

Strategies to Encourage the Meaning of Spiritual Life and the Reduction of Behavioral Disorders

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Abstract: Solving the problem of behavior disorders in adolescents can be done by encouraging the emergence of the meaning of spiritual life. The strategy is carried out by exploring the meaning of life through learning the Koran, praying in congregation and social service, developing student interests and talents, taking responsibility through Peer Tutor activities in learning English, involving students in various competitions outside of school, and strengthening independence and self-confidence through interpreneurship training. These activities are in accordance with the existential humanist approach as stated by Capuzzi & Gross (2013), Diponegoro (2011) Drajat (2002), Pasiak (2012). This activity can also strengthen the moral aspects of student leadership as Rozi's study (2019) and in accordance with the Logotherapy theory of Viktor Frankl and Zohar (2000) stated in the description of Spiritual Intelligence (Spiritual Quotient, SQ) ..

Keyword: Spiritual life, Behavioral Disorder, Adolescents

INTRODUCTION

Today, in the midst of rapid technological developments, there are still many teenagers who experience mental problems and behave immorally. Until now many teenagers who experience various forms of behavioral disorders. Many teenagers still do drug abuse. According to the 2018 World Drugs Reports data published by the United Nations Office on Drugs and Crime (UNODC), 275 million people in the world or 5.6% of the world's population (aged 15-64 years) have used drugs¹. Meanwhile in Indonesia, BNN as the focal point in the field of Prevention and Eradication of Drug Abuse and Illicit Trafficking (P4GN) recorded the number of drug abuse in 2017 as many as 3,376,115 people in the age range of 10-59 years². Meanwhile, the number of drug abuse among students in 2018 (from 13 provincial capitals in Indonesia) reached 2.29 million people. One group of people who

¹ (United Nations Office on Drugs and Crime) UNODC, "World Drug Report 2018 Analysis of Drug Markets," *World Drug Report 2018* (2018).

² Diki Pahlevi, "Peran Badan Narkotika Nasional (Bnn) Dalam Penanggulangan Narkotika Di Kelurahan Pelita Kota Samarinda," *Ilmu Pemerintahan* (2020); Made Dwi Kurniahartawan, "KEABSAHAN PENYIDIKAN BADAN NARKOTIKA NASIONAL (BNN)," *Jurnal Magister Hukum Udayana (Udayana Master Law Journal)* (2016).

are prone to being exposed to drug abuse are those who are in the age range of 15-35 years or the millennial generation ³(<https://bnn.go.id/gunakan-narkotika-kalangan-remaja-meningkat>).

Teenagers also commit acts of violence such as bullying, even in schools. According to 2018 KPAI data, as many as 84% of students have experienced violence at school (7 out of 10 students), 40% of students aged 13-15 years reported experiencing physical violence by peers, 75% of students admitted to having committed violence at school, and 50% of children reported experiencing bullying at school ⁴. Even more heartbreaking, many teenagers are also involved in the practice of pornography. According to 2017 data, it was also very large, namely 90% of the circulating pornographic video actors, both male and female, were teenagers⁵

Various other behavioral disorders that they should not have to do. Problems with behavior disorders are carried out by teenagers not only living in big cities, but also by teenagers living in rural areas at the district level, including in Mojokerto Regency. According to a study by Rozi ⁶, it is stated that some teenagers in Mojokerto Regency often carry out various disturbing behaviors such as drinking oplosan drinks and even consuming shabu-shabu and koplo pills, becoming consumers of pornographic videos and pictures and even some of them are addicted to pornography. girls share their nude photos with their girlfriends. They also do not have a passion for learning and often spend their time going to coffee shops that have wifi without praying, reading the Koran and other worship such as fasting or tarawih in the month of Ramadan. Not infrequently, they are in the coffee shop from sunset until morning, especially on weekends.

These disturbing behaviors were also carried out by youth members of the Mojokerto English Study Club (ESC) community. In fact, they did not only interfere with the behavior above, the youth members of the Mojokerto English Study Club (ESC) community at first often smoked, violated school rules by jumping the school fence, playing truancy, not participating in school activities, not doing assignments, fighting teachers, fighting, brave with parents, lack of responsibility and difficult to be given responsibility, and others.

The factors that cause the emergence of problems with behavior disorders of adolescent members of the English Study Club (ESC) externally include the fact that most members of the English Study Club (ESC) feel that they are not cared for by their parents or family. This happened because some of the students' parents had divorced or had household problems, so they had to live with their grandparents. Apart from that, some of the parents of teenagers

³ "Penggunaan Narkotika Di Kalangan Remaja Meningkat," accessed December 9, 2021, <https://bnn.go.id/penggunaan-narkotika-kalangan-remaja-meningkat/>.

⁴ "Marak Kasus Kekerasan Anak Karena Masyarakat Ibukota Kurang Sosial | Komisi Perlindungan Anak Indonesia (KPAI)," accessed December 9, 2021, <https://www.kpai.go.id/publikasi/artikel/marak-kasus-kekerasan-anak-karena-masyarakat-ibukota-kurang-sosial>.

⁵ "KEMENTERIAN PEMBERDAYAAN PEREMPUAN DAN PERLINDUNGAN ANAK," accessed December 9, 2021, <https://www.kemenpppa.go.id/index.php/page/read/29/2738/angka-kekerasan-terhadap-anak-tinggi-di-masa-pandemi-kemen-pppa-sosialisasikan-protokol-perlindungan-anak>.

⁶ S Rozi and E S Wahyuni, "Penguatan Moral Kepemimpinan Siswa Melalui Implementasi Pendidikan Berbasis Pengasuhan Dan Pengembangan Peran Tutor Sebaya," *Proceeding of International ...* (2019).

are also migrant workers abroad, so they rarely meet their parents. In addition to family factors, other factors that contribute to the behavior disorders of English Study Club (ESC) members include the influence of peers. They are very easy to accept the invitation of other friends to do these disturbing acts.

Internally, the problem of behavior disorders in the members of the English Study Club (ESC) is caused because they have a negative self-concept and meaning in life. This ultimately makes them feel worthless and generally unhappy and even very depressed with their lives. They feel their life is a lot of pressure and everyone hates them. They do not focus on their role as students in school and their role as a child in the family environment. They have no view (aspirations) in the future, even they are anxious and pessimistic about their future. Sometimes when they feel very bored with what they feel, a desire arises in them to leave everything and commit suicide.

The description of mental problems and disturbances in the meaning of life of adolescent members of the English Study Club (ESC) seems to strengthen the 2018 Basic Health Research (Riskesdas) data from the Ministry of Health, Health Research and Development Agency which stated that more than 19 million people aged over 15 years affected by mental-emotional disorders, and more than 12 million people over the age of 15 are estimated to have experienced depression. The data also seems to confirm WHO data in 2010 which states that the suicide rate in Indonesia reaches 1.6 to 1.8% per 100,000 people⁷.

The situation of adolescents, especially members of the English Study Club (ESC) who experience many mental problems and behavioral disorders as stated above is actually an ironic and unfortunate situation, especially since the English Study Club (ESC) as a study group has great potential both in terms of the ESC community itself and the individual communities within it. Potential English Study Club (ESC) include:

1. Have programs that are of interest to members as well as to people outside of members
2. Have a gathering place for members (base camp) and a comfortable and adequate place for carrying out activities
3. Being in an environment of residents who have concern for the education and moral development of children/adolescents
4. Have supervisors and managers who are quite competent and have integrity
5. The tutors have a high enough concern and loyalty
6. Participants have great interest and hope to develop
7. Trusted and get support from parents

The mental problems and behavioral disorders of the members of the English Study Club (ESC) can be resolved by providing various psychological interventions. Among them

⁷ “Pentingnya Peran Masyarakat Dan Keluarga Dalam Meningkatkan Kualitas Hidup Lansia – Sehat Negeriku,” accessed December 9, 2021, <https://sehatnegeriku.kemkes.go.id/baca/rilis-media/20130531/127972/pentingnya-peran-masyarakat-dan-keluarga-dalam-meningkatkan-kualitas-hidup-lansia/>.

is by encouraging the emergence of meaning in life in them so that they can reduce the behavioral disturbances they often do. The interventions that can be done include applying a humanist-religious counseling approach.

Based on the background of the problems that have been stated above, the objectives of this research can be stated as follows:

1. To describe the process of providing psychological intervention by applying a humanist-religious counseling approach to encourage the emergence of meaning in life and reduce behavioral disorders for adolescent members of the English Study Club (ESC).
2. To describe the results of providing psychological interventions by applying a humanist-religious counseling approach to encourage the emergence of meaning in life and reduce behavioral disorders for adolescent members of the English Study Club (ESC).

There are two general benefits of this research, namely, theoretical benefits and practical benefits. Theoretically are:

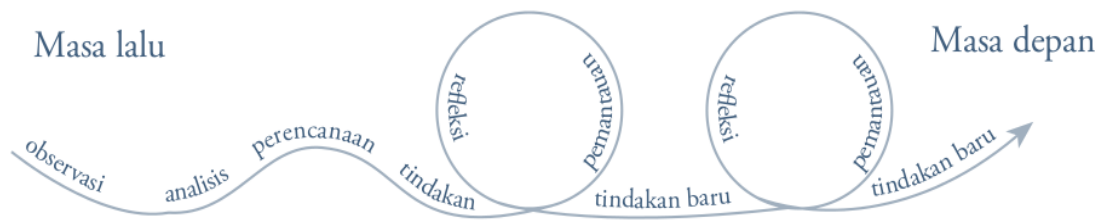
Strengthen and deepen the results of existing studies, both those related to the problems of behavior disorders and mental problems experienced by adolescents, or other problems related to the implementation of the humanist-religious counseling approach.

As input and reference for other writers who want to examine the implementation of the humanist-religious counseling approach and also the problems of behavior disorders and mental problems experienced by adolescents..

METHOD

This article is a description of the process and results of action research carried out by implementing the Humanist-Religious counseling approach to encourage the emergence of meaning in life and reduce behavioral disorders of adolescent ESC members. The process of providing intervention, data collection is carried out in stages with the following steps:

Preliminary study, conducted by: Observations and interviews of the forms of adolescent behavior disorders and their causal factors. Analysis of the results of observations and interviews. Action Planning. Conduct a literature review on the forms and factors that cause adolescent behavior disorders. Planning psychological intervention actions with the implementation of certain approaches and setting criteria for success. Provision of intervention measures, carried out by: Provide intervention according to plan.. Record the process and results of the intervention. Doing reflection. Evaluating the intervention process. Assess the effectiveness of the results of the intervention that has been given. Planning for next action. The four steps are carried out cyclically which can generally be described in the following worm diagram:



"Cacing", diadaptasi dari Colfer 2005b

Image I : Process worm diagrams promote meaning in life and reduce behavioral disturbances

Furthermore, the data findings that have been obtained in the field will be analyzed and compared with relevant theories. The results of the analysis and comparative theory will be described in the conclusions of the research results in the closing section of this paper.

RESULTS AND DISCUSSION

A. Overview of ESC SMP-N I Jatirejo Mojokerto

English Study Club (ESC) is an English learning community whose participants are mostly teenagers with behavioral disorders. This community was founded at SMP-N I Jatirejo Mojokerto as a forum for psychological intervention carried out by BK teachers at SMP-N I Jatirejo Mojokerto to help students solve the problems of behavior disorders they experience as well as to facilitate and develop the talents and interests of students with problems. it optimally.

Historically, the *English Study Club* (ESC) was founded on the initiative of a BK teacher at SMP-N I Jatirejo Mojokerto who was concerned about the system for handling problematic students at SMP-N I Jatirejo Mojokerto. Some of the interventions carried out such as giving punishments in the form of suspension, staying in class and others in fact cannot solve the problem, and on the contrary, it creates new problems.

Some students continue to make the same mistakes and often even dare to violate school rules after being given a punishment. In addition, some students who are given punishment also become inferior, anti-social, hate teachers or other students. In fact, it is not uncommon for some of them after being given (such as a class stay sentence or suspension) finally decide to drop out.

Because these interventions are believed to be ineffective and even cause new problems, one of the BK BK teachers at SMP-N I Jatirejo Mojokerto tries to provide intervention in other forms, namely by facilitating and developing his talents optimally. On that basis, the *English Study Club* (ESC) was established at SMP-N I Jatirejo Mojokerto.

The English Study Club (ESC) consists of 26 students, which in total are divided into 2 groups, namely the group of students as tutors and the other group of students as participants/learners. Both participants/learners and tutors are teenagers who are in Junior High School (SLTP), some of whom are currently attending Senior High School (SLTA) in

Mojokerto. Some of the routine activities carried out by members of the *English Study Club* (ESC) include:

1. English Learning
2. Learning the Qur'an
3. Congregational Prayer
4. Liwetan

B. Strategies for Encouraging the Emergence of Spiritual Meaning in Life and Reducing Behavioral Disorders

1. Intervention Planning

Psychological interventions that are carried out to encourage the meaning of life and reduce behavioral disorders of adolescent ESC members are carried out by implementing a counseling program using a humanist and religious approach. In practice, this approach is implemented through various activities, namely: learning the Koran, praying in congregation, social services, developing roles as peer tutors in learning English, involving ESC members in various competitions outside of school, as well as interpreneurship training. . In general, these activities are carried out with the aim of encouraging the emergence of meaning in life and reducing their behavioral disturbances. However, specifically, the objectives of these activities are as follows:

Table 2
Purpose of Intervention Activities

Purpose	Activity
- Helping ESC Members to carry out Interpersonal Appreciation so that they can find themselves (<i>self discovery</i>)	- Learning the Qur'an
- Encouraging ESC Members' desire to be socially useful	- Pray together
- Development of interests, talents and attitude of responsibility	- social service
- Develop self-confidence	- Development of the Role of Peer Tutors in learning English
- Strengthen independence	- Engaging ESC Members in various competitions
	- Interpreneurship training and practice.

The implementation time of the intervention activities is planned as follows:

Table 3
Intervention Implementation Time

Time	Activity
Monday Friday Hours 06.-07.00	- Learning the Qur'an - Pray together

Once a month	- social service
Adjusting Situations and Conditions	- Engaging ESC Members in various competitions
Wednesday, Friday and Saturday	- Development of the Role of Peer Tutors in learning English
Once a week	- Interpreneurship training and practice.

These activities, both the process and the results in accordance with the planned targets, will be evaluated in depth. The results of the evaluation will be used as the basis for making improvements to the activities that will be carried out next.

2. Implementation of Intervention

The implementation of interventions using a humanist-religious counseling approach is carried out in several programs including:

a. Al-Qur'an learning, congregational prayer and social service

Learning the Koran and praying together is one of the routine activities carried out by members of the *English Study Club* (ESC). The time of the implementation of these activities is in tandem, namely after the maghrib prayer, the learning of the Qur'an is carried out. After that, the Isha congregational prayers, dhikr and prayers are held together. The series of Qur'an learning activities and worship activities were guided by an ustadz who also acted as the imam of congregational prayers.

Considering that most members of the *English Study Club* (ESC) have not been able to read the Qur'an, and some have been able to read the Qur'an but have not been "correct" (according to *tajwid* and *makhorijulburuf*) and are not fluent, then learning the Qur'an An is more focused on launching readings that are in accordance with *tajwid* and *makhorijul letters*. The learning of the Qur'an is further optimized to reduce the behavior disorders of the *English Study Club* (ESC) members by encouraging the emergence of meaning in their lives.

Technically, this effort is done by adding study material in the learning activities of the Qur'an. Thus, if so far learning of the Qur'an has only focused on launching the reading of the Qur'an correctly, then further studies need to be added to the stories contained in several chapters of the Qur'an and examine the contents of the Qur'an. some verses of the Qur'an so that they can be lived and implemented to form the meaning of life in adolescents.

As for strengthening the meaning of life that has been formed in the youth of ESC members, various positive activities are carried out such as congregational prayers and social service activities. In this congregational prayer activity, occasionally the ESC members are appointed to be the imam of the prayer themselves by being appointed in turn based on their readiness *to lead the priesthood*. This is important to encourage the emergence of an attitude of responsibility, both individually as a servant, as well as social responsibility towards their friends who act as makmum, as well as encourage the emergence of self-confidence because they will get used to being a leader.

The meaning of life that has emerged in ESC members is also strengthened by carrying out social service activities in the form of distributing basic necessities to the poor or

providing assistance to people/children with disabilities (physically or mentally) who need assistance. These efforts need to be made to make them aware that they have a better life than many other people/children so that they need to be more grateful.

In addition, this social service needs to be carried out in order to encourage the emotions of ESC members so that they will feel that they are someone who is useful and inspires and offers something valuable for life. This feeling is important because it is a dimension of the meaning of life that can reduce various forms of behavioral disorders. Technically, this effort is carried out by involving students directly in the technical management of social service activities, extracting and distributing aid to the community.

b. Peer Tutor Development in English Learning

Learning English is the main program of the *English Study Club* (ESC) for several reasons, including: a) the majority of *English Study Club* (ESC) participants have an interest in learning English even though some of these participants have low abilities in these subjects. b) some students have more interest and ability in learning English. c) is a major subject in school that has great significance for one's success in academia and the world of work.

To optimize learning English as a form of intervention program for behavioral disorders, a Peer Tutor Strategy will be selected. The strategy was chosen based on the belief that the Peer Tutor Strategy:

- 1) It is one of the efficient *treatments* for solving problems in learning English because with the peer tutor strategy, learning does not require many tutors who are paid professionally.
- 2) It can effectively make students more receptive to learning materials because they are taught by tutors of their own age so that they can explain the material in a language that suits their language, presenting learning more interactively because students who are learning are not ashamed or afraid as they sometimes feel ashamed or afraid if taught by the teacher.
- 3) Peer tutoring strategies can facilitate students' interests and talents in learning English and can meet the needs of students to actualize and show their potential and abilities.
- 4) The peer tutor strategy makes the emotional bond between participants stronger and more cohesive.

The steps for implementing peer tutoring strategies in learning English are:

- 1) Appointing some members of ESC as tutors by considering 2 things, namely: 1) having more abilities than other students in terms of mastery of the material, courage and ability to act as tutors, ability to coordinate students and learning activities. 2) can be accepted by other students so that other students can follow the instructions given in learning so that learning can take place effectively.
- 2) Carry out learning with the *drill* method . The learning steps are:
 - Peer tutors mention some names of objects that are around in English and are followed by students repeatedly, for example tables, chairs, blackboards, pens and others.
 - Peer tutors point to objects that have been named.
 - Students say the names of the objects in English together.

- The tutor gives an example of a series of sentences with the name of the object that has been mentioned and conveys the sentence aloud in advance.
- Participants follow what the tutor does.
- The tutor gives the task for each student to compose another sentence and convey it orally.
- Students carry out the assigned tasks.

3) Tutors evaluate together with students. If there are students who are wrong in doing the tasks given by the tutor, the tutor will give punishment according to the agreement. For example, they are asked to make questions or sing contemporary songs using English, or they are required to *talk* to their friends next to them.

To increase the effectiveness of the intervention through the development of peer tutors in learning English at ESC, ESC members are included in various competitions related to English held by existing institutions. Efforts to include ESC members in various competitions as well as developing the role of students as peer tutors have proven to be qualitatively effective in reducing the problem of behavior disorders experienced by ESC members. With these activities, the youth members of ESC become more confident and have a positive leadership spirit.

c. Interpreneurship Training

One of the intervention programs carried out to support efforts to reduce the problem of behavior disorders for adolescents, especially behaviors related to pessimism, irresponsibility and feeling very bored/stressed is by strengthening independence and self-confidence. The program is implemented by providing entrepreneurship training to teenagers in a simple way.

Technically, simple entrepreneurial training for youth members of the *English Study Club* (ESC) is carried out directly by selling simple items, such as selling takjil, breaking the fast menu and others. In this activity the members of the *English Study Club* (ESC) will be given a certain amount of capital and asked to practice managing that capital for sales purposes so that they can make a profit for themselves. With this activity, members of the *English Study Club* (ESC) will practice analyzing business opportunities in a simple way as well as finding customers/buyers and serving their needs.

With this simple entrepreneur training, *English Study Club* (ESC) members practice being responsible, independent and more confident people. In addition, these activities provide positive activities for them that will reduce feelings of boredom and disruptive behaviors.

FINDINGS AND DISCUSSION

As stated above, intervention on the problem of behavior disorders in adolescent ESC members is carried out by encouraging the emergence of meaning in life in adolescents. This is carried out in various forms of activities, such as exploring the meaning of life through learning the Qur'an, congregational prayers and social services, developing students' interests and talents as well as an attitude of responsibility through Peer Tutor activities in English

language learning, involving students in various activities. competitions outside of school, and strengthening independence and self-confidence through interpreneurship training.

These activities are part of an effort to provide psychological interventions that are in accordance with the humanist approach because the implementation of counseling using a humanist existential approach according to Capuzzi & Gross is carried out by providing *Story Telling*, *Responsibility* and dealing with Existential Anxiety⁸. These efforts are also in accordance with the religious approach because according to Diponegoro the counseling process that uses an Islamic counseling approach begins by reading the verses of Allah, the therapy process, then giving the messages of the Koran to lead the counselee to improvement. essential improvements accompanied by the provision of wisdom⁹. This effort is also in accordance with the process of religious counseling therapy proposed by Drajat (2002) which is carried out by generating the potential for monotheism of rububiyah and ubudiyah as well as dzikrulloh.

In detail, the interventions carried out using humanist-religious counseling activities to encourage meaning in the lives of adolescent ESC members and to reduce behavioral disorders can be tabulated as follows:

Table 4

Intervention Activities Using Humanist and Religious Counseling Approach

Approach Implementation		Intervention Activities
Humanist Counseling	Religious Counseling	
Giving <i>Story Telling</i>	- Awaken the monotheism of rububiyah - Dhikrullah	- Learning the Qur'an
Responsibility	- Ubudiyah	- social service - Peer Tutor Activities - Take part in various competitions - Interpreneurship training.
Dealing with Existential Anxiety	- Ubudiyah	- Pray together - Learning the Qur'an

These activities have been qualitatively proven to encourage the emergence of meaning in life and reduce behavioral disturbances for adolescent ESC members. Theoretically, the

⁸ David Capuzzi Ed. and Douglas R Gross Ed., "Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents, Seventh Edition," *American Counseling Association*, 2019; David Capuzzi and Douglas R Gross, "Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents (6th Ed.)," (2014) *Youth at risk: A prevention resource for counselors, teachers, and parents (6th ed) xvii, 484 pp Alexandria, VA, US: American Counseling Association; US* (2014).

⁹ Ahmad Muhammad Diponegoro, Mujidin Mujidin, and Agungbudiprabowo Agungbudiprabowo, "Konseling Religius Migran Indonesia Di Belanda," *PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling* (2018); Ahmad Muhammad Diponegoro, "Konseling Dalam Islam," *PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling* (2012).

results of such actions in accordance with the description of the meaning of life according to Pasiak (2012), which is a manifestation of spirituality in the form of appreciation intrapersonal that are unique, indicated in social relations (interpersonal) are useful, inspiring (*inspiring*) and passing (*legacy*) something of value for human life¹⁰. Based on this description, it can be concluded that the meaning of life makes a person able to carry out various positive activities such as social interactions that are useful, inspire and provide something of value to life.

In other words, a person who has a positive meaning in life does not allow him to behave contrary to various disturbing social norms (behavioral disorders). The behaviors in question include drinking *oplosan* drinks, consuming drugs, pornography and pornography, violating school rules, fighting, being brave with parents and teachers, being irresponsible and difficult to take responsibility for and having poor integrity as individuals, as well as family members and students. by doing various activities that are of less value such as spending time by going to coffee shops that have wifi without praying, reading the Koran and other worship such as fasting or tarawih in the month of Ramadan.

On the other hand, the development of students' interests and talents through Peer Tutor activities in learning English and involving students in various competitions can actually strengthen the moral aspects of student leadership as Rozi's study explains as follows¹¹:

Table 5
Rozi's Leadership Moral Aspects (2019)

No	Moral Aspects of Leadership	Indicator
1	Learner	Motivation to learn and the ability to provide learning to peers increases
2	Brave	Dare to take on the role of tutor and teaching staff for other students, both students in the same class and different classes
3	Responsibility	Students can be given and willing to take responsibility as coaches/peer tutors, coordinators and managers of ESC and its various activities
4	Integrity	Students are more concerned with participating in ESC activities than playing games or <i>drinking coffee</i> in a coffee shop with wifi.

¹⁰ Taufiq Pasiak, "Tuhan Dalam Otak Manusia: Mewujudkan Kesehatan Spiritual Berdasarkan Neurosains," *Bandung: Mizan* (2012).

¹¹ Rozi and Wahyuni, "Penguatan Moral Kepemimpinan Siswa Melalui Implementasi Pendidikan Berbasis Pengasuhan Dan Pengembangan Peran Tutor Sebaya."

Efforts to encourage the emergence of meaning in life and reduce behavioral disorders in adolescent members of ESC through the various strategies stated above in accordance with Viktor Frankl's Logotherapy theory¹². Meanwhile, the role of meaning in life in reducing behavioral disorders of adolescent ESC members effectively is in accordance with the theory of Zohar which he put forward in his description of Spiritual Intelligence (*Spiritual Quotient, SQ*) as an intelligence whose function is to deal with meanings and values with understanding and love to define good and evil. Associated with the description of Zohar regarding Spiritual Intelligence (*Spiritual Quotient, SQ*), then someone who has a strong meaning in life as a manifestation of the level of Spiritual Intelligence (*Spiritual Quotient, SQ*) possessed will not perform various behavioral disorders that are contrary to love and affection. good values¹³.

CONCLUSION

Based on the findings described above, several conclusions can be drawn, namely: first, the intervention on the problem of behavior disorders in adolescent ESC members is carried out by encouraging the emergence of meaning in life in adolescents. This is in accordance with the implementation of the humanist-religious counseling approach which is carried out in various forms of activities, such as exploring the meaning of life through learning the Qur'an, praying in congregation and social service, developing student interests and talents as well as an attitude of responsibility through Peer Tutor activities. in learning English, involving students in various competitions outside of school, and strengthening independence and self-confidence through interpreneurship training.

Second, psychological intervention through these activities has been qualitatively proven to encourage the emergence of meaning in life and reduce behavioral disorders among ESC members. In fact, these activities enable the youth members of ESC to display behaviors that are in accordance with the moral aspects of student leadership in their daily lives. The moral aspects of student leadership in question are learners, courage, responsibility and integrity.

Although strategies to encourage the emergence of meaning in youth's life have proven to be effective in solving problems with adolescent behavior disorders among ESC members, these activities need to be further optimized and implemented consistently so that the problem of disturbing adolescent behavior does not recur. Among the ways that can be done to optimize the activities in question are congregational prayers, not only for Maghrib or Isha prayers, but also praying five times a day.

In addition, activities whose implementation is conditional need to be re-planned more systematically and consistently so that the activities to be carried out will run optimally. In

¹² Eric Pfeifer, "Logotherapy, Existential Analysis, Music Therapy: Theory and Practice of Meaning-Oriented Music Therapy," *Arts in Psychotherapy* (2021); Marcelo Vial Roeh, "Psychology and Philosophy in the Existential-Phenomenological Approach: A Study on Frankl and Heidegger," *Revista da Abordagem Gestaltica* (2019); Ratna Roshida Ab Razak et al., "Exploring Frankl's Meaning, Purpose and Value of Life in Malaysian University Students," *International Journal of Recent Technology and Engineering* (2019).

¹³ Jaeni Dahlan, "Spiritual Quotient (SQ) Menurut Danah Zohar & Ian Marshall Dan Ary Ginanjar Agustian Serta Implikasinya Terhadap Domain Afektif Dalam Pendidikan Islam," *Tesis* (2019); By Danah Zohar, "Exploring Spiritual Capital: An Interview with Danah Zohar," *Spirituality In Higher Education* (2010).

order for the results of the intervention to be more credible, these activities need to be developed by implementing them to solve problems of behavior disorders carried out by other teenagers who are wider, such as teenagers who are in high school or the equivalent..

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