



Konseling Religi : Jurnal Bimbingan Konseling Islam

ISSN : 1907-7238

E-ISSN : 2477-2100

DOI : <http://dx.doi.org/10.21043/kr.v16i1.32491>

Vol. 16 No. 1, Juni 2025 | 23-36

<http://journal.iainkudus.ac.id/index.php/konseling>

The Influence of Perceptions of Rules, Loneliness and Religiosity on Aggressive Behavior in Orphanage Children : Implications for Counseling Services

Khilman Rofi' Azmi

UIN Sayyid Ali Rahmatullah, Tulungagung, Jawa Timur, Indonesia

rofiazmi@uinsatu.ac.id

Abstract

Aggressive behavior in children living in orphanages is an important concern because it can interfere with their socialization process and psychosocial development. Various factors are suspected to influence the emergence of aggressive behavior, including children's perceptions of the rules that apply in orphanages, the level of loneliness experienced, and the level of religiosity of children. This study aims to determine the effect of perceptions of rules, loneliness, and religiosity on children's aggressive behavior at the Tulungagung X Orphanage. The approach used is quantitative with multiple regression methods. The population in this study amounted to 30 orphanage children, with the sampling technique using total sampling. The instruments used are the aggressive behavior scale, the perception of rules scale, the loneliness scale, and the religiosity scale, all of which have been tested for validity and reliability. Data analysis was carried out with the help of Jamovi software. The results showed that simultaneously, the three independent variables had a significant influence on aggressive behavior ($R^2 = 0.404$; $p < 0.001$). Partially, only loneliness has a significant positive effect on aggressive behavior ($p = 0.001$), while perceptions of rules and religiosity have a negative effect on aggressive behavior. These findings indicate the importance of strengthening aspects of religiosity, enforcing orphanage rules and providing preventive social intervention programs to minimize loneliness in order to reduce aggressive behavior of children in orphanages.

Keywords: aggressive behavior, perceived rules, loneliness, religiosity, orphanage children

Introduction

Children's aggressive behavior is one of the global issues that occur in developed and developing countries (Nekita, 2022). According to Anderson & Bushman (2002),

aggressive behavior can be defined as actions that aim to harm others either physically or psychologically. Abroad, research data shows that around 20% of children experience significant aggressive behavior and it is often related to environmental factors, including lack of parental supervision and peer influence (American Psychological Association, 2020). In Indonesia, a similar phenomenon is also seen, where many children exhibit aggressive behavior in educational and social environments. In the context of educational institutions, data from the Ministry of Education and Culture of the Republic of Indonesia shows that incidents of violence in schools are increasing, with 30% of students engaging in aggressive behavior (Kemdikbud, 2021). In orphanages, children's aggressive behavior is more striking. Children living in orphanages often experience loneliness and loss, which can trigger aggressive behavior as an expression of their dissatisfaction and frustration. Research by UNICEF (2019) shows that children in orphanages have higher levels of aggressive behavior compared to children living in foster families. This is due to the lack of emotional support and environmental instability experienced. Children in orphanages often face various emotional and social challenges that can affect their behavior.

Orphanage X Tulungagung was chosen as the research location because it is one of the orphanages that has a diverse population of foster children. Orphanage X, located in Tulungagung, is a social institution that accommodates and fosters orphans from various backgrounds, both in terms of age, region of origin, and social conditions. This diversity creates complex social dynamics among the foster children. One of the challenges faced by the orphanage is the increase in aggressive behavior among children, which can be triggered by traumatic past experiences, lack of emotional attachment to parental figures, and difficulties in expressing emotions in a healthy manner. To overcome this, the orphanage seeks to provide psychosocial assistance, build a supportive environment, and develop character building programs to create an atmosphere that is safe, comfortable, and supports the positive development of foster children. Aggressive behavior in children can also be motivated by: (1) external factors, namely teasing from friends, broken families, unfavorable surroundings, audio-visual media that show scenes of violence. (2) internal factors, namely loneliness, religiosity, and children's perception of rules (Kartini Kartono in Pratama, R., Syahniar, S., & Karneli, Y, 2016).

Children's perceptions of rules and religiosity also play an important role in shaping children's aggressive behavior. The problems that occur in orphanages are very complex. Many children feel alienated and do not have a strong emotional bond with their caregivers. The loneliness experienced by these children can cause them to feel

helpless and lose control over their emotions. Feelings of loneliness make individuals respond to the people around them according to what they think so that it can lead to aggressive behavior. According to research by Widyastuti and Sari (2020), children who feel lonely tend to show aggressive behavior as a way to attract attention or express their dissatisfaction with the situation at hand. In addition, children's perceptions of the rules in orphanages can also affect children's aggressive behavior. When children feel that the rules are unfair or inconsistent, they tend to break the rules, which can lead to aggressive behavior. In this context, children's perceptions of rules can affect how they interact with their surroundings. Strict or unclear rules can create confusion and frustration, which can trigger aggressive behavior. A study by Kauffman (2019) showed that children who feel they have no control over the environment will tend to exhibit aggressive behavior as a form of protest or escape. In addition, the loneliness experienced by children in orphanages can worsen their psychological condition. Data from UNICEF (2021) shows that children who feel lonely tend to be more vulnerable to mental health problems and aggressive behavior.

Religiosity is also an important factor in this context. Many orphanages integrate religious values in the education of their foster children. Previous research suggests that religiosity can serve as a protective barrier against aggressive behavior. According to research by Smith & Denton (2018), children who have strong ties to religious values tend to have more prosocial and less aggressive behavior. In the context of orphanages, strengthening religious values can be one way to reduce children's aggressive behavior. Furthermore, according to Sarmah's (2021) study, children who have a high level of religiosity tend to show more positive behavior and reduce the tendency to behave aggressively. However, if children feel forced to follow religious norms without a deep understanding, this can actually cause internal conflicts that lead to aggressive behavior. The negative impact of aggressive behavior in orphanages is significant. In addition to damaging relationships between children, aggressive behavior can also interfere with the learning process and social development of children. According to research by Hartanto and Nugroho (2022), children who engage in aggressive behavior in orphanages tend to experience more problems in interacting with peers and caregivers, which can hinder their emotional and social development.

Therefore, it is important to understand the factors that influence this aggressive behavior, so that appropriate interventions can be made to reduce its negative impact. The urgency of this study is very high, given the increasing number of children living in orphanages in Indonesia. By understanding the influence of children's perceptions of rules, loneliness and religiosity on aggressive behavior, it is hoped that effective

solutions can be found to overcome this problem. This study aims to provide a deeper insight into the dynamics of children's behavior in orphanages and provide recommendations for caregivers and related institutions to create a more supportive environment for these children. This research will examine how these three factors interact with each other and contribute to the aggressive behavior of children at the Orphanage X Tulungagung.

Methods

This study uses a quantitative approach with a survey design. The population in this study were children living in Orphanage X Tulungagung, with a sample size of 30 children. Sampling was done randomly to ensure data representativeness. The instrument used in this study was a questionnaire consisting of: perception of rules, level of loneliness, and religiosity. This questionnaire was designed using a 5-point Likert scale to measure each variable. To measure aggressive behavior, researchers used the *Buss-Perry Aggression Questionnaire scale*. The data obtained were then analyzed using multiple regression analysis techniques to determine the effect of each independent variable on aggressive behavior as the dependent variable. In addition, descriptive analysis was also carried out to provide an overview of the characteristics of the respondents. Prior to data collection, the researcher conducted a pilot test of the questionnaire to ensure the reliability and validity of the instrument. The reliability test using Cronbach's Alpha showed a value above 0.7, which indicates that the instrument can be trusted. After the data was collected, the analysis was conducted using Jamovi statistical software. This study also paid attention to research ethics by obtaining approval from the orphanage.

Theoretical Review

Aggressive behavior

Aggressive behavior is an action intended to harm another person physically or psychologically, either directly or indirectly. Aggression can arise due to emotional impulses or as a response to the environment (Baron & Richardson, 1994). There are 4 aspects. Aspects of Aggressive Behavior (Buss & Perry, 1992) include, Physical aggression is physical violence (hitting, kicking). Verbal aggression is in the form of hurtful words (insulting, yelling). Anger is an intense negative emotional response. Hostility which means a negative and cynical attitude towards others. Factors that Influence Aggressive Behavior include, harsh or repressive environments, experiences of

violence or neglect, impaired emotional control, aggressive models (whether from parents, friends, or the media), lack of social support, frustration and loneliness.

Children's Perception of Orphanage Rules

Children's perception of orphanage rules is the way children understand, assess and give meaning to the rules that apply in the orphanage environment, both in terms of content, application and impact on their daily lives. This perception is formed through personal experience and the influence of the social environment (Bandura, 1986). There are 5 aspects. Aspects of perceptions about rules include, Fairness of rules i.e. whether the rules are considered fair or discriminatory. Clarity of the rules, i.e. the extent to which the child understands the content of the rules. Application of rules, namely the consistency and firmness of caregivers in enforcing rules. The impact of the rules is the child's perception of the comfort or burden caused. The flexibility of the rules relating to whether or not the rules can be adjusted to the child's condition. Factors Influencing Perceptions of Rules include, Experience of interaction with caregivers, Age and level of cognitive development, Family background and previous experiences, Parenting style (authoritarian vs democratic) and also the social environment of the home.

Loneliness

Loneliness is the subjective experience of lacking or missing meaningful and adequate social relationships. It is not simply a condition of being alone, but a feeling of deep alienation (Peplau & Perlman, 1982). There are 4 aspects. Aspects of Loneliness include, Emotional loneliness which is the absence of intimate close relationships (such as attachment figures). Social loneliness is the lack of a wide social network. Perceived alienation i.e. feeling different, not accepted, or not fitting into the environment. Desire for connection which is the drive to have deeper social connections. Factors affecting loneliness include, Lack of quality social relationships, Insecure attachment in childhood, Experiences of abandonment or loss, Personality factors, Stigma or discrimination, Closed environments (such as institutions).

Religiosity

Religiosity is the level of an individual's involvement in the beliefs, practices, experiences and values of his or her religion. Religiosity reflects a person's spiritual and moral dimensions in everyday life (Glock & Stark, 1965). There are 4 aspects. Aspects of religiosity include, Ideological, namely belief in God and religious teachings. Ritualistic, namely the implementation of worship and religious practices. Intellectual, namely

knowledge of religious teachings and values. Experiential, namely spiritual experiences and religious emotions. Consequential, namely the influence of religious values on social behavior. Factors that Influence Religiosity include, Family environment and parenting, Religious education, Social and cultural environment, Spiritual experience, Role models, Media and religious information.

Theoretical Framework

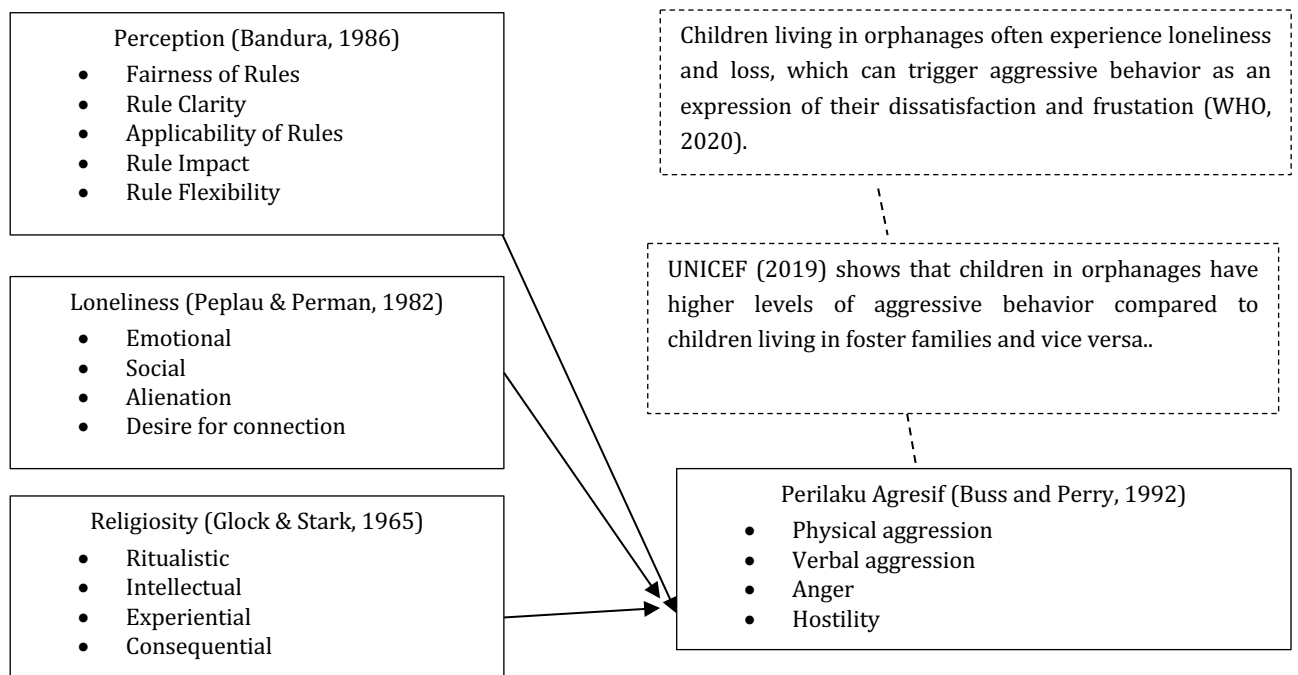


Image 1 Theoretical Framework

Discussions

Children's perception of rules can be defined as the way children understand, interpret and respond to the norms and regulations set in the orphanage environment. Children's perception of rules is an important construct in exploring aggressive behavior in orphanages (Toha, 2003). Aggressive behavior is a form of expression of negative emotions shown through verbal or physical actions that intend to hurt others or damage objects (Baron & Richardson, 1994). In children living in orphanages, aggressive behavior is often a response to unstable emotional states, stressful social environments, or the experience of losing family affection. According to Berk (2013), a less supportive parenting environment can increase the risk of problem behaviors.

Table 1 Fit Model of Children's Perception of Rules, Loneliness and Religiosity on Aggressive Behavior

Model	R	R ²	Adjusted R ²
1	0.351	0.123	0.229
2	0.382	0.146	0.257
3	0.635	0.404	0.3911

Table 2 Model Coefficients of Children's Perception of Rules, Loneliness and Religiosity on Aggressive Behavior

Predictor	Estimate	SE	t	p
Intercept	64.3721	4.0592	15.86	< .001
Children's Perception of Rules	-0.1204	0.0325	-3.71	< .001
Loneliness	0.0444	0.0186	2.93	< .001
Religiosity	-0.1186	0.0354	-3.35	< .001

Based on table 2, it can be concluded that the regression equation can be written as follows: Aggressive behavior = 64.3721 + (-0.1204) Student perception + 0.044 Loneliness + (-0.1186) Religiosity

Based on tables 1 and 2 it is also known that the R2 value in the regression of children's perceptions of rules, loneliness and religiosity on aggressive behavior is 0.229. This means that the multiple regression model is able to predict children's perceptions of rules, loneliness and religiosity on aggressive behavior by 22.9%. The regression results also show that the regression of children's perception of rules, loneliness and religiosity on aggressive behavior (Estimate = 64.3721, p <0.001). In addition, there is a negative influence between children's perceptions of rules on aggressive behavior partially (p<0.001) and there is a positive influence of loneliness on aggressive behavior partially (p<0.001) and there is a negative influence of religiosity on aggressive behavior partially (p<0.001).

The results of this study indicate that children's perceptions of rules have a negative effect on aggressive behavior. Children who feel that the rules at orphanage X Tulungagung are unclear or unfair tend to show higher aggressive behavior. This is in line with the findings of Kauffman (2019) which states that dissatisfaction with rules can be a trigger for aggressive behavior. Perception of rules is an individual's subjective interpretation of the existence, fairness, and application of rules in their environment. Children who perceive rules as an unfair form of control tend to resist or rebel, which can be manifested in aggressive behavior (Santrock, 2011). Bandura (1986), in his social cognitive theory, emphasizes that an individual's perception of his social environment, including rules and punishments, will influence how he forms attitudes and behaviors. In the orphanage environment, negative perceptions of rules can worsen social relations and encourage aggressive expression as a form of resistance.

Conversely, loneliness has a positive effect on aggressive behavior. The results of the analysis also show that children of orphanage X Tulungagung who feel lonely have higher levels of aggression. This finding supports research by Qualter et al. (2015) who found that loneliness can increase the risk of aggressive behavior in children. Loneliness is also a factor that needs attention. Children who feel isolated tend to show aggressive behavior as a way to express their feelings (Azmi, 2021). Programs that encourage social interaction and build relationships between children in orphanages can help reduce loneliness and thus reduce aggressive behavior. For example, group activities involving games or discussions can be a means of increasing social attachment among children.

Religiosity was shown to have a negative effect on aggressive behavior. Children who have a high level of religiosity tend to show more pro-social and less aggressive behavior. This finding is in line with research by Smith and Denton (2018) which shows that religious values can serve as a protector against aggressive behavior. This is reinforced by research by McCullough and Willoughby (2009) showing that children involved in religious activities have more positive behavior. In the positive psychology approach, religiosity can strengthen a sense of meaning in life, resilience, and empathy (Seligman & Csikszentmihalyi, 2000). For children in orphanages, meaningful religious experiences can be a positive coping mechanism in dealing with life's difficulties, while inhibiting the tendency to behave aggressively. Therefore, it is important for X Tulungagung orphanage to strengthen the religiosity aspect in its daily program.

In addition to showing the relationship between variables, the results of this study also provide a deeper understanding of the psychosocial dynamics experienced by children living in orphanages. In this context, children's perceptions of rules not only reflect how they perceive structure and discipline, but are also an indicator of the extent to which they feel valued and treated fairly. When children feel that rules are made without their involvement or are applied inconsistently, this can lead to frustration and distrust of authority. This risks weakening self-control and increasing the tendency to act aggressively as an expression of dissatisfaction. Therefore, involving children in the process of developing or understanding rules can be an important step in creating a more supportive environment and reducing aggressive behavior.

In terms of loneliness, it is important to understand that the experience of loneliness in an orphanage setting can be different from that of children living with family. The lack of deep emotional connections, the rotation of caregivers, and the lack of a consistent figure in the daily life of the orphanage child, can exacerbate the sense of isolation. Under these conditions, children may feel that aggressiveness is the only way to attract attention or defend themselves from environmental pressures. Therefore,

relationship-based interventions, such as mentorship, group counseling, and social skills training, are needed to strengthen emotional support that can reduce the risk of loneliness and aggression.

Regarding religiosity, the spiritual values internalized in children play an important role in the formation of self-control and orientation towards prosocial behavior. Religiosity not only influences actions through moral norms, but also through emotion regulation, positive expectations and meaning of life. For children in orphanages, religious experiences can be a source of psychological strength that helps them cope with stress and loss. Therefore, it is important for orphanage managers to not only provide formal religious activities, but also create personalized and meaningful spiritual spaces, for example through faith formation, values discussions, and reflective activities. This approach has the potential to not only suppress aggressive behavior, but also shape the character of children who are resilient, empathetic, and have strong morals.

Conclusion

This study shows that children's perceptions of rules, loneliness, and religiosity simultaneously have a significant effect on children's aggressive behavior at the orphanage X Tulungagung, with a contribution of 22.9% ($R^2 = 0.229$). Partially, negative perceptions of rules and high levels of loneliness are proven to increase aggressive behavior, while high levels of religiosity actually decrease aggressive behavior. These results strengthen previous theories and findings regarding the influence of social environment, emotional conditions, and religious values on children's behavior. However, there are several critical notes that need to be considered. First, the relatively low R^2 value indicates that there are still 77.1% other variables outside this model that influence the aggressive behavior of orphanage children. This shows that the model is not yet fully comprehensive and can still be developed by considering other factors such as traumatic experiences, social support from caregivers, individual temperament, and the quality of interactions between peers.

Second, the use of this quantitative linear regression approach provides a statistical picture of the relationship between variables, but has not been able to capture in depth the psychological dynamics of children in understanding rules, feeling lonely, or carrying out religious practices. Therefore, the use of qualitative or mixed methods in further research is highly recommended to explore children's subjective perspectives in more depth.

Third, the generalization of the results of this study needs to be done carefully, considering that the sample was only taken from one orphanage. The conditions, policies, and culture that apply in other orphanages can be very different. Therefore, to expand the generalization of the findings, replication of the study is needed in several orphanages with diverse characteristics.

As a practical suggestion, the management of the orphanage should:

1. Evaluate and improve the rule system to be fairer, more transparent, and participatory so that children do not feel controlled unilaterally.
2. Provide preventive social intervention programs to reduce loneliness, such as group activities, peer mentoring, or group counseling.
3. Strengthen religious activities that are not only ritualistic, but also build emotional closeness and moral values in children consistently.
4. With a more holistic and sustainable approach, it is hoped that children's aggressive behavior can be suppressed and their psychological well-being can be improved.

References

- Almoshaigeh, S. M. (2017). *Aggressive behaviour among orphans with special circumstances. Advances in Life Science and Technology*, 60, 33–40.
- Amalinda, Y. N., Retnaningdyastusi, M. T. S. R., & Primaningrum, D. (2019). Analisis perilaku prososial pada remaja panti asuhan. *Empati: Jurnal Bimbingan dan Konseling*, 8(1), 15–22.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772-790.
- Anggraini, C. N., & Santosa, B. (2018). *Hubungan religiusitas dengan kedisiplinan anak di Panti Asuhan Nur Hidayah Surakarta*. Skripsi, IAIN Surakarta.
- Arifin, M., & Setyowati, R. (2023). Stigma sosial dan dampaknya terhadap perilaku siswa. *Jurnal Pendidikan dan Psikologi*, 10(2), 123-135.
- Azmi, K. R. (2021). *Konsep Dasar Bimbingan Dan Konseling Pendidikan Islam (Dari Teori Ke Praktik)*, Pati: Al Qalam Media Lestari.
- Azmi, K. R., & Ulya, R. M. (2022). Strengthening the Quality of Counseling Center in Islamic Boarding Schools though Implementing WOCA. Model, 5(2).

- Azwar, S. (2012). *Sikap Manusia*. Yogyakarta: Pustaka Pelajar.
- Berkowitz, L. (1995). *Aggression Its Causes, Cosequences and Control* Terjemahan oleh Susiatni Hartatni Woro: Agresi 1 sebab dan akibatnya Jakarta: Pustaka Binama Pressindo.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relation*.
- Bradshaw, C. P., Waasdorp, T. E., & O'Brennan, L. M. (2008). Bullying and peer victimization in the classroom: The role of school climate. *Journal of Educational Psychology*, 100(2), 372-386.
- Brown, A., & Lee, C. (2020). The impact of rule perception on student behavior in schools. *Journal of Educational Psychology*, 112(3), 456-467.
- Chen, Y., Zhang, L., & Wang, J. (2021). Understanding aggressive behavior in adolescents: The role of emotional stability and rule perception. *International Journal of Adolescent Medicine and Health*, 33(2), 123-130.
- Dini, F. O. (2014). *Hubungan antara kesepian dengan perilaku agresif pada anak didik di Lembaga Pemasyarakatan Anak Blitar*. Skripsi, Universitas Airlangga.
- Dodge, K. A., & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive aggression in children's peer interactions. *Journal of Abnormal Child Psychology*, 15(3), 279-292.
- Dwyer, K., Smith, J., & Jones, A. (2020). The impact of peer pressure on aggressive behavior in adolescents. *Journal of Adolescent Research*, 35(2), 123-145. doi:10.1177/0743558419876543.
- Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What we have learned and where we are headed. *School Psychology Review*, 32(3), 365-383.
- Gustina, T. E. (2024). *Pengaruh bimbingan kelompok terhadap penurunan agresivitas pada anak dan remaja di UPT Panti Sosial Pengasuhan Anak Kota Pekanbaru*. Skripsi, UIN Sultan Syarif Kasim Riau
- Hirschi, T. (1969). *Causes of Delinquency*. Berkeley: University of California Press.
- Imeldawati, T., Dewi, E. S. L., & Sitepu, A. (2020). Pola pembinaan rohani berdasarkan Efesus 6:4 dan korelasinya dalam mendidik perilaku anak di Panti Asuhan Claresta Medan. *Jurnal Christian Humaniora*, 3(2), 60-70.

- Istiana, D., Safitri, R. P., & Pratiwi, E. A. (2023). Gambaran tingkat loneliness pada remaja di Panti Asuhan Kasih Karunia. *Jurnal Ilmu Kesehatan Dharmas Indonesia*, 4(2), 123–130.
- Kauffman, J. M. (2019). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. Pearson.
- Kundarto, A. (2021). Pengaruh religiusitas terhadap agresi verbal pada siswa MTs Persiapan Negeri Batu. *Jurnal Humanistik*, 3(2), 45–52.
- Makhlali, A. (2007). *Hubungan antara tingkat religiusitas dengan perilaku abnormal anak jalanan di Panti Asuhan Atap Langit Keparakan Yogyakarta*. Skripsi, UIN Sunan Kalijaga Yogyakarta.
- McCullough, M. E., & Willoughby, B. L. (2009). Religion, self-regulation, and self-control: Associations, explanations, and implications. *Psychological Bulletin*, 135(1), 69-93.
- Mohamed, S. M., et al. (2022). *Cognitive behavioral program on aggression and self-concept among institutionalized children with conduct disorder*. *Archives of Psychiatric Nursing*, 39, 84–90.
- Nusiaputri, Y. S., & Supraptiningsih, E. (2016). Hubungan antara persepsi teknik penerapan disiplin dengan perilaku melanggar aturan (misdemeanors) pada remaja di Panti Asuhan Jabal 165 Bandung. *Prosiding Psikologi*, Universitas Islam Bandung.
- Qualter, P., Brown, S. L., Munn, P., & Qureshi, M. (2015). Loneliness in childhood and adolescence: A systematic review. *Child Youth Care Forum*, 44(5), 581-600.
- Sagita, S. (2019). Interaksi sosial dengan kesepian pada remaja panti asuhan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(2), 123–130
- Sandri, R. (2015). Perilaku bullying pada remaja panti asuhan ditinjau dari kelekatan dengan teman sebaya dan harga diri. *Jurnal Psikologi Tabularasa*, 10(1), 1–10.
- Setiana, D., & Eliasa, E. (2025). Efektivitas Penguatan Positif dalam Mengurangi Perilaku Agresif Anak di Panti Sosial Perlindungan dan Petirahan Sosial Anak “Sasambo Matupa”. *Jurnal Consulenza: Jurnal Bimbingan Konseling dan Psikologi*, 5(1), 107–115.
- Smith, C., & Denton, M. L. (2018). *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. Oxford University Press.

- Sovina, L., & Fauziah, N. (2014). Hubungan antara religiusitas dengan agresivitas pada santri. *Jurnal Empati*, 3(1), 1–6.
- UNICEF. (2021). The State of the World's Children 2021: On My Mind: Promoting, protecting and caring for children's mental health. UNICEF.
- Yuliana. (2016). *Aktifitas bimbingan agama dalam pembinaan perilaku menyimpang anak asuh di Panti Asuhan As-Sohwah wilayah Kota Pekanbaru*. Skripsi, UIN Sultan Syarif Kasim Riau.
- Zukhrufatunnisa'. (2020). Bimbingan mental spiritual terhadap perubahan perilaku negatif remaja (Studi kasus Panti Asuhan Yatim Putra Islam Yogyakarta). *Islamic Education*, 5(1), 45–52.

This page intentionally left blank