Psychological Intervention Effect by Imam Al-Ghazali

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Abstract:- A research known as the Psyhological Intervention effect by Imam Al-Ghazali is implemented to a group of high school students to investigate the aggresive behavior among them and its causes. The aim of this study is to address the lack of intervention in the treatment of the aggressive behavior which consists of physical, verbal, emotion and hostility aspects. The group counselling module by Imam Al-Ghazali is based on the Tazkiyatun An-Nafs approach, which is effective to treat and clean the hearts and souls of men. This study is conducted based on quasi-experimental method containing treatment and control groups. Twenty respondents from a secondary school in Pasir Puteh, Kelantan are selected by purposive sampling method. They were given the Aggression Questionnaire to measure the physical aggression, verbal aggression, emotional aggression and hostile aggression. The expected result is that this intervention module will or may be able to reduce aggressive behaviour among teenagers and this module can be a guideline and reference to everyone who involves in addressing this particular issue.

Keywords: *Intervention, Psyhological Intervention effect by Imam Al-Ghazali*

I. INTRODUCTION

Teenagers are the generation that will become future leaders of a country. Malaysia, for instance, highly hopes that they will be well-grown individuals that can contribute towards a better nation. Lately, society began to feel concern about these young people's behavior. In particular, their immoral behavior becomes apparent day-by-day since many misdeeds committed by teenagers have been reported in the media. If this issue is not addressed properly it will be cancer in the society. What are the causes if this issue? Does the school have failed to address this problem? Are parents and family institution have failed to fulfill their roles that causing the teenagers to behave immorally?Every school must have its own rules and regulations, but student misconducts such as the aggressive behavior among the high schools students cannot be avoided. According to the media and the press, these cases happen regularly regardless of gender, age, environment, *etc.* Teenagers who behave aggressively are those who have deviated from the true teaching of Islam. This is due to a lack of understanding and practice of the Islamic values in daily life. The immoral behavior among teenagers is an issue that has been debated by many. The society is worried if this behavior leads to serious misconducts such as drug abuse, adultery, extortion, brawl and even bloodshed. Malaysians have been living harmoniously for many years, and the country is developing in many aspects such as economy, education, science and technology. However, the increase in cases of immoral behavior among teenagers nowadays may jeopardize the harmony and stability of the country if it is not addressed immediately.[1[, stated that humans are born with natural impulse based on an anti-rationalism concept in all aspects of human gestures. The ones who are damaging themselves are irrational, unsociable and unable to live in a community. In particular, they are not socializing with their family, the environment or with other characteristics of socialization. As a result, they are exposed to other characteristics that can damage some rules in the community. Freud also mentioned that humans are born with an animal instinct that has humanistic values. Aggressive behavior is formed by behavioral mimicry of people's attitude [2]. If the people around us show a good attitude, then we will act correspondingly due to the behavioral mimicry, and vice versa. In addition to the mimicry, the aggressive behavior is also easily influenced by the external environment.

[3] suggested that behavior is shaped by reinforcement. If a person does a good behavior, then he or she should be given encouragement and reinforcement such as praise, reward, token, *etc*. If a person shows a bad behavior, then the reinforcement should be replaced with fines that can reduce the negative behavior.Rational Emotive introduced by Albert Ellis believes that humans have the potential to act rationally and sanely [4]. This opinion is not contrary to Islam, but his opinion upon the human mind is somewhat conflicting. Ellis mentioned that the human mind is infinite and man is able to think of everything that he wants. However, the Islam teaches its followers that the human mind is limited and must be guided by the Quran as a guide to life.

Every person can sustain his or her behavior based on intelligence, sensitivity and determination. Intellect can dominate a rational person so that he or she will leave the vile attitude. If humans think logically based on the Quran and Hadith, then they can instill good behavior and refrain themselves from the bad and destructive behavior.The behavior of perfect human consists of four aspects, namely, spirit (*roh*), heart (*qalbu*), passion (*nafs*) and intellect (*akal*). These four aspects can indeed prevent a person from doing bad things. However, there are still many new cases of serious misconducts recorded in the local newspapers today, which reflect the moral decay in the society.The aim of this study is to develop the existing research related to intervention based on opinions of Islamic leaders and scholars. In particular, the writers choose intervention based on the opinion of Imam Al-Ghazali since his ideology and writings are acknowledged and recognized worldwide. Imam Al-Ghazali was a Muslim figure who gives many contributions and ideas in the development of the Islamic psychology. His writings can be used as a counselling model with Islamic approach because the sources of his writings are Al-Quran and Hadith [5].Besides, Imam Al-Ghazali's writings are preferred to others because his psychological understanding is well-elaborated in his books, which are regularly referred by the writers to address problems among teenagers. Imam Al-Ghazali emphasizes that people should adorn themselves with honorable manner (*mahmudah*) and keep away from despicable manner (*mazmumah*). The psychological approach introduced by Imam Al-Ghazali can be beneficial for treating people with immoral behavior, which is due to a lack of understanding and practice of the Islamic values in their lives. Thus, this psychological approach is strongly recommended to be applied in the society so that their behavioral problems can be solved by a better solution.

II. OBJECTIVES

This paper presents part of work in the early stage of a PhD research. The objectives of the study are:
1) to understand the intervention, and
2) to implement the psychological appreciation module based on Imam Al-Ghazali's ideology.
This study was also conducted to examine the effectiveness of intervention using the Psychological Appreciation Module Imam Al-Ghazali against the aggressive behavior among high school students.

III. METHOD

The study was conducted with a quasi-experimental method to analyse the difference between the treatment group and the control group. In theory, the analysis is a form of quantitative research methods that describe results objectively, systematically and quantitatively [6].The researchers used a measuring tool known as the Aggression Questionnaire (AQ) to determine aggressive behavior among respondents before and after completing the Psychological Appreciation module Imam Al-Ghazali. The measuring tool was built by Buss and Perry of the University of Texas, and it is used to measure the aggressive behavior of an individual in four aspects, which are physical, speech, emotion and hostility. The AQ is used in many countries around the world and translated into various languages such as Malay, Chinese, Turkish and Arabic. In this study, the writers chose the AQ that was translated by [7] into Malay, which has been tested and proven to have high reliability in determining the individual's aggressive behavior. This instrument consists of five parts, namely, part A (Personal Information), part B (Questionnaire on Physical), part C (Questionnaire on Speech), part D (Questionnaire on Emotion) and part E (Questionnaire on Hostility). The degree of the responses is evaluated based on the Likert scale of five points, namely, scale 1 (does not reflect my behavior), scale 2 (rarely reflects my behavior), scale 3 (occasionally reflects my behavior), scale 4 (sometimes reflects my behavior) and scale 5 (always reflect my behavior).

3.1 Data Collection

Data was collected by distributing the AQ to twenty high school students. Before collecting the data, the researchers were required to obtain an official approval from the State Education Department (JPN) and the District Education Office (PPD) of Kelantan. After twenty respondents had been identified, they were gathered in a school counseling room. Then, the researchers explained the method of answering the questionnaire before distributing the survey forms to the respondents. After completing the forms, they were asked to return the questionnaire to the researchers. The completed questionnaire was analyzed using *SPSS version 12.0 for Windows*.

3.2 Sampling Technique

The purposive sampling technique and stratified random sampling technique were used in the selection of the twenty respondents. To meet the objectives of the study, the respondents were shortlisted based on the highest score recorded in the Record of Students' System Disciplinary Misconduct (SSDM) at District Education Office of Pasir Puteh (PPDPP), Kelantan. This record is taken through the cooperation of the Psychology and

Counselling Unit of the State Education Department (JPN) of Kelantan and the Psychology and Counseling Unit of the PPDPP. The respondents consisted of male and female students who showed aggressive behavior at their schools. In this study, they are divided into two groups, which are the control group and the treatment group where each group comprised ten students.

3.3   Selection of Respondents
The Record of Students' System Disciplinary Misconduct (SSDM) at the PPDPP indicated that there are 105 sixteen-year-old students that show the aggressive behavior at school, which involves physical aggressive behavior, verbal aggressive behavior, emotional aggressive behavior or hostile aggressive behavior. The selection of the respondents at this age is because they are in the category of mid-teens, and do not involved with the important examination at the national level. The respondents were also selected based on their race and religion. In particular, only Malay Muslim students were chosen so that the psychological module with Islamic approach is relevant to the respondents.

3.4   Data Analysis
The descriptive statistical analysis is used to describe the percentage and frequency of all items in the questionnaire. The descriptive data is presented through tables that show clear and concise results for the convenience of readers to understand the response from the questionnaire.

3.5   Results and Discussions
3.5.1   Definition of Intervention
Intervention in the counseling process refers to a face-to-face helping relationship between counselors and clients. Intervention in counseling sessions can be conducted individually or in a group. In this study, the researchers use intervention group counseling approach. [8] stated that the group counseling is a dynamic relationship process between individuals based on their conscious mind and behavior. Its value lies in the trust, acceptance, understanding and support in accordance with the truth.On the other hand, [9] explained that the group counseling is an interaction between two or more individuals in the group. The group counseling can help prevent or achieve specific goals such as learning, career, personal or social problems. It emphasizes relationships between the individuals that lay importance on behaviors, attitudes, thoughts and feelings. Content and focus of discussion are determined by normal individuals in the group. The group counseling encourages the group members to share ideas and experiences, and creates a situation of mutual trust within the group [10].

In this study, the researchers use the Psychological Appreciation Module Imam Al-Ghazali with Corey's group counseling approach. The group counseling approach has five levels, namely, the pre-cluster, exploration, conflict, cohesion and consolidation (termination) [11].

3.6   Psychological Appreciation Module Imam Al-Ghazali
(*Modul Penghayatan Psikologi Imam Al-Ghazali*)
The Malay word 'penghayatan' comes from the Arabic word 'hayat', which means to live, while 'menghayati' (appreciate) means to experience and to feel deep down the soul. 'Penghayatan' (appreciation) means to appreciate, to experience and to feel something spiritually [12]. In Kamus Dewan (a comprehensive dictionary of Malay words), 'penghayatan' is derived from the word 'hayat', which represents the acts of appreciating, understanding and feel something through sight, hearing, reading, etc. If one instils the importance of 'penghayatan' in everything that he does, then he is able to achieve everything in his life, either individually or in a community [13].The Psychological Appreciation Module Imam Al-Ghazali focuses on self-development process to purify soul and behavior of humans. In Arabic, this process is known as *tazkiyatun an-nafs*, which means to purify, to illuminate and to enlighten hearts and soul from despicable manner with a guidance from Quran and Hadith. This process is applied in conjunction with the true understanding of Islam to develop people's normal behavior [14].The term appreciation of religion refers to religious lifestyle or religious life, especially in the West. In the context of Islam, the religious life is associated with Islam as *ad-din* or way of life. Muslims who practice Islam as *ad-din* are the oned who embrace Islam in their daily lives [15].The concept of appreciation of religion in the context of Islam is the appreciation of Islam because religious is interpreted as Islamic [16]. Islam is generally described as believing in the Oneness of Allah, submit and obedient to commands of Allah and avoiding prohibitions of Allah without objection through the teachings of the Prophet Muhammad [17]. This concept is important to Muslims because it encompasses faith as life guidance, religious practice as rituals that must be performed and Sharia law as rules that should be obeyed. These three components are believed to be the solutions to attain good characters as ethics in life. If people have ethics in life, they can avoid unpleasant things that are prohibited by Allah.The Psychological Appreciation Module Imam Al-Ghazali is adopted from the *Tazkiyatun An-Nafs* Al-Ghazali by [18]. The researchers changed the use of *Tazkiyatun An-Nafs* to the use of Psychological Appreciation Module Imam Al-Ghazali because the contents of both models are similar to Imam Al-Ghazali's ideology that focuses on one's thought to change his behavior.

This model is an appreciation of the behavior development through awareness to remove negative attitude in a person. This model is used to identify strengths and weaknesses, and negative behaviors that can damage a person's soul and morals. It is also used to identify actions to avoid negative behaviors. Contents in this model include constantly doing good conducts and continuously avoiding bad conducts with the utmost seriousness and sincerity until positive behavior is attained. The model is outlined in figure 1.1.
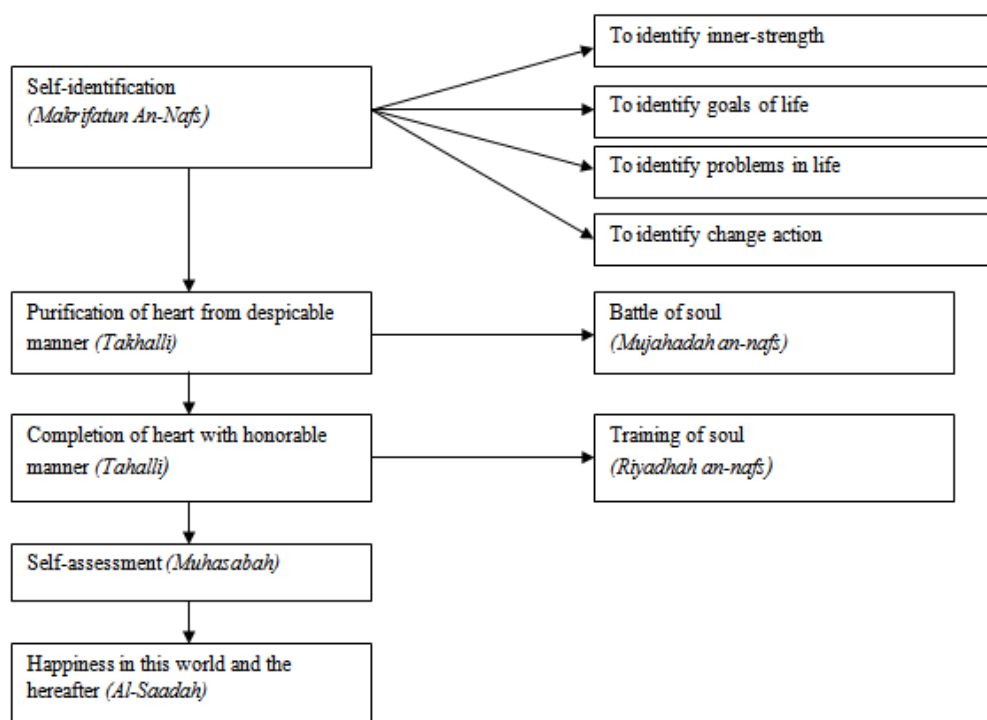

Figure 1.1 : *Tazkiyatun an- nafs* model (Psychological Appreciation Module Imam Al-Ghazali)

IV. CONCLUSIONS

This approach is hoped to successfully treat the aggressive behavior among students by educating their hearts and soul towards harmony. This approach can guide students who behave aggressively to address their daily problems based on the true teaching of Quran and Hadith. This approach can also purify the soul and rehabilitate uneasy hearts with therapeutic treatment by practicing religious rituals such as praying. Besides, students can implement things that they have learned in everyday life by practicing honorable attitude and leave out immoral attitude. Good conduct can cleanse the soul and bring peace to students' hearts and mind. This helps students to address their problems better, especially problems related to the aggressive behavior. Therefore, we believe that the approach explained in this study is relevant to overcome difficulties related to the aggressive behavior among teenagers.

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