at school there are services again" even though it is a spiritual activity This Christian was made with the hope that our Christian students will be more focused in their lives so that there is a stronghold not to get involved in the

association of misguided friends. This spiritual activity is made to bring them to the light, so that there will be no more darkness in their life's journey later, so that our students will no longer be involved in fights or motorbike gangs, whatever that is because true spiritual activities at this school are to inspire the hearts of Christian youth students to always be faithful in serving God (*IS, interview in December 2022*).

Jalaluddin (2016) says that juvenile delinquency occurs due to a lack of religious and moral knowledge in adolescents, it can be said that juvenile delinquency is usually influenced by low religiosity, thus if adolescents have high levels of delinquency then their behavior is not in accordance with religious teachings, they should follow the teachings of their religion in their daily behavior, because it can be understood that religion encourages its adherents to behave well and be responsible answer. Jalaluddin's opinion also supports the statement expressed by Sudarsono (2008) that one of the reasons why a person can carry out deviant behaviors that harm himself and also others, and perform actions that are useless and not in accordance with the rules in force in environment without consider the first impact is because the person does not have a strong religious foundation and teenagers who commit crimes are mostly due to negligence in fulfilling religious orders. This opinion is reinforced by Sutoyo (2009), according to him individuals commit deviations because the nature of faith that exists in each individual cannot develop perfectly or their faith develops but cannot function properly, causing individuals to commit acts that are negative or deviant. of the rules that apply in the environment. Adolescents whose faith levels are still unstable, will easily contract inner conflicts in dealing with environmental conditions that present various things that interest them and their desires, but these conditions are contrary to religious norms (Yusuf 2011).

Therefore apart from the religiosity factor , another thing that is very important for every individual to have is emotional intelligence. Emotional intelligence is an ability in a person to be able to understand the emotions of oneself and others. With this emotional intelligence, a person will be able to control his feelings to take an action. If the emotional intelligence is high, the level of delinquency will decrease teenager. So that they do not fall into juvenile delinquency. However, it is possible that those who have good emotional intelligence will also be affected by *the trend of* juvenile delinquency (Lidya Sayidatun Nisya and Diah Sofiah, 2012). The values that need to be instilled in adolescents include religious, moral and ethical education in the family, the cooperation of parents, teachers and the community in instilling these values is very necessary so that they are easily absorbed by adolescents. The results of research by Daniel Goleman from many Neurologists and Psychologists show that emotional intelligence is as important as intellectual intelligence, emotional intelligence provides awareness of one's own feelings and also the feelings of others. Emotional intelligence gives us empathy, love, motivation and the ability to perceive sadness or joy appropriately. As Goleman states, emotional intelligence is a basic requirement for using intellectual intelligence effectively.

Emotional intelligence is a person's greater ability to motivate himself, resilience in the face of failure, control emotions and delay gratification, and regulate the state of the soul. With good emotional intelligence, a person is able to place emotions appropriately, sort satisfaction and set moods (Tridhonanto, 2009). Emotional intelligence has an important role, because it can motivate oneself, endure frustration, control impulses, not exaggerate pleasure, regulate moods, keep stress from paralyzing the ability to think, empathize, and pray (Goleman, 2016). Delinquency in adolescents focuses on the emotional intelligence of adolescents, so good emotional control is very influential in reducing delinquency in adolescents. This shows that juvenile delinquency has no effect on Intellectual Intelligence (IQ). Because, a factor that greatly influences a child's Intellectual Intelligence (IQ) is internalized behavior or from within the teenager. The higher or the number of internalization behaviors displayed by adolescents, the lower the level of intelligence. Likewise, the lower or less internalization behavior displayed, the higher the level of intelligence. (Eka Fauziyya, et al, 2020) .From the results of observations made by researchers at SMA Negeri 2 Medan, it was found that there were still many students who had low emotional intelligence. This can be seen from the frequent occurrence of fights between students because of small or big problems, there is still noise in class when the teacher delivers learning material in class, and there is bullying of weak friends, both inside and outside the classroom. There is also very little concern for fellow friends who are affected by the disaster, for example if a friend is seriously ill and is hospitalized, students do not have the

sensitivity to visit, they have to be instructed by the teacher before they go to visit. Then students lack politeness and courtesy when the teacher is still in the class during the learning process or when they meet teachers outside the classroom, one lack of self-motivation is when students don't like the subject or the teacher who brings the subject so students choose to skip school, hanging out behind the school while playing online games or while smoking, this is also shown by students by not submitting assignments given by the teacher.

Seeing this, the forms of programs that have been created at SMA Negeri 2 Medan to increase emotional intelligence in students are Islamic religious education teachers together with guidance and counseling teachers and BKM (Badan Kenaziran Masjid) Al-Farabi, whose members are students students at the school carry out routine activities every Friday, namely "Sharing Fridays" where this activity is a program of distributing food to mosques near the school. In addition, the Islamic religious education teacher together with the counseling teacher also invited their students to be able to share with their friends who are economically disadvantaged in the form of assistance in the form of money and groceries. Christian students also actively participate in this activity, besides of course they also have spiritual activities and social programs that are routinely carried out such as holding services and reading the Bible together every Monday and once a month they visit their children. -children living in orphanages. Visiting Christian hospitals in Medan to provide comfort to patients and their families. This activity was coordinated directly by the Christian religion teacher at the school. All forms of activities in the school are made of course by involving all students with the hope that students who are often involved in negative activities such as motorcycle gangs, brawls between students, bullying and other forms of delinquency that often appear in these schools can be eliminated. Because true religious and social activities can foster a sense of empathy and concern in each individual and can increase the religiosity and emotional intelligence of adolescents.

When we look at it from an Islamic perspective where it has been explained in the Al-Qur'an and Hadith that as a servant of Allah SWT who believes only in Him and as the people of Rasulullah SAW to always behave in a commendable manner and have noble character. Rasulullah Sallallahu 'Alaihi Wasallam said: "Indeed, Allah SWT is Most Gracious and loves generosity and noble morals and hates despicable morals." (Narrated by Bukhari & Muslim) .

Deviant behavior and juvenile delinquency are morals that are despicable and hated by Allah SWT. So, let us never draw near to what He hates. Behaving arrogantly, arbitrarily with other people and the environment, brawls, *bullying*, consuming drugs, promiscuity, fighting, criticizing friends and so on are things that are not commendable and should be avoided in everyday life. In addition to deviant behavior which is a disgraceful character, this behavior also affects children's emotional intelligence (EQ). This is because adolescents who are less able to channel high emotions within themselves and are unable to overcome the challenges they face at this time will channel this through deviant behavior or juvenile delinquency. Conversely, if a child has good emotional intelligence (EQ), it will support the formation of commendable morals. With good emotional intelligence will also form a teenager who has a noble character. If teenagers face problems that befall, failure or expectations that do not match expectations, and various other trials, they should return and surrender to Allah SWT. Only He is the key to all events and events that occur on earth. So, ask Him and never do what He has forbidden so that our lives in the world will always be under the blessing of Allah SWT and husnul khatimah until we return to Him.

II. METHODS

Variable Identification

A variable is an attribute or trait or value of a person, object or activity that has certain variations determined by the researcher to be studied and conclusions drawn (Sugiyono, 2014). In this study, three variables were determined, namely:

1. Dependent variable

The dependent variable (*dependent t*) is the variable that is affected or becomes the result because of the independent variables. The dependent variable of this study is juvenile delinquency symbolized by (Y).

2. Free Variables

The independent variable (*independent*) is the variable that influences or causes the change or the emergence of the dependent variable (*t dependent*). The independent variables in this study are emotional intelligence symbolized by (X1) and religiosity (X2).

The variables that will be examined in this study , namely;

- a. Variable (Y) : Adolescent Delight
- b. Variable (X1) : Emotional Intelligence
- c. Independent Variable (X2) : Religiosity

Research Instruments (if quantitative research) / Data Collection Techniques (if qualitative research)

Data collection techniques in this study using a scale. The scale is a list containing statements given to the subject in order to express the psychological aspects you want to know. The format scale used in this study is the Likert scale type. The Likert scale is a scale that can be used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2014). In this study, the measuring tool used is a psychological scale. This psychological scale is arranged through aspects of juvenile delinquency, aspects of religiosity, aspects of intelligence emotion. Psychological measurement tools are made in the form of statement items. Statement items in the psychological measurement tool are made into two groups of items, namely items in the form of positive or *favorable statements* and items in the form of negative or *unfavorable statements*. The psychological scale in this study is closed in form, each item is provided with four alternative answers for *favorable* items based on the Likert scale, namely a value of 1 for very inappropriate answers (STS), a value of 2 for inappropriate answers (TS), a value of 3 for appropriate answers (S).), score 4 for a very appropriate answer (SS). Whereas for *unfavorable* items, a score of 1 is for very appropriate answers (SS), 2 points for appropriate answers (S), 3 points for inappropriate answers (TS), 4 values for very inappropriate answers (STS).

Table 2.1 Score the Likert Scale Answers

| No | Criteria | Mark (Score) | |
|----|-----------------------------|--------------|-------------|
| | | Favorable | Unfavorable |
| 1 | Very In accordance (SS) | 4 | 1 |
| 2 | In accordance (S) | 3 | 2 |
| 3 | No In accordance (TS) | 2 | 3 |
| 4 | Very No In accordance (STS) | 1 | 4 |

The Likert scale uses four alternative answers by eliminating the neutral response alternative (N), because according to Hadi (in Erawan, 2015) there are reasons:

1. The neutral category (*undecided*) has a double meaning so it cannot be interpreted as appropriate or inappropriate.
2. The availability of answers in the middle can lead to a tendency to choose answers in the middle.

The purpose of the SS-S-TS-STC category is to see the tendency of the subject to one of the poles.

Research subject

The subjects of this study were registered students of class XI at SMA Negeri 2 Medan and active in the learning process, totaling 432 students .

Research methods

The data collection method in this study is the Likert scale method. The Likert scale is a scale used to measure the perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher. The characteristics of the psychological scale are the stimulus in the form of statements or questions that can reveal indicators of respondent behavior, behavioral indicators are expressed through items, the subject's responses are acceptable as long as they are given honestly and earnestly (Azwar, 1998).

1. Emotional Intelligence Scale Compiled by Sabaria (2017).

This scale aims to measure aspects of emotional intelligence proposed by Bar-On (Goleman, Working With Emotional Intelligence: Kecerdasan Emosi Untuk Meraih Puncak Prestasi, 2001) which include intrapersonal abilities, interpersonal abilities, adjustment, stress management, and mood.

Table 3.2Blue Print Emotional Intelligence Scale

| No | Aspects | Indicator | No. Items | | Amount |
|-------|-----------------------|--|-----------|-------------|--------|
| | | | Favorable | Unfavorable | |
| 1. | Intrapersonal Ability | Recognize feelings as they occur | 1, 6 | 5 | 3 |
| | | Be aware of moods | 2 | 12 | 2 |
| 2 . | Interpersonal Skills | Skilled in communicating | 8 | 15, | 2 |
| | | Able to understand the desires and wishes of others | 35 | 13 | 2 |
| 3. | Adjustment | Be sensitive to other people's feelings | 31,33 | 11 | 3 |
| | | Able to listen to people | 3,4 | 26 | 3 |
| 4 | Stress Management | Able to postpone desires that deviate from the original goal | 21,24 | 28 | 3 |
| | | Able to distinguish ordinary desires from urgent desires that must be resolved quickly | 29 | 32 | 2 |
| | | Think positively and immediately take action when you experience failure | 30 | 34 | 2 |
| 5. | Mood | The ability to entertain yourself | 7,10 | 9 | 3 |
| | | The ability to let go of anxiety, depression, or offense with the consequences it causes | 14,16,18 | 17,20,22 | 6 |
| | | The ability to rise above pressing feelings | 19,23 | 25,27 | 4 |
| Total | | | 20 | 15 | 35 |

Source: Atika Sabaria R (2017)

2. Religiosity Scale Compiled by Nurlady (2022)

This scale aims to measure the dimensions Religiosity put forward by Glock and Stark (in Ancok and Suroso, 2005) includes ideological dimensions, ritualistic dimensions, experiential dimensions, intellectual dimensions , consequential dimensions.

Table 4.3Blue Print Religiosity Scale s

| No | Dimensions | Indicator | No. Item | | Amount |
|----|--|--------------------------------------|-----------|-------------|--------|
| | | | Favorable | Unfavorable | |
| 1. | Dimensions ideological (ideological dimensions) | Belief in the pillars of faith | 1, 2 | 4,5 | 4 |
| | | Belief in religious truth | 3, 7 | 6,10 | 4 |
| 2 | Dimensions intellectual (intellectual dimensions) | Knowledge of the basics of faith | 20, | 23 | 2 |
| | | Worship knowledge | 24 | 27 | 2 |
| | | Moral Knowledge | 25 | 28 | 2 |
| | | Knowledge of the Qur'an / Al-Kitab | 26 | 29 | 2 |
| 3 | Dimensions rituality (ritualistic dimensions) | Rituals | 8,9 | 11,12 | 4 |
| | | Obedience | 13,14 | 16,38 | 4 |
| 4 | Dimensions experience (experiential dimension) | Feeling close to God | 1 5 | 1 7 | 2 |
| | | Enjoyment | 18,19 | 21,22 | 4 |
| 5 | Dimensions consequence (consequential dimensions) | Help each other | 3 0.31 | 33,34 | 4 |
| | | Be friendly and kind to others | 32 | 35 | 2 |
| | | Protect and care for the environment | 36 | 37 | 2 |
| | | | 1 9 | 19 | 38 |

Source: Angel Nurlady Simbolon (2022)

3. Juvenile Delinquency Scale Compiled by Syaibani (2019)

This scale aims to measure the aspects of juvenile delinquency proposed by Jensen (Sarwono, 2013) which includes: delinquency that causes physical victims to other people, delinquency that causes material victims, social delinquency that does not cause victims on the part of others, delinquency that goes against status as a student.

Table 5.6.Blue Print Juvenile Delinquency Scale

| No | Aspect – Aspect | Indicator | Number Aitem | | Amount |
|--------------|--|---|------------------|------------------------|-----------|
| | | | <i>Favorable</i> | <i>Unfavorable</i> | |
| 1 | Delinquency that causes physical harm to another person | Fights, robberies, rapes, murders | 1,15,27,29 | 2,16,30 | 7 |
| 2 | Delinquency that causes material casualties | Fights, gangs, motorcycles, lying, extortion, theft, vandalism | 3,13,17,21,25 | 4,10,18,24,32 | 10 |
| 3 | Social delinquency that does not cause victims on the part of others | Ditching, cheating, arguing, selfishness, spending school money, breaking the rules, dating, watching porn, free sex, drugs, prostitution | 5,9,19,31,33,37 | 6,20,22,34,38 | 11 |
| 4 | Delinquency versus status | Fighting parents, parental divorce, running away from home, having "poor" parents, prestige with the family economy | 7,11,23,35,39,41 | 8,12,14,26,28,36,40,42 | 14 |
| Total | | | 21 | 21 | 42 |

Source: Rahmat Syaibani (2019)

Analysis Techniques

In this study researchers used The data analysis used is product moment correlation. The reason researchers use this analysis is because product moment correlation is used to describe the relationship between two symptoms with an interval or ratio scale (Sugiyono, 2009). In addition, in using this formula it is assumed that the relationship that occurs is linear (Azwar, 2012). All data were analyzed using the computerized facility SPSS 23.0 for windows.

III. RESULT AND DISCUSSION

From the Emotional Intelligence Scale of 35 items, there were 5 items that were dropped, namely numbers 4, 21, 27, 31 and 34 because the validity score of the *Corrected Item-Total Correlation* was <0.300 . Which means the other 30 items are valid because the validity score of the *Corrected Item-Total Correlation* ≥ 0.300 . On the Religiosity Scale of 38 items, there were 6 items that failed, namely numbers 1, 12, 17, 21, 29 and 35 because the validity score of the *Corrected Item-Total Correlation* was <0.300 . Which means the other 32 items are valid because the validity score of the *Corrected Item-Total Correlation* ≥ 0.300 . Out of 42 items on the Juvenile Delinquency Scale, there were 4 items that were dropped, namely numbers 7, 15, 25 and 33 because the validity score of the *Corrected Item-Total Correlation* was <0.300 . Which means the other 38 items are valid because the validity score of the *Corrected Item-Total Correlation* ≥ 0.300 . Test normality spread For prove that deployment data study Which covering center attention spread based on principle curve a normal. Test normality spread in analysis with use formula test Kolmogorov-Smirnov. If $p > 0.05$ the distribution is otherwise normal if $p < 0.05$ the distribution is declared not normal. Summary of calculation results test distribution normality can seen on following table:

Table 6.8. Results of Distribution Normality Test Calculations

| Variable | Means | SD | KS | Sig | Information |
|------------------------|--------|-------|-------|-------|-------------|
| Emotional Intelligence | 56,65 | 8,587 | 0.146 | 0.076 | Normal |
| Religiosity | 60,54 | 8.304 | 0.156 | 0.097 | Normal |
| Juvenile delinquency | 111.15 | 9,033 | 0.187 | 0.115 | Normal |

Information :

Mean = Average value

SD = Standard Deviation (Standard Deviation)

KS = Kolmogorov-Smirnov coefficient

P = Significance (Probability of an error occurring)

The linearity test is intended to determine the degree of linearity of a variable independent of the dependent variable. What does emotional intelligence mean and religiosity can explained emergence juvenile delinquency, that is increasing or decrease in the value of the X1 and X2 axes (emotional intelligence and religiosity) together with increasing or decrease mark Y axis (juvenile delinquency). Based on the linearity test, it can be seen whether the variables are independent and variable bound can or can not be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (emotional intelligence and religiosity) have linearity relationship with the dependent variable (juvenile delinquency) As the criteria, $P_{deviation\ from\ Linearity} > 0.05$ so stated have degrees that relationship linear. Connection the can be seen on table:

Table 7.9. Linearity Test Calculation Results

| Correlational | r^{xy} | F | P (sig) | Information |
|---------------|----------|--------|---------|-------------|
| X1 – Y | -0.777 | 47,491 | 0.097 | linear |
| X2 – Y | -0.546 | 43,339 | 0.114 | linear |

Information :

X1 = Emotional Intelligence

X2 = Religiosity

Y = Juvenile delinquency

F = Coefficient linearity

p = Significance

Based on the results of the correlation analysis, it is known that there is a significant negative relationship between emotional intelligence with juvenile delinquency seen from coefficient value (r_{xy}) = 0.777 with $p = 0.000 < 0.050$, meaning that there is a negative relationship between emotional intelligence and juvenile delinquency. Number size connection emotional intelligence with mischief on teenagers can seen from the value of the coefficient of determination (r^2) which is 0.604 or equal to 60.4%. Number This implies that emotional intelligence has a contribution as big 60.4% against juvenile delinquency on students of SMA Negeri 2 Medan. Furthermore, it is known that there is a significant negative relationship between religiosity with juvenile delinquency seen from mark coefficient (r_{xy}) = 0, 546 with $p = 0.001 < 0.050$, It means There is connection negative religiosity with juvenile delinquency.

Number size connection religiosity with mischief on teenagers can seen from the value of the coefficient of determination (r^2) which is 0.298 or equal to 29.8%. Number This implies that religiosity has a contribution as big 29.8% against juvenile delinquency on students of SMA Negeri 2 Medan. From the results of the analysis with the method of correlation analysis it is known that there is significant negative relationship between emotional intelligence and religiosity with juvenile delinquency student seen from mark coefficient (r_{xy}) = 0.778 with $p = 0.000 < 0.050$, meaning that there is a negative relationship between emotional intelligence and religiosity with juvenile delinquency. The magnitude number connection emotional intelligence and religiosity with juvenile delinquency on student can seen from mark coefficient of determination (r^2) ie 0.606 or The same with 60.6 %. Number the implies that emotional intelligence and religiosity have a contribution by 60.6 % to juvenile delinquency on student SMA Negeri 2 Medan . Here below is a summary results calculation correlation analysis.

Table 4.1 Calculation Results of Correlation Hypothesis Test Analysis

| Statistics | Coefficient (r_{xy}) | P | Koef. Det. (r^2) | BE% | Ket |
|------------|-----------------------------|-------|----------------------|-------|-------------|
| X1 – Y | -0.777 | 0.000 | 0.604 | 60.4% | Significant |
| X2 – Y | -0.546 | 0.001 | 0.298 | 29.8% | Significant |
| X1.X2 – Y | -0.778 | 0.000 | 0.606 | 60.6% | Significant |

Description:

- X1 = Emotional Intelligence
 X2 = Religiosity
 Y = Juvenile delinquency
 (r_{xy}) = coefficient connection between X1, X2 with Y
 (r^2) = Coefficient determinant X1, X2 with Y
 P = Significance
 BE% = Contribution weight effective X1, X2 with Y in percent

Based on trial data on the work discipline scale, it shows that out of 10 statements there are 9 valid items with a *Corrected Item-Total Correlation score* (difference index) > 0.3 ; valid item scores move from $r_{bt} = 0.304$ to $r_{bt} = 0.650$. there is 1 item that is dropped, because the item that is dropped has a *Corrected Item-Total Correlation score* (difference index) < 0.3 . The following is a table of the distribution of items from the work discipline scale after being tested:

Table 5. Distribution of Work Discipline Scale Items After Test C ob a _ _

| No | Aspect | Indicator | Item Number | | | | Total Items Valid |
|----|---|---|-------------|------|-------------|------|-------------------------|
| | | | Favorable | | Unfavorable | | |
| | | | Valid | Fall | Valid | Fall | |
| 1 | a. Time Discipline b. Regulatory Discipline c. Discipline of Responsibility | a. <i>Personal</i> assessment of the head of the department b. Personal assessment of the head of the department or head of division in charge c. Communication and cooperation (co-workers) d. Communication and cooperation (between departments) e. Training f. Hospital cultural adherence g. Hospital quality h. Social and spiritual | 1,3,5,7 | 9 | 2,4,6,8,10 | - | 9 |

After knowing the validity of the item then proceed with reliability analysis (reliability). The reliability index obtained by the work discipline scale = 0.891, meaning that the performance scale as a measuring tool is categorized as reliable. Based on the linearity test, it can be seen whether the independent variable and the dependent variable can or cannot be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (work culture and work discipline) have a linear relationship with the dependent variable (performance). As a criterion, if $p < 0.05$ then it is stated to have a degree of linear relationship (Riadi, 2016). The relationship can be seen in the following table:

Table 6. Linearity Test Calculation Results

| Variable | P (sig) | Information |
|----------|---------|-------------|
| X 1 – Y | 0.089 | linear |
| X2 – Y | 0.076 | linear |

Criteria: $P_{Deviation from Linearity} > 0.05$ then declared linear

Information:

- X1 = Work Culture .
 X2 = Work Discipline .
 Y = Performance.
 p = Significance

A complete description of the comparison of the mean/hypothetical average value with the empirical mean/average value and the standard deviation can be seen in the table below

Table 4. 2 Calculation Results of Hypothetical Average Value and Empirical Average Value

| Variable | SD | Average/Mean Value | | Information |
|------------------------|-------|--------------------|-----------|-------------|
| | | Hypothetical | empirical | |
| Juvenile delinquency | 9,033 | 95 | 111,15 | Tall |
| Emotional Intelligence | 8,587 | 75 | 56,65 | Low |
| Religiosity | 8.304 | 80 | 60,54 | Low |

Through the table above, it can be seen emotional intelligence variable empirical value as big 56.65 where results the more small from results subtraction between hypothetical mean with SD. Where is the result of the reduction variable with an SD of 66,413 It means mean empirical 56 , 65 < 66,413 Which including in category low. Religiosity variable empirical value of 60.54 where these results smaller than the result of the reduction between the hypothetical mean and SD. Where are the results the reduction variable with an SD of 71.696 means the empirical mean is $60.54 < 71,696$ Which including in category low.

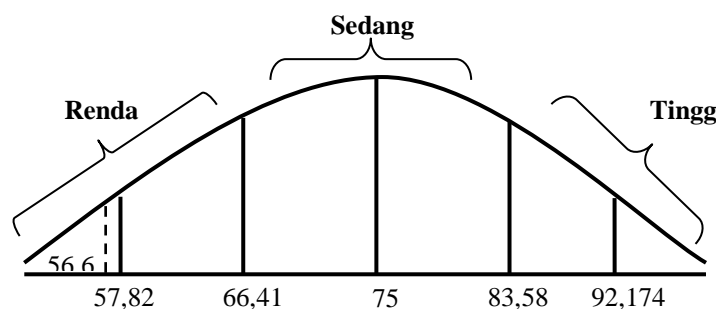


Fig 4.1. Kurva Distribusi Skala Kecerdasan Emosi

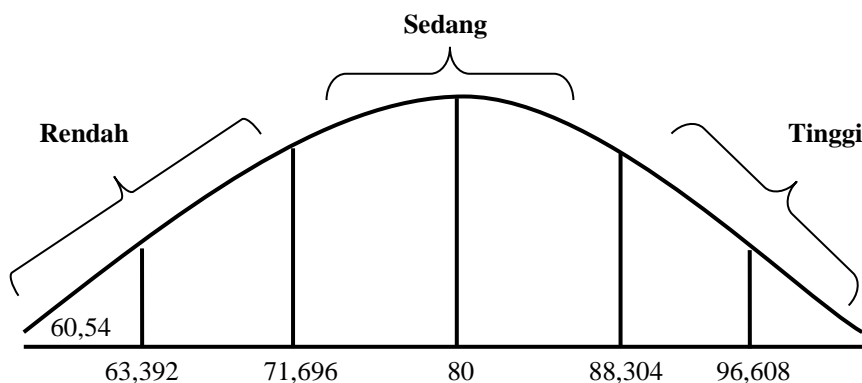


Fig 4.2. Kurva Distribusi Normal Skala Religiusitas

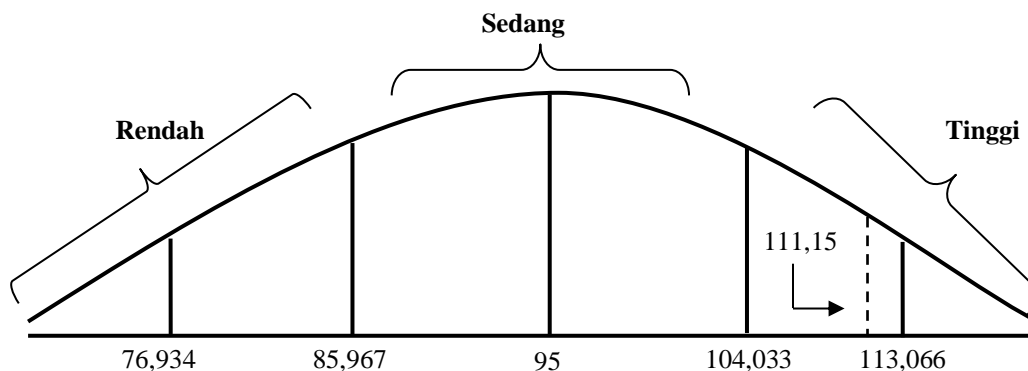


Fig 4.3. Kurva Distribusi Normal Skala Kenakalan Remaja

Discussion

Based on the results of the research analysis, it is known that emotional intelligence is negatively related to juvenile delinquency. This is indicated by the coefficient value (r_{xy}) = -0.777 with $p = 0.000 < 0.050$, meaning that there is a significant negative relationship between emotional intelligence and juvenile delinquency. The higher the emotional intelligence, the lower the juvenile delinquency. The contribution of emotional intelligence to juvenile delinquency can be seen from the value of the determinant coefficient (r^2) 0.604 or 60.4%. This figure means that emotional intelligence has a contribution of 60.4% to juvenile delinquency in SMA Negeri 2 Medan students. While the remaining 39.6% is related to other factors not examined in this study. A person's emotions experience extraordinary turmoil when entering their teens. These emotional changes are related to physical and hormonal changes experienced by adolescents (Ali, Asrori, 2014). These emotional changes certainly affect adolescent behavior, because emotions are the drivers of human behavior. Moreover, at this time teenagers often explore, like to express, and experiment with the aim of finding their identity (Berk, 2012).

Because behavioral impulses that are based on emotion tend to be impulsive, the ability of adolescents to be able to reason about each of these impulses is needed. The results of this study are in line with research conducted by Siti Anisa (2019) where the results of her research show that there is a relationship between emotional intelligence and juvenile delinquency in students at Sudirman Islamic Vocational School, West Ungaran District, Semarang Regency. The value of the correlation coefficient (r) = -0.601, which means that the relationship between the two variables is in a negative direction. Judging from the results obtained in this study, it supports the statement expressed by Sudarsono (2008) that one of the reasons why a person can carry out deviant behaviors that harm himself and also others, as well as perform actions that are useless and inappropriate with the rules that apply in the surrounding environment without considering the impact first because that person does not have a strong religious foundation. In line with Stark and Glock's theory that the foundation of religion includes five aspects, namely, aspects of belief, aspects of practice, aspects of consequences, aspects of knowledge, and aspects of appreciation. That is, individuals who have these aspects can help individuals control themselves in everyday life. These controllers can help individuals distance themselves from behaviors that deviate from existing norms.

IV. CONCLUSION

The negative effect of emotional intelligence and religiosity on juvenile delinquency can be seen from the coefficient value (r_{xy}) = -0.778 with $p = 0.000 < 0.050$, meaning that there is a negative relationship between emotional intelligence and religiosity with juvenile delinquency. The higher the emotional intelligence and religiosity, the lower the juvenile delinquency of Medan SMAN students. The contribution of emotional intelligence and religiosity to juvenile delinquency simultaneously can be seen from the value of the determinant coefficient (R^2) of 0.606 or 60.6%.

V. SUGGESTION

It is recommended for future researchers who wish to follow up on this research, to also consider other factors that influence the juvenile delinquency variable, including family, peers, the community which of course will be different from the current research due to the changing demands of the times which are constantly changing accompanied by with mindset and lifestyle.

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